

Western Society for Kinesiology & Wellness

61st Annual Conference Program

Socio-Cultural Perspectives on Physical Activity, Health, and Sport



October 12-14, 2016

Harrah's Reno
219 North Center Street
Reno, NV 89501

Conference rooms are on the 3rd floor of the West Tower

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This is the hot topic tag attached to presentations in the program. Each discipline has issues that emerge and recede over time. This icon is meant to show that a presentation is related to a current hot topic in the presenter's field.

2016 Western Society for Kinesiology and Wellness
Conference Program

Welcome!

As has been the case for so many years, this 2016 conference promises to be excellent. It's the speakers that make it so and I'm delighted we received so many excellent proposals from faculty and students.



What makes the WSKW conference so valuable is the diversity in disciplinary focus our presenters represent. This breadth provides for all participants the opportunity to learn from and exchange ideas with colleagues outside their area of expertise. Truly a great place to learn something new every day!

A few key logistical items for you: First, I'm here to help throughout the conference. Look for me between sessions in the registration area. Next, your conference fee covers all sessions, the luncheon, and receptions. Business meetings are open to all. Day passes for guests are available at the registration table. Young Scholar Awards will be given at the Thursday luncheon, student and faculty poster award winners will be recognized at the Thursday reception, and faculty and student oral presentation awards will be given at the wrap up meeting on Friday. For getting to/from the conference and airport, Harrah's has a free shuttle that runs from 4:30am to 12:30am (excluding the shift change from 1:45-2:30pm).

A conference comes together and is successful only through the collective efforts of the many folks who volunteer their time. My sincere thanks are extended first to members of the 'sounding board' team Heather Van Mullem and Marisa Cuevas who throughout this past year provided advice and guidance on all things large and small. Hats off to Brian Sather who has been our web administrator for several years, colleagues who served as proposal reviewers, Pete Van Mullen who served as the young scholar award coordinator, Kelly Johnson who managed the review of student proposals, and the session moderators/registration team. I'm grateful for all you've done! In addition there are colleagues who over the course of the year responded swiftly and in A+ fashion to calls for help, information, and feedback - Bob Peavy, Rob Carlson, Rob Thomas, Jane Shimon, Jason Slack, and Hosung So, I appreciate the gift of your time and energy.

Finally, let me encourage you all to attend as many sessions as possible. Our speakers will appreciate your attendance! Additionally, it's the exchange of ideas, support from colleagues, and engaging discussions before, during, and after sessions that makes the conference special.

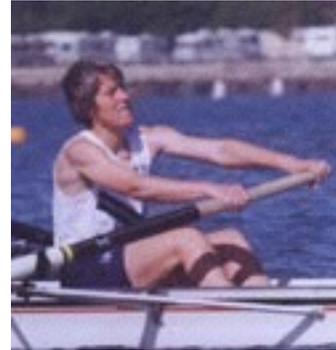
Warm Regards,

Bethany Shifflett
Your Conference Coordinator and President-Elect

Keynote Speaker

Shirley H. M. Reekie; PhD
San Jose State University

"If not us, then who? If not now, then when?"



Dr. Reekie's academic background is in sport/PE history, international/comparative sport, and in physical activity, especially sailing, kayaking and rowing, each of which she teaches. This past summer she led the first SJSU Kinesiology Faculty Led Program, to Wales, England and Scotland. Dr. Reekie is a competitive masters rower and has won gold medals at World Masters Rowing Regattas in Belgium and Montreal. She has been a member SJSU's Academic Senate and served as the Kinesiology Department's chair for 8 years.

Dr. Reekie received her BEd (Hons) from the University of Liverpool, an MA from the University of Leeds, and PhD from The Ohio State University. Her major areas of study have been the history of physical education and sport, international sport, and comparative education. She received the Arthur Broten Young Scholar Award from the Western College Physical Education Society, the International Society for Physical Education and Sport's C. Lynn Vendien Scholarship, and served as president for the International Society for Physical Education and Sport from 1996-2000. She has been the editor for NAPEHE, the USA delegate for the Fédération Internationale d'Education Physique, has chaired AAHPER's international Relations Council, and has delivered numerous presentations in the US and abroad (Kuwait, PR China, Kenya, UK, USSR/Russia, Germany, Belgium, Ireland, Canada, and Japan).

SJSU colleagues describe Dr. Reekie as engaging; excellent at her craft; a fabulous teacher, a dedicated professional; a passionate, engaging, and rigorous instructor; true to herself, a gifted speaker; committed to student success; an inspirational leader with integrity and a boundless reservoir of energy when there's work to be done.

E. C. Davis Lecturer

Robert Thomas; PhD
La Sierra University

“Towards Making a Difference”



Dr. Thomas' research areas include fitness and health behaviors in youths; collegiate students' fitness levels; connections between fitness and academic performance; and the history of SDA physical education in higher education. He teaches upper-division courses in Health & Exercise Science: Principles of Epidemiology, Applied Public Health Statistics, Research Methods, Senior Seminar: Religion, Values, and Social Responsibility in Health & Movement, and Physiological Assessment and Exercise Prescription.

Dr. Thomas received his BS from Loma Linda University, an MS in Physical Education and Health from Loma Linda University, and an EdD in Human Movement from Boston University. He has served as president for the Western Society for Kinesiology & Wellness; as the chair of the Faculty Senate at La Sierra University; and currently serves as the executive director for the Seventh-day Adventist Health, Physical Education, and Recreation Association. He has received La Sierra's distinguished faculty service award and the Anees Haddad Excellence in Faculty Governance award, the Arthur Broten Young Scholars award from the Western Society for Kinesiology & Wellness; the Excellence in Teaching award from Atlantic Union College, and was recognized as Coach of the Year by the National Association of Intercollegiate Athletics.

La Sierra colleagues describe Dr. Thomas as understanding, generous, and compassionate; loves teaching, keeps an open door, and looks out for his staff and students; a person who makes time to listen to you, makes you feel you've been heard, and finds the best in everyone he works with; he is patient, kind, and with professional integrity stands up and holds his ground when needed.

2:30-5:30; Convention Lobby
Registration

3:00-4:15pm; Washoe A - Business Meeting

4:30-5:15; Washoe BC

The Process of Data-Driven Decision Making in Physical Education Teacher Preparation Programs.
Glenn Hushman, Carolyn Hushman; University of New Mexico.



Education has entered an evidence-based era requiring all aspects of decision making to be grounded in data. The result has been many school districts, educational programs, and instructors moving toward conducting program and teaching changes through Data Driven Decision Making (DDDM). DDDM is a process that uses a variety of input, outcome, process and student success artifacts in order to explore challenges and successes and make programmatic decisions based on data, not just anecdote. This presentation will provide a basic overview of DDDM followed by examples of how DDDM has been used to inform change in physical education teacher preparation programs. Specific examples of assessments and how they were used to inform change will be provided.

4:30-4:50; Washoe DEF

Transfer of Life Skills from Collegiate Physical Activity Experiences. Shirley H.M. Reekie, Katelynn Thompson, Bethany Shifflett, Michael Fallon, Jose Bonpua; San Jose State University.

Designed to examine the transfer of life skills from collegiate physical activity programs, this study surveyed students enrolled in activity classes to gather their perceptions with respect to the transfer of skills in these 7 areas: sensitivity to diversity, communication, problem solving, positive attitude, self-confidence, health habits, resolving conflicts. Using the same survey, data was also collected from intercollegiate athletes so a comparison could be made. The purpose of the project was to (a) document through descriptive statistics the extent to which skills were perceived to impact students beyond the activity experience and (b) compare the transfer scores from athletes' intercollegiate sport experiences with non athletes' engaged in physical activity/sport classes. Long considered beneficial to the health and personal development of youth, sports programs often cite as positive outcomes gains in self-confidence, mental discipline, self esteem, inter-personal relationships, and academic performance. The transfer of such characteristics for adults beyond the sport/activity environment would be equally valuable. Results from this study suggested that the transfer of skills from both settings was quite strong. In addition, overall transfer scores from athletes were higher in comparison to students in physical activity classes.

5:00-5:20; Washoe DEF (Young Scholar Award Winner)

Progression in Gait Symmetry Following Total Hip Arthroplasty. Julia Freedman Silvernail, Kara Radzak; University of Nevada, Las Vegas. Cass Nakasone; Straub Clinic and Hospital, Honolulu, HI. Samantha Andrews, Christopher Stickley; University of Hawaii, Manoa.

As the population of individuals undergoing total hip arthroplasty (THA) continues to grow, it becomes increasingly important to understand the progression of recovery from both functional and movement perspectives. Current research investigating movement symmetry following THA has focused on discrete

events such as peak angles, thereby disposing of the majority of data collected in a gait analysis. Therefore, the purpose of the current study was to utilize a vector coding technique to assess movement symmetry in the hip and knee joint angles and moments before and for multiple time-points up to 1 year after surgery. We observed that control participants consistently spent a significantly greater percentage of stance moving and loading the knee and hip joints symmetrically than the THA participants did at all time-points. THA participants exhibited a greater percentage of stance moving and loading the contralateral side, showing a continuing reliance and stress on contralateral joints. Though many measures did not change over time, the progression of the sagittal plan knee motion and moment in the contralateral joint suggest that risk may be increasing after the 1 year that these data were collected. Therefore, it is important that future work investigate THA patients for longer than 1 year after surgery and that rehabilitation programs emphasize health in both lower extremity limbs, not just the surgical side.

5:30-6:15; Washoe BC

Stretching and Sports. John Ostarello; CSU East Bay.



The objective of this session is to examine some ideas about the purpose and effectiveness of muscle stretching with respect to sport. It has long been thought that stretching in sports activities is beneficial. It is thought to be beneficial in terms of injury prevention and in enhancing sports performance. It is also widely believed that stretching is helpful in improving strength, coordination, agility, speed of movement and general well-being. To what extent are these claims valid? An empirical examination of the topic will be developed. In this sense, experience and observation, without due regard for data, will be presented. In addition, scientific evidence that is data driven will be presented to aid in understanding the true state of affairs. In keeping with the tenets of WSKW's round-table format, audience participation will be encouraged.

5:30-5:50; Washoe A (presenting via WebEx)

Two Steps Forward, One Step Back?: A Preliminary Analysis of a 3-year Mixed Methods Study of Varsity Hazing Knowledges' and Practices. Jay Johnson; University of Manitoba, Canada.



Hazing is a complex issue that affects many students on university campuses across North America. Acting as an initiation ceremony, hazing behavior can be seen in many different types of social groups, including military units, fraternities, sororities, and sport teams. While efforts have been made in recent years to increase the prevention of hazing at educational institutions, hazing continues to be an open secret, affecting university athletics at an alarming rate (Crow & MacIntosh, 2009; Waldron, 2012). To date, research has primarily focused on United States college campus hazing incidents, pushing the prevalence of Canadian hazing incidents to the background. However, in recent years university campuses have experienced an influx in hazing activities from both mens' and womens' sport teams. This presentation will focus on preliminary data collected by the author and an international team of hazing research specialists over the last 3 years. Initial results indicate that many of the current hazing practices mimic those of the past, including the pervasive use of alcohol, nudity and forced activities (rookie servitude). There is also an abundance of first year athletes who are entering university with the expectation of being hazed, and are generally defining it as a "fun" activity. Teams are becoming more sophisticated in disguising their hazing, including manipulating the language used and defining their entry rituals. This presentation will address gender and hazing, the role of administrations with regards to hazing and the use, perceptions and strength of alternatives to hazing such as land-based education, adventure and team building. This study intends to provide research-based strategies to sport administrators for responding to and preventing hazing; and delivering a template for the transfer of

knowledge by which other sport organizations such as secondary schools, community sport or regional/national teams can address the hazing within their programs.

5:50-6:20; Washoe A (presenting via WebEx)

Presentation #1: ***Promoting student excellence in sport, exercise and wellness science through exchange and presentation.*** Geoff Wood; Rosmini College, New Zealand, Seck Kwoon Lee, Randy Tan, Natalie Ng; Raffles Institution, Singapore.

2016 marks the fifth year of a collaboration between the Raffles Institution, E.W. Barker Institute of Sport (Singapore) and Rosmini College (New Zealand). Students travel to meet, exchange and develop project work that stimulates inquiry, and develops project and presentation skills. Sharing projects on the stage at a professional conference enhances student professionalism.

Presentation #2: ***Development of the DLG F3 glider activity: A low cost, high response, STEM activity incorporating physical science and movement.*** George Timings, Luke Sluyter, William Clarkson, et al.; Rosmini College, New Zealand.

Adapting a F3K DLG class glider for school based activity enables this affordable standardised 3-D printed fuselage as a robust and cheap activity. The gliders are collapsible to a briefcase size enabling safe travel to and from the competitions. Individualised wing design encourages the application of STEM to an activity providing high levels of physical activity.

Presentation #3: ***Assessment of a potential head concussion protection device.*** Matthew Mangino, Jacob Gunnell, Jacob Ridling; Rosmini College, New Zealand.

Concussion sustained during high school sport participation can affect the concussed player for years into the future. The injury has implications for school and university success, employment and family life. Full contact sport in New Zealand results in a high number of diagnosed and suspected undiagnosed concussions. This project investigated G-force sustained during high school male rugby games by using a simple low-cost device.

6:30-7:15; Washoe BC; Keynote Address

"If not us, then who? If not now, then when?" Shirley H.M. Reekie; San Jose State University

Dr. Reekie will briefly examine the status of physical activity programs in higher education internationally and then focus on a short history of such programs in the US, before asking the question that is the title of the presentation. Furthermore, why are so many in Kinesiology, having bemoaned for years the fact that physical activity received so little respect from the public in general, now so seemingly reluctant to be seen promoting physical activity. If we don't champion the cause, who will step in to do so, and at what cost to Kinesiology? And if we don't seize the time now, when the public finally "gets it," when will it be the "right time," if ever?

7:15-8:15; Douglas Room; Conference Welcome Social

8:00 - 12:00 & 1:30-4:30; Convention Lobby
Registration

7:00-8:45 Washoe A; Business Meeting

9:00-9:45 Washoe BC

Incorporating Problem-Based Learning in Physical Education Teacher Preparation Programs. Glenn Hushman, George Schaefer, Alfredo Martinez, Carolyn Hushman; University of New Mexico, Cuauhtemoc Carboni; Imperial Valley College.

Problem-Based Learning (PBL) is an educational method that identifies a problem as a context for student learning. Critical thinking skills, deductive reasoning, and knowledge skills and behaviors are developed as students begin to understand how theory can be applied to practical settings. PBL encourages self-direction and development of lifelong learning and promotes the sharing of learning within a group. Although the PBL approach has been implemented in a variety of other educational domains, there is limited discussion about PBL pedagogical approaches being incorporated in physical education teacher education programs. This presentation will highlight the basics of a PBL approach to educating future teachers and discuss how it can be incorporated into existing physical education teacher education programs.

9:00-9:20; Washoe DEF

More than Sport: The Importance of Philosophy to the Field of Kinesiology. Douglas McLaughlin; California State University Northridge.



It is a common complaint from scholars in the socio-cultural content areas that departments of Kinesiology heavily favor the hard sciences. But any lament over the marginalization of socio-cultural perspectives should be accompanied by critical analysis. In recent years, there have been very few faculty positions advertised for the content area of philosophy of kinesiology. As a philosopher of kinesiology, I worry about the future of this content area. But, I also worry that the content area has not sufficiently developed to reflect the growth of the field of kinesiology. In this presentation, I will argue that the primary focus of philosophy has been on sport, specifically elite sport. This focus is too narrow to be of value to the broad concerns of kinesiology. In order to justify their presence in and value to the field of kinesiology, philosophers need to expand their research and teaching focus into areas of study that address the full range of philosophical issues facing the field of kinesiology. The presentation will conclude with several examples of how “philosophy of sport” can develop into the “philosophy of kinesiology” and what impact it will have on philosophical research and how it will benefit the field of kinesiology.

9:30-9:50; Washoe DEF

The effect of Physical Activity on the Brain-derived Neurotrophic Factor (BDNF). Farzaneh Ghiasvand; San Jose State University.

Over the last decade a new and exciting line of research has examined the effect of exercise and/or training on a neurotrophin molecule called BDNF (brain-derived neuropeptide factor). This presentation will summarize the research in this area and provide insights based on the findings. BDNF is essential for neural growth and maintenance, neurogenesis, neuroplasticity, and cognitive function. BDNF has also been linked to metabolic

disorders such as obesity and diabetes. The majority of the experimental research in this area has concentrated on the effect of aerobic exercises (one bout, chronic aerobic exercise, or the combination of both) on peripheral blood BDNF concentration. In contrast, smaller numbers of studies have focused on muscular strength exercises (single session, or training) and blood [BDNF]. The results of most investigations on the effect of aerobic exercise and blood [BDNF] have indicated significant increases in [BDNF]. However, the results of most studies on strength exercises and BDNF have shown no significant increase in blood [BDNF] after either one session or after weeks of strength training. In comparison to experimental studies, the results of observational studies have indicated an inverse association between exercise/physical activity and BDNF, which seems to be in conflict with the results of experimental studies.

10:00-10:45; Washoe A

Effects of Intermittent Fasting on the Body. Jessica Savage, Clay Robinson, Chris Walker, Hannah Byerly, Kelsey Darnell; Lewis-Clark State College.



Intermittent fasting is not a diet, but a diet schedule that is purported to accelerate fat loss and muscle growth compared to traditional eating schedules (Simmons, 2016). It is suggested that intermittent fasting often yields equivalent benefits as traditional low-calorie diets in regard to changes in fat mass, alleviating discomfort due to low energy, improving insulin sensitivity, and improving blood lipid profiles. Currently the bulk of scientific evidence for the health benefits of intermittent fasting has come from animal studies (review: (Chaouachi et al., 2009)). Although more and more human studies are being conducted to validate claims found in animals, many studies are with patients with a certain illness or condition (i.e. Rheumatoid arthritis, hypertension, obesity) and not in healthy individuals (Simmons, 2016). Therefore, the purpose of this study was to determine how intermittent fasting effects body composition, weight, and blood lipid levels. Fourteen (9 experimental, 5 control) healthy adults ages 21 – 54 participated in this study. Skin fold, DEXA, and blood lipid panels were collected prior to the start of a six week intermittent fasting schedule (8 hour time frame to consume all caloric needs for the day), as well as at the conclusion of six weeks. A post-test questionnaire was given to all participants in the experimental group. Significant differences ($p < .05$) were seen in pre- and post-tests between control and experimental groups for total cholesterol ($p = .04$) and LDL ($p = .044$). Although not statistically significant the experimental group lost 4x more weight than the control ($p = .06$), .54% more overall body composition ($p = .24$), and increased HDL by 4.33 ($p = .14$).

10:00-10:20; Washoe BC

Influence of a Modified Martial Arts Program on Adult Over the Age of 70. Jennifer Schachner; San Jose State University.

Abstract: Research to examine the benefits that martial arts, particularly Taekwondo, can have a life enhancing impact for older participants. Positive changes have been documented in falls prevention (Brudnak, Dundero, & Van Hecke, 2002), cognition (Pons van Dijk, Huijts & Lodder, 2013) and overall increases in psychological components (Jansen and Dahmen-Simmer, 2012). The purpose of this case study is to examine how modifications to a martial arts curriculum for older adults can change older students physically, while positively affecting and influencing other aspects of their lives. Three 70 year old adults were chosen for this study. The physical movements in the curriculum were modified to meet their specific needs. Data collection included direct observations of training lessons and interviews to capture the older adult students' thoughts, beliefs, and attitudes. Results indicated that Taekwondo training impacted these students by improving their quality of life. They reported increases in self-confidence, self esteem, body awareness and balance. Further they pointed out emotional and social connections made during the program were underlying factors for their continued participation. They also indicated that they enjoyed opportunities to learn to move their bodies in

new ways. Modified Taekwondo training as demonstrated in this case study can improve and strengthen many aspects of the older adults lives. From increases in physical mobility to increases in social and emotional connections, a modified Taekwondo program designed to meet the needs of the older adult can provide the aging community with a new and effective way to stay active.

10:30-10:50; Washoe BC

Making play a positive inclusive experience for differently abled students, athletes, and patients. Sharon Stoll, Aubrey Shaw; University of Idaho

The Americans with Disabilities Act (1990) is a civil rights law that prohibits discrimination against individuals with disabilities in all areas of public life. Agencies work diligently to meet the demands of the law with inclusionary practices, including public accommodations, engaging students in regular classes, offering regular activities and state and local government services. However, the practices though well-meaning often actually exclude impaired people from play. Thus, the purpose of this philosophical research presentation is to educate leisure professionals on the importance of play for people with impairments and provide skills and strategies for inclusive behavior. These skills and strategies will help professionals foster an inclusive environment that the laws expect them to uphold. The skills include but are not limited to: perspective change, assessing students' physical capabilities, modifying activities to include all participants' capabilities, engaging all students in inclusivity and fostering play enjoyment with participants of varying abilities, teaching confidence building skills, and educating students who do not want to be inclusive on the importance of play for everyone. Every professional should be successful at implementing an inclusive environment Therefore, by participating in this presentation, the participants will leave with an understanding of how important play is not just to people who are abled but those who have impairments. Participants will leave with an understanding of how play is universal as well as with the skills and strategies to help include people with impairments, and an understanding of how one should implement these skills and strategies.

11:00-11:45; Washoe BC

The IronMay Challenge: Making the Impossible Possible Within the Community. W. Matthew Silvers; Whitworth University.

“I could never do that!” This is the theme of too many quotes from people in our community who once thought they lacked the capacity to complete the IronMay Challenge. This set of beliefs and correspondent behavior is, unfortunately, the norm for wide swaths of people. IronMay is a web-facilitated, community-oriented fitness event where individuals and small teams (family, friends, coworkers, etc.) are tasked with the objective to cumulatively complete an Ironman-distance triathlon during the month of May. Most importantly, the target audience is comprised of those who do not see themselves as active or athletic. That is when the impossible becomes possible. Every year, new IronMay participants learn that physical activity can be fun, can be social, and most importantly, that they have bodies capable of doing amazing things with the right amount of challenge. In 2008, 98 participants on a single college campus completed 9752 miles (99.5 miles/person) during the first IronMay Challenge. Since then, IronMay has consistently grown in attendance, reach, and per capita participation. In 2016, over 400 participants from 17 U.S. states and 7 countries completed 57,766 miles (143.7 miles/person). As the event has grown, new challenges have been met with improvements in event and awards structure, website design, and the adoption of social media, such as Facebook, for improved participant engagement. Attendees to this presentation will learn the history and sociocultural perspectives associated with IronMay, the logistics involved with the planning and coordination of such an event, and what is on the horizon for IronMay in the future.

11:00-11:20; Washoe DEF

6-Minute Walk Test: Relationship to Cognitive Function in Healthy Older Adults. Cathy Inouye, Jennifer Sherwood, Shannon Webb, Yan Yan Zhou, Erik Anderson, Nicole Spink, Joaquin Tabera, California State University East Bay.



Loss of independence and poor cognition is associated with low aerobic fitness in the older population (Ortman et al., 2014; Paterson et al., 2004). The VO₂max test is expensive and contraindicated in older populations. Alternatively, the 6-minute walk test (6MWT) is a valid assessment of aerobic fitness for older populations (Rikli & Jones, 1998). Previous studies suggest that aerobic fitness is positively correlated with cognitive function in older adults (Colcombe et al., 2003) however; a lack of research examines the relationship between the 6MWT and cognitive function. **Purpose:** To assess the relationship between 6MWT and cognitive function in the healthy population, 60-95 yrs. **Methods:** 85 participants (67 female, 18 male), 74.3 ± 9.43 years, were recruited. During the 6MWT, exercise HR, distance walked, and heart rate recovery (HRR) was recorded. Additional assessments included Mini-Mental State (3MS), Trailmaking, Animal Naming, muscular fitness (hand-grip strength), Physical Activity Scale for Elderly (PASE), and Perceived Stress Scale (PSS). **Results:** 6MWT highly predicted 3MS (p=0.0009). 6MWT (p=0.02) and PASE (p=0.0033) predicted scores for animal naming test, and PSS (p=0.048) an inverse predictor. HRR factor impacted score on 3MS (p=0.0184) and inversely impacted completion time on Trailmaking Part A (p=0.0483). 6MWT predicted score on Trailmaking Part B (p=0.0076). **Conclusion:** Findings agree with previous studies (Barnes et al., 2003; Colcombe et al., 2003) suggesting that aerobic fitness is associated with preservation of cognitive function. Attendees will be able to use these results to develop simple clinical assessments to assess cognitive health.

11:30-11:50; Washoe DEF

Exercise Motivation and Adherence: The influence and interpretations of EMI-2 motives. Andrea Ednie; University of Wisconsin - Whitewater.

This study explores the relationships between, and perceptions of, various exercise motivations and exercise adherence. Self-determination theory, as applied to exercise motivations has demonstrated the importance of intrinsic motivations, however, extrinsic motivations have not been thoroughly explored. This study places exercise motive perceptions along the Organismic Integration Theory's (OIT) spectrum of motivations, and identifies associations between those interpretations and exercise adherence. Participants (812 college students) completed an online survey detailing their exercise motivations and participation. The Exercise Motivations Inventory-2 (EMI-2) was used to measure exercise motivations, and participants provided open-ended explanations for their ratings of each of the 14 motivational sub-constructs. Total exercise scores were calculated by assigning MET values to exercise bouts using the Leisure Time Exercise Questionnaire (LTEQ). Multiple regression analyses revealed stress management, enjoyment, competition, and weight management as predictors of exercise for the sample group, and appearance as a negative predictor for females. Analysis of the open-ended motive explanations found participants held diverse perspectives on the health, appearance, weight management, nimbleness, and strength & endurance motivations. The varying interpretations of extrinsic motivations ranged across the OIT. Based on motivation theory, they may be conducive to the process of internalization, meaning they may develop into more intrinsic motivations as participants achieve goals and develop a sense of value for the exercise activities. Additional patterns were identified that require further research, including a gap between the proportion of male versus female participants who enjoy exercise, and the difference between weight management and appearance as predictors of exercise adherence.

12:00-1:15; Douglas Room: Luncheon - E.C. Davis Lecture & Young Scholar Awards
Towards Making a Difference. Rob Thomas; La Sierra University.

“Where the conferee is the program and mentoring and networking are the foundation.” This phrase should ring familiar for those who have attended the conference a few times. WSKW began in the 1950s with the intent of providing these opportunities, and has continued since then with this ethos. Attendees will have the opportunity to consider key elements of mentoring, reflect on who they have been mentored by, and who they have opportunity to mentor this year. As developing professionals we benefit by our cultural capital, and also have the chance to contribute to it organizationally and individually.

1:30-1:50; Washoe BC

The Physical Practice of Dance and Sport as Cultural Expression. Melonie Buchanan Murray, Steven R. Murray; University of Utah.

Dance and sport are both considered prehistoric forms of human physical activity. Cultural scholars agree that values and belief systems may be reflected through physical practice and the way individuals within a culture move. Given the current situation of globalization, in which various cultures mix with historically unprecedented regularity, the study of other cultures' dances and sport activities might inform us about those cultures. Perhaps, much in the same vein as de Coubertin attempted to use sport as a means to bridge cultural differences through the Olympic movement, the sharing of cultural dance and sport might encourage harmony among those with vastly differing cultural backgrounds. This presentation explores ways in which connections between physical cultural practices of dance and sport have historically reflected cultural values, thereby providing an additional perspective for the importance of human physical activity as a means of studying and understanding human culture.

2:00-2:20; Washoe BC

Importance of Consumer Engagement in Fitness Industry: The Effect of Extra-role Behavior on Consumers' Intention to Renew. Yong Chae Rhee, Tae-Ho Kim; Washington State University, Ki-Tak Kim; Pai Chai University.

The concept of engagement has gotten tremendous interest from scholars in a variety of academic fields (e.g., organization behavior, education, and service quality). Consumer Engagement is also an emerging theme in the field of the fitness industry. Yet, little empirical research has been conducted to understand consumer engagement in the fitness industry. The purpose of the current research was to measure the effectiveness of consumers' extra-role behaviors (Word of Mouth, Suggestion, and Cooperation) with respect to their intention to renew membership. Extra-role is defined as “those behaviors that go beyond specified role requirements, and are directed towards the individual, the group, or the organization as a unit, in order to promote organizational goals” (Somech & Drach-Zahavy, 2000, p. 650). 456 actual fitness center goers, ages from 18 to 60, were recruited for the study. A SEM test was conducted using AMOS to examine the structural relationships among consumer engagement, extra-role behaviors, and intention to renew. The measurement model yielded an acceptable model fit ($\chi^2 = 461.56$ df = 183, $\chi^2/df = 2.52$; SRMR = .067; RMSEA = .058; CFI = .97; TLI = .98). All of the hypothesized paths were significant in the hypothesized directions. The result suggests that, in the fitness industry, consumer engagement significantly influence consumers' extra-role behavior ($\beta = .90$). Also, consumers' extra-role has a significant relationship to membership retention ($\beta = .68$). In the fitness industry, building a better relationship between a business and its consumers is important. The result of this study confirms, however, fostering a better relationship among consumers is even more important.

2:30-2:50; Washoe A

Effect of Visualization on Self Efficacy and Rock Climbing. Milena Pointer; Whitworth University.

External visualization (EV) has been investigated as a technique to improve sport climbing (SC) performance. Additionally, researchers have reported that EV improved self efficacy (SE) related to SC performance. Though it is reasonable to assume that EV may improve SC performance through improved SE, this has not been verified. Therefore, the purpose of this study was to investigate the effects of EV on SE and aspects of indoor SC performance, such as climb time and post-clim blood lactate (LA) and heart rate (HR). It was hypothesized that EV would improve SE and all aspects of indoor SC performance.

1:30-2:20; Washoe DEF - Student Poster Presentations

Note: The number indicates the location in the room for the poster.

1:30-1:50; Washoe DEF - Student Poster Session 1

Research Critiques

2. *Efficacy of Mirror Use on Improving Balance of Ballet Student.* Wendy Ahearn; San Jose State University. In dance, the mirror is an effective tool for learning steps through imitation, self-evaluation of skill, and monitoring spacial placement. The purpose of the reviewed study was to determine whether or not the use of a mirror in ballet class serves to improve the dancers' balance

4. *Biomechanical Analysis Of Gymnasts At Peak GFR In Landing.* Alyssa Kaschak; San Jose State University. Gymnastics is a sport that can place excessive loads on the body. The purpose of the article reviewed was to quantify posture variables and peak ground reaction force (GRF) at the end of simulated landings for gymnasts.

Literature Reviews

5. *Effect Of Body Posture On Drag Force While Cycling.* Christopher Johnston; California State University, Chico. Drag resistive force accounts for up to 90% of all resistive forces during cycling. Anecdotally, by putting the body into the optimal riding position, cyclists are able to reduce drag forces and increase power output. Studies have examined the effect of shoulder and torso angles, including factors such as handle bar and seat height, on the change of drag force and power output.

6. *Soccer: A Comparison Between Germany, Mexico And The USA.* Daniel F. Flores, Alexis Cuevas; La Sierra University. According to the Federation Internationale de Football Association (FIFA), more than 240 million people around the world play soccer regularly. The origin of arguably the world's most popular sport dates back more than 100 years ago. Although this sport is widely popular in almost every country, it is not nearly as popular or valued in the United States of America (USA) like it is in Germany and Mexico.

7. *Effects Of Air Quality & Greenness On Health.* Amy Jung Eun Park; La Sierra University. There are a growing number of concerns regarding air pollution. This review will focus on how air quality and greenness effects human health. In particular, attention will be given to pregnancy, cardiovascular and respiratory diseases.

10. *Musculoskeletal Injury Prevention In Ballet Dancers.* Micki Lenderman, Michelle Paulson, Akasha Trisler; Whitworth University. Musculoskeletal injuries are an inevitable part of ballet dancing due to the extreme force placed on the lower extremities and the spine, as well as malnutrition prevalence due to body image pressures. Prevention is the best way to limit the number of these injuries. Prevention can be approached several ways, which include: 1) dancer education, 2) nutrition, 3) warm-ups to improve flexibility, and 4) proper equipment.

11. *Concurrent Training and Soccer Performance Adaptations.* Terence Moriarty, Kelly Johnson, Trisha Vandusseldorp; University of New Mexico. Soccer is a multifaceted team sport that demands a range of qualities, including speed, repeated sprint ability, agility, endurance, strength, power and flexibility. Developing all of these qualities is a challenge for coaches and practitioners, especially during the pre-season period when players usually return to training in a deconditioned state after a lengthy rest period. Despite the wealth of evidence regarding physical training strategies in the sport of soccer, there is little information regarding soccer-specific concurrent training and the performance adaptations which occur as a result.

12. *Health Status Of Kidney Donors Post Transplant.* Megan Malingkas; La Sierra University. Living kidney donor's health status after kidney transplantation is often overlooked when compared to the kidney recipient's health. Organ donation is not and should not be detrimental to a donor's health. Donor's quality of life after transplantation is generally high in all aspects. After kidney donation, female donors are at risk for preeclampsia and gestational diabetes during pregnancy but are still able to have children. Also, although kidney donors are less likely to have cardiovascular disease than the general population, they are more at risk for developing disease in the future.

13. *Do Parks Reduce Childhood Obesity?* Mary Hanna, Gerald Williams; La Sierra University. Obesity, a state in which an individual is overweight for their age and height, it is a large problem that is affecting children in the United States. Childhood obesity has increased to more than three million US cases. Some explanations for this increase include decreased recess time, technological gadgets increasing sitting time, and inaccessibility to parks.

2:00-2:20; Washoe DEF - Student Poster Session 2

Literature Reviews

2. *Relationship Between Sleep & BMI In Children.* Amy Jung Eun Park; La Sierra University. There is increased concern about childhood obesity. This review will focus on how sleep deprivation impacts child's Body Mass Index (BMI). In particular, attention will be given to three factors that affect child's nighttime sleep: screen time, hormonal imbalance (Altenburg et al. 2013; Kjeldsen et al., 2014), and nutrition.

4. *Supplement Effects on Muscle Performance and Recovery.* Conner Bichler; Whitworth University. Pre- and post-workout supplementation are often used to enhance workout efficiency and boost recovery rates. This literature review will examine the efficacy of commercially available pre- and post-workout supplements on 1) hypertrophy, 2) fatigue rate, and 3) anaerobic power output.

6. *Womens Olympic Gymnastics In The Czech Republic, Romania & U.S.* Teresa Coronado, Velhan Avellona; La Sierra University. It is well known that Gymnastics is a top viewed event for women's sports in the Olympics. Since it is wildly popular, each country has made its mark on the sport, utilizing their platform as a way for smaller nations to stand up to and defeat larger nations (Coakley, 2015). However, there are

cultural differences in training and views on women's international gymnastics as a whole. With a focus on Romania, Czech Republic and United States this research will compare the cultural factors effecting the sport of gymnastics.

Original Research

8. *Investigation Of USA Weightlifting Facebook Follower Engagement.* Dora Gyulai, Dr. Cole Armstrong; San Jose State University. Sport organizations maintain social media profiles to gain followers, to create fan community, and to encourage engagement with sport fans (Abeza & O'Reilly, 2014; Armstrong, Delia & Giardina, 2014). The purpose of this case study was an attempt to decipher the best ways for a non-profit sport organization like USA Weightlifting (USAW) to engage sport fans to like, share, and comment on social media posts. The following research questions were used to guide the investigation: 1) How did USAW utilize Facebook (FB) for advertising purposes? 2) How did USAW utilize FB to encourage fan engagement? 3) How did USAW utilize FB to encourage brand community amongst customers interested in weightlifting at the international level?

9. *Effects Of Caffeine And Carbohydrate On YMCA Bench Press.* Shannae Pello, Jackie Beal, Eleni Larue, Alexis Woodie; Whitworth University. Previous literature has shown significant improvements in aerobic endurance with the use of a caffeine (CAF) and carbohydrate (CHO) supplement. However, little research has tested the efficacy of combined CAF-CHO supplementation on muscular endurance. The purpose of this study was to determine the effects of a CAF-CHO supplement on performance (repetitions, heart rate [HR], and rate of perceived exertion [RPE]) during a standardized YMCA bench press test. The researchers hypothesized that CAF-CHO supplementation would 1) increase the number of repetitions before exhaustion, 2) decrease RPE and 3) increase HR compared to a placebo (PLA) condition.

10. *Effects Of ASL RTP On Manual Dexterity And Grip Strength.* Micki Lenderman, Catelyn Musa, Emily Rollins; Whitworth University. Repetitive Task Practice (RTP) has been shown to be an effective treatment to improve manual dexterity and grip strength. American Sign Language (ASL) is a gestural language, that when practiced, is repetitive in nature and may be an effective form of Repetitive Task Practice. The purpose of this study was to compare the effect of two-weeks of ASL as a form of RTP on manual dexterity and grip strength. It was hypothesized that ASL RTP would improve manual dexterity and grip strength scores for the training group, especially in the non-dominant hand.

11. *Relation Between Sleep Duration And Cvd Risk In College Students.* Ellie Shaughnessy; Whitworth University. Ellie Shaughnessy, Anneliese Barnes; Whitworth University. In 2015, cardiovascular disease (CVD) was the leading cause of death in the United States according to the Center for Disease Control, in part, due to obesity and hypertension. The American College of Sports and Medicine (ACSM) reports that minimal waist circumference (an indicator of obesity) is one measurement that can be used to estimate CVD risk. The American Heart Association (AHA) claimed that high blood pressure levels also were connected to poor sleep quality (AHA, 2015). The Framingham 30-year risk score (30-year FRS) predicts the absolute risk for CVD in those who do not have a history of CVD and was developed specifically for use in younger adults (Clark et al., 2014). The purpose of this study was to determine the relationship between average sleep duration and CVD risk (estimated from WC and 30-year FRS) amongst college-aged students. The hypothesis was that sleep durations would be significantly negatively correlated with CVD risk.

12. *Almond Consumption Effects On Exercise Performance.* Connor Bichler, Logan Streit, Allie Wood; Whitworth University. The use of almond milk (AM) may provide a simple alternative form of nutrient supplementation compared to almond (A) consumption, which has been investigated in previous research. The

purpose of this study was to compare the effects of A and AM on delayed onset muscle soreness (DOMS) and exercise performance. The research hypotheses were that consumption of A or AM would: 1) improve performance for the functional posttests compared to a control group (no supplementation), and 2) reduce the pain associated with DOMS compared to a control group.

13. *The Reciprocal Influence Of Exercise On Academics And Relationships.* Elizabeth Mielke, Andrea Ednie; University of Wisconsin-Whitewater. There are many documented positive impacts of physical activity. The relationship between exercise, academic performance, and college experiences, however, are not yet fully understood. Some studies report that exercise can improve performance in the classroom (Active Living Research, 2007), while others caution that such conclusions are not well substantiated (Taras, 2005). The purpose of this study is to look at the associations between exercise and each of: 1) the various influences on students' college experiences (null hypotheses: no significant relationships would be observed between total exercise scores and influence variables); and 2) participants' perceptions of exercise benefits on academic and personal performance (null hypothesis: no significant relationships would be observed between total exercise scores and benefit variables).

14. *Relationship Between Caloric & Protein Intake On Undergrad GPA.* Zachary Travis, Dr. Robert Thomas; La Sierra University. Presently, scientists, nutritionists, and those directly involved in the academic success of children are concerned with how the nutritional value of food is effecting the way students perform in the classroom. This question gained more scientific attention when a Gallup poll survey, conducted in 2014, stated that nearly fifty two percent of America's youth are dissatisfied with school and American children are falling in literacy and mathematics. Researchers became keen on presenting a link between nutrition and the academic success of America's youth. Findings from Edwards, Mauch, and Winkelman (2011) showed that, "Higher math scores were associated with nutrition." Specifically Edwards et.al. found that students who consume 2% milk rather than a sugar beverage such as juice from concentrate or soda had higher math and reading scores. The purpose of this study was twofold: 1) "Does total caloric intake affect undergraduate grade point average (GPA)?" 2) "Does protein intake affect undergraduate GPA?" We hypothesized that "Total caloric intake does affect undergraduate GPA" and, "Protein intake does affect undergraduate GPA".



Faculty Poster Presentations

Note: The number indicates the location in the room for the poster.

All posters will be on display throughout the session.

2:30-3:15; Washoe DEF - Faculty Poster Session

1. *Student Perceptions of Collegiate Self-defense Education.* Gong Chen, San Jose State University; Liu Liu, Shenyang Sport University.

This research was designed to study the perceptions of students enrolled in self-defense courses and the potential impacts of self-defense education on college students. Anonymous responses to surveys administered between 2012 and 2015 were used to examine student perspectives regarding mental self-defense, physical self-defense, and their self-defense class overall. With respect to mental self-defense skills learned in classes, the majority of students (females: 96%-100%, males: 88%-100%) indicated that they were academic in nature, educational for life, valuable and useful, critical to safety, and worth their time/tuition/effort. Most students (females: 78%-100%, males: 77.8%) felt that the physical self-defense skills learned in classes increased their

self-defense ability, were good learning experiences, enjoyable or exciting, and worth their time/effort/tuition. They felt stronger, had more self-confidence with respect to applications in real-life situations, had fun while learning skills, and got good exercise during practice. Concerning the class overall, the majority of students (females: 92%-100%, males: 96%-100%) felt that they achieved their goals for the class, learned systematic mental self-defense for safety, learned comprehensive physical self-defense skills, had hands-on experience, had fun while practicing skills, and obtained moderate to vigorous exercise during skill practice. The majority of students indicated that the class helped them established a safe lifestyle, and self-defense education significantly changed their life. Results suggest that self-defense education may benefit college students in terms of mental self-defense, physical self-defense, and safe lifestyles.

2. *A longitudinal study of crimes against Chinese abroad students and their self-defense behaviors.* Gong Chen; San Jose State University.

 The purpose of the study was to investigate violent crimes targeting Chinese students studying abroad and their self-defense behaviors during attacks. The results were expected to provide a comprehensive body of new knowledge as a solid base for establishing self-defense education in the kinesiology departments in Chinese and American universities so that they can prepare these students to protect their lives when they study in different countries. The research covered 106 cases for women and 89 cases for men from all sources of media from 2000-2016. Categories for analyses were: murder, rape, aggravated assault, robbery, kidnapping, and bullying. The results indicated that the USA had the highest number of violent crimes against Chinese students. Most victims were attacked by a single attacker and 10-20% by two attackers. The crime rate showed no relationship with their status (undergraduate, masters, or doctoral students), suggesting that self-defense should be taught to all undergraduate and graduate students. Most attackers were strangers, and the second group of attackers included dates, classmates, and roommates. The results also found that the most frequently used weapons by attackers were knives, blunt objects, and guns. Barehanded attacks included kicks, punches, chokes, and throws. The main triggering factors of violent crimes included dating-oriented problems, arguments and conflicts, rape, robbery, and hate. Self-defense behaviors were evident in only in a few cases.

3. *Using Anatomy in Clay® Engages College Students and Improves Test Scores.* Karen Hostetter; Northern Arizona University.

 **Context:** Students who pursue degrees in exercise science or athletic training are often challenged by classes, such as anatomy & physiology and kinesiology. Using clay models has been suggested for learning anatomy and kinesiology. **Objective:** The purpose of this study was to evaluate the effectiveness of using Anatomy in Clay® in a 300-level kinesiology class. **Design:** This was a cohort study. **Setting:** This study took place from fall 2011 through spring 2013, in a 1-semester kinesiology class. **Participants:** Exercise science or athletic training students (n=213). Participants had passed 1 semester of anatomy and physiology. **Intervention:** During the first year of the study students were taught without Anatomy in Clay® (NAC, n=93). Students enrolled after Anatomy in Clay® was purchased (AC, n=126) experienced 6 “build days.” The first data set evaluated final exam scores of all participants (n=213). Beginning with the fall 2012, a pre-test/post-test was included, in addition to the final exam. The second data set evaluated pre-test/post-test scores of students (n=126) who were enrolled beginning fall 2012. **Main Outcome Measure:** We hypothesized that students’ scores would improve after implementing lessons with Anatomy in Clay®. **Results:** A two-sample t-test demonstrated a statistically significant difference in final exam scores of the NAC students (M=31.65, SD=8.36) and the AC students (M=44, SD=8.99), $t(211) = 10.49$, $p < .001$). When comparing pre-test (M=29.78, SD= 13.1) to post-test (M=46.19, SD=15.66) scores of the AC students, similar outcomes were found [$t(125)=9.76$; $p < .001$]. **Conclusion:** Introducing Anatomy in Clay® promotes active learning in kinesiology courses.

4. *Measuring Resistance at Different Lengths of Resistance Bands.* Karen Hostetter; Northern Arizona University, Brett Bernal; CSU-Pueblo.



Context: Resistance band protocols are used daily in rehabilitation settings. The selection of resistance is usually determined by level (color) of band with little attention paid to the length of the band during exercise. **Objective:** The purpose of this study was to determine how the amount of resistance of resistance bands changes as the distance from a fixed attachment increases. **Design:** This was a group comparison study. **Setting:** A university athletic training room was used as the lab setting for this study. **Participants:** No human subjects were used in this study. **Intervention:** Two sets (6 levels of resistance per set) of two brands of resistance bands were compared in this study. The starting length of each resistance band was 48 inches. Using an Aviator-110[®] digital luggage scale (DLS), resistance was measured from a starting length of 48-, 72- and 96-inches. Based on pilot data, resistance of each band was measured twice for a total of four measurements of each level of band at each distance. **Main Outcome Measures:** We hypothesized that resistance would increase as each resistance band was stretched. We also reasoned that each level of resistance band would increase the amount of resistance provided. **Results:** Data from each brand were analyzed separately. An ANOVA demonstrated statistically significant differences in resistance related to band lengths [Brand A: $F(2, 72)=563.17$; $p<.001$; $\eta^2=.98$; Brand B: $F(2, 72)=1125.70$; $p<.001$; $\eta^2=.99$]. **Conclusion:** The amount of resistance experienced when using resistance bands depends on the length of the resistance band.

5. *Comparing Resistance of Two Brands of Resistance Bands.* Karen Hostetter; Northern Arizona University, Brett Bernal; CSU-Pueblo.



Context: Resistance band exercises are common in rehabilitation protocols. The use of these bands improves muscle strength and function in several populations (e.g., the elderly, athletes, patients following orthopedic surgeries). **Objective:** The purpose of this study was to determine the difference in amount of resistance provided by different brands of resistance band. **Design:** This was a comparative study which evaluated the amount of resistance provided by two brands of resistance band. **Setting:** A university athletic training room was used as the lab setting for this study. **Participants:** Human subjects were not used in this study. **Intervention:** Twenty-four resistance bands (2 sets of 2 brands, each with 6 levels of resistance) were compared for the average amount of resistance provided by each level of band. Each resistance band was secured to the wall and connected to the Aviator-110[®], while the other end was stretched approximately 16-inches. Resistance was measured from distances of 48-, 72-, and 96-inches. **Main Outcome Measure:** Prior to data collection, we hypothesized that the amount of resistance across brands of resistance band would not be significantly different. **Results:** An ANOVA demonstrated statistically significant differences in resistance across resistance band levels $F(1, 11) = 23.81$; $p<.001$; $\eta^2=.64$. **Conclusion:** Special attention should be given to the brand of resistance band when creating rehabilitation or strengthening protocols for patients and athletes. If more than one brand of resistance band is available, the athletic trainer or other professional should document the brand used to ensure consistency in progression of workouts.

6. *Does Gender Really Matter? Examining Gender Bias in the Evaluation of Coaches.* Heather Van Mullem, Randi Smith, Karina Davila-Castillo; Lewis-Clark State College

“Gender bias is a form of favoritism that elevates one gender over another. Gender bias has nothing to do with biological differences between the sexes, but rather, how men and women or ‘masculinity’ and ‘femininity’ are defined or viewed within a particular culture or institutional setting” (Women’s Sports Foundation, 2016, p. 5). Acosta and Carpenter’s work (2014) documents that more males continue to serve as head coaches in intercollegiate athletic settings in comparison to females. A potential reason for this could be gender bias in leadership and/or sport settings. Gender bias in attitudes toward coaches and aspects of their coaching abilities were examined in this study. Subjects (n = 136) were undergraduate students at a small, public college located in the Northwest. Subjects evaluated professional status statements and written coaching philosophy statements of hypothetical male and female coaches. Subjects offered their perceptions of the hypothetical coaches’ knowledge of coaching, motivation effectiveness, desire to play for the coach, and a prediction of how successful the coach will be in the future by completing twelve, 6-point semantic differential scales. Overall, subjects continue to show a preference for male coaches. This poster will: 1) share the results of this study, and 2) explore potential reasons for perceived gender bias in coaching and other leadership roles in sport.

7. *Truths or Misconceptions about Pursuing Teaching: Undergraduate Students Perspectives.* Heather Van Mullem, Heather Henson-Ramsey, Andrew Hanson; Lewis-Clark State College, Chris Williams, University of Idaho.

Background/Purpose: Applications to teacher preparation programs have been on a steady decline across the nation (Sawchuk, 2014). The purpose of this study was to investigate reasons why undergraduate students may not have chosen teacher education certification as a degree and professional path. **Method:** Undergraduate participants (n=311; 84 males, 227 females) who declared an academic major in an area other than teacher education at a small, public, baccalaureate degree granting institution, completed a 60 item online survey measured on a 5 point likert scale. Questions for the survey were adapted from the FIT-Choice scale (Watt & Richardson, 2007). Demographic data was collected as well. **Analysis/Results:** Analysis of the survey data shows trends that are helpful for understanding obstacles to entering the teaching profession. The survey respondents were divided into two groups: Group A -- students who had considered teaching as a career, but decided against it (n=105), and Group B -- students who had never considered teaching as a career (n= 206). Group A respondents believed that educators make worthwhile contributions to society (mean= 4.44). They strongly disagreed that they had not had good education role models (mean= 1.59). The primary reason why Group A appears to not have chosen education as a career was the perceived lack of income (mean=3.46). Results were similar when considering Group B. Group B respondents felt that their own teachers were inspirational (mean=4.33) and they had concerns about low salaries (mean=3.64). Both groups agreed that teaching was an emotionally demanding career (mean= 4.00) and that it was a lot of hard work (mean=4.03). **Conclusions:** The data suggests the primary obstacle to college students choosing education as a career is the perception of low pay in combination with the perceived workload.

8. *Psychic income of college students: Examining the Impact of Team Identification, College Students’ Perceived Athletic Department Success on Psychic Income.* Jinwook Jason Chung; Winthrop University,

Wanyong Choi; Marshall University, Woo-Young Lee; University of Central Missouri, Wonyoung Kim; Wichita State University, Jae-Pil Ha; Gyeongsang National University, Dan Drane; Winthrop University.



The benefits of maintaining and operating athletic departments have been examined in diverse areas. For example, previous studies have argued that there is positive impact upon monetary donations (Goff, 2000), academic prestige (Lovaglia & Lucas, 2005), admission applications (Toma & Cross, 1998), and graduation rates (Tucker, 1992). However, less attention has been focused on the non-economic values of athletic teams. One of the most important non-economic values is psychic income, defined as “emotional and psychological benefit residents perceive they receive, even though they do not physically attend sports events and are not involved in organizing them” (Crompton 2004, p. 181). Clopton (2007) indicated that college sport could influence a campus’ sense of community. Using social identity theory (Tajfel & Turner, 1986) and seven dimensions of a psychic income paradigm (Crompton), the current study examined the relationship between college students’ team identification, perceived athletic team’s success, and psychic income (i.e., community pride, civic pride, resuscitate areas, excitement, social bonding, collective self-esteem, and emotional involvement). Data were collected from a random sample of 250 college students in four mid-sized universities in the United States. The regression results indicated that team identification and perceived athletic team’s success significantly influenced participants’ level of psychic income. Findings of this study add knowledge of psychic income and should provide useful information for college administrators, sport practitioners, and marketers.

9. *High school athletes knowledge and attitudes regarding concussions.* Diana Avans, Brianna Audelo; Vanguard University.

The purpose of this study was to examine the knowledge and attitudes of high school athletes regarding concussions. A convenience sample of student-athletes from two high schools in Southern California included grades 9-12; mean age 15.6 ± 3 years. Fifty five percent were freshman or sophomores, 37 females (76%) and 12 males (24%). The main sports were softball, football, volleyball, and baseball. Parental consent was obtained for the participants. Mihalik’s (2013) survey was adapted for this study and descriptive statistics used for analysis. A total of 52% of the athletes reported having experienced at least one concussion in their lifetime. Nineteen of the 49 (38%) athletes reported having experienced at least one concussion while in high school. Of these athletes, 43% of them claimed that they reported their symptoms to a medical professional or coach. Athletes were asked to identify common concussion symptoms and were presented with reporting scenarios. When asked to identify common concussion symptoms, the four most correctly identified were headache (94%), dizziness (92%), blurred vision (88%) and confusion (76%). The most significant finding was that more than half of the participants did not report their symptoms because they did not think they were serious enough to report. The results also highlighted the pressure athletes felt to perform and that this pressure made reporting symptoms more difficult. The presence of a medical professional such as athletic trainer helped alleviate some of this reluctance to report.

10. *What influences students to attend small-college athletic events?* Diana Avans, Lauryn Cooper, Michael Sullivan; Vanguard University.

What motivates a student to attend the athletic events at a small University? According to Wann & Pierce (2003), teams may be able to increase the identification and commitment of their fans by improving the overall group experience by focusing on the team’s success or history or changing the stadium/field atmosphere. Thirty four males, 73 females (N= 104), from all education levels completed a questionnaire adapted from previous fan identification questionnaires (Fink, et. al, 2002; Wann, et. al 2003). The results showed that 61%

of the participants attended games more when the team was having a winning season. Men's basketball is the best attended followed by baseball. Top reasons for attending were they were sport fans; to support the school and athletic program; to support a friend on the team; for the social experience; and that it was free. Twenty two percent reported that they do not attend events. The number one reason for not attending was lack of time (65%). What would encourage them to attend would be better facilities, more school spirit, knowing more people on the teams, and better advertisement of the games. We determined that age, gender, and major do not play a factor in game attendance; rather it is the team's success that drives fan involvement and attendance and having a social atmosphere. We recommend that small colleges work to create a more social atmosphere at the games. Efforts to attract commuter students are needed as well as more direct marketing of women's sports.

11. *Evaluating the Perceived Social Impact of a Regional Sport Event.* Wonyoung Kim; Wichita State University, Jinwook Chung,; Winthrop University, Wanyong Choi; Marshall University, Jae-pil Ha; Gyeongsang National University, Wooyoung Lee; University of Central Missouri.

 Hosting sport events can generate economic and socio-psychological impacts for the host community and for those directly involved in the events (Chalip, 2006; Delamere, Wankel, & Hinch, 2001; Kim & Walker, 2012). Specifically, sport events derive positive social impact (e.g., increasing sociability, image enhancement, etc.) and negative social impact (e.g., traffic congestion, security concerns, etc.) to the host community (Kim & Petrick, 2005; Kim et al., 2015). There has been a wealth of studies into the financial and social impact of hosting sport events focusing on the hosting community and local residents; however, there is a lack of research to understand the attendees' perception on social impact associated with behavioral intention (Inoue & Havard, 2013). The purpose of the current study was two-fold: (1) explore the perceived social impacts of event attendees at a regional sport event and (2) examine the influence of attendees' perceive social impact on future behavioral intentions. The current study was conducted as a part of a larger event assessment survey commissioned by the event organizers. The questionnaire was developed consisting of following three sections: the perceived social impact (ten items under four factors; Kim & Walker, 2012), event-related behavioral intentions (three items; Yoshida & James, 2010) and socio-demographic variables. As a result, attendees indicated event excitement ($M=5.97$, $SD=.94$) and community excitement ($M=5.95$, $SD=1.03$) were the main psychic incomes from hosting a sport event following by community pride ($M=5.80$, $SD=1.01$) and enhancing community attachment ($M=5.39$, $SD=1.03$). Further analyses revealed that the psychic income was positively influenced on behavioral intentions including satisfaction, word of mouth, and future intention to attend.

12. *Do Socio-cultural and Other Demographics Affect Outdoor Recreation Constraints?* The Case of Mesa County, Colorado. Steven Murray, Nathan Perry, Timothy Casey; Colorado Mesa University.

 Physical activity from outdoor recreational pursuits is well known to be beneficial and has been encouraged by the US Surgeon General. Specific constraints, often reflected in sociocultural issues, can be impediments to individuals participating in outdoor recreational activities. Working in conjunction with the Bureau of Land Management and the Mesa County Health Department (Colorado) data were collected via surveys at numerous focus groups involving 580 residents of Mesa County, regarding access to outdoor recreation. Ordinal logistic regression was used to test whether ten different constraints to outdoor recreation were important to the respondents, given their age, sex, education, race/ethnicity, native language, and residential density. The results indicated that the probability of experiencing outdoor constraints increased with lower education, Hispanic ethnicity, native Spanish speaking, and young age. A second model, albeit with fewer respondents, was tested to include income. The results of the second model were similar to the first model and in addition showed that lower incomes were associated with a higher probability of outdoor

constraints. The results of the two models indicated that socioeconomic status was a driving factor behind constraints to outdoor recreation.

13. Student Perceptions of a Service Learning Based Course Designed to Prepare Kinesiology Professionals to Work with Older Adults. Jennifer Sherwood, Cathy Inouye, Joaquin Tabera, Shannon Webb; California State University East Bay.

Currently, 40 million Americans are over age 65, and by 2050 the population aged 65 and over is predicted to double, increasing to 83.7 million (Ortman, et.al., 2014). Maintaining fitness with age is critical to reduce the likelihood of falls, to prolong independence and improve quality of life in older adults. Thus, it is imperative that kinesiology students are prepared to meet the demands of this rapidly growing population. However, few kinesiology students report feeling comfortable, or have had the opportunity to work with older adults. Exercise Prescription, a required course for many of our majors, focuses on teaching the knowledge, skills, and abilities for exercise testing and prescription using guidelines established by the American College of Sports Medicine for various populations including older adults. However, students reported that this course would benefit from more opportunities to practice physical assessments and interpret results in a real-world context. Considering the growing need of older adults and the professional preparation of our majors, Exercise Prescription was modified to include a service learning component in which students were required to assist with physical fitness assessments in local, nonprofit senior community centers. Preliminary results from pre- and post- course student surveys suggest that students enjoyed the company of older adults more ($3.2 + 0.5$ vs. $3.4 + 0.97$, pre vs. post respectively; $p = 0.02$), valued their interactions with older adults more ($2.2 + 1.6$ vs. $3.1 + 1.5$, pre vs. post respectively; $p = 0.04$), and tended to have more confidence working with older adults ($1.6 + 1.7$ vs. $2.6 + 1.7$, pre vs. post respectively; $p = 0.058$) after participating in this service learning based course.

14. Applying Obstacles in Traditional Games. Brett Holt; University of Vermont.

The disposition of k-12 physical education students varies from course to course. In fact both traditional games enrollment in community recreation leagues have declined while alternative opportunities (i.e., Frisbee Golf and Skateboard Parks) have increased in community/university recreation departments and dispositional studies (Siedentop & Tanehill, 1999) have indicated declining interest from k-12 physical education students in more traditional games. One such increase in alternative games can be found in the ever growing number of obstacle races and participants involved. Therefore, as participation rates decline in traditional games and societal interests increase in alternative activities, it can be proposed that traditional games be modified to include obstacles in an attempt to increase children learning objectives and interest in participation in said games. This presentation will provide pedagogical modifications for including obstacles in traditional physical education games such as softball, flag-football, golf, volleyball, etc. These modifications will not detract from the learning objectives of traditional games but rather add a new dimension to playing games that many children have decided are no longer exciting or relevant.



3:30-4:15; Washoe BC

Servant-leadership in Coaching. Kirk Westre; Whitworth University.



Servant-leadership is a philosophy and set of practices that enriches the lives of individuals, builds better organizations and ultimately creates a more just and caring world. Sport has a long tradition of applying leadership and management practices from business. Servant-leadership (Greenleaf, 1977) is a

prominent theory in business and other fields today. Little research has been done to date applying Servant-leadership to the area of sport coaching. This study examined the shared meanings and experiences of sport coaches who practice Servant-leadership. The characteristics of servant-leaders, first described by Robert K. Greenleaf (1977), served as the framework for this study. A qualitative, multiple case study research methodology with a heuristic phenomenological slant was chosen for this study. Semi-structured in-depth interviews were used to ascertain the participants' (coaches) experiences with the phenomenon. From these interviews six themes emerged which characterized the specific practices of the servant-leader coaches. The data was discussed in relationship to the ten characteristics of Servant-leadership as described by Spears (1995). It was concluded that Servant-leadership has potential as a viable leadership style in the sport setting.

3:30-3:50; Washoe A

The Synchrony of Concurrent Enrollment with Athletic Training Education: A Potentially Harmonious Relationship. John W. McChesney, Boise State University



Concurrent Enrollment Partnership (CEP) programs have been established at nearly 100 colleges and universities providing college credit for 500,000 high school students annually. A particularly interesting area of study to both high school and college students is that of athletic training and formalized athletic training programs (ATPs) exist at many universities. The marriage between a college based CEP to its area high schools is often a harmonious relationship. Here, we present a retrospective study of the longstanding CEP program at Boise State University and its 13 affiliated high schools. The BSU-CEP program started nearly 20 years ago with an affiliation two high schools. Over the years and as interest grew in athletic training so did participation in the CEP program. High schools offering classes in the Idaho state approved curriculum in "sportsmedicine" are encouraged to apply to collaboration with BSU under the CEP. This case study will also include an outline of how other accredited ATPs could synchronize with their host CEP colleges and universities. The list of benefits to both institutions (university & high school) involved is lengthy and can also include a socio-cultural benefit for the students. Many students find themselves studying within allied health and often earn advanced degrees in health care as a result of their initial enrollment in an athletic training CEP course. As seen in other areas of study, upward academic and social-cultural mobility may be realized through participation in a CEP and many students eventually achieve a higher level of education and socio-cultural (and economic) position as a result.

4:00-4:20; Washoe A

Exercise Performance Following Foam Rolling. Pat Hickey; Whitworth University.

Research on the effects of foam rolling and dynamic stretching prior to exercise has produced divided conclusions. The purpose of this study was to compare the effects of four different warm-up conditions: 1) foam rolling (FR), 2) dynamic stretching (DS), 3) a combination of FR and DS, and 4) a control condition on different functional performance tests. The research hypothesis was that all warm up conditions, except the control would improve performance.

4:30-5:15; Washoe DEF

What is Implicit Bias? Jane Shimon; Boise State University, Heather Van Mullem, Pete Van Mullem; Lewis-Clark State College.

Implicit bias is a subtle form of prejudice against members of a group which often consists of unconscious attitudes and/or unintentional actions towards that group. Usually most people are not even aware that their actions are biased. Implicit biases have a negative impact on those groups and the overall social climate. This informative session will allow attendees to examine the fundamentals of implicit bias through the use of

interactive scratch-cards. A general discussion of potential attitudes or stereotypes will be examined in various contexts that may affect our unintended actions when working with others in teaching, coaching, and health-related fields. Strategies to counteract implicit bias will also be explored.

4:30-4:50; Washoe BC (Young Scholar Award Winner)

Short-Term Expiratory Muscle Strength Training Attenuates Sleep Apnea and Improves Sleep Quality in Patients with Obstructive Sleep Apnea. Jeffrey R. Bernard; CSU, Stanislaus.

The purpose of this study was to investigate the effects of 5-weeks expiratory muscle strength training (EMST) on sleep apnea, respiratory muscle strength, daily sleepiness, and sleep quality in patients with varied levels of obstructive sleep apnea (OSA). Methods: Twenty-five outpatients diagnosed with OSA participated in this study, and were assigned into either an EMST training group (EMST group; n= 13) or control group (CTRL; n= 12) by matching their genders, apnea-hypopnea index (AHI), and BMI. The training intensity for the EMST group was 75% PEmax (5-d/wk for 5-weeks), while the intensity for the control group was 0% PEmax. The PEmax, AHI, Epworth Sleepiness Scale (ESS), and Pittsburgh sleep quality index (PSQI) were evaluated pre- and post-intervention. Results: EMST treatment significantly improved the scores for AHI ($-40 \pm 6 \%$; $P < .05$), PEmax ($+68 \pm 12 \%$; $P < .05$), and PSQI ($-28 \pm 5\%$; $P < .05$). Whereas EMST significantly decreased PSQI scores in the moderate OSA subgroups ($P < .05$) but not in the mild OSA subgroup. However, the EMST intervention had no effect on alleviating daytime sleepiness. Of note, the percent changes in AHI were negatively correlated with the percent changes in PEmax ($r = -0.443$; $P = .013$). Conclusion: This study demonstrated that 5-weeks of EMST training improved sleep apnea and PEmax in OSA patients, with the greatest improvements observed in patients with moderate compared to those with mild OSA. Furthermore, the PEmax improvement was correlated with improvements in sleep apnea.

5:30-7:00; Douglas Room - Debate; Student Poster Awards; Reception

Utley's Slide: Fair or Foul Play? Daniel Bohigian, Sean Ranney, Miles Pascal-Gonzales, Stan Butler, David Daum, Ben Wiederholt; San Jose State University.

Two teams will debate the issues surrounding the slide into second base by Chase Utley during game 2 (Dodgers vs. Mets) of the 2015 National League Division Series.

Video: https://www.youtube.com/watch?v=GkRHdO_cNr8

7:00-8:15 Washoe A; Business Meeting

8:30-9:15; Washoe BC

MERLOT: Free Educational Innovations and Teaching Resources for Kinesiology. Gerard Hanley; CSU Chancellor's Office, Vanessa Yingling, Penny McCullagh; CSU East Bay



The multidisciplinary nature of kinesiology provides a range of challenges and opportunities for faculty teaching kinesiology to put educational innovations into practices. A wide-range of technology-based resources can be employed to empower both faculty and students to use multimedia, delivered reliably, affordably, and flexibly to achieve the learning outcomes associated with a quality education in kinesiology. This panel will present a framework to advance and sustain the kinesiology professional community's capabilities to put educational innovations into practice through the use of MERLOT's open educational services and resources (www.merlot.org) and leverage strategies deployed by the California State University System. The panelists will review the taxonomy for kinesiology which can be used to browse and build the collection of free and open educational resources (OER) that faculty and students can use for their teaching and learning. The panelists will also demonstrate how MERLOT's collection of over 75,000 free and open educational resources are available right now to improve the interactivity and affordability of course materials in kinesiology.

8:30-8:50; Washoe DEF

Branding (or rebranding) Yourself. Carole Casten; CSU Dominguez Hills.

You've done all the work to get this far in your career, now let the public know who you are if you want to tweak and move toward another opportunity.

9:00-9:20; Washoe DEF

Can Diversity Actually Cause Exclusion? Sharon Stoll, Marcis Fennell; University of Idaho.

The purpose of this presentation is to offer an alternate perspective to diversity in higher education and offer strategies to avoid pitfalls of present diversity application. Title IX and the Civil Rights Acts have forced all colleges/universities to move to diverse inclusion. However, what if common diversity practice actually limits minorities from inclusion? Diversity centers, diversity cultural experiences, and diversity hires attempt to create inclusion. These practices have enabled some to succeed to positions of power, the vivid discrepancies Caucasians in power compared to individuals of color must be considered. Though those in the kinesiology field are often exposed to a more diverse population of students, those in power often place undue and unintentional burden on the "diverse" individual to represent and be versed in all minority social justice issues. Based on previous research in diversity education, this session will highlight strategies to help faculty and administrators become aware of unintended burdens, for example: A. Does diversity incorporate inclusion? Inclusion is more than attendance; administration must value the insight and perspective of the diverse individuals. B. Administration needs to appreciate that diversity is not translated to "one" diverse individual within the department, C. Administration must invest time to know the diverse individual as well as his/her background. Background provides insight into an individual's thought process and interpretation of organizational climate. D. Diversity will cause cognitive dissonance. Administrators should not judge

character, professionalism, and ability based on appearance. This salient point needs to be educated throughout the department: personal style does not justify inequality.

9:30-10:15; Washoe BC

Spinderellas, Wildflowers, and Wonderwomen: Investigating Women's Motivation to Participate in an All-Female, Non-Competitive Cycling Event. Elaine Foster, Catherine Rider, Carol Kirkpatrick, Karen Appleby, Dani Moffitt., Teri Peterson; Department of Sport Science and PE and Department of Marketing & Management, Idaho State University.

A trend in mass participation sporting events (MPSE) is the increase of women-only MPSEs. While some researchers have investigated all women's MPSEs in sports such as running and triathlon (Crofts, Scholfield, & Dickson, 2012; Eagleman, 2013), none have looked specifically at all-women cycling events. The high participation rate in women-only cycling events indicates that women are drawn to these events; however, factors that motivate and/or discourage women from participating in these events are not currently known. The purpose of this study was to investigate why women are attracted to and participate in an all-women's cycling event, and to determine if this participation impacts their intention to continue future cycling. A mixed-methods, cross-sectional survey approach using a convenience sample was utilized. Participants were females between 18 and 79 years of age who participated in a local, non-competitive, all-women cycling event. A total of 218 participants completed the study survey out of 1,142 participants registered for the event. The quantitative portion of this study scored five motivation subscales: Interest/Enjoyment, Competence, Appearance, Social, and Fitness. On a 7-point scale, the highest motivation subscales were Interest/Enjoyment (M=6.0, Range=1.3 to 7.0) and Fitness (M=6.1, Range=2.6 to 7.0). Competence (M=5.8, Range=1.9 to 7.0) and Social (M=5.1, Range=1.0 to 7.0) as motivation also averaged above 5. The lowest motivation to participate was appearance (M=4.4, Range=1.0 to 7.0). The qualitative data analysis revealed that women who had participated in similar events in the past were motivated primarily through social, environmental, and physical factors.

9:30-9:50; Washoe DEF

The Performance of Gendered Movement Mechanics in American Dance. Melonie Buchanan Murray; University of Utah.



If kinesiology is defined as the study of the mechanics of human movement, then dance, as one of the oldest forms of human physical activity, should be considered. In a multitude of ways, dance permeates contemporary American culture—from social dancing in various venues, to community dance studios that train youth recreationally in a variety of dance forms, to dance fitness crazes such as Zumba, to commercial entities such as popular television shows like *So You Think You Can Dance*. Dance scholars and cultural theorists agree that the way a society dances can speak volumes about the culture. If we accept this notion that cultural dances reflect the values of a culture, then a scrutiny of American gendered dance practices is fertile ground for scholarly inquiry. Contemporary society views gender differently than the societies of the socio-historical context in which common Western dance genres, such as classical ballet and ballroom dance, were first born and developed. By highlighting ways in which most dance training reinforces gendered codes of behavior, this presentation contributes to discourses surrounding the evolution of dance in America and evolving notions of gender, while also providing a lens that might be applied to a multitude of physical practices.

10:00-10:20; Washoe DEF (Young Scholar Award Winner)

The Effects of a Concept-Based Physical Education Unit for Energy Balance Education. Senlin Chen; Iowa State University.

Background: Physical education (PE) is a key channel that impacts children's decisions and behaviors for healthful living. This study evaluated the effects of a concept-based PE (CBPE) instructional unit, featured by energy balance (EB) education, on students' knowledge learning, situational interest, cognitive and physical engagements as well as teachers' perceptions. **Methods:** Fourth and 5th grade students ($N = 468$) in a mid-western state of the United States were recruited as the participants. Four elementary schools were randomized to the CBPE or control groups. Students' EB knowledge, situational interest, cognitive engagement, and physical engagement were measured by a knowledge test, the Situational Interest Scale—Elementary, written task sheets, and accelerometers, respectively, while teachers' perceptions of the CBPE unit were captured by individual interviews at the end of the experiment. **Results:** The CBPE group showed a significant increase in EB knowledge, while the control did not. Both groups showed a similar increasing trend for situational interest over time, although the statistical results favored the control group. For physical engagement, the CBPE group demonstrated a statistically different but substantively similar level of in-class physical activity compared to the control group. The CBPE group also showed a moderate level of cognitive engagement throughout the unit. The PE teachers reported overall positive perceptions about teaching the CBPE unit. **Conclusion:** These results support the utility of the CBPE unit in enhancing EB education along with facilitating positive student interest and engagement as well as positive teaching experiences.

10:30-11:15; Washoe DEF

Love HIIT or Hate HIIT: That is Your Question. W. Matthew Silvers; Whitworth University.



High intensity interval training (HIIT) has exploded in popularity as a training style over the past two decades. Early on, it was utilized mostly for competitive sports training, now it is often prescribed to recreational or clinically diseased populations for weight loss and health benefits. However, the evolution of HIIT over the years has spurred a wealth of jargon along with confusion about program prescription and efficacy. Is HIIT for everybody? Is HIIT the best form of training? Few training philosophies have created such deep divides among exercise professionals and fitness enthusiasts. Unbeknownst to many, there is a wealth of research on this topic and the verdict is clear: HIIT is an effective training strategy for many different populations. This presentation is designed to clarify what we know about HIIT using the most current research findings and recommendations. The speaker will review basic concepts of fitness and terminology relevant to HIIT, the physiological responses and adaptations observed for HIIT, and most importantly, recommendations and special considerations for HIIT with various populations based on current research. Whether you have plenty of HIIT experience or none at all, this presentation will serve as a helpful resource to understand how HIIT works, who can benefit from it, and how it can be implemented.

10:30-10:50; Washoe BC

Giving Meaning to Movement: The Value of Sociocultural Studies in Kinesiology. William H. Freeman and Donna L. Woolard; Campbell University



In 1968 Eleanor Metheny expressed what should be our field with her book *Meaning and Movement*. In today's kinesiology, movement has lost all meaning. Meaning is not practiced, or taught, or given value. Sociocultural studies should be an integral part of any reputable program of kinesiology. In developing discipline-focused scholarly organizations, we mentored the growth of programs of sport and movement studies. Over the last 25 years our field's focus has shrink. We now embrace the community college mind-set of narrow technical training, rather than a broad education. While we emphasize the need for interdisciplinary

research, we do not educate our students, and especially our doctoral students, broadly enough to enable them to communicate with another discipline, much less be able to conduct meaningful research with them. Thus the importance of sociocultural studies to our field. We need a broader focus than simply enabling wellness. We need a concern with the real-life movement interests of people, which goes far beyond basic fitness. We need to examine joyful, playful, and sporting movement that gives meaning to our lives. Yet sociocultural studies is vanishing from our programs. We are studying bodies without humanity. Now kinesiology is a world with no competition, no performance, and no joy of movement. Interdisciplinary conferences and research outlets have disappeared. The “umbrella” has blown away. Using collected data from college web sites we will examine today’s undergraduate curricula as practiced to determine the degree to which our heritage of sociocultural studies that provided meaning to movement is still a part of our field.

11:00-11:20; Washoe BC

Dispositional Discourses on the Application of Incentive Based Budgeting Models in Academically Free Disseminating Academies. Brett Holt; University of Vermont.

Various public universities (Michigan, Georgia, Vermont, etc.) have begun applying Incentive Based Budgeting (IBB) models within faculties in an attempt to produce more visible programs in an effort to compete for student enrollment/tuition monies. Although IBB models are growing in number and receiving positive reviews from administrators, what has been the expense to faculties once valued for decisive expertise over socially accepted visibility? Has “incentivizing” the faculties either led to evidence of higher/more credible visibility or have Universities sacrificed free inquiry in the demand to be more relevant in a competitive academic market for future students? These discourses will be explored from administrator consideration. Further, is it possible to offer incentives for free inquiry and attain high amounts of visibility? Certainly it must be considered in an academic setting where faculties value academic freedoms while administrators appear to value visibility of faculties, then oft times one may experience a form of social conformity to survive as an academic. Finally, to illustrate both perceived benefits and potential infringements of free inquiry, an IBB model will be modeled and scrutinized with regards to a professional Kinesiology organization to illustrate fifteen years of declining visibility while increasing membership numbers.

11:30-11:50; Washoe DEF

Exercising Sovereignty: Everybody Leaves a Footprint. Alisse Ali-Joseph; Northern Arizona University.

Few activities have the power to bring people together as sports; victory is contagious, defeat unifies, and the concept of a team can create common goals and unbreakable bonds among teammates, communities, and even an entire nation. The fluidity and prevalence of sports played by American Indian people and communities reflects the plausibility of sport enhancing health and access to education. Sports have emerged from a traditional source of strength to a means to improve health and foster education for American Indian communities. Athletics can serve as a pathway to college for American Indian students who participate in individual or team sports. Access to higher education, in turn, offers the opportunity for larger income and greater economic opportunities. Historically in American Indian societies, physical activity and sports held a prominent role in daily life. Over the last decade Native communities and organizations have recognized the importance of re-establishing sports and physical activity as part of tribal traditions, to ensure good health and the rich heritage and lasting contributions of indigenous peoples and communities, as well as the connection to important issues such as policy, economics, sovereignty, self-determination and spirituality. This paper will explore the impact of sports on American Indian collegiate athletes to determine the factors that both inspired and inhibited them from the pursuit of athletics in college. It will provide the first in-depth look at several American Indian collegiate athletes who can document how sports helped or failed to help them reach their educational aspirations.

11:30-11:50; Washoe BC

Walking Performance in Adolescents and Young Adults with Down syndrome: The Role of Obesity and Sleep Disorders. Chih-Chia Chen; Mississippi State University.

Individuals with Down syndrome (DS) have high prevalence of obesity and sleep disorders. In addition, they even had lower levels of physical work capacity compared to their peers with intellectual disabilities. This study investigated the influence of body mass index (BMI) and different types of sleep disorders on walking performance in adolescents and young adults with Down syndrome (DS) (14-31 yr). The incremental treadmill walking trial was used to assess PWC. The negatively associations were indicated between BMI and walking steps ($p = .03$) as well as features with obstructive sleep apnea (OSA) and walking steps ($p = .03$). In addition, BMI and OSA were significantly predictors of walking steps ($p = .03$; $R^2 = .42$). Further, Bland-Altman plots demonstrated no over- and underestimation of variability in the difference between actual and estimated walking steps. To maintain dynamic balance and perceive the increased level of task difficulty, slow walk pace may be adopted to reduce the risk in individuals with DS. Hence, this study identified BMI and OSA associated with DS which may contribute to walking performance.

11:55-12:10; Washoe DEF - Conference Wrap Up: Awards; Closing Remark

12:15-1:15; Washoe A - Central Committee Meeting

Conference Planning & Management Team

Proposal (Poster Presentations, Oral Presentations, Young Scholars) Reviewers

Rob Carlson; CSU Santa Bernadino
Gong Chen; SJSU
Janet Clair; SJSU
Kurt Escobar, University of New Mexico
Farzaneh Ghasvand; SJSU
Ann Gibson, University of New Mexico
Walt Hamerslough; La Sierra University
Evan Hilberg, Oregon State University
Cathy Inouye; CSU East Bay
Christine Mermier, University of New Mexico
Terence Moriarty, University of New Mexico
Daniel Murphy; SJSU
Brian Sather, Eastern Oregon University
Jane Shimon; Boise State University
Matt Silvers; Whitworth University
Jason Slack; Utah Valley University
Rob Thomas; La Sierra University
Trisha Vandusseldorp, Kennesaw State University
Heather Van Mullem; Lewis-Clark State College
Pete Van Mullem; Lewis-Clark State College
Lee Ann Wiggin; Lewis-Clark State College

Session Moderators & Registration

Wendy Ahearn; San Jose State University
Andrea Ednie; University of Wisconsin - Whitewater
Alyssa kaschak; San Jose State University
Katelynn Thompson; San Jose State University
Marisa Cuevas; San Jose State University

Young Scholar Awards Coordinator

Pete Van Mullem; Lewis-Clark State College

R.D. Peavy Papers (Student Research Presentations) Coordinator

Kelly Johnson; University of New Mexico

Harrah's Facilities & Catering Manager

Melissa Olafson

2015-2016 WSKW Central Committee

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President	Brett Holt; University of Vermont
President Elect	Bethany Shifflett; San Jose State University
Treasurer	Soojin Yoo; Univ. of Texas Rio Grande Valley
Executive Director	John Ostarello; CSU East Bay
Young Scholar Awards Coordinator	Pete Van Mullem; Lewis-Clark State College
Peavy Papers Coordinator	Kelly Johnson; University of New Mexico
Journal of Kinesiology & Wellness Editor	Jane Shimon; Boise State University
Website Administrator	Brian Sather; Eastern Oregon University
Historian	Judith Sugar; University of Nevada - Reno

State Representatives

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Canada	Dan Balderson; University of Lethbridge
Colorado	Walt Hamerslough; La Sierra University
Idaho	Jane Shimon; Boise State University
Mexico	Jason Aragon; Universidad de Montemorelos
Oregon	Brian Sather; Eastern Oregon University
Washington	S. Roger Park, Gonzaga University

Vacant: Reps for Alaska, Arizona, Hawaii, Montana, Nevada, New Mexico, Wyoming

Young Scholars

1987, Demers, Jerry; Cal Poly State	1999, Chen, Dapeng; CSU Fullerton
1987, Jefferies, Stephen; Central Washington	1999, Christie, Brett A.; CSU
1987, Loy, Stephen F.; CSU Northridge	1999, Nilges, Lynda M.; South Carolina
1987, Reekie, Shirley H. M.; San Jose University	1999, Proctor, Larry; Premier Health Wellness
1987, Weidner, Thomas G.; Ball State University	2000, Bell, Ken; Boise State
1988, Goc Karp, Grace; University of Idaho	2000, Liberti, Rita; CSU East Bay
1988, Harter, Rod; Texas State	2000, Nagel, Mark S.; South Carolina
1988, Mangus, Bret; UNLV	2001, Ernst, Michael P.; CSU Dominguez Hills
1988, Shifflet, Bethany; SJSU	2001, McConnell, Karen E; Pacific Lutheran
1989, Bordowicz, Gary R.	2001, Shimon, Jane M.; Boise State
1989, Hoeger, Werner W. K.; Boise State	2001, Zieff, Susan G.; San Francisco State
1989, Rizzo, Terry L.; CSU San Bernardino	2002, Foster, Boyd; Gonzaga
1989, Schempp, Paul G.; Georgia	2002, Kahanov, Leamor; Misericordia Univ
1990, Cardinal, Brad; Oregon State	2002, Rubley, Mack D.; South Florida
1990, Casten, Carole; Cal State Dominguez Hills	2002, Yan, Jin H.; CSU East Bay
1990, Hesson, James; Black Hills State	2003, Apache, R.R. Goyakla; UNLV
1990, Luetkemeier, Maurie; Alma College	2003, Levy, Susan S.; San Diego State
1991, Baldini, Fred; Sacramento State	2003, Lilienthal, Sonja; SJSU
1991, Blank, Sally; Last - WSU	2003, Pennington, Todd R.; BYU
1991, Richardson, Russ; Utah	2005, Sather, Brian A.; Eastern Oregon
1991, Young, Doug; CSU Beach	2005, Slack, Jason V.; Utah Valley
1992, Dufek, Janet S.; UNLV	2005, Thomas, Robert K.; La Sierra
1992, Estes, Steven G.; Mid Tennessee State	2007, MacDonald, Nicole Jean; CA Baptist
1992, Poole, Jon R.	2008, Hart, Algerian; UNLV
1992, Stein, Gary L.	2008, Robertello, Kimberly M.; Washington St
1993, Bailey, Mark;	2008, Sievers, Jason A; Washington State
1993, Butler, Stan; SJSU	2008, Silvers, W. Matthew; Whitworth
1993, Dopp, Tim	2008, Van Mullem, Heather; Lewis-Clark State
1993, Ebbeck, Vicki; Oregon State	2009, Van Mullem, Pete; Lewis-Clark State
1994, Cheng, Gong; SJSU	2010, Marks, Derek; St. Mary's (Calif.)
1994, Hubalik, Nick E.	2011, Ward, Stephen; Central Washington Univ
1994, Too, Danny	2012, Johnson, Tyler; Boise State
1995, Shih, Jiping	2012, Perez, Mark; Central Washington Univ
1995, Stonecipher, Linda J; Western Oregon	2013, Davis, Christa; Lewis-Clark State
1995, Walk, Stephan; CSU Fullerton	2013, Wiggin, Lee Ann; Lewis-Clark State
1995, Whiting, William C.; CSU Northridge	2014, No recipients
1996, Aldana, Steven G.	2015, No recipients
1996, Borsa, Paul A.; Florida	2016, Bernard, Jeff; CSU Stanislaus
1996, Bridges, Dwan M.; CSU LA	2016, Chen, Senlin; Iowa State University
1996, Repovich, Wendy E. S.; East. Washington	2016, Freedman-Silvernail, Julia; UNLV
1997, Anderson, David I.; San Francisco State	
1997, Bloom, Gordon A.; McGill University	
1997, Lamont, Deane A.; St. Mary's (Calif.)	
1997, Plato, Peggy A.; SJSU	
1998, Chen, Ang; UNC Greensboro	
1998, Dybdal, Laura G.; Montana	
1998, Luke, Bill; Trinity Western	
1998, Miller, Stephen C.; St. Mary's (Calif.)	

Past Presidents

Western College Physical Education Society

1956 Golden Romney & E.C. Davis
1957 E. C. Davis, University of Southern CA
1958 E. C. Davis, University of Southern CA
1959 E. C. Davis, University of Southern CA
1960 C. V. Langton, Oregon State College
1961 N. P. Neilson, University of Utah
1962 Wynn Fredericks, Univ. of Southern CA
1963 Golden Romney, Washington State U.
1964 G. A. Broten, Univ. of Nevada, Reno
1965 Ronald Thompson, Arizona State Univ.
1966 Fred Kasch, San Diego State University
1967 Fred Kasch, San Diego State University
1968 Wayne Brumbach, University of Oregon
1969 Dave Bartelma, University of Colorado
1970 Clair Anderson, Idaho State University
1971 Fred Roby, University of Arizona
1972 Alex Petersen, Southern Oregon Coll.
1973 Ken Froman, Seattle Pacific College
1974 Glenn Arnett, CSU Northridge
1975 Glenn Arnett, CSU Northridge
1976 Robert Bergstrom, Oregon State Univ.
1977 John Gilmore, Univ of Alaska, Fairbanks
1978 Bill Gustafson, San Jose State Univ.
1979 John Woods, University of Wyoming
1980 John Nettleton, Colorado State Univ.
1981 Bill Napier, Walla Walla College
1982 Ross Cutter, Whitworth College
1983 Fred Furikawa, CSU Sacramento
1984 Jim Ewers, University of Utah
1985 Herb Schmalenberger, Univ of CA Davis
1986 Elmo Roundy, Brigham Young Univ.
1987 Bob Ritson, Oregon State Dept. of Ed.
1988 Sam Winningham, CSU Northridge
1989 Clair Jennett, San Jose State University
1990 Sherm Button, Boise State University
1991 Bob Peavy, Washington State Univ.
1992 Jerry Wyness, San Francisco State Univ.
1993 Leon Griffin, University of New Mexico
1994 Keith Henschen, University of Utah
1995 Rob Carlson, San Diego State University
1996 Ron Bailey, University of Nevada, Reno
1997 Glenn Potter, Boise State University
1998 L. Jay Silvester, Brigham Young Univ
1999 John Massengale, UNLV

2000 Craig Johnson, St. Mary's College
2001 Robert Pangrazi, Arizona State Univ
2002 Carole Casten, CSU-Dominguez Hills
2003 Ross Vaughn, Boise State University
2004 Jerry L. Ballew, Univ. of Nev., Reno

Wester Society for Kinesiology & Wellness

2005 John Z. Ostarello, CSU East Bay
2006 Walt Hamerslough, La Sierra Univ.
2007 R.R. Apache Goyakla, UNLV
2008 Sharon Stoll, University of Idaho
2009 Boyd Foster, Gonzaga University
2010 Robert Thomas, La Sierra University
2011 Brian Sather, Eastern Oregon Univ.
2012 Pete Van Mullem, Lewis-Clark St. Col.
2013 W. Matthew Silvers, Whitworth U.
2014 Hosung So, CSU San Bernardino
2015 Heather Van Mullem, Lewis-Clark St.Col

Keynote Speakers

- 1956-1974 N/A
1975 Emery Castle, Oregon State University
1976-1979 N/A
1980 Richard Davies, University of Nevada, Reno
1981-1985 N/A
1986 David Frohmeyer, Attorney General, Oregon
1987 David Benson, Sonoma State University
1988 N/A
1989 Joel Meier, University of Montana
1990 Samuel Smith, Washington State University
1991 Panel: John Gianotti, Harrah's Club; Bill Jager, CALMAT; Frank Schadrack, Redfield Co, Denver
1992 Joe Crowley, University of Nevada
1993 Robert Dickens, University of Nevada
1994 James Sallis, San Diego State University
1995 Panel: Stan Sherer, Parks and Recreation, Sparks Nevada; Deno Paolini, Reno Athletic club; Pat Cashill, Reno, Nevada
1996 Robert Barr, Boise State University
1997 Bruce Oglivie
1998 James Frey, University of Nevada, Las Vegas
1999 Amber Travsky, President's Council on Physical Fitness & Sport
2000 Don Zingale, San Francisco State University
2001 John Dunn, University of Utah
2002 Robert Pangrazi, Arizona State University
2003 Bonnie Mohnsen
2004 Greg Payne, San Jose State University
2005 Don Hall, CEO of Wellsource. Inc.
2006 Porter Lee Troutman, NYSP Director, University of Nevada, Las Vegas
2007 John Massengale University of Nevada, Las Vegas
2008 Bonnie Burns
2009 Stacy Nelson
2010 Werner W.K. Hoeger, Boise State University
2011 Kathy Munoz, Humboldt State University
2012 Helen Higgs, Whitworth University
2013 Thom McKenzie, San Diego State University
2014 Steve Jefferies, Central Washington University
2015 Craig Buschner, CSU Chico
2016 Shirley H.M. Reekie; San Jose State University

E.C. Davis Lectures

- 2006 Greg Payne, San Jose State University
- 2007 Steven Estes, Missouri Western State University
- 2008 NA
- 2009 John Massengale, University of Nevada, Las Vegas
- 2010 Walter Hamerslough, La Sierra University
- 2011 Bill Napier, Walla Walla College
- 2012 Robert D. Peavy, Washington State University
- 2013 Carole Casten, California State University, Dominguez Hills
- 2014 Sharon Stoll, University of Idaho
- 2015 Lawrence D. Bruya, Washington State University
- 2016 Robert Thomas, LaSierra University

A Brief History of the Western Society for Kinesiology & Wellness

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 to be made annually. Time is allotted in the conference program for presentation of these papers. These papers are also published in the WCPES Monograph Series.

In 1988, Sam Winningham devised a WCPES logo. In 1994, a motto was coined by Jerry L. Ballew, of the University of Nevada, Reno, and approved for use with the logo on a newly designed letterhead and envelopes.

In 1999, students were invited to the conference, and "The R.D. Peavy Student Symposium" was introduced by Lawrence D. Bruya of Washington State University. Since its inception, the "Peavy Papers" has provided opportunity for students to be active participants at the conference.

In order to better represent the work of the Society and in recognition of the trend in the profession to move away from the term "physical education," 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.

In Memory of William James Napier (1921-2016)

William James Napier, founder of the Health & Exercise Science department at La Sierra, died at age 95, on Monday, March 21, 2016 in Walla Walla, WA.

Coach Napier was born a Nebraska farm boy who loved sports, lettering in basketball and football. He grew up in Nebraska, and after high school served in the Army Air Corps in London, Paris, and Berlin in the early 1940s.

In 1946 he entered college at Union College in Lincoln, NE majoring in Biology. He took physical education major courses at University of Nebraska since Union didn't have a PE major at that time.

In 1950 he joined La Sierra College and was initially hired $\frac{3}{4}$ time as instructor and recreation director, and also $\frac{1}{4}$ time to teach at La Sierra Academy.

He led in the Medical Cadet Corps (MCC) at La Sierra College upon his arrival, and began the Gymkhana (gymnastics) team in 1951.

He earned his Masters degree at the University of Colorado in 1954. His thesis title was "The effectiveness of honor system basketball in teaching individual skills and teamwork in basketball on the college service course level"

He was a charter member of what eventually became what is known today as the Western Society for Kinesiology & Wellness and began what has continued to be an annual tradition of La Sierra faculty attending and at times serving as leaders in the organization. He also served as its first Adventist president 1980-1981.

He began the Physical Education major at La Sierra College. His first two graduates, Vernon Scheffel and Marie Wahlman earned their degree in 1957.

As department chair, he helped get the current pool built in 1962 and the Alumni Pavilion built in the early 1970s.

He earned his PhD at USC in 1971 with his dissertation examining how wars and sports were related over 70 years as depicted in newspapers. It was titled "The sports section of the Los Angeles Times, 1898, 1918, 1943, 1968."

In 1976 Bill and Virginia moved to Walla Walla College and helped to complete the third phase of the Winter Education Complex.

In Boston, in 1981 he was helpful in the formation of the SDA Health, Physical Education, Recreation Association, which has become the only content-specific Adventist professional organization that continues to meet annually. He served as its second President from 1985-1987.

In 1983 Bill and Virginia moved to Loma Linda to serve as Assistant Dean of Students, and became the Director of the Activities Center at Gentry Gym. While there he was a key member of the Planning

Committee for facilities and programming for what became the Drayson Center on LLU's campus in 1995.

In 1994 he retired from Loma Linda University and moved back to their 10-acre farm in Walla Walla where he continued to be active in the community, and volunteering at home games for Walla Walla's sports teams.

In retirement Bill and Virginia continued to be active, traveling and attending WSKW conferences in Reno nearly every October through 2014, and attending La Sierra alumni week-ends each April.

His most recent professional activity was at age 90, where he was featured as the "E.C. Davis speaker" at the 2011 convention for the Western Society for Kinesiology & Wellness.

Bill was the last living of the five pioneers of SDA physical education, the other four being Cyril F Dean, Ingrid Johnson, Robert Monti Reynolds, and Eugene S. Winter.

While he built pools and gyms at La Sierra College, Walla Walla College, and Loma Linda University; and developed academic programs at La Sierra and Walla Walla; he will be most remembered for the countless lives of his students, colleagues, friends, and family that he dramatically impacted throughout his life with his energy, passion, and positivity.

Bill is survived by his wife, Virginia; two daughters, Vicki and Tammy; one son, Scott, and their families.

Rest In Peace friend! We will see you "in the morning!"

Draft Business Meeting Agendas

3:00-4:15pm; Wednesday, 10/12 (Washoe A)

Meeting Chair: Shifflett; Recorder: Van Mullem

Approval of minutes from 2015 meetings

Conference Coordinator Report

Naming Proposal for student award

Proposal: Waive registration fee for young scholar award winners

Proposal: Solo authorship of young scholar submissions

Future directions

Proposal for membership dues (include discussion of WSKW finances)

Proposal for web administrator compensation

7:00-8:45am; Thursday, 10/13 (Washoe A)

Meeting Chair: Shifflett; Recorder: Van Mullem

Approval of minutes from Wednesday's meeting

Possible name change: Discussion & Vote

Update to operating code: Discussion & Vote

Location for 2017 Conference: Discussion & Vote

Pursuit of tax-exempt status: Discussion & Vote

Archive Update

7:00-8:15am; Friday, 10/14 (Washoe A)

Meeting Chair: Shifflett; Recorder: Shimon

Approval of minutes from Thursday's meeting

Continue any items left unfinished from Thursday's meeting

Reports: Editor JKW, Coordinator Peavy Papers, President, Executive Director, President-elect, Past president, treasurer, Web administrator, Young scholar award coordinator,.

Election of officers

Pass Gavel

12:15-1:15pm; Friday 10/14 (Washoe A) - Central Committee Meeting

Meeting Chair: Shifflett; Recorder: Secretary

Review roles/responsibilities

Communication strategies

2016 Goals/Objectives

Conference Participants

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*Western Society for Kinesiology & Wellness Conference
Position Announcements*

Campus	California State University East Bay
Position Title	Assistant Professor of Kinesiology (Exercise Physiology, Epidemiology and Health Equity)
Online Information	https://apply.interfolio.com/35396
Campus Contact	Jennifer Sherwood; jennifer.sherwood@csueastbay.edu
WSKW Conference Contact	Jennifer Sherwood or Cathy Inouye

Campus	California State University East Bay
Position Title	Assistant Professor of Kinesiology (Biomechanics)
Online Information	https://apply.interfolio.com/35307
Campus Contact	Vanessa Yingling; vanessa.yingling@csueastbay.edu
WSKW Conference Contact	Vanessa Yingling; Jennifer Sherwood, or Cathy Inouye

Campus	Saint Mary's College of California
Position Title	Assistant Professor of Kinesiology (Health & Human Performance)
Online Information	https://apply.interfolio.com/36347
Campus Contact	Claire Williams (cmw9@stmarys-ca.edu); Search Co-Chair Department of Kinesiology
WSKW Conference Contact	NA

Campus	CSU San Bernardino
Position Title	Assistant Professor, Exercise Physiology
Online Information	http://agency.governmentjobs.com/csusb/default.cfm?transfer =1
Campus Contact	Dr. Bryan Haddock; bhaddock@csusb.edu
WSKW Conference Contact	Dr. Rob Carlson

Campus	CSU Fresno
Position Title	Assistant/Associate Professor, Exercise Science
Online Information	http://jobelephant.com/display.php?ad=868857
Campus Contact	Dr. Catherine Jackson; cgrjack@csufresno.edu
WSKW Conference Contact	Dr. Bethany Shifflett

Campus	San Jose State University
Position Title	Assistant Professor, Physical Education Teacher Education
Online Information	https://apply.interfolio.com/37512
Campus Contact	Dr. Matt Masucci; matthew.masucci@sjsu.edu
WSKW Conference Contact	Dr. Bethany Shifflett

Campus	San Jose State University
Position Title	Assistant Professor, Adapted Physical Activity/Education
Online Information	https://apply.interfolio.com/37510
Campus Contact	Dr. Matt Masucci; matthew.masucci@sjsu.edu
WSKW Conference Contact	Dr. Bethany Shifflett

Conference Rooms; 3rd Floor of Harrah's West Tower

