



WSKW

WESTERN SOCIETY FOR KINESIOLOGY & WELLNESS
SINCE 1956

68th Annual Conference

“The Future is You”

October 6-7, 2023

Oakland Center
Oakland, CA 94607

“Where the conferee is the program, and mentoring and networking are the foundation”

Welcome from the President-Elect



Welcome to the 68th Annual Western Society of Kinesiology and Wellness (WSKW) Conference in Oakland, CA. As President-Elect of WSKW, I join President Dr. Heather Van Mullem and Past-President Dr. Cathy Inouye in extending a warm welcome to the 2023 conference.

We hope you enjoy the opportunity to learn from professionals in the field, network with colleagues from around the world, and mentor the next generation of health, wellness, and kinesiology professionals. A variety of sessions are available for you to enjoy including academic oral presentations covering a wide variety of topics, academic poster sessions intended to share results of new research, and undergraduate and graduate research presentations through the annual R. D. Peavy Paper student competition. In addition, WSKW is excited that Dr. Carole Casten will deliver the Keynote Presentation and that Dr. Guillermo Escalante will deliver the E.C. Davis Lecture. Renowned professionals in our field, Dr. Casten and Dr. Escalante are highly respected for their contributions to the fields of health, wellness, physical education, and sport.

Enjoy the opportunity to immerse yourself in the sharing of information relative to our profession. We hope you leave energized and excited to return to your roles as researchers, teachers, or students.

Respectfully,

Gioella Chaparro, PhD
2023 WSKW President-Elect



2023 Featured Speakers



Keynote Speaker

Carole Casten, PhD, California State University Dominguez Hills

Dr. Carole Casten is now an Emeritus Professor at California State University Dominguez Hills (CSUDH). She is the coordinator for the Kinesiology Teaching Program and Professor in the Division of Kinesiology at California State University Dominguez Hills. Dr. Casten served as the director of Physical Education and Athletics at the California Academy of Math and Science (CAMS) high school at CSUDH for 27 years. She is a highly respected clinician, author, and speaker at professional conferences. She is a national presenter and has authored 7 textbooks including 5 Physical Education Pedagogy textbooks, *Aerobics Today* and *Aqua Aerobics Today*. In addition, Dr. Casten was the first female president of WSKW. Dr. Casten is a great motivator and mentor of students and faculty.



E.C. Davis Lecturer

Guillermo Escalante, DSc, MBA, ATC, CSCS*D, FISSN, California State University San Bernardino

Dr. Escalante is currently a Professor of Kinesiology and Assistant for the College of Natural Sciences at California State University, San Bernardino. He is an expert in the areas of sports nutrition, exercise science, and sports medicine and regularly presents his work at regional, national, and international conferences. He has published over 55 articles and/or abstracts in the

field of exercise science/sports nutrition/sports medicine and over 58 articles in mainstream media such as Muscular Development, Muscle & Fitness, and Bodybuilding.com. Dr. Escalante also serves as an associate editor for the Journal of the International Society of Sports Nutrition, a reviewer to various exercise science/sports nutrition journals, and as the Chair of the Bodybuilding and Fitness Competition Special Interest Group for the National Strength and Conditioning Association. He also serves as a sports nutrition/exercise science consultant to various companies in the health/fitness/sports supplement space.

Western Society for Kinesiology & Wellness

Leadership Team 2023

President: Heather Van Mullem (Lewis-Clark State College)
President-Elect: Gioella Chaparro (California State University, Dominguez Hills)
Past President: Jennifer Sherwood (California State University, East Bay)
Executive Director: Cathy Inouye (California State University, East Bay)
Treasurer: Seung Ho Chang (San Jose State University)
Secretary: Jessica Savage (Lewis-Clark State College)
Faculty-at-Large: Karen Hostetter (Northern Arizona University)
Web Administrator: Ovande Furtado (California State University Northridge)
Archivist: Vacant
Editor, Journal of Kinesiology & Wellness (JKW): Ovande Furtado (California State University, Northridge)
R. D. Peavy Paper Coordinator: Lee Ann Wiggin (Lewis-Clark State College)
G. Arthur Broten “Young Scholars” Award Coordinator: Andrea Ednie (University of Wisconsin Whitewater)



WSKW

WESTERN SOCIETY FOR KINESIOLOGY & WELLNESS
SINCE 1956

A Brief History of the Western Society for Kinesiology & Wellness (Formerly the Western College Physical Education Society)

The first meeting of the Western College Physical Education Society (WCPES), originally called the Western College Men's Physical Education Society (WCMPEs), was held at the University of Utah in the fall of 1956. A small group of college and university physical educators from Western states met to discuss inequity in selecting sites for the College Physical Education Association's (CPEA) annual meetings. From this initial meeting came recommendations that CPEA meet periodically in states west of the Mississippi or provide for a CPEA western division.

After the Utah meeting, questionnaires were distributed to western college and university male physical educators by E. C. Davis of USC. In response to the questionnaires, the following decisions were made:

1. Meet independently from CPEA.
2. Deal only with the topic of physical education
3. Use a roundtable discussion format without presenters or panels. In effect, each member is to participate and serve as a resource person.
4. Limit the program to discussion of two or three problems or issues.

At CPEA's national meeting in 1957, WCMPEs elected to meet independently in Reno in October 1958. A committee was formed to draft an Operating Code. The Code, limited to one typewritten page set forth conditions for continuing the format as prescribed by its charter members.

After CPEA's demise, and the subsequent formation of the National Association of Physical Education in Higher Education (NAPEHE), overtures were made by WCMPEs to amalgamate and/or meet jointly with the Western Society for Physical Education of College Women (WSPECW). WSPECW rejected the offers. In 1986, WCMPEs chose to drop the "M" from its title and open its membership to all college and university physical educators.

The Dr. G. A. "Art" Broten Scholar program, originated by Robert J. Ritson of the Oregon Department of Education and others in 1987, encouraged the involvement of younger college and university physical educators in the WCPES. A call for papers is made annually with time allotted in the conference program for presentation of these papers. Dr. Broten finances the program, and monetary awards are given to these young scholars to help defray travel costs to the conference.

In 1988, Sam Winningham from CSU Northridge commissioned a WCPES logo. John Ostarello from CSU East Bay modified the logo in 2005 to reflect the name change to WSKW and to provide a more modern appearance. Earlier in 1994, Jerry L. Ballew of the University of Nevada, Reno created a motto, "Where the conferee is the program and mentoring and networking are the foundation." The motto reflects the position of the Society and provides the basis for unique professional conferences.

In order to better represent the work of the Society and in recognition of the trend in the profession to include language that more adequately reflects the professional practice of the 21st century, the membership initiated action to change the name of the organization. Following the 2004 meeting, the membership approved a name change to the Western Society for Kinesiology and Wellness (WSKW) to inaugurate its 50th anniversary.

Not only did the title of the organization evolve so did the intent and purpose of WSKW. In 2017, the organization supports a peer-reviewed journal, an online website that offers information on the profession as well as the practice of kinesiology and wellness, and a yearly convention. The convention itself has become more inclusive of various academic presentations including student research, faculty research, academic presentations, forums, and professional panels to address current issues. A highlight of the convention is the E.C. Davis Lecture, named after the acclaimed academic who was a founding member, in which noted professional academics within the field are invited to share current important and political topics with the attendees.

The Western Society for Kinesiology and Wellness has moved into the 21st century with vision, inclusiveness, and bold vision.



Past Presidents

2022 Heather Van Mullem, Lewis-Clark State College
2021 Jennifer Sherwood, California State University, East Bay
2020 Lee Ann Wiggin, Lewis-Clark State College
2019 Andrea Ednie; University of Wisconsin, Whitewater
2018 Cathy Inouye, California State University, East Bay
2017 Bethany Shifflett, San José State University
2016 Brett Holt, University of Vermont
2015 Heather Van Mullem, Lewis-Clark State College
2014 Hosung So, California State University, San Bernardino
2013 W. Mathew Silvers, Whitworth University
2012 Pete Van Mullem, Lewis-Clark State College
2011 Brian Sather, Eastern Oregon University
2010 Robert Thomas, La Sierra University
2009 Boyd Foster, Gonzaga University
2008 Sharon Stoll, University of Idaho
2007 R.R. Apache Goyakla, University of Nevada, Las Vegas
2006 Walt Hamerslough, La Sierra University
2005 John Z. Ostarello, California State University, East Bay
2004 Jerry L. Ballew, University of Nevada, Reno
2003 Ross Vaughn, Boise State University
2002 Carole Casten, California State University, Dominguez Hills
2001 Robert Pangrazi, Arizona State University
2000 Craig Johnson, St. Mary's College
1999 John Massengale, University of Nevada, Las Vegas
1998 L. Jay Silvester, Brigham Young University
1997 Glenn PoZer, Boise State University
1996 Ron Bailey, University of Nevada, Reno
1995 Rob Carlson, San Diego State University
1994 Keith Henschen, University of Utah
1993 Leon Griffin, University of New Mexico
1992 Jerry Wyness, San Francisco State University
1991 Bob Peavy, Washington State University
1990 Sherm BuZon, Boise State University
1989 Clair Jennett, San Jose State University
1988 Sam Wunningham, California State University, Northridge
1987 Bob Ritson, Oregon State Department of Education
1986 Elmo Roundy, Brigham Young University
1985 Herb Schmalenberger, University of California, Davis
1984 Jim Ewers, University of Utah
1983 Fred Furikawa, California State University, Sacramento
1982 Ross CuZer, Whitworth College
1981 Bill Napier, Walla Walla College

1980 John Nettleton, Colorado State University
1979 John Woods, University of Wyoming
1978 Bill Gustafson, San Jose State University
1977 John Gilmore, University of Alaska, Fairbanks
1976 Robert Bergstrom, Oregon State University
1975 Glenn Arnez, California State University, Northridge
1974 Glenn Arnez, California State University, Northridge
1973 Ken Froman, Seattle Pacific College
1972 Alex Petersen, Southern Oregon College
1971 Fred Roby, University of Arizona
1970 Clair Anderson, Idaho State University
1969 Dave Bartelma, University of Colorado
1968 Wayne Brumbach, University of Oregon
1967 Fred Kasch, San Diego State University
1966 Fred Kasch, San Diego State University
1965 Ronald Thompson, Arizona State University
1964 G. A. Broten, University of Nevada, Reno
1963 Golden Romney, Washington State University
1962 Wynn Fredericks, University of Southern California
1961 N. P. Neilson, University of Utah
1960 C. V. Langton, Oregon State College
1959 E. C. Davis, University of Southern California
1958 E. C. Davis, University of Southern California
1957 E. C. Davis, University of Southern California
1956 Golden Romney & E.C. Davis

Honored Speakers

WSKW Young Scholar Award Winners

2023 Jafra Thomas; Cal Poly San Luis Obispo
2022 Justin Nicoll; California State University, Northridge
2022 Zachary Zenko; Cal Poly San Luis Obispo
2020 Chaparro, Gioella; University of Illinois at Urbana-Champaign
2020 Zenko, Zachary; California State University, Bakersfield
2019 Becker, Jason; Montana State University
2019 Hughes, Charmayne M.L.; San Francisco State University
2018 Ng, Jason; California State University, San Bernardino
2017 Escalante, Guillermo; California State University, San Bernardino
2017 Samuel W. Logan; Oregon State University
2016 Bernard, Jeff; California State University, Stanislaus
2016 Chen, Senlin; Iowa State University

2016 Freedman-Silvernail, Julia; University of Nevada, Las Vegas
2015 No recipients
2014 No recipients
2013 Davis, Christa; Lewis-Clark State College
2013 Wiggin, Lee Ann; Lewis-Clark State College
2012 Johnson, Tyler; Boise State University
2012 Perez, Mark; Central Washington University
2011 Ward, Stephen; Central Washington University
2010 Marks, Derek; St. Mary's College (Calif.)
2009 Van Mullem, Pete; Lewis-Clark State College
2008 Van Mullem, Heather; Lewis-Clark State College
2008 Hart, Algerian; University of Nevada, Las Vegas
2008 Robertello, Kimberly M.; Washington State University
2008 Sievers, Jason A; Washington State University
2008 Silvers, W. Matthew; Whitworth University
2007 MacDonald, Nicole Jean; California Baptist University
2005 Sather, Brian A.; Eastern Oregon University
2005 Slack, Jason V.; Utah Valley University
2005 Thomas, Robert K.; La Sierra University
2003 Apache, R.R. Goyakla; University of Nevada, Las Vegas
2003 Levy, Susan S.; San Diego State University
2003 Lilienthal, Sonja; San Jose State University
2003 Pennington, Todd R.; Brigham Young University
2002 Foster, Boyd; Gonzaga University
2002 Kahanov, Leamor; Misericordia University
2002 Rubley, Mack D.; South Florida University
2002 Yan, Jin H.; CSU California State University, East Bay
2001 Ernst, Michael P.; California State University, Dominguez Hills
2001 McConnell, Karen E; Pacific Lutheran University
2001 Shimon, Jane M.; Boise State University
2001 Zieff, Susan G.; San Francisco State University
2000 Bell, Ken; Boise State University
2000 Liberti, Rita; California State University, East Bay
2000 Nagel, Mark S.; University of South Carolina
1999 Chen, Dapeng; California State University, Fullerton
1999 Christie, Brett A.; CSU
1999 Nilges, Lynda M.; University of South Carolina
1999 Proctor, Larry; Premier Health Wellness
1998 Chen, Ang; University of North Carolina, Greensboro
1998 Dybdal, Laura G.; University of Montana
1998 Luke, Bill; Trinity Western University
1998 Miller, Stephen C.; St. Mary's College (Calif.)
1997 Anderson, David I.; San Francisco State University
1997 Bloom, Gordon A.; McGill University

1997 Lamont, Deane A.; St. Mary's College (Calif.)
1997 Plato, Peggy A.; San Jose State University
1996 Aldana, Steven G.
1996 Borsa, Paul A.; University of Florida
1996 Bridges, Dwan M.; California State University, Los Angeles
1996 Repovich, Wendy E. S.; Eastern Washington University
1995 Shih, Jiping
1995 Stonecipher, Linda J; Western Oregon University
1995 Walk, Stephan; California State University, Fullerton
1995 Whiting, William C.; California State University, Northridge
1994 Cheng, Gong; San Jose State University
1994 Hubalik, Nick E.
1994 Too, Danny
1993 Bailey, Mark
1993 Butler, Stan; San Jose State University
1993 Dopp, Tim
1993 Ebbeck, Vicki; Oregon State University
1992 Dufek, Janet S.; University of Nevada, Las Vegas
1992 Estes, Steven G.; Middle Tennessee State University
1992 Poole, Jon R.
1992 Stein, Gary L.
1991 Baldini, Fred; Sacramento State University
1991 Blank, Sally; Last – Washington State University
1991 Richardson, Russ; University of Utah
1991 Young, Doug; California State University, Long Beach
1990 Cardinal, Brad; Oregon State University
1990 Casten, Carole; California State University, Dominguez Hills
1990 Hesson, James; Black Hills State
1990 Luetkemeier, Maurie; Alma College
1989 Bordowicz, Gary R.
1989 Hoeger, Werner W. K.; Boise State University
1989 Rizzo, Terry L.; California State University, San Bernardino
1989 Schempp, Paul G.; Georgia
1988 Goc Karp, Grace; University of Idaho
1988 Harter, Rod; Texas State University
1988 Mangus, Bret; University of Nevada, Las Vegas
1988 Shifflett, Bethany; San Jose State University
1987 Demers, Jerry; Cal Poly State
1987 Jefferies, Stephen; Central Washington University
1987 Loy, Stephen F.; California State University, Northridge
1987 Reekie, Shirley H. M.; San Jose State University
1987 Weidner, Thomas G.; Ball State University

WSKW Conference Keynote Speakers

2023 Carole Casten, California State University, Dominguez Hills
2022 Eric Martin, Boise State University
2020 Robert Pangrazi, Arizona State University
2019 Colin Fehr, Lewis-Clark State College
2018 Greg Payne, San José State University
2017 Penny McCullagh, California State University, East Bay
2016 Shirley H.M. Reekie; San Jose State University
2015 Craig Buschner, California State University, Chico
2014 Steve Jefferies, Central Washington University
2013 Thom McKenzie, San Diego State University
2012 Helen Higgs, Whitworth University
2011 Kathy Munoz, Humboldt State University
2010 Werner W.K. Hoeger, Boise State University
2009 Stacy Nelson
2008 Bonnie Burns
2007 John Massengale University of Nevada, Las Vegas
2006 Porter Lee Troutman, NYSP Director, University of Nevada, Las Vegas
2005 Don Hall, CEO of Wellsource. Inc.
2004 Greg Payne, San Jose State University
2003 Bonnie Mohnsen
2002 Robert Pangrazi, Arizona State University
2001 John Dunn, University of Utah
2000 Don Zingale, San Francisco State University
1999 Amber Travsky, President's Council on Physical Fitness & Sport
1998 James Frey, University of Nevada, Las Vegas
1997 Bruce Oglivie
1996 Robert Barr, Boise State University
1995 Panel: Stan Sherer, Parks and Recreation, Sparks Nevada; Deno Paolini, Reno Athletic club;
Pat Cashill, Reno, Nevada
1994 James Sallis, San Diego State University
1993 Robert Dickens, University of Nevada
1992 Joe Crowley, University of Nevada-Reno
1991 Panel: John Gianotti, Harrah's Club; Bill Jager, CALMAT; Frank Schadrack, Redfield, Co,
Denver
1990 Samuel Smith, Washington State University
1989 Joel Meier, University of Montana
1988 N/A
1987 David Benson, Sonoma State University
1986 David Frohmeyer, Attorney General, Oregon
1981-1985 N/A
1980 Richard Davies, University of Nevada, Reno
1976-1979 N/A
1975 Emery Castle, Oregon State University

WSKW Conference E.C. Davis Lecture Speakers

2023 Guillermo Escalante, California State University, San Bernardino

2022 W. Mathew Silvers, Whitworth University

2020 N/A

2019 Jason Slack, Utah Valley University

2018 Heather Van Mullem, Lewis-Clark State College

2017 Robert Carlson, California State University, San Bernardino

2016 Robert Thomas, La Sierra University

2015 Lawrence D. Bruya, Washington State University

2014 Sharon Stoll, University of Idaho

2013 Carole Casten, California State University, Dominguez Hills

2012 Robert D. Peavy, Washington State University

2011 Bill Napier, Walla Walla College

2010 Walter Hamerslough, La Sierra University

2009 John Massengale, University of Nevada, Las Vegas

2008 NA

2007 Steven Estes, Missouri Western State University

2006 Greg Payne, San Jose State University



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SINCE 1956

2023 WSKW Annual Conference



Conference Sessions – Thursday, October 5, 2023

| | | |
|----------------------|---|-------------------|
| 8:00am-6:00pm | Registration Open | Foyer |
| 8:25am-8:30am | Conference Welcome | Grand Lake |
| 8:30am-9:20am | Young Scholar Award Presentation | Grand Lake |

Title: Training Current and Future Health-related Practitioners to Accurately and Appropriately Disseminate Physical Activity Guidelines

Presenter: Jafra Thomas (California Polytechnic State University)

Abstract: Current and future health-related practitioners have low awareness of physical activity guidelines (PAGs) for general and clinical populations. The purpose of the present study was to critically appraise the quality of one 2021 draft training video, which was designed to help current and future health-related practitioners give advice consistent with general adult PAGs. A descriptive qualitative analysis was performed on open-ended responses provided by undergraduate research assistants (or recent alumni) affiliated with the first author's lab and uninvolved in the video's creation. Participation was optional, anonymous, and through an online questionnaire open for seven days in April 2021 (14 invited, 8 participated, response rate = 57.14%). Participant feedback was compared to applicable standards of the RE-AIM framework (i.e., reach, efficacy, and adoption). Face validity and other quality measures were determined through qualitative analysis. The first author performed the descriptive analysis, and the second author, acting as a critical friend, independently verified the trustworthiness of the analysis. No issues were identified (i.e., a succinct and veracious analysis). Participants generally agreed the draft video was clear, concise, informative, and interesting. Participants did not perceive any major concerns with the video (e.g., non-offensive/biased), and their suggestions were used to finalize the training video (e.g., to add closed captioning, further explain a graph). Results confirmed the video had good face validity and could be effective within real-world educational settings for current and future health related practitioners (e.g., low time burden, stimulating, informative). Future research should investigate learning outcomes to the video and its real-world implementation.

9:20am-9:30am

BREAK

9:30am-9:50am

Academic Presentation

Grand Lake

Title: *Examining the source of stress among adapted physical education teachers*

Presenter: Minhyun Kim (Sam Houston State University)

Abstract: It is estimated that in the United States alone, eight percent of teachers leave the profession each year and this is the primary contributor to the teacher shortages nationally. Adapted physical education (APE) teachers are specifically at higher risk of leaving the profession compared to other groups of teachers as they often faced additional stressors such as marginalization, limited resources, and lack of administrative support. The purpose of this study was to examine the sources of stress and coping strategies among APE teachers. A total of 15 (10 female, 5 male) APE teachers who had six to 31 years of teaching experience participated in this study. Qualitative data were collected by conducting semi-structured interviews and collecting personal narratives. As a result of data analysis, the following four themes emerged: (a) High demanding workloads: caseload, paperwork, IEP (Individualized Education Plan) meetings, and school events, (b) Managing the needs of various characteristics of students with disabilities, (c) The shortage of paraprofessionals, and (d) A lack of understanding and recognition of APE. The findings of this study indicated that all participants felt stressed while working as APE teachers and multiple factors influenced their stress. Therefore, APE teachers' workloads should be manageable. Providing stress management program or mental health support can reduce and prevent a series of stress for APE teachers. Additionally, it is important to create a supportive environment in which APE teachers feel comfortable addressing concerns and seeking assistance when needed.

9:50am-10:00am

BREAK

10:00am-10:50am

Academic Presentation

Grand Lake

Title: How to Help Your Students Fall in Love with Running

Presenter: Samantha Lewis (University of Idaho)

Abstract: The purpose of this oral presentation is to examine the philosophic principles underlying the secret to falling in love with running. For some, the idea of falling in love with running is strange. How can we have a deep relationship with an activity? The conventional methods of teaching sport treat the body and activity as means to an end, or objects to manipulate, without awareness of how personhood is tethered to the body and activity. Hyper-competitive sports tend to desensitize the body by focusing on winning rather than kinesthetic enjoyment. But the latter is where we feel the rapture of being swept away in the sweet pandemonium of love. When movers become disjointed from their activity, their mental health and wellbeing are vulnerable. In the first four months of 2022, at least five NCAA student-athletes committed suicide. Cox (2015) surveyed 950 NCAA DI student-athletes and found that 33.2% of the athletes experienced symptoms of depression, 25.7% did not know how to access mental health resources, and 44.5% had not received mental health education from their athletic department. Cox's results are attributed to a lack of mental health resources. As former student-athletes and current collegiate coaches, we can attest that student-athletes need more resources. However, rarely do people want to discuss the "win-at-all-costs" culture in collegiate athletics is partially to blame. Coaches who

care about their relationship with their students, athletes, and selves are seeking alternatives to an objective view. They desire a deeper connection with sport—filled with meaning, beauty, and joy. Thus, the purpose of our philosophic presentation is to identify how to become lovers by increasing kinesthetic, historical, and existential awareness of ourselves as runners. Cox, C. (2015). *Investigating the prevalence and risk-factors of depression symptoms among NCAA Division I collegiate athletes* (Publication No. 1592018) [Doctoral dissertation, Southern Illinois University Edwardsville]. ProQuest Dissertation and Theses Global. Retrieved from <https://www.proquest.com/docview/1698487628?pq-origsite=gscholar&fromopenview=true>

10:50am-11:00am **BREAK**

11:00am-11:20am **Academic Presentation** **Grand Lake**

Title: Qualitative Exploration of Women’s Leisure Career Interruption

Presenter: Soyoun Lim (Mississippi State University)

Abstract: As women gain increased access to leisure, they have more opportunities to develop a leisure career than ever before. However, maintaining a leisure career can be challenging when women are expected to be a main caregiver of the household. Leisure constraints have been used to explain how and why women drop out from casual and serious leisure. However, because career development requires more involvement and commitment than periodical leisure participation, an interruption in one’s leisure career may be attributed to more significant challenges than mere constraints. This study aimed to explore women’s leisure career interruption and investigate how they experience it, juxtaposed with women’s gender roles and expectations. Using Interpretative phenomenological approach, in-depth interviews were conducted with 11 South Korean women who experienced such an interruption. Korean women were selected because South Korea has a traditionally patriarchal culture that has strong gender expectations on women as caregivers in the family. Five themes were identified from the interview data: changes due to a woman’s life stage, social pressure on priorities, sociocultural gaslighting and a psychological threshold, lack of spousal support and a sense of deprivation, and adoption of a new leisure activity as a breakthrough strategy to relieve stress and depression from gender role expectations as a mother and wife and the burden of taking care of a family. Based on the findings, the phenomenon of leisure career interruption is defined. Suggestions were made regarding overcoming leisure career interruption, including leisure education, family, counseling, and the involvement of the spouse and other family members in the education programs.

11:20am-11:30am **BREAK**

11:30am-12:30pm **Student and Faculty Poster Session** **Montclair**

| Poster Number | Poster Title | Position | Author(s) |
|---------------|--------------------------------------|----------|--|
| 1 | Women’s Narratives of Sport Uniforms | Faculty | Elaine Foster (Idaho State University) |

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|---|--|---------------------|--|
| 2 | How did residential environments impact older rural adults' physical activity levels during the COVID-19 Pandemic? | Faculty | Minyong Lee, Sung-Jin Lee, Sheryl Robinson (North Carolina A&T State University) |
| 3 | Antitrust Jurisprudence, Global Monopoly, and Future of Professional Golf Tournaments | Faculty | Sungho Cho (Bowling Green University) & Minyong Lee (North Carolina A&T State University) |
| 4 | Effectiveness of Marketing Strategies to Increase PETE Enrollment | Faculty and Student | Todd Pennington, Zack Beddoes, Ashley Zundel, and Taleni Ta'ase (Brigham Young University) |
| 5 | Collegiate Pre-Service Teacher's Empirically Experiences and Perception in the Sport Education Model: An Application to Teaching Tennis Class. | Faculty | Boung Jin Kang (Elizabeth City State University), Minhyun Kim (Sam Houston State University), Yoonsin Oh (University of Wisconsin- Eau Claire) |
| 6 | Effect of Early Surgery vs Physical Therapy on Knee Function (Article Critique) | Student | Nadine Casias & Gioella Chaparro (California State University, Dominguez Hills) |
| 7 | PETE majors perceptions of participating in a semester long high school physical education | Student | Karina Bues, Jack Stalnaker, Brandon Weekes, & David Barney (Brigham Young University) |

| | | | |
|---|---|---------|---|
| | practicum (Original Research) | | |
| 8 | Plans to Ignite Inclusive Dialogue on Gender Issues in Sport Coaching & Administration: A Progress Report (Original Research) | Student | Brendan Carter & Jafra Thomas (California State University, San Luis Obispo) |

12:30pm-1:30pm

LUNCH (Provided)

1:30-1:40pm

BREAK

1:40pm-2:00pm

Academic Presentation

Grand Lake

Title: Daily heart rate variability is higher in regular exercisers versus matched non-exercisers with similar chronic stressor profiles during the COVID 19 Pandemic.

Presenters: Tina Twilleger & George Dallam (Colorado State University Pueblo)

Abstract: The COVID-19 pandemic, affecting individuals of diverse demographics, escalated stress levels and introduced novel health challenges (da Silveira, et al., 2020). This research aimed to explore variations in daily acute stress by analyzing daily morning heart rate (HR), the root mean square of successive differences between normal heartbeats (RMSSD), and a proprietary index of heart rate variability (HRV). We compared these parameters between two matched groups: regular exercisers and non-exercisers, all enduring similar levels of chronic stressors. Our study comprised 20 adult subjects, evenly split into exercisers and non-exercisers, including 10 males and 10 females, with a mean age of 26.6 ± 12.87 and mean BMI for females and males at 27.53 ± 5.34 and 24.77 ± 3.55 , respectively. Participants were drawn from both the Pueblo, Colorado community and Colorado State University Pueblo, encompassing local community members, faculty, staff, and students. Daily morning HR data were collected remotely by subjects using Polar heart rate monitors and the Elite HRV phone application. Chronic stressor levels were assessed using the Trier Inventory of Chronic Stress (TICS) (2004) at baseline, 3-weeks, and 6-weeks. The study was conducted between September 2020 and December 2020, amid the COVID-19 pandemic. Results demonstrated that the regular exercise group exhibited significantly lower mean HR ($p < 0.05$), significantly higher mean RMSSD ($p < 0.05$), and mean HRV ($p < 0.05$) compared to the non-exercisers during the study period. Importantly, no significant distinctions surfaced between the groups regarding mean chronic stressor levels assessed via the TICS. This research reinforces the notion that exercise provides a stress-buffering effect, particularly during periods of elevated chronic stress, as exemplified during the COVID-19 pandemic.

2:00pm-2:10pm

BREAK

2:10pm-3:00pm

E.C. Davis Speaker

Grand Lake

Guillermo Escalante, California State University San Bernardino

3:00pm-3:10pm

BREAK

3:10pm-3:30pm

Academic Presentation

Grand Lake

Title: *Knowing Student Names in Physical Education Class: Does it Make a Difference to the Student*

Presenter: David Barney, Teresa Leavitt, & Keven Prusak (Brigham Young University)

Abstract: We have each been given a name that we are known throughout our lives, including the K-12 educational setting. Friends and teachers will address us by this name we have been given. The physical education setting offers many opportunities for the student to be addressed by their name. The purpose of this study was to present the findings of PE teachers using student names and how it effects the students in PE class. For this study 278 junior high school students (165 males & 113 females) participated in this study. A survey was created based on literature dealing with teachers using student names, 13 statements were developed with a YES/NO scale. Three statements had the student explain their answers. The survey was pilot tested and was deemed valid and reliable. The university IRB granted approval. The following is a sample of the results from the survey. From the survey data it was found that 97% of the males and 98% of the females stated that the PE teacher knew the student's name. Other data dealing with PE teachers using students was a form of showing that they cared for their students was 86% for the males and 96% females. From the qualitative data, student statements regarding the PE teacher knowing student names were, "Because he knows my name, I am willing to participate", and "My name is Marjorie and I go by Scout, and she makes sure to call me by name. I like that." The results indicate that junior high students like when their PE teacher knows and uses their names in class. The results from this study show that when a PE teacher uses a students' name, it shows the student that the PE teacher knows and cares for this student. A typical PE class has 35 to 40 students, multiple this by 7 classes and a PE teacher has 280 to 320 student names to learn. This may be daunting, yet when a PE teacher learns and uses student names, it can strengthen teacher/student relationship, with the possibility of making a students' PE experience more enjoyable. It would be wise for PE teachers to know and learn their students' names.

3:30pm-3:40pm

BREAK

3:40pm-4:30pm

Academic Presentation

Grand Lake

Title: *Attitudes matter when including and mentoring students with physical disabilities.*

Presenters: Aubrey Shaw & Sharon Kay Stoll (University of Idaho)

Abstract: Unfair discrimination and justified exclusion lead students with physical disabilities to have negative experiences in physical education and sport. Additionally, many students with physical disabilities are not mentored in physical education or sport because of negative attitudes toward the population. However, laws do exist which supposedly demand inclusion of students with physical disabilities. Michael Oliver, a researcher in disability studies, discusses the treatment of students with physical disabilities by larger institutions. He argues laws are there but there is something amiss with

societies' attitudes because students with physical disabilities are being excluded and the powerful people within the institutions allow it to occur. Oliver further argues that the abled bodied population may not understand their own biases towards this population. Laws are often maneuvered by leaders to exclude students with physical disabilities. Merleau-Ponty, a philosopher and educator, stated we perceive the world through our own lived bodily experience. Thus, abled bodied individuals may hold a bias because of their own notion of what the population can or cannot do. Assuming most leadership teams are composed of the able bodied, what can change their attitudes towards this population? The purpose of this philosophical presentation is threefold: 1) to examine how people who are able bodied are limited because of their own bodies, 2) to discuss how attitudes and biases toward students with physical disabilities affect the mentoring process for these individuals, and 3) to provide solutions for changing attitudes towards students with physical disabilities so they can be mentored and successful.

4:30pm-4:40pm

BREAK

4:40pm-5:00pm

Academic Presentation

Grand Lake

Title: *Assessment in Physical Education: Using a Programed Practice Sheet*

Presenters: Sarah Ridge, Josie Donohoe, & Keven Prusak (Brigham Young University)

Abstract: This presentation will describe the conceptual and theoretical frameworks for the development of an alternative form of assessment in physical education (PE). It has long been argued that PE teaches to all three domains, namely psychomotor, cognitive, and affective. Yet, there are very few assessment tools to do much more than fitness testing. Psychomotor tests (e.g., skill and fitness testing) are most often not based in evidence but rather are arbitrary in their design. For example, students must complete eight of ten free throws to get an A-grade in basketball. Other unsupported grading practices purport to grade on such vague ideas such as participation, effort, and improvement but lack any actual instrumentation to measure those three ideas. Dressing-out is cited as the most frequent evidence but clearly that falls woefully insufficient. Written tests, homework, or other means to assess cognition are often non-existent. Affective assessment with any degree of utility has not been explored to any real degree. If assessments are used, they are exclusively summative, conducted at the conclusion of the unit and therefore ignore the formative. They are focused on the product not the process. The Programed Practice Sheet is an assessment approach that addresses all three learning domains, is based in theoretical and conceptual literature. Further, it does so by focusing on the daily participation, effort, and improvement or as we call it, assessing and rewarding the process. This approach demonstrated beneficial motivational effects in secondary education PE. It allows students autonomy to self-assess and self-select an appropriate level of attainment by balancing workload and degree of challenge, in a process of repetition and refinement. It is a student-driven and student-managed tool that unburdens teachers to allow them increased interaction with students. This presentation will describe the theoretical and conceptual underpinnings of and the rationale for developing a Program Practice Sheet. The standards basis for the skill/fitness components as well as how to create the cognitive and affective assessment items will be explained. Examples will be provided for over ten specific units of instruction.

5:00pm-5:10pm

BREAK

5:10pm-5:30pm

Academic Presentation

Grand Lake

Title: *Advancing Equity in Physical Activity Promotion Material Through Direct Measure of Comprehension: An Efficacy Study.*

Presenter: Jafra D. Thomas (California Polytechnic State University, San Luis Obispo), Zachary Zenko (California State University, Bakersfield), Jasmine C. Wong (California Polytechnic State University, San Luis Obispo), Regina F. Hockert (California Polytechnic State University, San Luis Obispo), Yi Sheng Wu (California Polytechnic State University, San Luis Obispo), and Solana Martin (California Polytechnic State University, San Luis Obispo)

Abstract: This presentations purpose is to report efficacy results to an ongoing replication study directly studying physical activity promotion (PAP) material comprehensibility, an area with limited research. Method: The cloze procedure was applied to mock PAP materials, developed through previous research using the SMOG formula, and written at an 11th (typical) or 8th (max-recommended) grade reading level (GRL). Without crossover, undergraduates from one California university participated in one of two studies (September 2022-April 2023): (a) initial pilot study (lab volunteer group) or (b) subsequent subgroup study (randomly sampled from ongoing replication study). Per pilot test results, the 8th GRL material required revision. Data was collected through online survey. Reliability was measured using first author coding for the subgroup study over a 3-day grace period (measures: absolute intraclass correlation, Krippendorffs alpha). Results: Twenty-two undergraduates participated (pilot = 12, subgroup = 10). Test instruments had excellent intra-rater reliability (i.e., intraclass $\alpha = .83$, $k = 1 \pm .97$). Pilot results contradicted expectations, with 8th GRL material having less comprehension ($p = .02$, $g = 1.94$). Both studies showed 11th GRL material required supplemental instruction ($p < .001$, $g = 2.98$). Edits resulted in an 8th GRL material with greater comprehension ($p < .001$, $g = 6.89$) and without needing supplemental instruction ($p < .001$, $g = 2.71$). Conclusion: The findings further evidenced PAP material is often written at an inadequate level for public/client dissemination. Moreover, they further signify the need to pilot test material written at recommended levels to ensure full comprehension without supplemental instruction.

5:30pm-6:00pm

Awards

Grand Lake

6:00pm-6:50pm

Executive Committee Meeting

Montclair

See you tomorrow!

2023 WSKW Annual Conference



Conference Sessions – Friday, October 6, 2023

| | | |
|-----------------------|---|-------------------|
| 8:00am-11:00am | Registration Open | Foyer |
| 8:00am-8:50am | Business Meeting | Montclair |
| 8:50am-9:00am | BREAK | |
| 9:00am-9:30am | Keynote Speaker <i>Carole Casten, California State University Dominguez Hills</i> | Grand Lake |
| 9:30am-9:35am | BREAK | |
| 9:35am-9:55am | Academic Presentation | Grand Lake |

Title: *Good Governance Suggestions to Leaders of America’s Pastime: Analyzing Signs of Institutional Progress on the Issue of Minor League Pay Using Historical and Philosophical Perspectives*

Presenter: Mia I. Napolitano & Jafra Thomas (California State University, San Luis Obispo)

Abstract: Baseball is often depicted in a celebratory light; yet, minor league baseball players have faced wage inequities for many years. At the end of 2022, these injustices saw progress within the institution itself, where the Major League Baseball Player Association was granted legal permission to represent minor league players vis-à-vis its collective bargaining agreement (CBA). Purpose: The present study builds on the previous work by one faculty-undergraduate-student dyad, analyzing the minor league pay debate. The present study was to discern next step recommendations for good governance, using ancient philosophical perspectives. Methods: A descriptive qualitative analysis was performed using philosophical perspectives specific to leadership and good governance (e.g., Aristotle’s just law treatise). Descriptive review of the academic and popular press literature was performed (April-May 2023) to provide, for critical analysis, a timeline of (a) key historical points leading to the present-day minor league pay debate, (b) changes to MLB policy following social and legal pressures, (c) and MLB rhetoric before and after the CBA. Source material obtained vis-à-vis the dyad’s previous investigations on the pay debate. Results: A succinct timeline was produced, showing legal and social challenges to MLB labor

policy. Timeline analysis elucidated ways MLB management fell short of good governance, or pushed against it, historically. The findings revealed ways the CBA changes represent positive institutional change but still falls short of redeeming the MLB. Conclusion: Study findings further demonstrate the relevance of applying philosophical perspectives to sport history research for understanding and critiquing moral issues in sport.

9:55am-10:00am

BREAK

10:00am-10:20am

Academic Presentation

Grand Lake

Title: *Building Up Cal Poly Global Brigades Student Group: Reflections on Designing and Implementing One Undergraduate-Led Community Info Session*

Presenters: Caroline Smith & Jafra Thomas (California State University, San Luis Obispo)

Abstract: Global Brigades, an international non-profit organization, trains college students and other pre-professionals in community-based health promotion by mobilizing international community service trips, which are taught and led by local community-based organizations/coalitions. The Global Brigades student group at one California State University was founded in 2018, and thus far, they have carried out three annual, medically-focused, brigades to Honduras (two in-person, one virtual). Purpose: The aim of this talk is to present the findings of one senior project to promote the Global Brigades student group (January-March, 2023). Method: The student (the first author) designed material for an interactive info session on the group, promoted the event, and appraised the info session efficacy to (a) teach what Global Brigades is and (b) spur interest to join the next student group brigade to Honduras (Summer 2023). Recruitment efforts occurred in partnership with health-based campus groups that brigade members were involved with. Results: The student delivered two 50-minute informational sessions to a total of 16 people, 10 of whom were not previously involved with Global Brigades. A review of open-ended, pre-post info session questionnaire responses showed that the session was successful in meeting its objectives. Additionally, this year's brigade (June 2023) will be the largest in-person brigade that the student group has had to date, with 15 students registered. Conclusion: The authors will highlight ways the senior project achieved university, and department, senior project learning objectives, as well as program learning objectives for the Bachelor of Science degree in Public Health.

10:20am-10:25am

BREAK

10:25am-10:45am

Academic Presentation

Grand Lake

Title: *Self-Presentation in a Pandemic: Female Olympic Track & Field Athletes Use of Instagram during COVID-19*

Presenter: Heather Van Mullem (Lewis-Clark State College)

Abstract: New media is changing the way athletes are marketing themselves and their careers. The power to create content is especially impactful for athletes who do not receive consistent and/or frequent coverage in mainstream sports media (Heineken, 2015). Guided by Goffman's (1959) self-presentation theory, the purpose of this study was to examine how female Olympic track and field athletes (n=15), competing in short-distance, long-distance, or throwing events, used Instagram to

create and manage their presentation of self during a global pandemic. Utilizing methodology in Geurin-Eagleman & Burch's (2016) work, the last 100 photos from each athlete's account were coded using multiple variables measuring the content of each photo (i.e., personal life, professional life, etc.) and interactions with fans (i.e., number of comments). In addition, the frequency of posts which focused on the influence of the global pandemic on their lives in and out of sport was measured. This presentation will: 1) Share the findings of this study, 2) Compare and contrast the results to previous research findings regarding female athletes' self-presentation through Instagram, and 3) Explore the influence of a global pandemic on athletes' posts and self-presentation.

10:45am-10:50am

BREAK

10:50am-11:10am

Academic Presentation

Grand Lake

Title: Asking Questions in Class

Presenter: Gioella Chaparro (California State University, Dominguez Hills)

Abstract: Silence in the classroom after you/your professor says "Does anyone have questions" is a phenomenon that occurs too often. The purpose of this study was to examine how often students ask/do not ask questions and reasons why. Ninety-seven Kinesiology undergraduate students (49 Males, mean age 24.2 ± 6.2 years) participated in the study. Participants answered Likert-scale (i.e., how often they are confused and ask questions, and ranking reasons for such behavior) and short answer question "Explain one thing/action that can be taken to help initiate you/your classmates to ask questions when confused in class." ANOVA with a Bonferroni correction examined the ranked reasons. Short answer responses were separated into common themes. 82% of students reported being confused "sometimes"; 43% of this group only asked for clarification "sometimes". There were significant differences between the ranked reasons for not asking questions ($p < .05$); with "professor attitude" and "previous negative experiences" being the most significant. From the common themes, majority of students suggested working in small groups to ask questions among their peers. Most notable, students suggested providing a system to anonymously ask questions and to create a safe space in the classroom. Findings shine light on how often students are confused in class and don't seek clarification. Most importantly, findings provide options for faculty to incorporate into their classrooms. It is crucial to continue examining how implementing instructional changes can impact students learning experiences.

11:10am

Closing Remarks

Grand Lake

See You Next Year!

