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- Perceptions of Fun & Gender Differences
- Administrative Housing for P.E.
- Healthy People 2000

Indiana Association
for Health, Physical
Education, Recreation
and Dance



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JOURNAL

Indiana Journal

for Health, Physical Education, Recreation and Dance

Volume 25, Number 1

Winter 1996

Indiana Association for
Health, Physical Education, Recreation and Dance

Indiana AHPERD 1995-96

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Message from the President



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VISION FOR THE FUTURE

Much has been written about where we will be and what we will be doing as individuals and as a nation in the year 2000. Your professional organization, IAHPERD, is in the process of examining itself to determine where it should focus its attention as we move toward the new century. It is an exciting time and I look forward to assisting the Board of Directors and our membership make the decisions necessary to move our organization forward.

My perception of a healthy organization is one that is growing not only in membership, but also in ideas. Without the input of its members, organi-

zations become stagnant of often lose touch with what they are really all about: Service to its members and all those that they are involved with professionally.

I have had the opportunity to have spent half of my professional life teaching and coaching at the elementary/secondary level and the other half in higher education. I have taught health, physical education and dance, as well as working for many years in the field of recreation. All of these experiences have not only been rewarding both professionally and personally, but have provided me with some practical understanding of

what you experience professionally on a daily basis.

I have been fortunate enough to have served on the Board for the past four years. During that time I held three offices: Vice President for Recreation; Vice President for Operations; and Vice President for Programs. I have looked forward to serving as your President with excitement and optimism. With your help OUR organization will move forward to provide better services to our membership around the state.

Early in December (1995), the Executive Committee of the IAHPERD Board of Directors

met for a full day retreat at the IUPUI School of Physical Education. The purpose of the meeting was two fold: First, to plan for the Leadership Conference which will be held in February at McCormick's Creek, and second, to initiate some long range planning to provide direction for IAHPERD as we move toward the 21st century.

This process of planning for the future will be an ongoing

one. I feel it is imperative that you are involved in this process. Let me know how you think IAHPERD can serve you, and other professionals, better. Are there things you think we should be doing more of? less of? Please let me know. Send me a note/letter at the Department of Physical Education, Valparaiso University, IN 46383, or contact me by Email: "JSTIEGER@EXODUS.VALPO.EDU" Your comments and ideas will

be greatly appreciated.

It is important for you to know that my primary goal as President is to serve **YOU** in the best way I can.

My hope is that we can work together to strengthen our commitment toward our profession as we prepare to face the challenges that lie ahead as we move toward the 21st century.

Yes, I want to join AAHPERD!



American Alliance for Health, Physical Education, Recreation and Dance

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- 1 2 American Association for Leisure and Recreation
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- Research Consortium:* For those interested in research. (A check here does not affect your association affiliations.)

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- Strategies*

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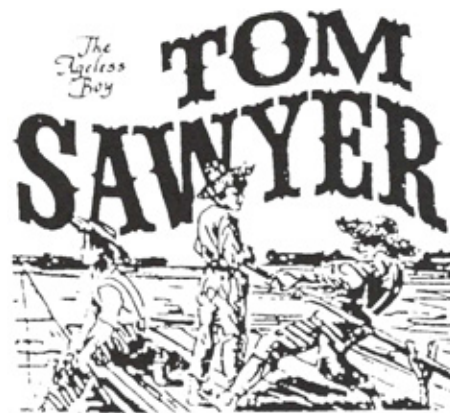
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NOTIONS From YOUR EDITOR. . .

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Sharing with others: A Vision of the Future

Conference status

In 1992 the Association set an attendance record (just under 500) for the state conference. It also had the largest number of break out sessions and pre-conference workshops of any previous conference. The number of participants and programs have dropped each year since 1992.

The 1993 conference had 90 sessions, 88 in 1994, and 73 in 1995. The attendance in 1993 reached nearly 300 (Indianapolis), 1994 (Merrillville) reached approximately 350, and the most recent conference in Fort Wayne approached 300 participants.

The number of health programs have increased from 3 in 1993 to 8 in 1995, while the number of physical education programs has dropped from 21 in 1993 to 11.

The conference is a membership benefit. It is designed to serve the membership. It is also designed to generate a specific amount of revenue for the association each year. The revenue target has not been achieved since 1992. In fact the 1993 conference suffered a negative revenue flow. The conferences in 1994 and 1995 have had positive revenue flows.

The purchase of AVA

equipment by the Association reduced conference costs therefore allowing the 1995 conference to generate a positive revenue flow. However, without the purchase of the AVA equipment the 1995 conference would not have broken even.

If the number of available programs continue to drop and participation follows the same track, it will not be long before the conference has to be supported by membership dues. In this scenario it may mean either the elimination of the conference, holding conferences on alternate years, or increasing membership dues to cover the annual conference shortfall.

EVANSVILLE IN '96 SEE YOU THERE

Evansville 1996

The 1996 conference will be held at the Executive Inn in Evansville. This the first time in a decade the association has held a conference in the southern portion of the state.

The conference planning team is working on a Riverboat Gambling Night as the Thursday night social event.

I have challenged the planning team to develop a number of interesting pre-conference workshops. So far two pre-conference workshops will be featured: (1) the 6th annual adapted physical education forum, and (2) Legal Forum: How-to Protect Yourself in case of a law suit.

Further, each area has been challenged to develop the

following number of programs: (1) Dance [8 programs plus the Dance Showcase], (2) Adapted Physical Education [10 programs plus the Adapted PE Forum], (3) Research [3 programs], (4) Physical Education: elementary [10 programs], middle school [5 programs], and Secondary [5 programs], (6) Health [10 programs], (7) Sport [10 programs], (8) Aquatic [5 programs], (10) Student Section [5 programs and a workshop], and (11) Jump Rope For Heart [2 programs and a workshop for the development of jump rope activities and teams].

The responsibility for programs for the conference is not just the planning teams - it is every members responsibility. Every member has something to share and gain from a conference. Many have said there

needs to be more programming, and I and the planning team agree; but we can not do it without your assistance. This is our Association and conference. It is our mutual responsibility to make the conference work and be successful.

Send your ideas for workshops and programs to me:

Tom Sawyer

5840 South Ernest Street

Terre Haute, IN 47802

812/237-2186

812/237-4338 (fax)

pmsawyr@scifac.indstate.edu

We need your help to make your conference what you want it to be. The conference does not belong to me or the planning team — it belongs to the members we only facilitate its development.

BE A PRESENTER & SHARE IN EVANSVILLE '96

Looking for a Chance to be Published?

THE IAHPERD JOURNAL IS REFEREED.

Students — Graduate Students — Teachers At All Levels

State of the Profession

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FUTURE CHANGES IN STATE TEACHER PREPARATION STANDARDS

On Thursday November 16, 1995 twelve (12) professionals representing Indiana health and physical educators were inducted by the Indiana Professional Standards Board. This is a newly appointed advisory group who will be responsible for recommending performance-based standards which will serve as the basis for the future preparation and licensure of Indiana's educators. The health and physical education professionals were inducted along with five other content area groups and an education administration group. The Health and Physical Education Advisory Group consists of the following people:

Stephen Govorko
Walt Disney Elementary School, Mishawaka
Mishawaka

Patricia Howard
Charlestown Middle School, Charlestown

Mary Ann Felger
R. Nelson Snider High School, Fort Wayne

Ira Judge
Gary Community Schools, Gary

Michael Savage
Purdue University, West Lafayette

Barbara Passmore
Indiana State University, Terre Haute

Ryan Snoddy, Principal
Northwestern High School, Kokomo

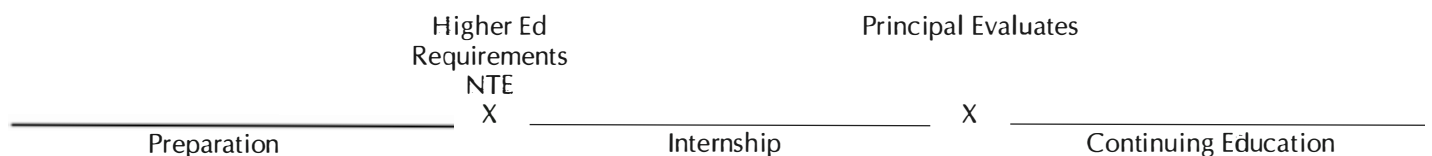
Barbara Ettl
Department of Education, Indianapolis

Pat Spaulding
Department of Education, New Albany

Vincent Schrader
Indiana Professional Standards Board, Indianapolis

In order to understand the future changes in teacher preparation in Indiana, both the current teacher certification process and the new process have been explained below.

Current Professional Preparation Model



Preparation Stage

During the preparation stage the institution of higher learning has certain requirements and tests which the student must complete. Additionally, the student must successfully complete the NTE.

Internship Stage

During the stage the intern holds a permanent license, but must spend one year on internship. He/she is assigned to a mentor teacher. At the completion of that one year the teacher is formatively evaluated by the principal and will be either maintained or dismissed.

Continuing Education

In this stage the teacher must complete 6 undergraduate or graduate hours every 5 years in the major, minor or professional education. CRU's can be used after the teacher has completed 36 hours or a master's degree. There is no summative evaluation of the teacher.

As we know there are many problems with this current model which are not limited to:

1. Lack of standards
2. Lack of connections between the three stages
3. Lack of summative assessment
4. Lack of connections between all levels of public schools and institution of higher education.

In order to rectify the problems, the Indiana Professional Standards Board has charged content and developmental advisory groups with the following:

"The advisory group is responsible for recommending standards that will serve as the basis for the preparation licensure of health and physical education. The specific charge to the group is to define the knowledge, dispositions, and performances that education professionals need to practice responsibility when they enter the profession."

The state board is asking the advisory groups to develop standards which include:

1. Multiple forms of summative and formative evaluation throughout the three stages.
2. Partnerships between higher education and public schools and the community.
3. Performance based standards which include knowledge, disposition, and performance
4. Focus on interdisciplinary education

The new model would be as follows:

Proposed Professional Preparation Model



PreService Preparation Stage

During this stage the universities will develop standards and student outcomes assessment instruments to determine if students are meeting the prescribed standards. Required summative evaluations throughout the curriculum will occur.

Extended Clinical Preparation Stage

In this stage the teacher will hold a one to three year provisional license. He/she will be assigned a teacher mentor. In partnership with the institution of higher education, the intern will be assessed both summatively and formatively on skills which the universities have set forth as outcomes. At the end of one - three years the teacher is given a permanent license or denied licensure.

Continuing Development Stage

This step also maintains a partnership between the university and the public schools. Summative and formative evaluation will continue in this stage throughout the teacher's career.

After the advisory boards present their recommendations to the Indiana Professional Standards Board in draft form, these standards will be reviewed across the state for professional input. After final approval another committee will develop the licensure component. The levels which affect our professions are as follows:

Early Childhood Generalist *
(Ages 3-8)

Early and Middle Childhood *
(Ages 3-12)
Physical Education

Early Adolescence through Young Adulthood **
(Ages 11-18+)
Health
Physical Education

*** A person with this license can teach physical education**

**** This eliminates the K-12 licensure.**

Currently, an assessment committee is developing outcomes assessment recommendations for the institutions of higher education. (It appears that student portfolios are favored.) Finally, Indiana has an agreement with NCATE, that once implemented, NCATE will honor Indiana's standards.

Information and discussions on this topic will be discussed at the annual Professional Preparation Conference February 15-16 at McCormick's Creek state Park. If you want more information on this meeting, contact me at the above address.



Congratulations and good luck to newly inaugurated members of the Physical Education and Health Advisory Group of the Indiana Professional Standards Board. November 16, 1995 marked the initial meeting of this ten month venture. This awesome and important task of setting content standards for our field will then guide licensure throughout the state. We want you to know that the Indiana Association for Health, Physical Education, Recreation, and Dance fully supports your efforts and applauds your willingness to commit your valuable time to this essential and worthwhile endeavor.

The future of physical education in the state of Indiana is in the hands of this advisory group. If you would care to give input, the names of our representatives follow.

Teachers:

Mary Ann Felger
R. Nelson Snider High School
4600 Fairlawn Pass
Fort Wayne, IN 46815

Stephen Govorko
Walt Disney Elementary School
54777 Filbert Road
Mishawaka, IN 46545

Patricia Howard
Charlestown Middle School
8804 High Jackson Road
Charlestown, IN 47111

Principal:

Ryan Snoddy
Northwestern High School
3431 N. 400 W
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Article Reviewed by Editor

Badminton Skills: A Reciprocal Approach to Evaluation

by
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If your gymnasium is like most, then you are more than likely to face the problem of not having enough court space for your class. Evaluating any large physical education class is a difficult task. Large classes often mean that evaluation and feedback can be neglected and teachers are often unable to see progress and advancement in the playing skill of their students. Alternative teaching techniques, in which students evaluate each other allow the teacher to directly observe and evaluate more students during class-time.

One of the most critical factors affecting learning is feedback (Bucher and Wuest, 1987). Feedback provides the learner with information about his or her performance. With this information the learner can make adjustments in performance prior to the next attempt and this serves to reinforce the learners' efforts. Feedback can also motivate the learner by providing information about his

or her progress. Changes in performance occur as the performer compares information about performance (KR) with the desired outcome about performance (KP). The learner then adjusts his or her performance accordingly until the correct performance is achieved (Bucher and Wuest, 1987). This article presents an evaluation technique for badminton in large or small intermediate/advanced physical education classes.

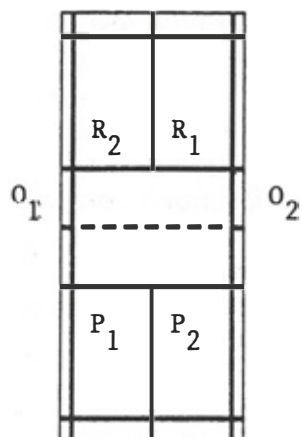
The major focus of this alternate style of evaluation is to create social relationships between students and to establish conditions for immediate feedback while providing the learner with repeated chances to practice the task with a personal observer. The performer is able to visualize and understand the parts and sequence of parts in performing a task without direct teacher evaluation. The optimum ratio providing for immediate feedback is one "teacher" to one

learner. The implicit "power" of feedback which previously belonged to the teacher is now shifted to the student. The learner becomes responsible for applying this "power" to peers when they give and receive feedback (Mosston & Ashworth, 1992). Once the teacher and students experience the behaviors and benefits of this teaching method, the teacher is able to interact with a greater number of students and the students' practice-time is maximized.

Task Descriptions

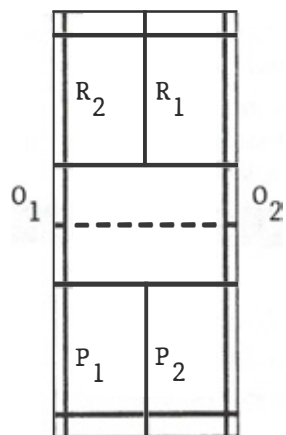
The teacher places the students in groups of 6; two pairs of three for each court. In each group there is a performer (P) and evaluator (E) and receiver (R). The teacher describes the tasks to be performed by each student, and checks for understanding by asking random questions. For example: "When should you comment on your partners performance" or "How many times?" Each student is provided with an evaluation "book-

Long, Short Singles Serve



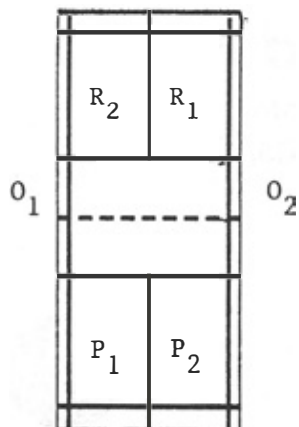
For low, short singles serve practice, the performer (P) stands about 18" behind the serving line. The receiver (R) or target stands 1-2 ft. behind the serving line on the opposite side of the net. The Observer (O) stands on the opposite side of the performer and watches as skill is performed. Examples of feedback include: "Flick at the bird with your racquet" and "keep the follow through to belt-high."

High, Deep Singles Serve



For practicing the high, deep singles serve, the performer (P) stands about 18" behind the serving line. The receiver (R) stands within 2 ft. of the base line. The observer (O) is located halfway between the receive service line and the base line. After each serve attempt, the observer provides feedback to the performer. Examples of observer feedback include: "Follow through to chest high" and "Try to increase the arc of the bird by hitting it as it drops lower in front of you."

Drive Serve



The drive serve has a flat trajectory that moves quickly into your opponent's chest. The performer should try to disguise the serve action so it looks like a normal short serve. The performer stands 2-3 ft. behind the serve line to allow for a flatter trajectory. The receiver stands in the "normal" receiving position. The observer is located at the net to watch for the height of the bird as it crosses the net. Example of observer feedback include "The bird should pass 10" above the net" and "A faster flick will produce a quicker serve."

Court arrangement: P=Performer, R=Receiver, O=Observer

let" which contains the pre-scribed criteria for each task and each pair has sufficient equipment to provide for maximum practice time. Players should

rotate after each hitter has had 10-15 trials. Each member of the group should serve from both the odd and even point serve areas. A suggested mini-

mum is two sleeves of birdies for each group.

The key to the success of this evaluation method is to provide consistency in evalua-

tion. For each performance, evaluators should watch for the following:

Did the "bird" reach its intended target? Yes or No.

When providing feedback, the evaluators should use the following procedures:

- (a) Observe each hitter for 5-7 trials for each possible error. Watch for only one thing at a time.
- (b) Inform the hitter of errors.
- (c) Indicate errors in evaluation booklet.

If the bird is not landing on or near the intended target area, the observer should check performer for the following:

- (a) Does the hitter have the correct grip?
- (b) Is the racquet face in the correct position?

(c) Does the racquet make contact with the bird at the correct height?

(d) Is the follow through in the direction of the target?

The teacher is able to move about to each group asking similar questions of each observer. If the observer has followed the directions, the evaluation of performers should be consistent. Thus if the members of each group change during the activity class, the performers can expect a continued uniform evaluation of their performance.

Reciprocal evaluation provides immediate and frequent reinforcement of skill performance. The group formation allows students to interact socially and still maximize task

practice time. Additionally, the responsibility for applying corrective power now rests in the student's hands, and the teacher is able to observe student behavior in a different context. With intermediate/advanced badminton classes, this evaluation method can enhance skill evaluation and improvement by a more active student participation.

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On behalf of The International Council of Sport Science and Physical Education (ICSSPE) and under the patronage of the International Olympic Committee and its President H. E. Juan Antonio Samaranch, The Cooper Institute for Aerobics Research invites you to join in the spirit and heritage of sport by attending



Physical Activity, Sport, and Health

The 1996 International Pre-Olympic Scientific Congress
10-14 July 1996, Dallas, Texas USA

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To receive further information and details on abstract submission, contact:

- The 1996 International Pre-Olympic Scientific Congress
- The Cooper Institute for Aerobics Research, 12330 Preston Road, Dallas, Texas 75230 USA
- Telephone: 214-701-8001 • Telefax: 214-991-4626



Perceptions of Fun and Gender Differences in Nine to Twelve Year Old Athletes

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Abstract

In an effort to determine the relationship of individual perceptions of fun to athletic performance in youth athletics, a survey was taken of 9-12 year old male (N=40) and female (N=36) youth athletic participants (N=76). Pearson correlation techniques were used to ascertain the correlation between individual levels of performance and perceptions of fun as rated by each child on two separate five-point Likert scales. Subjects additionally selected from four definitions the attribute they most felt related to experiences of fun in athletic participation. Significant ($P < 0.05$) correlations were found in individual ratings of fun and performance for both boys and girls, with girls exhibiting a slightly higher correlation. Of the entire sample, 43% of the subjects identified individual levels of performance as the primary participation motive in perceptions of fun. Gender differences did exist, however, in the rankings of participation motives. Girls believed that individual performance was the most important factor in leading to enjoyment, while boys identified individual performance along with winning to be the primary factors associated with fun. Only 14% of the girls identified winning as an important aspect in perceptions of fun.

It has been estimated that approximately 20 million children and adolescents in the United States currently participate in organized competitive sport programs, a figure which represents 44% of all 6 to 18 year old boys and girls in this country (Lewthwaite & Scanlan, 1989). Fun is often regarded to be a primary motivational factor in involvement in youth athletics, yet there is little agreement upon the definition of this

important construct in the context of sport. The term "fun" may alternately represent the amount of playing time a child receives; individual performance; winning or losing; socializing or making new friends, or simply being involved in an activity. Additionally, there is research which suggest that gender differences may exist in the participation motives and perceptions of fun in athletic participation (Reis &

Jelsma, 1978).

The purpose of this investigation was to determine whether a correlation exist between individual levels of performance and the amount of fun experienced by young children. A second purpose of this investigation was to examine whether gender differences exist, both in terms of individual ratings of fun and performance, and in the meaning attached to the construct of "fun" in the

context of sport.

Material and Methods Subjects

The subjects (N=76) were boys (N=40) and girls (N=36) ranging in age from 9 to 12. Subjects were recruited from a summer developmental track and field program. Each subject read and completed an informed consent document prior to participating in the investigation, and each subject's parent or legal guardian also read and signed the document.

Procedure

Two separate self-report scales were used to determine self-ratings in terms of fun and performance for each of six summer track competitions. These measures asked subjects to rank each meet on a Likert Scale from one to five. Following each meet subjects ranked participation in terms of fun (1 = "very fun"; 2 = "fun"; 3 = "sort of fun"; 4 = "not very fun"; 5 = "no fun"), and performance in an identical fashion (1 = "very good"; 2 = "good"; 3 = "sort of good"; 4 = "not very good"; 5 = "poor"). Correlations between these measures were determined through Pearson Correlation techniques. Subjects additionally selected from among four definitions the attribute that they most identified with as relating to fun when participating in athletics. Subjects selected from one of the following four characteristics: winning; doing my best; making new friends, and being challenged. These definitions of fun were selected from a review of literature (Reis & Jelsma, 1978; Scanlan & Passer, 1979; Gill,

Gross, Huddleston & Shifflet, 1984; Wankel & Kreisel, 1985; Rainey, Conklin, & Rainey, 1987; Gallahue, 1993) pertaining to fun in youth athletics, and were the most commonly applied definitions to the construct of fun.

Results

Analysis via Pearson correlation indicated that individual ratings of fun and performance were correlated for both the boys ($r = .641$ $P < 0.05$) and girls ($r = .713$; $P < 0.05$) in this study. Of the total sample (N = 76) 43% identified individual performance (doing one's best) as the primary participation motive in enjoyment of youth athletics. However, gender differences did exist in the rankings of participation motives. Girls listed the primary factor in athletic enjoyment as doing one's best in competition, while the boys believed winning to be equally as important as doing their best (Table 1). Conversely, only 14% of the girls identified winning as an important aspect of fun. Girls found "making new friends" to be important in athletic participation, while boys felt being challenged was of greater importance.

Discussion

Findings from this investigation suggest that a close relationship exists between individual performance and perceptions of fun in youth athletics. Both boys and girls in this study reported having more fun in those contests in which they rated their own individual performance to be optimal. Conversely, contests in which individual performance was subpar were considered less enjoyable, regardless of winning or losing. Hence, it would seem that an important perception of performance.

Gender differences were found in participation motives among these subjects. Boys indicated that winning combined with performance were the two most important factors in the amount of fun experienced, while girls reported that individual performance alone was the most important factor. This findings is illustrated in the fact that girls exhibited a significantly higher correlation ($r = .713$; $P < 0.05$) in rankings of fun and performance for each of six track meets, while the boys exhibited a somewhat lower ($r = .641$; $P < 0.05$) correlation. This

Table 1. Comparison of responses to definitions of fun among 9-12 year old boys and girls.

Response	Female %	Male %
Definition of Fun		
winning	14%	37.5%
doing my best	50%	37.5%
making new friends	19%	.05%
being challenged	17%	22%

finding supports previous work conducted by Reis & Jelsma (1978) who found winning to be the most important participation motive for males. It appears that girls believe "doing one's best" is of primary importance in the experience of fun, which is evident in the fact that fully half (50%) of the girls listed this as the number one factor leading to fun. Girls appear to attach more meaning to performance levels than do boys in experiencing fun in athletic participation. Additionally, girls reported the opportunity to make new friends was an important consideration, while the boys attached very little motivation to this opportunity (only 0.05% of the boys believed this to be an important consideration), and identified "being challenged" of greater importance to experiences of fun. Again, this supports the earlier work of Reis & Jelsma (1978) who found that opportunities for socialization and the making of friends to be important components of female athletic participation. Such findings may represent real gender differences in perceptions of fun in youth athletics, or may simply reflect societal differences in expectations of gender roles in athletics. Further work of a developmental nature is needed in this area to address these questions.

Gallahue (1993) has suggested that suitable challenges need to be offered which match level of skill difficulty to the child's level of ability for optimal levels of enjoyment to be experienced. Twenty percent of the total sample reported that

being "challenged" is important to individual perceptions of enjoyment. Hence, it appears from these findings that a significant proportion of young athletes need to be challenged for optimal levels of enjoyment to be experienced. Wilson and Raglin (In Press) have further found that few children experience a decrease in either fun or performance as a result of elevated levels of precompetition anxiety prior to participation in challenging competitions. Indeed, these researchers found that 31% of children reported experiencing greater levels of fun when anxiety values were high prior to challenging competitions.

Definitions of "fun" in youth sport participation are difficult, and the literature is sparse in explaining how "fun" is operationalized in this context. While "fun" certainly plays a role in youth athletic experiences, it has been applied as a catchall term. It appears that "fun" may express a multitude of meanings, and that several variables may exist which lead to enjoyment in youth athletic participation. In other words, it may be that being challenged, and individual levels of performance combine together to create optimal levels of enjoyment for young athletes. It would also appear that "doing one's best" is an important attribute for young children in perceptions of fun, and that youth athletic programs need to emphasize athletic skill development in order to promote not only optimal individual levels of performance,

but it also increase perceived levels of fun.

Fun is a subjective experience, not an objective, quantifiable measurement. It is important that youth athletic experiences be structured to reflect the multiple meanings attached to "fun".

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Peer Reviewed Article

The Administrative Housing of College and University Physical Education Departments

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Many administrators cite the management or organization of the athletic and physical education departments as being of significant importance to the success of the overall athletic and physical education programs (Stier, 1982). This review focuses on the administrative structure of physical education within higher education, and specifically on physical education's relationship with intercollegiate athletics at smaller institutions. In these times of program accountability, financial constraints, and increased emphasis on athletics, it may be wise to look at the administrative relationship between physical education and athletics. The advantages and disadvantages of single and separate administrative units will be discussed from a physical education administrator's point of view, and practical administrative suggestions will be offered.

Physical education has long suffered from an identity crisis, attempting to achieve credibility as an academic discipline. Physical education not only suffers from an identity

crisis with those outside the discipline, but with some within the field as well (Hoffman, 1985). Massengale and Sage (1982) note that studies which have produced a hierarchal ordering of academic departments do not even include physical education and suggest that one reason for the lack of academic standing may be the field's failure to identify a unique set of laws and distinct knowledge base. One physical educator feels that graduate curricula in physical education consist largely of "leftovers" — areas of study that fall logically within the domain of one of the existing parent discipline, i.e. sports psychology, exercise physiology, and sports sociology (Hoffman, 1985).

The lack of a distinct knowledge base is possibly not the sole reason for physical education's perceived position on the lower rungs of the academic ladder; after all, neither the education nor the business disciplines, for example, have highly structured and unique knowledge bases, yet they do not seem to suffer from the legitimacy problems that plague

physical education. It is this writer's opinion that the union of physical education and intercollegiate athletics and the subsequent blurred distinction between them has contributed greatly to what is perceived to be physical education's low standing in the academic community.

Chu (1979) offers an interesting history and analysis of the cohabitation of physical education and athletics; he concurs with the view of Lewis (1969) that "the unification of intercollegiate athletics and emerging departments of physical education was . . . to serve the interests of intercollegiate athletics and the survival needs of the university" (p. 22). During the period 1890-1930, the university viewed athletics as a resource (money, recruits, etc.), and a way to incorporate this resource into the legitimate academic framework had to be found. The incorporation of athletics into an already somewhat accepted department of the university seemed to be the answer. Departments of physical education had little choice but to accept athletics into their

fold, since they themselves were attempting to establish a foothold in academe. In order to survive, universities sacrificed some of their original educational goals by sanctioning/sponsoring intercollegiate athletics. Concurrently, the universities attempted to appease those who viewed athletics as contrary to the proper goals of an educational institution by incorporating athletics into an "academic" department.

Early on, athletics was the province of the student body; students served as coaches and as the funding source. With continued student mismanagement, however, the university attempted to assume control over sports through the incorporation of coaches into physical education departments. Thus, athletics became inextricably entwined with physical education (Sage, 1975).

The housing of physical education and intercollegiate athletics in a single administrative unit remains a common practice today, particularly in smaller institutions. In 1981, Stier (1982^b) conducted a national investigation to determine the status, characteristics, and circumstances of physical education faculty at institutions with enrollments of less than 2501 students. In 59% of the responding institutions, physical education and intercollegiate athletics were housed together as a dual academic department. In 26% of the colleges and universities, the responsibilities of Director of Athletics and Chair of Physical Education were combined into a single position. In a later survey by Karabestos and White (1989), 33% of the small college (<10,000 enrollment) physical education department chairs who responded also had direct

administrative ties to intercollegiate athletics. Such an arrangement has the potential problems dealing with personnel, philosophies, and public perception.

A majority of faculty at 72% of the institutions responding to Stier's (1982^b) survey stated that they had both athletic and academic duties. In 83% of the responding institutions, coaches were required to teach. Interestingly, staff members were hired first as coaches in 46% of the smaller institutions, as teachers first at 47%, and with equal emphasis in the remaining 7% of the institutions. Only 2.69% of all full time staff members in the surveyed institutions were exclusively involved in coaching. These statistics bear close scrutiny! The staff hiring priority of almost half the administrators rested primarily on coaching competency, but very few staff were exclusively coaches. This fact, coupled with the large percentage of institutions requiring coaches to teach (83%), points to inconsistencies in personnel selection and assignment procedures.

As further evidence of the blurred distinctions between physical education and intercollegiate athletics, a study by Koslow and Nix (1988) is cited. These researchers surveyed the job descriptions for physical education that were advertised in the Chronicle of Higher Education between 1984 and 1986 and found that the most frequent description included both teaching and coaching responsibilities. In what other academic discipline are responsibilities in such distinct entities required? In physical education, the philosophy may be to improve students' appreciation for life-style fitness activities; on the playing field, in many

instances, the goal is to WIN. One can see the paradox of the philosophy guiding one responsibility being contrary to the philosophy of the other. How does one person or department reconcile these differences?

Additional personnel problems stem from the union of physical education and athletics. When coaches receive an academic appointment, as they many times do at smaller institutions, they become eligible for tenure. It then becomes difficult to evaluate the coach using traditional criteria; many times there is not a terminal degree and no scholarly works (Anderson, 1985). Tillman (1968) states the typical problem well: the teacher/coach is tenured as a physical educator, and when he/she wishes to retire from coaching or is released from coaching, is given a full-time physical education position. Here, the tenure system operates against the institution's academic programs, as there many times is an unqualified and uninterested individual holding an academic position. What does the administrator do?

Dual appointments present problems for the faculty member as well. In a survey conducted by Anderson (1985), faculty found such factors as increased specialization of subject matter, involvement in university governance, and increased educational requirements as requiring more of their time. Coaches cited athlete recruitment, expectations for winning, year-round programs, specialization of training, and the increased travel and number of contests as consuming more of their time. One can see why faculty-coaches find it difficult to reconcile their dual roles. It is this writer's opinion is that the

academic teaching gets sacrificed in these situations, primarily because athletics is the more visible of the two responsibilities, and, Massengale (1974) so aptly states, "Coaches are seldom fired for their academic reputation. Winning often substitutes for academic inadequacies, if inadequacies exist. However, academic excellence and teaching expertise seldom substitute for losing" (p. 142).

As Stier's results reflect, it seems as though the academic legitimacy of the physical education discipline has been sacrificed in favor of the support of athletics. Aronson (1985) suggests that physical educators have failed to advance professionally, in part, due to the "jock" label that others in the academic community have affixed on physical educators, and suggests that they "must further delineate the separation between athletics and physical education" (p. 31). Perhaps Hoffman summarizes the dilemma best: "The public's perception of physical education and athletics being entwined and interrelated has created a distorted perception of the academic role of physical education." (p. 19).

Massengale and Merriman (1981) present two models, independent and affiliated, for the administrative structure of physical education and athletics, and the rationale for each. There is no one "right way" for all institutions to follow.

The independent model is one where the athletic department is separate from the physical education department. The primary purpose of the athletic program is to meet the external demands placed upon the educational institution, which may or may not be compatible

with the role and stated mission of the institution. In this model, the athletic department is not considered to enhance the scholarly efforts of academic departments; it is an entertainment enterprise.

In the affiliated model, athletic personnel and programs report directly through established academic channels. The program is viewed as an educational service for students and society, and the value of the program is determined by the quality of benefits (pursuit of excellence, physical fitness, leadership, etc.) and the total contribution made to the community. Here, coaches may be eligible to attain academic community and more likely to make other academic contributions.

This writer disagrees with the notion that coaches with academic rank and tenure are more acceptable to the rest of academe. Coaches, in most cases, would not have the scholarly credentials necessary to be granted tenure by the same criteria used for faculty in other disciplines. Most faculty-coaches have not completed a terminal degree, according to a study by Hult and Anderson (1983). Massengale and Merriman (1981) suggest that recruiting and public relations skills and promotion and fund raising be used as promotion/tenure criteria, among others. Other faculty might view this as a double standard and as being divergent from the traditional criteria of teaching, research, and service, thus creating friction between the groups.

The affiliated and independent models carry implications for budgeting as well. With the independent model, physical education faculty alone cannot make decisions pertaining to the

academic program. In an affiliated model, due to the blurring of revenues and expenditures endemic to an academic department, very little distinction can be made between revenue-producing sports. Therefore, athletics can be judged on the benefits it provides to participants, instead of financial merits. An affiliated department also has coaching staff available to possibly instruct in the teacher preparation and service class curricula (Massengale & Merriman, 1981).

The differences between students and student-athletes support the independent model. Students within an academic department are all pursuing degrees in the same general discipline; athletes share only their specific sport and the institution as a whole. Massengale and Merriman (1981) note that students are consumers, "buying" an education, whereas athletes are sellers of their talents for entertainment and public relations purposes. These distinctions might favor the independent model. On the other hand, affiliated athletic departments can provide role models, and a means of converting theory into practice. They can provide evidence that good teaching and good coaching are compatible. The differences in the purposes of athletic programs and academic departments, and their administrative responsibilities, can justify the separation of the two units. In response to cries for more direct control of athletics by university presidents, athletics could be administered by an individual who has a direct line and staff relationship to the President (Harper, Miller, Park, & Davis, 1977). Massengale and Merriman (1981) also argue for

an efficient and effective administrative structure: "Placing athletics under another department compounds bureaucratic structure, and is not motivated by a desire for efficiency." A point in favor of affiliated departments is that they allow administration of athletic programs by an individual with academic legitimacy and authority, and it is through the supervision by such an individual that athletics can meet the best interests of the university and its students.

Physical education departments and athletic programs may not be able to coexist as they have been for one important reason. The nature of competitive athletics has changed, with specialization, year-round training and competition, and athlete recruitment consuming more of the coach's time, even at smaller institutions. Even if an employee's contract reads "50% teaching, 50% coaching", athletics will come out ahead, if for not other reason than the sheer number of hours that it takes, regardless of whether the coach is successful or not. Larger institutions have realized this and generally have separate departments (Steinbrecher, 1988). The problem remains at most smaller institutions: practice is still practice, travel is still travel, recruiting is still recruiting, whether at NCAA Division I or Division III. How then, does an institution deal with its own unique situation? Two critical factors require consideration.

Administrators must first define the philosophies behind the athletic and academic programs. If the role of athletics is determined to be an entertainment and public relations vehicle, then the independent model may be best. If athletics

is deemed to truly exist for the students, and coaches are viewed primarily as educators, then the affiliated model may be optimal. Budgetary factors must also be considered. Anderson (1985) notes that most small institutions can not afford separate departments. Carefully written, individualized job descriptions, however, may allow a distinction to be made between personnel in the same department. Stier (1982a) offers further recommendations: tenure - criteria for granting tenure to coaches who also teach must be developed and defined; guidelines for competency expectations in terms of wins and losses by coaches must be developed and defined; hiring priorities must be defined and responsibilities should be assigned in light of the selection criteria used in hiring coaches to teach; and evaluation processes must differ between teachers, administrators, and coaches.

If separate administrative structures are not feasible, distinctions can still be made between athletic and academic personnel. Coaches should be hired to be coaches, with only minimal teaching responsibilities in service classes and no other classroom duties with the possible exception of coaching theory classes. Concomitantly, coaches should not have academic rank; they should be classified as athletic staff only, with no eligibility for tenure or sabbatical leaves. Conversely, physical educators would be hired with only minimal athletic responsibilities, with a majority of their workload dealing with the scholarly pursuits of teaching, writing, advising, research, and service. The distinctions should be very clear, explicitly written and understood. Stier

(1982b) writes, "...it is necessary for the institutions to clearly define the role of physical education and of athletics in terms of the overall objectives of the institutions in light of the needs of the students and the stated mission of the departments" (p. 198).

In summary, an institution must identify its philosophy guiding athletics and the academic program, must clearly define employee responsibilities and expectations, and determine which administrative model best meets its needs. The independent model would appear to benefit departments of physical education, but financial constraints, particularly at smaller institutions, may make this arrangement untenable. Particular attention needs to be paid to job descriptions, titles, responsibilities, expectations, and evaluation procedures by administrators.

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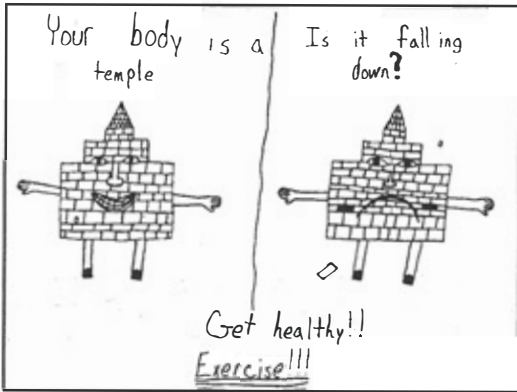
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**Region 1
Grade 6**

Winner: **Sasha Rohde**
 Parents: Mr. & Mrs. Deland Rohde
 Teacher: Ms. Kay Yearby, Health Education
South Spencer Middle School
 Rockport



**Region 1
Grade 6**

Winner: **Lori Beth Breeding**
 Parents: Mr. & Mrs. Scott Breeding
 Teacher: Mr. Roger Elliot, Physical Education
Dubois Middle School
 Dubois

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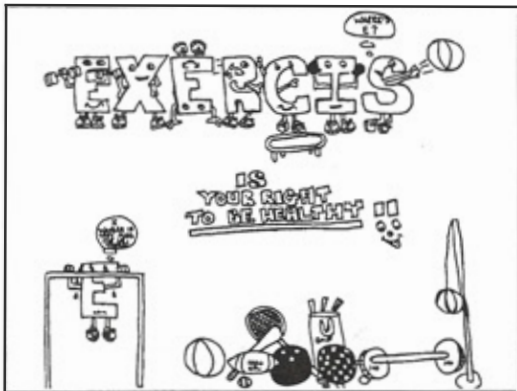
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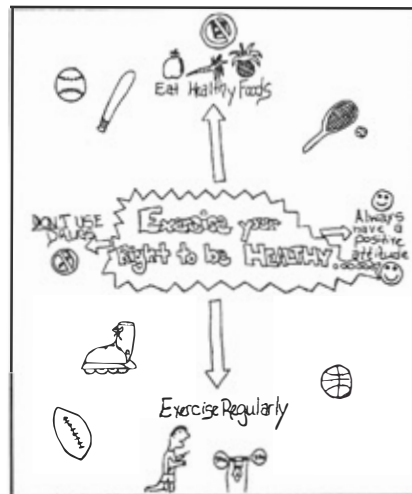
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Bobbi Lautzenheiser
 Mary Jo McClelland
 IAHPERD Poster Contest



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Grade 8**

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 Parents: Mr. & Mrs. Benson Onyeji
 Teacher: Miss Bobbi Lautzenheiser, Health Education
Manchester Junior High School
 Manchester



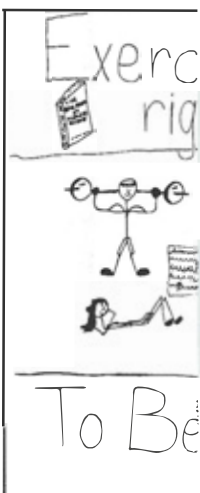
**Region 2
Grade 8**

Winner: **Samira Motazedi**
 Parents: Mr. & Mrs. Massoud Motazedi
 Teacher: Angie Hoeltke, Health/Physical Education
Brownstown Central Middle School
 Brownstown



**Region 2
Grade 6**

Winner: **Lea Downing**
 Parents: Mr. Tim Downing
 Teacher: Mr. Thomas Currin, Health Education
St. Mary's of the Knobs
 Floyds Knobs



**Region 2
Grade 6**

Winner: **Rosanna**
 Parents: Mr. & Mrs. [unclear]
 Teacher: Lisa Davis, Health Education
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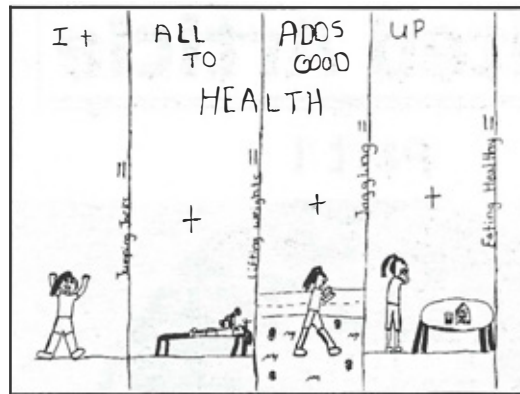
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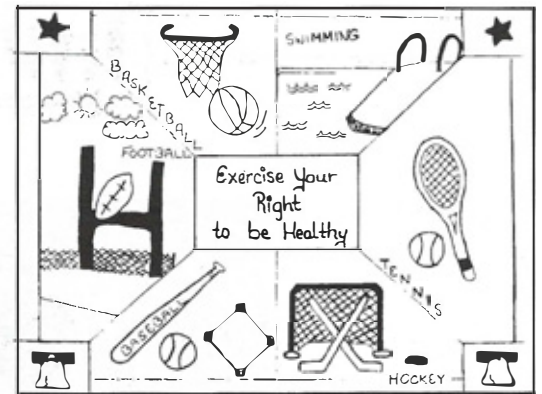


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Teacher: Health/Physical Education
West Lafayette Jr. Sr. High School
West Lafayette



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Grade 6**

Winner: Sabrina Blackard
Parents: Mr. & Mrs. Richard Blackard
Teacher: Mrs. Gina Perry, Physical Education
Mrs. Diana Morrow, Art
Mill Creek East Elementary
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**Region 6
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Teacher: Betty Funkhouser, Health/Physical Education
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**Region 6
Grade 6**

Winner: Kimberly Hollis
Teacher: Mrs. Phyllis Nimetz, Health/Physical Education
Hobart Middle School
Hobart



**Region 5
Grade 8**

Winner: Matt Overley
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Teacher: Verna Yodel, Art
West Lafayette Junior High School
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**Region 8
Grade 7**

Winner: Jenny Brubaker
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Teacher: Miss Bobbi Lautzenheiser, Health Education
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Manchester

Invited Article

Part 1



Dan Beard teaching woodcraft skills.

DANIEL CARTER BEARD: AMERICAN FOLK HERO AND PIONEER OF OUTDOOR EDUCATION/PHYSICAL EDUCATION

BY

WILLIAM V. KAHLER, Ph.D.

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Daniel C. Beard was born on June 21, 1850, in Cincinnati, Ohio. Those were still the days when a man who journeyed alone into the wilderness beyond the Ohio either lived or died by his own ability to accommodate himself to nature. Most of his youth was spent in the enthusiastic cult of the out-of-doors and woodcraft. He perpetuated the ideals of the pioneers who, by their knowledge of nature's book, surmounted the task of the winning of the west. During his boyhood, Beard learned woodcraft, handicraft and Indian lore, which strengthened his love of the out-of-doors. From his

family and their pioneer influence, he learned the starspangled brand of Americanism that he preached throughout his lifetime and inculcated in millions of Americans (4:45-60).

Beard was a New Yorker by occupational choice, but in 1887 he bought a tract of wooded land in northeastern Pennsylvania. The property was in the Pocono Mountain area near Hawley, and bordered Lake Teedyskung, sometimes referred to as Big Tink Lake.

As an outdoorsman, Beard's greatest love was fly fishing. He had a friend, James Johnson, in the nearby town of

Binghamton, NY, with whom he often hunted and fished. The love of the wilderness and fishing and the nearness of his friend influenced him to purchase the property. Johnson, along with a group of Maine lumberjacks, helped Beard build the first of three log cabins on the property. The first log cabin was a two-story, four bedroom structure, complete with sleeping porch. It was described as the first real log cabin built after the pioneer area ended. From 1887 to 1916, the mountain retreat was used exclusively as a summer home and studio. From 1916 to 1939 the wilderness property was the site of Beard's

summer and winter camp, the Dan Beard Outdoor School for Boys (1, 2, 5:210).

Beard's professional career was that of writer, artist and illustrator. As the author of twenty books on woodcraft and handicraft and countless magazine articles, Beard made a tremendous impact on the conservation and outdoor education scene. He frequently wrote, "In all my writings I have tried to make my readers love nature, especially the primitive wilderness, unmanicured, unshaven, without a haircut..." In his outdoor education articles and books, he was the first youth writer to take the reader out to the fields and woods, the streams and lakes, and teach the arts, joys and rewards of woodcraft, fishing, trapping, hunting, boating, and camping (5:137-152).

Beard emphasized outdoor activities at a time when the attention of most parents and educators was focused upon calisthenics and indoor activities. The description of these outdoor activities, which he related with such contagious enthusiasm, all contained detailed advice and instruction. At the time of this writing, materials and activities stressed by Beard are being taught as a part of the outdoor education programs in various schools, colleges and universities.

That he succeeded is attested to by the number of people who gave Dan Beard credit for their early interest in conservation and outdoor education, among them Teddy Roosevelt (former President of the United States), Gifford Pinchot (former Governor of Pennsylvania), William Carr (founder of the Arizona-Sonora Desert Museum), and Beard's son Daniel "Bart" Beard (first

superintendent of the Everglades National Park) (2).

To his active professional career, Beard, in 1905, added the editorship of Recreation, a sportsman's monthly, which under his direction took up the battle for wildlife conservation. To promote circulation, he organized the Sons of Daniel Boone, a boy's society dedicated to conservation, outdoor life and the pioneer spirit. He left Recreation in 1906 and affiliated his boys' group with another magazine, the Women's Home Companion. Two years later he became disturbed over continual interference and severed ties with both the Companion and the Sons of Daniel Boone. Beard then joined Pictorial Review and founded the Boy Pioneers of America (1909). This new youth service organization, like the earlier one, was an organized effort to remedy what Beard saw as the declining state of urban youth (4:352-353).

Beard's youth service organizations had some influence on Sir Robert Baden-Powell's formation of the Boy Scouts in England in 1908. This in turn inspired the consolidation of Beard's and other boys' societies into the Boy Scouts of America, in 1910. Although Beard did not initiate the consolidation, he was a charter member of the executive committee and was appointed one of three National Scout Commissioners. He designed the Scout uniform, which was planned both for utility and as a symbol of the American frontiersman. Conservation, learning by doing, games and outdoor activities were influences Beard helped develop within the Scouting movement. As the head of volunteer leadership, Beard unsuccessfully opposed

the increased dominance of the Boy Scouts by the executive secretary, James E. West, and his National Headquarters staff. Beard felt the figureheads at Scout headquarters knew very little about the background of Scouting and the practical application of the methods (5:157-163, 7:10).

As Scouting developed, Beard, through his personality, white buckskin dress and spry figure, became "Uncle Dan," the American folk hero. He was widely known through his monthly column in the Scout magazine Boys' Life, and through his extensive correspondence with boys and youth leaders (7:39-48).

For almost three decades, Beard had a direct association with young boys through his involvement with outdoor camps. The Culver Summer School of Woodcraft (1912-1915) located at Culver (Lake Maxinkuckee), Indiana was his first administrative camping experience and in June of 1916, he opened the Dan Beard Outdoor School on his property at Lake Teedyuskung in Hawley, Pennsylvania (1, 2, 3).

Beard regarded his Outdoor Schools as a serious education experiment to make "the boys of today the men of tomorrow." To achieve this goal, he designed the school's activities around the woodcraft, handicraft, nature study and patriotic programs of his articles and books for youth. The camps had a high quality of outdoor physical education, supervision, food and living facilities for its thirty-five to one-hundred-forty boys (2, 3).

"Learn by doing" was the theme of the Outdoor Schools. Beard's belief was that every boy was born with untold capabilities for creative expres-

sion and that his Outdoor Schools were the means of developing this power, enabling his pupils to become leaders in the modern world. Outdoor education classes were held daily, and the manual of the Boy Scouts of America was used as a textbook. The camps were not confined to Scouts. However, boys who were Scouts and the boys who wanted to be Scouts had an unexcelled chance to pass merit badges and other degrees. Notches, top-notches, bronze, silver and gold medals, and buckskin badges, were awarded to all campers (1, 2, 3).

The school's major attraction was Beard, known as "Chief", clad in sheepskin and buckskin outfits, skillfully teach-

Milestones . . .

H. Harrison Clarke, a distinguished contributor to the profession, died June 8, 1995. Clarke received a B.S. from Springfield College and his M.S. and Doctorate from Syracuse University. During his 42-year career, he served youth as a teacher and coach in the New York public schools and as a college professor. At Syracuse University, Clarke was the Director of Intramural Athletics and an Associate Professor, before serving as Lt. Colonel with the Personnel Distribution Command during World War II. Following the war, he was appointed Director of Graduate Studies and professor at Springfield College. In 1953, Clarke became Research Professor at Springfield College. In 1953, Clarke became Research Professor of Physical Education at the University of Oregon, where he served until his retirement. The author of several books, he was a regular contributor to such professional publications as *Journal of the Association for Physical and Mental Rehabilitation* and *Research Quarterly*. He also served as President of the New York state AHPER, President of the Research Council, Chair of the Research Section of AAHPER, and as Research Consultant on the President's Council on Physical Fitness and Sports. His professional membership included such organizations as the American Academy of Physical Education and the American College of Sports Medicine. Clarke received both the Alliance and Northwest District Honor Awards in

ing outdoor activities, dramatically recounting the lives of American pioneers, and encouraging physical, mental, moral and spiritual development. Beard inspired affection, devotion and awe among his counselors and campers (1).

"Uncle Dan" would be overjoyed at the recent surge of public interest in conservation and outdoor pursuits. What current educators may not realize is that they, too, are directly indebted to this patriot who did so much to make the rugged outdoor life respectable and appealing.

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1. Aures, Victor. Personal correspondence dated June 26, 1974. (Mr. Aures was an instructor during the earliest years of the Outdoor School).

addition to the Gulick Award, AAHPERD's highest honor.

Deobold B. Van Dalen died June 29, 1995, after a protracted illness, at his home in Oakland, California. He received a Bachelor's degree from Central Michigan University, a Master's degree from the University of Iowa, and his Doctorate from the University of Michigan. Van Dalen taught in Michigan high schools before serving the Navy as a Ship's Service Officer during World War II. From 1946 to 1965, he taught at the University of Pittsburgh before moving to the University of California—Berkeley as Chair of the Physical Education Department, where he served until his retirement in 1978. He made significant contributions to the professional literature as Associate Editor for *Research Quarterly*, Consulting Editor for a McGraw-Hill series on health, physical education, and recreation, and author or co-author of over 20 books, including four editions of *Understanding Educational Research*. Following his retirement, Van Dalen commenced painting and walked a mile a day until just before his death.

Bernita Adkins was phys-ed head, high school girls' basketball coach

Portage, IN—Bernita J. Adkins, 61, Portage, an educator and coach, formerly of Columbia City and Peru, died Friday, July 21, 1995.

She was a physical-education teacher 33 years for Portage Township

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Schools, retiring in 1993 as head of the physical-education department of Portage High School.

Ms. Adkins was an Indiana High School Athletic Association volleyball official, officiating five times at the Indiana high school volleyball state championships.

She received the 1983 Indiana High School Basketball Coach of the Year Award, the 1983 Indiana High School Physical Educator of the Year Award and the Indiana Coaches of Girls Sports Association's Marian Archer Award.

Ms. Adkins was a member of Perrysburg (IN) Baptist Church.

She was a 1955 graduate of Ball state Teachers College and received her master's degree in 1960 from Purdue University.

Memorial contributions may be made to the Bernita J. Adkins Scholarship Fund at Portage High School, 6450 E. U.S. 6, Portage, IN 46368, or to Liver Research at University of Chicago Hospitals, 5841 S. Maryland Ave., Chicago, IL 60637-1470.

Services will be a 10:30 a.m. Monday in Engel Funeral Home, Portage, with calling Sunday from 2 to 5 p.m. and 7 to 9 p.m.

Burial will be in Graceland Cemetery, Valparaiso.

Survivors: sisters Bobette Miller, Belva Cull, Barbara Long; companion Margaret Kelly.

Invited Article

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HEALTHY PEOPLE 2000: A USEFUL TOOL FOR PLANNING COMPREHENSIVE SCHOOL HEALTH PROGRAMS

Rebecca A. Brey
Bethann Cinelli

Introduction

Promoting the health of today's school-aged population is no easy task, as they face a myriad of social and health-related problems greatly impacting their health status and learning potential. The 1990 Youth Risk Behavior Survey of 9th-12th grade students indicated the following:

- Seventy percent of all students reported having tried cigarettes (Centers for Disease Control, 1992).
- Fifty-nine percent consumed alcohol during the 30 days preceding the survey (Centers for Disease Control, 1991a).
- Twenty percent (32% of males and 8% of females) reported they carried a weapon at least once during the 30 days preceding the survey (Centers for Disease Control, 1991b).

Health problems experienced by today's youth are caused by a relatively small number of behaviors. The Centers for Disease Control and Prevention (Kolbe, 1990) has identified and targeted six key behaviors having the greatest impact on health status: behaviors that result in unintentional and intentional injuries; use of alcohol and other drugs; tobacco use; sexual behaviors that result in sexually transmitted disease, HIV infection, and unintentional pregnancy; imprudent dietary patterns; and inadequate exercise. Clearly, health educators are challenged to develop effective health education programs which

address these priority behaviors and ultimately improve the health status of school-aged youth.

The purpose of this article is to provide an overview of the document *Healthy People 2000: National Health Promotion and Disease Prevention Objectives* (United States Public Health Service [USPHS], 1990) developed by United States Public Health Service for the purpose of guiding "health promotion and disease prevention policy and programs at the federal, state, and local levels throughout the decade of the nineties (McGinnis, & DeGraw, 1991, p. 292). *Healthy People 2000* (USPHS, 1990) represents not only a collection of national health objectives, but is a useful tool for planning Comprehensive School Health Programs in response to the health needs of the school-aged population. A primary responsibility of health educators is the ability to utilize health resources for planning effective school-based programs targeted to the health needs and interests of students. Therefore, it is the intent of this article to describe how *Healthy People 2000* (USPHS, 1990) provides direction for planning objectives and strategies for Comprehensive School Health Programs.

Healthy People 2000

The response to the growing social, health, and educational problems of Americans has been established at the national level through the efforts of the Office of Disease Prevention and Health Promotion, resulting in *Healthy People*

2000 (USPHS, 1990). *Healthy People 2000* (USPHS, 1990) was released by Dr. Louis Sullivan, former Secretary of Health and Human Services, in September 1990. Intended to guide policy at the federal, state, and local level, *Healthy People 2000* (USPHS, 1990) builds on earlier set of goals and objectives, initiated in 1979 by the ten U.S. Surgeon General, J.B. Richmond's *Healthy People* (USPHS, 1979). With the purpose of committing "the national to the attainment of three broad goals to: 1) increase the span of healthy life for Americans, 2) reduce health disparities among Americans, and 3) achieve access to preventative services for all Americans.

The 300 measurable national health objectives are organized into 22 priority areas; these 22 priority areas are further divided into four broad categories. The broad categories are 1) health promotion, 2) health protection, and 3) preventative services. A special category for data and surveillance systems has been created, since careful data collection procedures to monitor progress achieving objectives are critical to monitoring the progress and achievement of the stated objectives (USPHS, 1990).

The health promotion objectives relate to a person's life-style and how individual choices impact the larger environment. Health promotion priority areas include: physical activity and fitness, nutrition, tobacco, alcohol and other drugs, family planning, mental health and mental disorders, violent and

abusive behavior, and educational and community-based programs. Health protection strategies relate to environmental or regulatory measures. Objectives related to health protection include unintentional injuries, occupational safety and health, environmental health, food and drug safety, and oral health. Preventive services strategies address interventions for persons in a clinical setting which include counseling, screening, and immunizations. Maternal and infant health, heart disease and stroke, cancer, diabetes and chronic disabling conditions, HIV infection, sexually transmitted diseases, immunization and infectious diseases, and clinical preventative services comprise priority areas for preventative services (USPHS, 1990).

The following is a sample objective which illustrates the information provided for each objective within *Healthy People 2000* (USPHS, 1990).

Comprehensive/Quality School Health Education:

Healthy People 2000 Priority Area:

Educational and Community-Based Programs

Objective Category: Services and Protection Objectives

Primary Objective: Increase to at least 75 percent the proportion of the Nations' schools that provide planned and sequential kindergarten through 12th grade quality school health education.

Healthy People 2000 Objective Number: 8.4

Baseline Date: Available in 1991

As of 1989, 25 States had mandated that schools implement school health education programs, with 9 states implementing recommendations that these programs be adopted.

Healthy People 2000 as a Planning Tool for Comprehensive School Health Programs

As previously stated, maintaining and enhancing the health of children and adolescents is a complicated and often daunting task. It takes a concerted effort and coordinated plan, and the involvement of the total school to address the health problems which impact on learning. One possible solution to the prevention and or early intervention of health problems is the development and implementation of the Comprehensive School Health Program (Allensworth, & Kolbe, 1987).

An effective Comprehensive

School Health Program has been identified as one of the keys to attaining the *Healthy People 2000* (USPHS, 1990) objectives, since approximately one-third can be directly or indirectly attained by the schools (McGinnis, & DeGraw, 1991). Because schools reach more than 46 million instructional and non-instructional staff each year in approximately 15,000 school districts nationwide, school represent a unique opportunity for meeting a significant number of the nationwide health objectives. Most importantly, it has been noted that schools represent the most systematic and efficient means available to provide programming for children and youth that enables them to avoid health risks (Allensworth, Symons, & Olds, 1994).

Healthy People 2000 (USPHS, 1990) provides further rationale for the role of the school in meeting the national health objectives with the following:

"other aspects of the school environment can also be important to school health. State and local health departments can work with schools to provide a multidimensional program of school health that may include school health education, school-linked or school-based health services designed to prevent, detect, and address health problems, a healthy and safe school environment, physical education, a healthful school food service selection, psychological assessment and counseling to promote child development and emotional health, schoolsite health promotion for faculty and staff, and integrated school and community health promotion efforts" (USPHS, 1990, p 251).

Therefore, Comprehensive School Health Programs provide a mechanism for health educators to develop programs which will have a positive impact on student health, learning, and the health objectives for the nation. In order to develop programs which focus on the health objectives for the nation, it is critical that health educators recognize and utilize the components of a Comprehensive School Health Program. (Figure 1) According to the 1990 Joint Committee on Health education Terminology, a Comprehensive School Health Program

"is an organized set of policies, procedures, and activities designed to protect and promote the health and well-being of students and staff which has traditionally included health services,

healthful school environment, and health education. It should also include, but not be limited to, guidance and counseling, physical education, food services, and employee health promotion" (American School Health Association, 1991, p.253).

Figure 1

Description of the 8 Components of the Comprehensive School Health Program
(Allensworth & Holbe, 1987)

1. **School Health Instruction** involves classroom teaching which encourages desirable health knowledge, attitudes, and practices.
2. **Services** provide screening and intervention of health conditions.
3. **Healthful School Environment** includes the physical and psychological environment of the school.
4. **Food Service** involves developing sound nutritional programs and staff training.
5. **School-Based Counseling** provides psychological help and support.
6. **School Physical Education** Programs provide a daily program of activities addressing all fitness components.
7. **Schoolsite Health Promotion** programs can reduce health care costs and improve productivity of faculty and staff.
8. **Integrated School and Community-Based** programs develop collaborative efforts between community agencies and the school.

Allensworth and Kolbe (1987) first outlined the eight component Comprehensive School Health Program. Traditionally, the comprehensive School Health Program consisted only of health education (a planned, sequential, K-12 curriculum that addresses the physical, mental, emotional, and social dimensions of health); the school health service (addressing prevention, early intervention, and control of disease); and the healthful school environment, (referring to psychological and physical surroundings). In addition, Allensworth and Kolbe (1987) included physical education, school counseling and guidance services, the school food service, school site health promotion programs for faculty and staff, and integrated community and school program efforts as critical components of the expanded Comprehensive School Health Program model.

Today, Comprehensive School Health Programs represent significant change from the traditional school health

program, which focused solely on health education, health services, and the healthy school environment. According to the health education literature, characteristics of the "new" Comprehensive School Health Program includes (Allensworth et. al. 1994):

- Focuses on the priority behavior that interfere with learning and long term well-being.
- Expands the scope of the school health program from three to eight components.
- Replaces the health instruction model with a health promotion model that uses multiple strategies to elicit healthy behaviors.
- Uses methods of instruction that match teaching strategies with instructional goals.
- Teaches the many common skill needed to address a variety of health problems and issues.
- Views students as resources and solicits their active participation in program development and implementation.
- Considers family involvement with health lessons and the school health programs vita.
- Coordinates the efforts involvement of all faculty staff, and administrators to enhance learning.
- Links health and learning, assuring each child has access to needed services.
- Addresses structural and environmental changes as well as life-style changes.
- Coordinates the resources of the school health program via interagency and interdisciplinary work groups.
- Accomplishes health promotion goals via program planning process.
- Provides staff development to enhance professional skills.

This new and expanded Comprehensive School Health Program model provides a mechanism addressing student health problems through a coordinated team effort of students, teachers, staff, parents, and the community.

Comprehensive School Health Program Action plans in Response to *Healthy People 2000*

It is critical that health educators working in a school or community setting understand the role of each of the eight areas of the Comprehensive School Health Program in addressing the health needs of children and adolescents. The health educator is in a unique position to coordinate the efforts of school person-

nel responsible for each component of the Comprehensive School Health Program. Since the health problems of today's youth are complex and interrelated, it is essential that students receive positive health promoting messages throughout the total school program. In order to establish an action plan to address a specific school's health problems, the health educator could review the health objectives for the nation in *Healthy People 2000* (USPHS, 1990). These objectives are classified by health problem areas, are further delineated by age group and provide helpful information related to the nature of each health problem. Once the appropriate objectives have been selected, a school building specific action plan can be created.

Comprehensive School Health Program Action Plans provide a framework for planning and putting the plans into action within a school or community setting. Action plans answer the following questions:

1. That is the target health problem?
2. What are the health needs and interests of the selected age group or target population?
3. What will be the overall goal or general objective?
4. What specific objectives will be developed to meet the overall goal or general objective?
5. What strategies will help meet the states specific objectives?
6. What personnel, resources, and materials are needed to implement the strategies?
7. What is a reasonable time frame for implementation of the action plan and attainment of the objectives?

Figure 2 provides a sample action plan which may be developed by a Comprehensive School Health Program planning committee. This particular sample action plan attempts to address the health problem of violence and is in response to the *Healthy People 2000* objectives related to reducing physical fighting among adolescents ages 14-17.

Figure 2

Sample Comprehensive School Health Program Action Plan to Meet and Selected *Healthy People 2000* Objective (Allensworth, Symons, & Olds, 1994)

Healthy People 2000 Objective: Reduce by 20% the incidence of physical fighting among adolescents ages 14 through 17. (Baseline data available in 1991.)

Comprehensive School Health Program

Area: Healthy School Environment

Objective #1: Establish in all schools a multifaceted program to reduce violence.

Strategies:

- 1) Survey school students to analyze the extent of student-to-student conflict and violence, gang organization, and weapon carrying.
- 2) Institute a K-12 course in conflict mediation as part of a Comprehensive School Health Program.
- 3) Develop peer educator programs which addresses the issues of violence and conflict.

Action groups: Building principals, guidance counselor(s), teachers, parents

Time Frame: 1995

Conclusion

A variety of factors greatly impact on the health status and educational achievement of school aged youth. The health problems experienced by today's youth are caused by a relatively small number of behaviors, such as drug use, sexual activity, and intentional and unintentional injuries. These behaviors are often established during youth, extend into adulthood, and are largely preventable. These behaviors ultimately compromise the health of the individual as well as their academic achievement and productivity as a member of society. The new Comprehensive School Health Program provides a mechanism for the delivery of health enhancing messages through multiple channels within the total school program. This new Comprehensive School Health Program links students, teachers, administrators, parents, and the community to meet the national health objectives delineated within *Healthy People 2000* (USPHS, 1990). *Healthy People 2000* (USPHS, 1990) is a useful planning tool which provides a roadmap for health and educators in the planning of effective Comprehensive School Health Programs to meet the needs of local school districts while ultimately meeting the health objectives for the nation.

Recommended Readings

A. *Healthy People 2000: National Health Promotion and Disease Prevention Objectives*

Available from:

Superintendent of Documents
Government Printing Office
Washington, DC 20402-9325
202/783-3228
Cost: \$31.00

B. September 1991 Issue of the Journal

of School Health: *Healthy People 2000: National Health Promotion and Disease Prevention Objectives and Healthy Schools.*

Available from:

American School Health Association
P.O. Box 708
Kent, OH 44240-0708
216/678-1601

Cost: Please call for exact price.

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Rebecca Brey is an assistant professor and Bethann Dinelli is an associate professor in the Department of Health at West Chester University.

Dear State President:

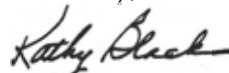
An official request has been made to the United States Postal Service Citizen's Stamp Advisory Committee for the issuance of a stamp promoting "Exercise-Vital to Health". Now it is necessary to demonstrate to the Committee that there is an interest by citizens from all across the United States for such a message to be on a U.S. Postal Stamp.

At the Oklahoma HPERD Association annual convention a request to write letters and/or post cards to the Stamp Advisory Committee was made. Please ask members of your association to join in this effort.

A tee-shirt has been designed, with a facsimile of a proposed stamp imprinted upon it. This shirt was sold at the Oklahoma convention. The profits from the Oklahoma tee-shirt sales is being used to underwrite the campaign for the stamp adoption. If your Association would like to order and sell the Stamp tee-shirt in your state, the shirts can be customized for your state. Enclosed is an information sheet for ordering shirts.

Thanks for your support to this project.

Sincerely,



Dr. Kathleen Black, Chair

AAHPERD Stamp Advocacy Committee



"EXERCISE: VITAL TO HEALTH" Tee Shirts (4 color)

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1995 Indiana AHPERD Award Winners

Catherine Wolf Conference Scholarship Winners

Each year the Association awards one student from each Indiana college or university with a scholarship to attend the state conference. Each institution determines its own scholarship winner based on college activities, leadership in HPERD activities, and a philosophy statement. The 1995 Catherine Wolf Conference Scholarship winners are:

Stefanie Bakke	Valparaiso University	Christopher Krull	Ball State University Physical Education
Neil Bucher	Goshen College Sports Management	Stacie Manus	Vincennes University Physical Education - Dance
Melissa Culver	Manchester College Health & Physical Education w/Athletic Training Con	Tonya Nagel	Indiana State University Physical Education
Kimberly Fleming	Indiana University	Eric Reeder	Anderson University Physical Education
Deena Jones	Indiana University Purdue University Indianapolis Physical Education	Mike Shunneson	Butler University

High School Scholarship Winners

Each year the Association awards two \$500 scholarships to graduating seniors who are planning to major in one of our disciplines at an Indiana college or university. These competitive scholarships are based on scholarship, activities, and need.

Stephanie L. Gerovac

Stephanie is a 1995 graduate of Morton Senior High School in Hammond, IN where she was in the upper ten percent of her graduating class. She distinguished herself academically and was recognized for her scholarship through her membership in National Honor Society, the Academic Superbowl Team, and the Academic Decathlon Team.

Stephanie was active in student government. She served as a member of the Student Government body, as class secretary and as class president. She was selected as a Delegate to Girls' State.

Other high school activities included athletics where she lettered in Volleyball, Softball, and Track. She served as captain of the Volleyball team during her senior year. She was also a member of the Ski Club, SADD, and Health Careers Club. She was active in the Girl Scouts and represented the Calumet Council at several leadership conferences.

Stephanie is attending Purdue University where she is majoring in Athletic Training.

Hal Merchant

Hal is a 1995 graduate of Winchester High School where he was an outstanding student/athlete. He was a member of varsity baseball, cross country and wrestling teams. He served as captain of the wrestling team and was recognized with an Academic All-State Honorable Mention Award. As a wrestler he was the Randolph County Champion and Tri-Eastern Conference Champion.

Other school activities included: Future Business Leaders of America, STAND (Students Taking a New Direction), and Interdisciplinary Corporative Education in which he served as president.

Hal was also active in community activities such as American Legion Baseball, Optimist Club Youth Soccer Coach, Aide to 6 and Under AAU Wrestling Club, and Muscular Dystrophy Walk-a-thons.

Hal is attending Manchester College where he is majoring in Physical Education.

Jean Lee/Jeff Martin Collegiate Scholarships

Each year the IAHPERD awards two \$800 scholarships to college students who are majoring in one of our disciplines at an Indiana college or university. Awards are based on participation in collegiate activities, professional competencies, potential as a professional, grade point average, and need.

Andrew R. Edgar

Andrew is a senior at Anderson University where he is majoring in Physical Education. He is a member of Alpha Chi academic honor society, Kappa Delta Pi education honor society, and Phi Epsilon Kappa physical education honor society.

He is also a member of the AU Student Education Association and has served as the Anderson University representative to the Indiana Student Education Association 1994 Fall Conference.

Andrew was one of four Indiana students selected to attend the 1994 Midwest AHPERD Leadership Conference at Pokagon. He received a 1994 Catherine Wolf Conference Scholarship and was a recipient of the NASPE Outstanding Student Physical Educator of the Year Award.

As a student at AU, Andrew has been an intramural participant and official. He has served as head coach for seventh and eighth grade boys basketball, high school junior varsity basketball, junior varsity soccer and varsity boys golf. He has provided volunteer services to Habitat for Humanity at a home-building work camp and to seventh grade health classes on a weekly basis.

Andrew is expecting to graduate in May of 1996. He hopes to obtain a teaching/coaching position in Indiana or Ohio.

Kimberly M. Indelicato

Kim is a junior at Ball State University majoring in physical education. She has been on both the University Dean's List and the Mathematical Sciences Department Dean's List.

Kim is a diver on the Ball State women's swim team, a member of Alpha Omicron Pi sorority, and a varsity cheerleader. She is also active in Campus Crusade for Christ, the Wesley Foundation, and intramural volleyball.

Kim has been active in Sign Language Club and as a member of Student Voluntary Services (working at the Boys and Girls Club of Muncie).

As a professional, Kim hopes to teach physical education, coach cheerleaders, and coach a sport.

Outstanding Student

Jenifer Reneae Murrell

Jenifer Murrell is currently a senior at IUPUI where she is majoring in Physical Education and minoring in both Health and Athletic Training. She is engaged in a student teaching assignment this semester.

While at IUPUI, Jenifer has distinguished herself in academics, service, and leadership. She has been on the Dean's List for four consecutive semesters. She has been the secretary of the Physical Education Student Organization and President of Phi Epsilon Kappa. She attended the Midwest District Leadership Conference at Pokagon in 1994.

Jenifer has an "interest and special talent for working with individuals with disabilities". This interest has been the impetus for volunteer work related to the Special Olympics.

In her spare time Jenifer serves as a student athletic trainer, substitute teacher, coach, and at times tutor. She also serves as a student representative on the School of Physical Education Academic Affairs Committee.

Elementary Physical Education Teacher of the Year

Gwen Pribble

Gwen has taught at Lowell Elementary School in Indianapolis for the past eight years. At Lowell she provides a creative, innovative, learning experience for the children in her charge.

Gwen has developed a quality physical education program based on sound research. She provides unique learning experiences for each child using both conventional and non-conventional strategies and activities. Innovative ideas are used to provide a nonthreatening environment which allows children to experience success in all that they do. She has been recognized by her peers throughout the state of Indiana who have incorporated her teaching strategies into their classrooms.

One of the strengths of the physical education program that Gwen has developed at Lowell Elementary School is the way in which it is integrated with classroom learning. Children in her classes learn not only movement skills, but thinking skills such as making correct decisions to "play smart". She emphasizes "connections" between concepts taught in the classroom and those taught in the gym.

Gwen truly cares about the children in her classes. She sees each child as a special person. As one of her colleagues stated, she takes "a special interest in all of her students and goes beyond the minimum to develop a unique program where all children have success and growth — where children learn the true meaning of sportsmanship and being a winner."

Middle School Physical Education Teacher of the Year

Karen Hatch

Karen Hatch has been described as a dedicated, highly organized, enthusiastic teacher who provides a sound, innovative program for her students. Her infectious enthusiasm has provided the impetus for positive changes in student's attitudes toward physical activity.

Karen is a true professional who has provided leadership in her chosen profession at both the state and regional levels. Karen has served as IAHPERD Secretary and currently serves as the Midwest District AHPERD Vice President for Health. She has presented programs at state, regional and national conferences, and she has authored several articles that appeared in IAHPERD publications.

Karen has actively participated in a large number of community service projects. Many of her community service activities have centered around her professional competencies. Over the past ten years she has received a number of awards related to her community service.

IAHPERD Leadership Award

Gwen Robbins

Gwen Robbins is an assistant professor of physical education and Coordinator of the Fitness, Sport and Leisure program in the School of Physical Education at Ball State University. As coordinator, she is responsible for the growth and development of the required physical fitness/wellness course taken by all university students.

Gwen is the lead author for the widely used college text, *A Wellness Way of Life*, Brown Benchmark Publishers. She has developed the 500- Yard Water Run Test, an activity-specific in-the-water fitness field test for non-swimming exercisers. She also developed an aquatic fitness program called AquaCircuit which is marketed by U.S. Games.

Mrs. Robbins has been actively involved in promoting required fitness program as well as aquatic fitness activities. She has made numerous presentations at state, regional and national conferences. She has become a sought-after speaker in the field of aquatic fitness and regularly consults with individuals from around the country concerning the development of required fitness programs at colleges and universities. She has also provided leadership in a number of professional organizations.

Gwen has been recognized for her expertise in water fitness by the U.S. Water Fitness Association. In 1992 she was named an "Ambassador of Water Fitness". She was awarded both the C. Carson Conrad Award for Top Water Fitness Leader in Indiana and the Dr. Joanna Midtlying Award for Top Educator in Water Fitness in 1993.

Honor Award

David L. Gallahue

David Gallahue is Professor of Kinesiology at Indiana University in Bloomington. His area of expertise lies in the study of motor development; and the movement, sport, and fitness education of children.

Internationally recognized as a leader in motor development and developmental physical activity, Dr. Gallahue has authored twelve books and written chapters in five additional books. He is the originator and developer of a series of eight PACE (Positive Approach to Children's Education) conferences.

Dr. Gallahue is a frequent speaker who has made more than two-hundred presentations including invited papers and workshops at the state, regional, national, and international levels. He has been a guest lecturer at colleges and universities throughout the United States as well as around the world (Egypt, England, Brazil, and Canada). Dr. Gallahue has been a visiting professor in Australia, Chile, Brazil, Egypt, Kuwait, Bahrain, Iran, and Canada. He has been the Keynote Speaker at more than thirty conferences.

Dr. Gallahue has also been active in professional and community organizations. He served as president of NASPE and as chair of the NASPE Motor Development Academy. He chaired the executive board of COPEC. He served on the IAHPERD Journal Editorial Board. He is a member of the Monroe County Youth Shelter Advisory Board, the Monroe County Habitat for Humanity Advisory Board, and Monroe County Parent's in Action.

Dr. Gallahue has been recognized by a number of groups for his scholarly, service and leadership contributions to our fields. He has received the Health American Fitness Leaders Award, the Midwest Alliance Scholar Award, the COPEC distinguished Service Award, the NASPE Distinguished Service Award, and the IAHPERD Leadership Award. Dr. Gallahue has been included in many prestigious lists such as: Who's Who in American Education, International Directory of Distinguished Leadership, International Authors and Writers Who's Who, International Who's Who in Education, and Men and Women of Distinction.

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Implication of the Reauthorization of IDEA for Adapted Physical Education and Recreation

Introduction

There are three pieces of legislation in the 104th Congress that are designed to reauthorize the Individuals with Disabilities Education Act (IDEA). They are the administration's bill (HR 1986) and the House and Senate legislative drafts. Eventually both the House and Senate will draft bills which will be passed by the respective bodies and resolved in conference. While it is not clear as to what the final language will be, there are recurring messages that will impact on monies for adapted physical education and therapeutic recreation from the federal level of government. These messages are as follows:

- There will be fewer categorical programs
- There will be fewer real dollars for discretionary programs
- There will be a restructuring of discretionary programs linking state efforts to Parts A-H.

Fewer Categorical Programs

In the past, adapted physical education and recreation programs have been funded through categorical personnel preparation and research programs. For this present year, there were four programs funded in adapted physical education and recreation in the

category of Careers, but no funding for new Leadership Training, Special Projects, or Research. Reducing categorical programs may make it more difficult to obtain federal monies because it will be necessary for adapted physical education and recreation programs to compete with other special education programs.

Fewer Real Dollars

Discretionary programs (i.e., programs other than Part B) will receive close scrutiny by the Appropriations Committee in an attempt to balance the federal budget by 2002. Thus, there will be fewer real dollars for the aggregate special education programs. This will intensify competition for adapted physical education and recreation for federal funds which must support previous other categorical special education programs.

Linking State Efforts

The pool of federal money for personnel preparation will be reduced because substantial sums of money will be given back to the states for improving educational programs for students with disabilities. This will make it more difficult to acquire federal funds but provides new opportunities to obtain state monies for adapted physical education and recreation.

It is vital that adapted

physical education and recreation personnel become active to participate in seeking state funds. This requires setting up legislative infrastructures and development of a message that is in sync with more broad public policy issues. The development of the legislative infrastructure is described by Arnhold and Auxter (Palaestra, 11 #3, 1995) and the message is that the Centers for Disease Control and Prevention has identified people with disabilities as a target health promotion risk group because of insufficient leisure physical activity and obesity. Acute health care for most persons with disabilities is subsidized by the U.S. Department of Health and Human Services and the States. Therefore, it is economically feasible and of personal value to persons with disabilities that efforts be made to control excess weight through leisure physical activity and proper diet. Carrying a policy driven message to individual states will assist in securing state funding for physical education and recreation programs. Therefore, it is essential that state AHPERD members become active in advocating for the programs supported by this mandate. The time is NOW to get involved!



The Litigation Connection . . .



AVOIDING COURT

Edited by

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Legal Concerns of the Athletic Trainer

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In recent years negligence suits against coaches, school officials, and physicians have increased dramatically.¹ Presently not many cases have involved certified athletic trainers (ATCs).¹⁴ However, as ATCs become recognized more as allied health care providers, they too will be named in many lawsuits. A great deal of care must be taken in athletic training procedures in order to conform to legal guidelines governing liability.^{1,2,13,14}

Many ATCs have many athletes to care for with limited help to do so in most cases. They are expected to be caring, thorough, tireless, and wise every single day they come to work.⁶ Therefore, it is easy to make mistakes. However, a mistake at the wrong time can jeopardize an ATCs' professional standing, personal assets, and self-respect.^{1,13}

The National Athletic Trainers Association (NATA) has established six domains, all of which the athletic trainer should be competent in: 1) prevention of athletic injuries, 2) recognition and evaluation of athletic injuries, 3) management and treatment of athletic injuries, 4) rehabilitation

and reconditioning of athletic injuries, 5) organization and administration of athletic training programs, and 6) education and counseling of athletes. Along with the six domains the NATA has established a Professional Code of Ethics. Knowing this, it is easy to see how athletic trainers are open to lawsuits. This article will provide a general overview of negligence and subsequent ways in which athletic trainers can avoid liability suits.

NEGLIGENCE AT A GLANCE

Athletic trainers are usually sued under a negligent tort theory.⁹ Drowatzky defines negligence as a type of tort in which the athletic trainer fails to act as a reasonably prudent athletic trainer would act under similar circumstances.⁵ There are two types of negligence — omission and commission. Omission is the failure to do something that should be done. Commission is performance of an act that the athletic trainer should not have done.

In order to prove an athletic trainer is negligent, the patient must prove the following four components:⁴

Conduct by the Athletic Trainer

Only when athletic trainers take

action or fail to take action can they be accused of negligence.

1) Duty:

Athletic trainers have a duty to provide athletic training services to athletes in their institution's athletic program. These duties include providing or obtaining reasonable medical assistance for injured athletes, maintaining confidentiality, providing proper supervision, providing safe facilities and equipment, and disclosing any information the athlete wants to know about their condition.¹³

2) Breach of Duty:

Patient must show beyond a shadow of doubt that the athletic trainer breached a duty owed to them. The issue is whether or not the athletic trainers would under similar circumstances.

3) Casual Relationships:

This simply means that the athletic trainer's actions were the proximate cause of injury to the athlete.⁹ Foreseeability falls under this category. Foreseeability is defined as knowledge or notice that a result is likely to occur if a

- certain act occurs.^{11,13,15}
- 4) Damages:
Finally, the athlete must have actually suffered some damage or injury. If the athletic trainer breached a duty without causing any harm, no negligence has occurred.⁸

LEGAL DEFENSES

Now, that it has been established how athletic trainers can be found negligent, how can they defend themselves? The best defense, obviously, is to provide high quality athletic training services at all times.¹³ There are five basic defenses an athletic trainer can use in a negligence case.¹³

- 1) Statute of Limitations:
There are individual state laws that fix a certain period of time within which one can be sued for their actions or failure to take action.
- 2) Sovereign Immunity
This is a legal doctrine that holds that neither governments or their agents or failure to take action.
- 3) Assumption of Risk:
Athletes must fully appreciate risks of sport and also knowingly, voluntarily, and unequivocally choose to participate in spite of the risks.
- 4) Good Samaritan Immunity:
In some states this protects health care providers who volunteer their services in aid of an injured person.³
- 5) Comparative Negligence:
Often used to determine if liability for an athletic injury be split between the plaintiff and defendant. Comparative negligence determines the degree of fault the athletic trainer and the injured athlete have for causing injury.

AVOIDING LAWSUITS

When all is said and done the best way to protect yourself is to do everything in your power to avoid being sued. Considering all the duties an athletic trainer is called upon to perform this is no easy task. Graham offers ten ways to dodge the legal bullet:⁷

- 1) Build strong relationships with athletes, parents, co-workers, and subordinates. It is essential to build these relationships so that your skills and professionalism are

- noticed and well trusted,
- 2) Have a written contract supported by a detailed job description,
- 3) Obtain informed consent for services you perform,
- 4) Be sure athletes have per-participation physicals performed by licensed medical practitioners,
- 5) Know your profession, keep educated about injuries and their treatment,
- 6) Document and remedy any foreseeable hazards,
- 7) Establish strict policies that are adhered to when dealing with all injuries,
- 8) Document all findings of injuries, treatments, and rehabilitation procedures,
- 9) Maintain confidentiality of athletes' records, and
- 10) Practice within your limitations of state laws and your own training.
Arnheim suggests the following in order for an athletic trainer to be reasonable and prudent:¹
 - 1) Develop and carefully follow an emergency plan;
 - 2) Keep accurate records of all incidents and subsequent actions,
 - 3) Become familiar with the health status and medical history of all the athletes under your direct care,
 - 4) Establish and maintain qualified supervision of the athletic training room, its environs, facilities, and equipment,
 - 5) If allowed by law, exercise extreme caution in the administration of nonprescription medications, do not dispense prescription drugs,
 - 6) Use only those therapeutic methods you're qualified to use and allowed by law,
 - 7) Do not use faulty or hazardous equipment,
 - 8) Insist upon quality protective equipment and be sure it is properly fitted and maintained,
 - 9) Do not permit injured players to participate unless cleared by the team physician,
 - 10) Do not under any circumstances give local anaesthetics to enable an athlete to continue to play without pain, this is not only dangerous but unethical,
 - 11) Never let coaches pressure or influence your decision on returning athletes to competition,

- 12) Follow orders of team physicians at all times,
- 13) Use common sense.

While there are some similarities between these two lists their importance cannot be stressed enough. Paying attention to details, while at times can be troublesome, can save you in the long run. Remember hindsight is 20/20.

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CRYOTHERAPY IN SPORT INJURY MANAGEMENT

Kenneth L. Knight, PhD, ATC

Contact: Janet Ware
US Price: \$26.00 (Paper)
Pages: 301
Pub. Date: August 1995

ISBN: 0-87322-771-9
Canadian Price: \$36.50
Item: BKN10771

NEW BOOK ANSWERS QUESTIONS ABOUT USING COLD TO TREAT SPORT INJURIES

CHAMPAIGN, IL— Few professional, college, or high school sporting events take place without ice packs on the sidelines. Cold is the universally accepted way to treat athletic injuries, but exactly when and how should it be applied for best results?

CRYOTHERAPY IN SPORT INJURY MANAGEMENT, a new release from Human Kinetics, answers that question. Author Kenneth L. Knight—a veteran athletic trainer, sports medicine researcher, and athletic training educator—presents the most extensive and up-to-date information available on understanding and using cold to treat and rehabilitate injuries.

Says *Otho Davis, MA, ATC*, head athletic trainer for the *Philadelphia Eagles*, "Without a doubt, this is the most concise presentation ever on the subject of cryotherapy. A full understanding of this subject has been needed by the profession for several years."

CRYOTHERAPY IN SPORT INJURY MANAGEMENT gives readers clear how-to instructions for both immediate and long-term care of a wide variety of injuries. Athletic trainers, physical therapists, sport physicians, and other sports medicine specialists will find the numerous clinical applications and accompanying illustrations especially useful. The book also presents the theoretical basis for cryotherapy, along with subject and author indexes and more than 800 references, making it a valuable reference for researchers and practitioners alike.

Part I introduces readers to the concept of cold injury treatment and examines the cold versus hot treatment controversy. Knight traces the development of cryotherapy from the ancient Greeks and Romans to the present day.

Part II, *The Scientific Basis of Cryotherapy*, reviews in depth the physiological response of bodily tissues to cold treatment and provides a theoretical basis for the cryotherapy techniques used in dealing with acute musculoskeletal conditions. Throughout this section, Knight includes specific, direct applications of the principles being discussed. He also introduces precautions and caveats on when not to use the technique.

Part III, *Clinical Techniques Involving Cryotherapy*, discusses the most common (and some not-so-common) cryotherapeutic techniques, and is abundantly illustrated for direct application. This section provides clear instructions for administering both immediate and long-term care of a variety of injuries. Pre- and postsurgical applications of cold treatment are evaluated, including cold packs, ice immersion, and cold whirlpool, and sprays. Knight also describes the role of cryotherapy in rehabilitation.

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ABOUT THE AUTHOR

Kenneth L. Knight has dedicated his professional career to understanding cryotherapy. He is a professor of athletic training at Indiana State University, where he is chair of the Athletic Training Department. He is also director of ISU's Sports Injury Research Laboratory, which is recognized as the world leader in sport injury cryotherapy research. Nationally recognized in athletic training education, Knight has served as trainer for high school, junior college, and college teams for over 25 years and as an athletic training educator since 1973. The National Athletic Trainers association recognized Knight as the Educator of the Year in 1995.

Knight has published two books and numerous articles on sports medicine and serves as editor-in-chief of the *Journal of Athletic Training*, the official journal of the National Athletic Trainers Association.



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BUILDING DANCES: A Guide to Putting Movements Together

Susan McGreevy-Nichols

Helene Scheff

Contact: Jolene Rupe
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MORE THAN 230 TEACHER-TESTED IDEAS FOR FACILITATING DANCE

CHAMPAIGN, IL— Dance gives children an opportunity to use their imaginations and move creatively. **BUILDING DANCES**, a new how-to resource published by Human Kinetics, provides all the tools and blueprints teachers need to create and facilitate dances, even if they have never taught dance before.

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- student outcome/assessment forms and sample criteria;
- summaries; and
- a glossary that explains important dance terms in everyday language.

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Part I: Laying a Foundation—Specs and Codes • **Part II:** Identifying Building Supplies—Materials and Tools Needed for Building Dances • **Part III:** Constructing the Frame and Roof—Meaningful Organizations of Materials • **Part IV:** Adding the Architectural Details—Individualization of Dances • **Part V:** Putting It All Together—Seven Steps Through the Choreographic Process • **Part VI:** Inspecting Your New Creation—The New Building • **Part VII:** Building Dances From Sample Blueprints—Activities to Implement the Choreographic Process • Glossary

ABOUT THE AUTHORS

Susan McGreevy-Nichols has been teaching at Roger Williams Middle School in Providence, Rhode Island, since 1974. She is the founder and director of the inner-city school's nationally recognized dance program in which more than 300 of the school's 900 students elect to participate. Susan also lectures nationally on setting up dance programs in public schools, teaching dance as a non-dancer, dance assessment, and writing grants for dance programs.

She has served as the president of the Rhode Island Association for Health, Physical Education, Recreation and Dance (RIAPERD) and as vice president of dance for the Eastern District of AAHPERD. She is on the National Dance Association's (NDA) Education Committee and is chair of the Rhode Island Alliance for Arts in Education. In 1994 McGreevy-Nichols was named Rhode Island's Dance Teacher of the Year in 1995 she was honored as the NDA National Dance Teacher of the Year.

Helene Scheff is director of ballet and Kingstown Dance Center, North Kingstown, Rhode Island; ballet consultant at Roger Williams Middle School in Providence, Rhode Island; and resident choreographer of the South County Player's Children's Theatre. She is also the administrative director of Chance to Dance, a statewide dance program that brings dance to children in grades 4 through 8.

Scheff is vice president of dance for the Rhode Island AAHPERD, serves on the Advocacy and Promotions committees for the NDA, and is treasurer for the Rhode Island Alliance for Arts in Education. Scheff lectures around the country on dance, fund-raising, and dance administration. She is a founding member and past president of Dance Alliance of Rhode Island.



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ATHLETIC THERAPY TODAY

The Journal for Sports Health-Care Professionals

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