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Moving Forward

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Indiana AHPERD Journal

Volume 43, Number 1

Winter 2014

Indiana Association for Health, Physical Education, Recreation, and Dance

Contents

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President's Message	1
Notions from Your Editor:.....	2
<i>Thomas H. Sawyer and Tonya L. Gimbert</i>	
Sport Sales Lead Nurturing: Do You Know What It Takes to Get to "Yes"?	3
<i>Karin Surber and Lawrence W. Judge</i>	
A Multi-Dimensional Wellness Curriculum with a Multi-Level Focus in Higher Education	5
<i>Mindy Hartman Mayol, Lisa Hicks, Heidi Hancher-Rauch</i>	
Youth Olympic Games: Connecting the Ideals of Olympism with High School Sports.....	11
<i>Kiley Yates, Chris White, John Fernstrum, Amy Blake, and Lawrence W. Judge</i>	
Attention IAHPERD Members.....	16
Future AAHPERD National Conventions	16
IAHPERD Scholarship/Awards Program, 2013	17
2013 Sport Management Conference	25
2013 Sport Management Awards	26
Overview of the 2013 Sport Management Conference.....	27
Student Awards	28

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Moving Forward

Message from the President

President's Message

Thank you for this opportunity to share my vision as President of IAHPERD. I'm very excited to collaborate with each of you as we work together to make a difference to our organization.

I became a teacher (college professor) due to the influence of many great teachers, like Dr. Tom Sawyer from Indiana State University. My educational philosophy originates from all of those great educators who helped to mold my philosophical view of the world. I am a realist who believes that values last a lifetime and are to be used to build strong frameworks to ensure successful futures for our institutions. Each organization must carve out its own destiny; but teachers, students, parents, staff, administrators, and alumni must be given the tools to do so.

Teaching is in my blood. My father (Ira) began his career as a physical education teacher and coach before earning his PhD from Indiana State University and becoming an athletic administrator. He inspired, encouraged, and motivated every life he touched. He helped many aspiring young athletes achieve their full potential through the feedback, insight, and guidance he gave. It was through his inspiration (with the help of his assistant coach, my mother, Joan) that I embarked on my journey into coaching. My mother equally influenced many lives through her forty year journey of teaching in the Gary Community Schools. I recently shared with some coaching students that I credit my career to both my parents and the lessons they taught me like; "first impressions do count", "five minutes early is on time", "create a unique brand" and being "visionary" are all necessary for success.

I believe that my experience has provided me with the depth needed to serve effectively as President of IAHPERD. I have worked extensively with our national governing body of track and field (USATF) in curriculum development and coach's education. Throughout my career, I have been blessed to have opportunities that include; USATF national chairman for coach's education, lead instructor, USATF Master Coach, completion of Level III certification, Level II&III instructor for IAAF coach's education, 18 years of experience with Division I athletics, head coach of Division I program, training 8 Olympians, coaching over 100 All-Americans, coaching US Paralympic track and field, as well as facilitating proficiency in event management, compliance, resource development & budgeting, and personnel administration. For the past

seven and a half years, I have worked in the school of physical education, sport and exercise science at Ball State University. I have taught sport administration, exercise science, coaching and physical education activity courses.

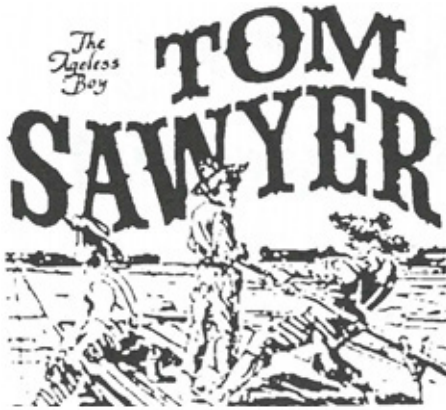
The PE profession has become more specialized; but, through it all, I will always consider myself a generalist physical educator first. I believe standards-based physical education is essential for the health and well-being of every student including those with special needs. For this reason, we continue striving to effect change through the vision and goals of IAHPERD. My goal is that IAHPERD will be secured through strengthened partnership with professional organizations and increasing the number of members between the ages of 22 and 30. My vision is to promote quality of life and health through physical engagement and creativity. Reaching these goals will include a challenge of 'Everyone Bring One'. Each current member is to help us move toward our goal by bringing in a new member between the ages of 22 and 30. Our Impact on the community will help to renew a surge of energy devoted toward inclusive programs and create an opportunity for physical educators to meet the needs of all students.

I believe that my experience and vision will allow me to help guide IAHPERD in taking a major role in the promotion and the development of additional relationships and partnerships throughout the state of Indiana. Because of the ever emergent financial, societal, and organizational challenges that our organization faces in providing physical literacy for the masses, we need to create imaginative and enterprising solutions. I am committed to helping IAHPERD realize its mission by building upon its strong base and aggressively seeking to meet the needs of all.

I view myself as a servant-leader and will seek input from the membership on the direction that WE, as an Association, will take over the next five-years. Through active listening and collaborative efforts, we will make decisions that move the organization forward into a new realm of possibility.

Thank you for the opportunity to serve Indiana AHPERD and keep us *Moving Forward*.

Lawrence W. Judge, PhD
Ball State University
IAHPERD President



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LEONARD v. OWEN J. ROBERTS SCHOOL DISTRICT

United States District Court, E.D. Pennsylvania
Civil Action No. 08-2016, March 5, 2009

Introduction

On April 29, 2008, Plaintiff filed a Complaint containing five Counts. Plaintiff claims that Defendant Cory Bissland acted negligently, carelessly, and recklessly when he threw a javelin that hit Plaintiff, and that the School District acted negligently and violated Plaintiff’s substantive and procedural due process rights under both the United States and Pennsylvania Constitutions.

Facts of the Case

Plaintiff Jade D. Leonard, a minor, was a member of the Owen J. Roberts High School (“High School”) track and field team. Defendant David Deroffilo and Defendant Eric Wentzle were the head coach and assistant coach, respectively, for the High School track and field team. On May 1, 2006, Plaintiff was participating in an after school training session at the High School when Defendant Corey Bissland threw a javelin that impaled her, causing serious injury. Representatives from the High School left a voicemail message at Plaintiff’s home for someone to pick her up. Leonard’s stepfather heard the message and proceeded to take her to an emergency room for treatment. Plaintiff claims Defendants Deroffilo and Wentzle, against High School policy, were not properly coaching, training, and protecting the students in athletics at the time of the incident. Plaintiff’s injuries and conditions include, but are not limited to, the impalement injury to her left thigh, persistent pain, loss of balance, headaches, and depression.

Holding of the Court

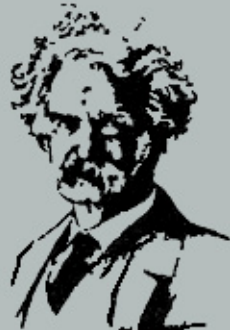
The cause of action for personal injury sounds in tort and, thus, is governed by the Tort Claims Act. The Tort Claims Act provides, in pertinent part, that no local agency shall be liable for any damages on account of any injury to a person or property caused by any act of the local agency or any employee thereof or any other person. Pursuant to that statute, municipal entities and

their employees acting in their official capacities are generally immune from tort liability based on negligence unless the alleged misconduct fits into one of the few narrow categories enumerated in the statute—none of which apply here. Notably, immunity does not extend to a municipal employee, in his or her individual capacity, if the act of the employee that caused the injury constituted a crime, actual fraud, actual malice or willful misconduct.

Risk Management Suggestions

The following are the risk management suggestions to consider arising from this legal issue:

1. Student-athletes must not be allowed to throw implements (e.g., discus, javelin, or shot put) without proper training in their use.
2. Coaches must provide direct supervision of all student-athletes using implements during practice or meets at all times.
3. When planning and designing the field event area, specifically throwing events, the planners must consider the safety of participants and spectators.
 - There must be separation for each throwing event.
 - There must be a fence clearly separating these areas from other field events (i.e., throwing events), running events, and spectator areas.
 - There must be signage warning athletes, coaches, officials, and spectators to be aware of the dangers of throwing event areas.



The secret of getting ahead is getting started. The secret of getting started is breaking your complex overwhelming tasks into small manageable tasks, and then starting on the first one.

— Mark Twain

Sport Sales Lead Nurturing: Do You Know What It Takes to Get to “Yes”?

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Introduction

Irwin, Sutton, and McCarthy (2008) identified the primary marketing mix components as product, place price, and promotion, and within the promotion mix are advertising, publicity, sales promotions, and personal selling. Although all components of the promotion mix can help contribute to the closed sale, outside of online retailers, the end sale often requires the efforts of an individual or team of sales people. Thus, selling is a critical function of marketing (Mullin, Hardy, & Sutton 2007). Sport administration educators are often tasked with the challenge of preparing students with the necessary skills to significantly impact the marketing and sales programs for future employers. Those who have experienced this task are all too familiar with the challenges that are encountered when seeking to fill club seats, secure donations, close the sales of season tickets, obtain corporate sponsorships and increase marketing through signage. Consider the methods of current seasoned professionals who started in sales many years ago. They did not have the luxury of an established client base nor a robust client resource management (CRM) package that reminded them who to call. Most sales professionals of that era did not have a marketer who was busy funneling leads or setting up appointments on their behalf. Instead, sales people often made ‘cold calls’ hoping to engage potential consumers in conversation and share the benefits of purchasing their product. When told “no”, salesmen simply moved on to the next cold call. However, salesmen soon realized that this process was an exercise in futility. Cold calling the consumer base simply resulted in exhausting potential consumers with repeated calls for products which were of no interest to the consumer. In an effort to respond to consumer needs by tailoring and restricting calls to consumers with potential interest, businessmen worked to establish a more effective process through which to market their products.

Nurturing Leads

As a result, business and sports salesmen began to examine more effective strategies to keep prospective customers on the path to purchase. This process is known as ‘lead nurturing’ (Cordo, 2012). Salesmen likely began implementing a similar mindset prior to the formal identification of ‘lead nursing’ as it simply includes a shifted mindset so that every prospect that said “No”, was considered as a future “Yes”. Salesmen likely set up call reminders on their calendars and began routine calling on these prospects at mutually agreed upon intervals. Over time, salesmen established relationships with this method, and ultimately, closed business with many customers who initially said ‘no’! The success was likely linked to taking the time to nurture relationships, making a commitment to the consumer and tailoring the sales methods to meet the needs of prospective clients. The concept of lead nurturing has developed into a strategic plan to increase sales. Cordo (2012) presents six strategies that may be helpful for beginners. The first is to ‘repurpose existing content’ by aligning existing content to the theme or message of the current campaign. Secondly, ‘test and optimize over time’ through evaluating the various messages at different stages of the program compared to the number of touches, resulting in a tailored campaign. Thirdly, ‘take a structured approach’ around the quality and quantity of offers needed to make the sale or place the lead into a different program. Additionally, Cordo (2012) offers a fourth strategy which encourages the ‘leverage of initial campaigns’ to identify the most popular content in order to tailor subsequent campaigns. The last two strategies that are recommended by Cordo (2012) are ‘accelerate or decelerate different tracks’ based upon evaluation of the level of engagement of certain leads and to ‘build toward a comprehensive strategy’ that includes stages to welcome prospective consumers, educate consumers, re-engage a cold lead and to continually evaluate the product (Cordo, 2012).

Today's electronically-connected, ultra-complex business climate makes the relationship element more rare and impactful than ever before. Through implementing a sales approach such as lead nurturing, students of sport administration may develop a skill set that will allow them to succeed in the ever challenging market of corporate sponsorships, securing donations, filling seats and meeting the expectations of employers. For those who may be hesitant, we invite consideration of statistics regarding the benefits of lead nurturing. According to Marketo (2014), companies that excel in lead nurturing:

- Generate 50% more sales-ready leads at 33% lower cost per lead.
- Reduce the percent of marketing-generated leads that are ignored by sales from as high as 80% to as low as 25%
- Raise win rates on marketing-generated leads by 7 percentage points and reduce 'no decisions' by 6 percentage points.
- Have 9% more sales reps make quota with a 10% shorter ramp up time for new reps.

So here is a point for your student's to ponder: Are you nurturing your prospects or leads? Are you calling your install base to maintain contact and foster those relationships? Or are you simply moving on to the next company, never looking back after the sale or a "not right now" answer from a lead? If you are in the latter group, we encourage you to consider utilizing a lead nurturing approach. Make sure you understand the value of the Target Prospects you are receiving through lead generations. These Target Prospects are customers who purchased/donated or sponsored something to or from our company in the past. They may not be ready right now, but eventually they will be ready to buy or commit again. Add the "Customer Intelligence" component that helps determine "when" and "what" prospects may buy, and you have a clear recipe for success. The only question remaining is whether these prospects will buy from YOU or some other sales person who is putting in the hard work and staying in touch with them. Make a habit of nurturing your leads and prospects and see how much more often you get to "YES".

Conclusion

For instructors of sport administration seeking to more actively engage students in the marketing process, consider incorporating the concept of 'lead nurturing' into the course curriculum. For young sport administrators who are currently working in the business of sales and marketing, lead nurturing may provide a structured framework through which to organize the approach to sales. In today's culture, fostering and nurturing the client base may likely provide the young marketer with a unique strategy that will set him or her apart from colleagues. Specifically targeting prospective clients and fostering the sale through lead nurturing may provide the missing link to greatly increased productivity!!

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**Conference
Information at
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A Multi-Dimensional Wellness Curriculum with a Multi-Level Focus in Higher Education

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Abstract

To best secure the individual successes of college students, a multidimensional, multilevel wellness model was established for a 15-week semester long wellness course as part of a university general education requirement. Based on learning self-reflection and self-responsibility through the discovery of the dimensions of wellness, this model includes how each dimension innervates in a balanced or unbalanced state (physical, mental, social, spiritual, intellectual, environmental, occupational and financial). This article describes a three-pronged approach to college wellness and how the courses in this model subsequently converge with one another to form experiential and interdisciplinary wellness opportunities through advanced and honors related courses.

Key Words: multi-dimensional, multi-level, wellness, curriculum, higher education

Prioritizing Health and Wellness on College Campuses

According to Healthy People 2020 (HP 2020) data (United States Department of Health and Human Services (USDHHS), 2013), obesity rates in the United States remain at historic highs with 35.7% of Americans categorized as obese, though there may be some evidence of a slight leveling-off occurring. These rates may be due in part to the fact that only 18.2% of adults reported achieving the recommended amount of weekly physical activity (150 minutes per week of moderate aerobic activity or 75 minutes of vigorous intensity activity) at the time of HP 2020 and less than one in three were consuming the recommending number of vegetable servings per day. Another common problem in American adults is a lack of sleep, with only 68.7%

of adults 25-44 years of age and 64.7% age 18-24 reporting sufficient nightly sleep (USDHHS, 2013). When combined with the data showing one in four adults has suffered from a mental health disorder in the last year, with anxiety and depression being most common, it becomes evident that many American adults could benefit from health and wellness education during their formative years of young adulthood. A high-quality multidimensional wellness course for university students may offer just the necessary opportunity to reach young adults at a time when their health behaviors are being solidified for adulthood.

With over twenty-five percent of 18-24 year olds now attending colleges and universities nationwide, a priority should be placed on offering personal development opportunities for students within health and wellness to counteract the negative trending health statistics (Kirsch & Silverman, 2005). Standards have been written for college health objectives through the American College Health Association's (2012) Healthy Campus 2020 that includes the following goals:

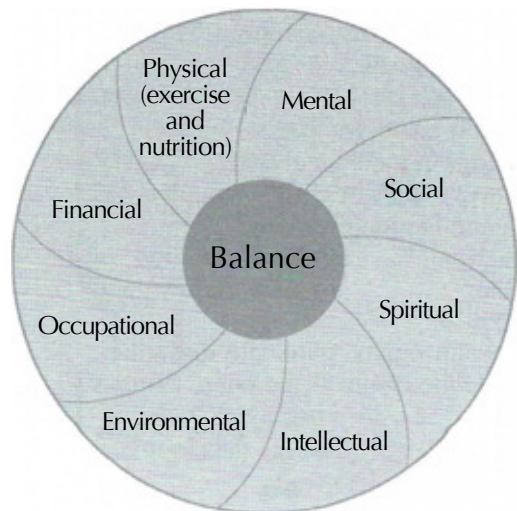
- Create social and physical environments that promote good health for all.
- Support efforts to increase academic success, productivity, student and faculty/staff retention, and life-long learning.
- Attain high-quality, longer lives free of preventable disease, disability, injury, and premature death.
- Achieve health equity, eliminate disparities, and improve the health of the entire campus community.
- Promote quality of life, healthy development, and positive health behaviors.

Sedentary issues leading to obesity, nutritional shortcoming, use of tobacco products, binge drinking, drug use and abuse and unsafe sexual practices are certainly established health concerns for the college-aged population and health promotion activities must continue to be prioritized on campuses (American College Health Association, 2008; Centers for Disease Control and Prevention, 2011).

Researchers have identified that significant alterations to a student's own physical, emotional, mental and spiritual well-being are often experienced through college matriculation. In addition to this research, factors associated with academic and social pressures along with the realization of individual freedoms to make their own health care and lifestyle choices may be overwhelming, resulting in a negative impact on their health (Rozmus, Wysochansky & Mixon, 2005; Von Ah, Ebert, Ngamvitroj, Park & Kang, 2004; Gores, 2008). Furthermore, empirical studies illustrate that there is a connection between significant health-related educational deficits for those who enter college with less than desirable cognitive/academic achievement and psychosocial levels (Haas & Fosse, 2008). Research also reveals that there is a positive interaction between academic achievement and an individual's health and wellness status and those students who progress through college without having assumed positive personal health behaviors are much less likely ever to practice them in adulthood (Horton, & Snyder, 2009; Chomitz, Slining, McGowan, Mitchell, Dawson, & Hacker, 2009).

While health goals and programs on college campuses are clearly imperative to implement, a more visibly evident connection between both health and wellness goals should be employed for the betterment of the students served. Traditionally, health and wellness courses have focused on one or two dimensions of health or wellness (i.e., physical activity and/or nutrition); however, this can be a limitation to the overall individual health successes, further compromising the multidimensional exposure and scope of wellness for the individual student.

Figure 1. Multi-Dimensional Wellness Model (Mayol, 2012)



Multi-Dimensional Wellness in College

Wellness has been defined as a holistic self-driven process involving personal lifestyle, spiritual, mental and environmental dimensions of well-being and is a way of living that values health, balance, and the minimization of unhealthy behaviors (Hettler, 1979). Hettler's (1976) Six Dimensions of Wellness model is inclusive of intellectual, emotional, social, spiritual, occupational and physical wellness. Wellness is considered multi-dimensional with each area equally important. Every dimension is interconnected, with the goal of a holistic and healthy balance (Hettler, 1976). Mayol (2012) further defines wellness as a focus on self-reflection and self-responsibility through the discovery of eight dimensions of wellness including how each interconnects with one another in a balanced or unbalanced state (physical, mental, social, spiritual, intellectual, environmental, occupational and financial wellness). Unremitting activity and cognitive reflection in each dimension of wellness is crucial for continuous engagement in practicing health and wellness behaviors.

Providing such a multidimensional wellness model may expose the student to more opportunities for personal reflection and "life-like" exposure to the art of balancing more than one or two dimensions at a time. In the human existence, wellness does not stop and start. Wellness is fluid throughout the life cycle and, in turn, should remain fluid throughout a student's college tenure and within the campus culture- not starting and stopping within one semester's time. Exposure and reinforcement of health and wellness education via education specialists in this domain can strengthen students' perceptions of health and wellness and embolden them to initiate or maintain these positive behaviors thereby increasing their probability for well-rounded individual success (American College of Lifestyle Medicine, 2012).

An institution's mission often includes statements that support the education and development of the student, personally and professionally. The mission at the authors' institution "is to prepare our graduates for effective, responsible, and articulate membership in the complex societies in which they live and serve, and for excellence and leadership in their personal and professional lives" (University of Indianapolis, n.d., para. 7). To best satisfy this mission, a multidimensional wellness model, inclusive of eight dimensions: physical (exercise and nutrition), mental, social, spiritual, intellectual, environmental, occupational and financial, is necessary. Students exposed to a multilevel, multidimensional wellness curriculum should find themselves better prepared for overall well-being and success through fulfilling these five foundational competencies by the end of the wellness curriculum:

1. Explain and apply the multidimensional, functional approach to wellness inclusive of all eight dimensions (physical, mental, social, spiritual, intellectual, environmental, occupational and financial) using self-reflection.
2. Evaluate personal health behaviors in all eight

dimensions of wellness for maintenance and improvement.

3. Practice self-awareness and goal setting via a thorough personal health risk appraisal, determining personal risk factors for various disease-states, illnesses and behaviors.
4. Develop and implement a personal plan for continuous engagement in practicing positive health and wellness behaviors, including establishing short-term and long-term wellness goals stemming from evaluations of all dimensions.
5. Demonstrate proficiency in proper technique and intensity of health enhancing physical activity and receive feedback focused on improving self-efficacy related to lifetime physical activity involvement.

Throughout the multi-dimensional wellness curriculum, the reinforcement of balance as the overall goal is deliberated and attainment of balance through high levels of understanding and being active in each dimension of wellness at a personal level is also presented. Curriculum objectives include providing a foundation of the dimensions of wellness and the ability to look introspectively into one's needs to aid in the discovery of present wellness status and goals for overall balance.

The author's institution recognizes that not only does a multi-dimensional approach to wellness best benefit the individual student but a multi-level, consistent approach best satisfies the ultimate outcome for successful behavior change. At the first level, the curriculum targets the college freshmen of varying majors. This approach subsequently converges into more experiential and interdisciplinary wellness perspectives through optional advanced (2nd level) and honors (3rd level) related courses targeting students of any year or major. Based on the Six Dimensions of Wellness Model (Hettler, 1976), the Healthy Campus initiatives (American College Health Association, 2012), the foundational goals of the university's Healthy Diploma™ program (University of Indianapolis, n.d., para.1), and the refined multi-dimensional wellness concept inclusive of all eight wellness dimensions (Mayol, 2012), the author's curriculum is dissected into the following levels:

- Level I: Wellness and Fitness for a Lifetime,
- Level II: Advanced Wellness and Fitness for a Lifetime, and
- Level III: Honors Wellness and Fitness for a Lifetime.

Level I- Wellness & Fitness for a Lifetime

Student-Base: During a 15-week semester, the Level I (one credit hour) course meets twice weekly and targets the first year college student. At the author's university, all students, regardless of major, must complete this course in order to meet the wellness competency requirement as part of the university's general education core, related to the aforementioned mission statement.

Curriculum: The purpose of this course is to introduce students to the eight dimensions of wellness (physical, mental, social, spiritual, intellectual, environmental, occupational and financial), to assist the student in determining his or her own overall "wellness level"

by understanding balance and activity/inactivity in each dimension and to provide opportunities for weekly physical activity. Teaching methods for this level include lecture, online and written activities/assignments, interactive classroom discussions, content-expert guest speakers and health and exercise activities. Two examinations covering the varying dimensions of wellness are given at the midpoint and conclusion of the semester.

Assignments/Projects. This initial level incorporates the following:

- a) introspective textbook and online assignments, online interactive activities and poll questions discussing the foundations of the eight wellness dimensions to promote skills for adaptation to change and self-reflection for continuous engagement in practicing healthy behaviors
- b) a Multi-Dimensional Wellness Inventory (Mayol, Scott & Schreiber, 2013) taken at the beginning and end of each semester designed to measure one's perceived behavior with respect to personal wellness orientation within the physical (exercise and nutrition), mental, social, spiritual, intellectual, environmental, occupational and financial wellness dimensions,
- c) a "Life After Wellness" personal reflection/wellness paper summarizing progress made within each wellness dimension and/or goal set at the beginning of the semester along with establishing plans for future wellness goals. Students also discuss their health and fitness test results and interpretations indicating which measures they need to maintain or improve upon for their future health. They also must make a physical activity plan for the future by listing three physical activities they enjoy and finding locations that offer these activities,
- d) a health appraisal day assessing health and fitness measures that include a 1-mile Rockport walk test, 1-minute push-up test, 1-minute curl up test, sit-and-reach trunk flexibility test, body composition check (estimated body fat %, body mass index, height and weight) and resting blood pressure (taken manually). All health appraisal assessments follow the American College of Sports Medicine (2013)'s exercise testing guidelines. In addition, there is a blood/lab draw offered to students which is optional but highly encouraged. The blood draw consists of a basic metabolic panel along with a lipid panel so that students are able to increase awareness of their blood chemistries as emerging adults.

Expert Resources: Content experts in financial wellness, drug and alcohol abuse and addiction and injury prevention and personal safety, are scheduled to speak to students in the Level I wellness courses throughout the semester. These expert speakers provide focused perspectives of their disciplines, offering reinforcement of the multidimensionality of wellness as well as opportunities for students to ask questions directly of the experts. This partnership between the wellness curriculum and content expert also offers increased credibility to the course's

purpose and intent to educate students on how the dimensions of wellness are interconnected- positively or negatively impacting one another.

Physical Activity: Exercise activities are scheduled into this first level course, on average once per week. Students can choose one of three physical activity foci: 1) yoga/Pilates mix, 2) cardio/strength mix, or 3) strength training mix. Allowing students to select a course section focused on their personal physical activity interests help increase student excitement about the course, as well as increase the chances that students will continue the activities post-graduation. Instructors work closely with each student to modify certain exercises to best accommodate individual needs.

Level II- Advanced Wellness & Fitness for a Lifetime

Student-Base: This one credit hour Level II course meets for a 15-week semester twice weekly and targets the student who has completed the Level I course and also has been accepted into the university's Healthy Diploma program (University of Indianapolis, n.d., para.1).

Curriculum: The purpose of this advanced course is to provide a reflection and an expansion to the eight dimensions of wellness and to assist the student in determining his or her own overall "wellness level". This course continues the multi-dimensional approach inclusive of all eight wellness dimensions, first experienced by students in the Level I course. As an advanced course, it offers experiential activities, assignments and projects that further bring multi-dimensional theory to life, as well as provides time for weekly physical activity. The concept of balance is reinforced yet again to students in the Level II course and opportunities for further reflection of activity/inactivity in each dimension is implemented into the course through various authentic projects and assignments. Teaching methods for this Level II course include individual and group projects in the form of written and PowerPoint® presentations, interactive classroom roundtable discussions, content-expert guest speakers and health and exercise activities.

Assignments/Projects: Level II course projects are based on putting multi-dimensional wellness theory into practice via small and large individual and group activities. Examples of individual projects include:

- a) a paper reporting on students' analysis and evaluation of healthier alternatives (including food, beverages and desserts) that are currently being used in the university dining hall
- b) a second paper reporting students' analysis and evaluation of healthy recipes, one required to be a dessert item, and describing why they have deemed the food item as healthy by using guidelines discussed in the Level I course. Copies of recipes are shared with classmates,
- c) a third paper focusing on multi-dimensional wellness where students list their initial and present perspectives on the various wellness dimensions "was and is now" along with findings from journal article reviews that support their current views,

d) completion of the Multi-Dimensional Wellness Inventory (Mayol, Scott & Schreiber, 2013), and the TestWell College Edition Wellness Inventory (National Wellness Institute, 1992) that measures the effects of health and wellness behaviors and risks, and

e) similar health and fitness testing is also conducted for Level II students but testing is conducted through the university's Healthy Diploma program at a specified times throughout the school year.

f) a personal reflection/wellness paper establishing personal SMART goals (for each of the eight wellness dimensions) that stem from reflections and notes taken in a personal journal.

Examples of group projects include: a PowerPoint® presentation

a) a PowerPoint® presentation that discusses details of an interview that Level II students conduct with someone of a different ethnic background to better learn about views and approaches of wellness cross-culturally, and

b) a second PowerPoint® presentation that discusses details of an interview advanced wellness students complete with two individuals of different generations to better learn about views and approaches of wellness across the generations.

Expert Resources: Specialists and experts in spiritual wellness, financial wellness, community engagement, drug and alcohol abuse and addiction and injury prevention and personal safety, are scheduled to discuss their specialty topics to students in the Level II wellness courses throughout the semester. These expert speakers provide focused perspectives of their disciplines, offering reinforcement of the multidimensionality of wellness as well as opportunities for students to ask questions directly of the experts.

Physical Activity: Exercise activities are scheduled within this Level II course on average once per week. Instructors initially work closely with each student to establish new personalized exercise programs or modify current exercise programs to best accommodate the students' needs and goals. Yoga, Pilates and tai chi exercise specialists are also invited to a class session to take students through new experiences in these formats.

Level III- Honors Wellness & Fitness for a Lifetime

Student-Base: Students taking this two credit hour Level III course come together twice a week for one 15-week college semester and are typically first year or second year college students accepted into the university's Honors College or Healthy Diploma program. The Level III course also meets the university's criteria for achieving the wellness competency requirement in the general education core.

Curriculum: This high level course is approached through a same multidimensional view of wellness inclusive of eight dimensions that is based on learning self-responsibility and self-reflection through having an understanding of each dimension and the interactions between all dimensions to achieve a balanced state. Through various interdisciplinary and experiential assignments and projects, Level III students are expected

to apply deep, critical thinking to assignments and projects in this course. Teaching methods for this level include lecture, online and written activities/assignments, in-depth classroom discussions and hands-on activities, group projects, content-expert guest speakers and group and individual health and exercise activities. Two examinations covering the varying dimensions of wellness are given at the midpoint and conclusion of the semester.

Assignments/Projects: Individual and group projects in this Level III course are multi-dimensional in nature and provide opportunities for students to understand and apply a deeper meaning of personal wellness. Examples of individual projects include:

- a) self-examining assignments and interactive activities and games outlining foundational topics that are attentive to the physical (exercise and nutrition), mental, social, spiritual, intellectual, environmental, occupational and financial dimensions of wellness,
- b) a pre and post semester completion of the Multi-Dimensional Wellness Inventory (Mayol, Scott & Schreiber, 2013),
- c) a personal reflection/wellness paper that includes both the establishment of personal goals (for each of the eight wellness dimensions) that stem from reflections and notes taken in a personal journal and written reflections from their readings about emotional intelligence and successful thinking strategies,
- d) participation in a health appraisal day assessing health and fitness measures and blood/lab draw options that the Level I course requires,

Examples of group projects include:

- a) a similar paper to the one described in Level II analyzing healthier food options in the university dining hall is presented by the group in a roundtable discussion with the addition of a poster illustrating their findings that are hung in a frequently used classroom promoting their healthier findings to other students,
- b) a wellness presentation that discusses multi-dimensional wellness cross-culturally that includes findings from the group's interview with someone of a different ethnicity or culture than their own,
- c) a second presentation that presents multi-dimensional wellness cross-generationally based on the group's interview details from two individuals of two different generations than their own.

Expert Resources: Content-experts in diversity and multiculturalism, spiritual wellness, financial wellness, service learning, community engagement, drug and alcohol abuse and addiction and injury prevention and personal safety, are scheduled throughout the semester to present their specialty topics to the Level III students with an open forum for questions and answers. A field trip experience to a local whole foods store is also scheduled for this course as a part of the nutrition unit, with the goal of increasing exposure to options available to students as eventual consumers.

Physical Activity: Individual and group activities are also scheduled into this Level III course on average

once per week. At first, instructors assist students with a personalized exercise program to best accommodate their goals. Then, group exercise sessions are held in a collective environment to introduce other exercise modes such as strength and conditioning, balance and core-based classes, cardio-based classes, yoga, Pilates and tai chi. There is also time planned for open activity where these Level III students get to choose what physical activities they want to do for that specific time frame.

Conclusion

The multi-dimensional approach employed at this university is based on the emphasis of each dimension of wellness equally important to the next and all components are interconnected with one another, helping people strive towards a more holistic and healthy balance (Mayol, 2012). An initial and internal program evaluation of 568 students enrolled in these wellness courses demonstrated improvement in students' perceived wellness status in physical wellness by 4.2%, mental wellness by 2.1 %, social wellness by 1%, spiritual wellness and intellectual wellness by 1.2%, environmental wellness by 4.9%, occupational wellness by 1.9% and financial wellness by 2.3%, respectively (Mayol, 2011). These initial results indicated improvements from the beginning to end of the semester with students receiving a multi-dimensional wellness education and instruction aiding in their personal growth and behavioral applications of wellness.

Many wellness courses do not encompass the varying yet interconnected dimensions of wellness, and, by extension, do not evaluate growth in each of these dimensions. The offering of these efficacious program outcomes have produced opportunities for further research into understanding various impactful relationships with academic achievement, engagement and retention between multi-dimensional wellness levels and college-aged students. Moreover, this initial program evaluation prompted further revisions of the Multi-Dimensional Wellness Inventory via validity and reliability studies currently in progress (Mayol, Scott & Schreiber, 2013).

These multi-level wellness courses are designed to help meet the needs of today's students, and are doing so, through use of the university's unique multi-dimensional wellness model. Through various mediums of presentation, students are exposed to the functionality role in their lives and are given tools for self-reflection. These modal varieties include two distinct styles of learning through classroom/textbook assignments and activities as well as offering an online complement. The purpose of offering both styles is to benefit a student's classroom and personal success along with an interactive yet autonomous and private avenue for students to complete poll questions, interactive activities, assignments and a pre and post course multidimensional wellness inventory online.

The authors' university institutes a best practice use of a multi-level, multi-dimensional wellness curriculum for its students to, not only counteract the pitfalls that can occur with physical wellness-related behavior issues, but to also encourage the awareness and self-reflection of mental,

social, spiritual, intellectual, environmental, occupational and financial wellness. As health, physical activity and wellness educators, it is imperative to assist institutions in understanding the potential impacts and benefits of such student courses and programs on other campuses through the available evidence.

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Youth Olympic Games: Connecting the Ideals of Olympism with High School Sports

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Abstract

Closely modeled after the Olympic Games, the Youth Olympic Games (YOG) are held every four years in staggered format and permits youth participants to develop and strengthen the Olympic values of respect, friendship and excellence. Spawned from growing concerns regarding the increasing rate of youth obesity and inactivity, as well as a desire to increase participation in activities surrounding the traditional Olympic Games, the International Olympic Committee (IOC) implemented their vision of an elite youth competitive event which equally promotes cultural growth and exchange. Despite the good intentions of the IOC to promote the YOG as an event which teaches positive values, the IOC has received criticism as a result of concerns with the event. The purpose of this literature review is to provide readers with a comprehensive overview of the benefits and potential unintended consequences of the YOG. Additionally, this paper will provide strategies that may assist coaches and educators in their efforts to promote the ideals of Olympism that are associated with the YOG to 14-18 year old high school students.

Key Words: Olympic spirit, cultural experience, unintended consequences

Introduction

The Youth Olympic Games (YOG) was founded in 2007 with the first competitive performances at the 2010 Summer Games in Singapore, and the 2012 Winter Games in Innsbruck, Austria. Closely modeled after the Olympic Games, the YOG are held every four years in staggered format and permits youth participants from 14 years to 18 years of age (Wade, 2007). The concept of the YOG originated from Johann Rosenzopf, an Austrian industrial manager (Seele, 2010). The realization of the YOG was spawned

from growing concerns regarding the increasing rate of youth obesity and inactivity, as well as a desire to increase participation in activities surrounding the traditional Olympic Games (Stoneman, 2011). However, the International Olympic Committee (IOC) resisted the creation of a pure sporting event – stating that their vision for a youth event that equally promotes cultural growth and exchange as well as providing an elite competitive stage. As such, the IOC developed the Culture and Exchange Program (CEP) which will be incorporated into each YOG (IOC, 2012). The CEP was designed to allow youth athletes to develop and strengthen the Olympic values of respect, friendship and excellence and is comprised of 5 themes (Olympism, skills development, well-being and healthy lifestyle, social responsibility and expression) that are designed to provide participants with the opportunity to learn community values and share experiences with athletes from across the world (CEP explanatory brochure, 2010).

Despite the good intentions of the IOC to promote the YOG as an event which encourages physical fitness, fights childhood obesity and provides youth with a culturally rich competitive experience which promotes the Olympic spirit, the IOC has received criticism as a result of concerns with the event. Opponents of the YOG argue that the event produces unintended consequences through early specialization, overexposure to the media at a young age, overtraining for a highly competitive event, overbearing parents, stretching the limits of young coaches, possible doping and may negatively impact high school sports (Judge, Petersen & Lydum, 2009). Although supporters and opponents each maintain valid arguments, the authors of this paper support the ideals of the YOG and encourage an improved marketing campaign to increase awareness of the event with the hope of

increasing the sustainability of the YOG in the United States and around the world. The purpose of this literature review is to provide readers with a comprehensive overview of the benefits and potential unintended consequences of the YOG. Additionally, this paper will provide strategies that may assist coaches and educators in their efforts to promote the ideals of Olympism that are associated with the YOG to 14-18 year old high school students.

Using the YOG to Promote the Concept of Olympism to Teach Fair Play

The concept of fair play is often mentioned as an imperative teaching component of successful sport and physical education classes (Vidoni, Ivan, & Judge, 2007). Further, sport activities are not only seen as components of sport and physical education classes, but also market themselves as main instruments for teaching new generations to act, live, and behave “fairly” in all aspects of life. Today, the new reality of sport instead reflects the statement: “Winning isn’t everything, it’s the only thing!” Today, sport competitiveness overrides the concept of participation and “fair play.” Recently, cheating meets high finances in sport, when doping scandals, corruption, and legal precedents of unfair sport practices are highly publicized by the media (Judge, Ivan, & Vidoni, 2007). Coaches and educators can take advantage of this new opportunity and connect the ideals of Olympism, promoted by the YOG, to the same demographic (14 to 18 year olds) in the high school setting. Athletics, at any level, provide important opportunities for our student-athletes such as exercise which promotes lifelong fitness, an opportunity to engage in a competitive environment, to improve physical, social and psychological skills, and to develop moral and ethical values that are needed for a lifetime. Similar to the values and ideals imbedded within the purpose of the YOG, coaches and educators hold the responsibility to lead their student-athletes as they develop into high quality young men and women. As coaches and educators often promote ideals that are associated with Olympism, it is important to increase awareness of the YOG as it may provide additional opportunities for student-athletes to further stretch not only their physical limitations but to also stretch the cultural and intrinsic objectives that are associated with the Olympic spirit. However, in order for coaches and educators to further expand the spirit of Olympism within their student-athletes, educators and coaches must teach their athletes the educational concepts that are central to the Olympic spirit. Fundamental to the understanding of Olympism is its emphasis on an educational mandate. The “life world” orientation, as described by Naul, (2002) is represented by five “basic objectives” which formed the pedagogical foundation for an international teacher’s handbook based on the values of Olympism (Binder, 2000). These objectives evolved through the deliberations of participants of three international conferences sponsored by the Foundation for Olympic and Sport Education of Athens, Greece. According to the statement of goals, activities in an Olympic education program will provide five key objectives (see Table 1).

Table 1: Teaching Olympism in the High School Setting Learning Activities in Olympic Education Would Promote the Following (Binder, 2000)

1. Enrich the human personality through physical activity and sport, blended with culture, and understood as lifelong experience.
2. Develop a sense of human solidarity, tolerance and mutual respect associated with fair play.
3. Encourage peace, mutual understanding and respect for different cultures, protection of the environment, basic human values and concerns, according to regional and national requirements.
4. Encourage excellence and achievement in accordance with fundamental Olympic ideals.
5. Develop a sense of the continuity of human civilization as explored through ancient and modern Olympic history.

The Best Kept Secret in Sports: Review of Relevant Literature

In the article, “The Best Kept Secret in Sports”, the authors provide a comprehensive overview of the pros and cons expressed by sport professionals in the United States prior to the inaugural YOG (Judge, et al., 2009). Some of the concerns reported by Judge et al. (2009) include overtraining, overexposure to the media and overly intense competition for young athletes. However, Jacques Rogue, the IOC President, has stated that physical activity in children has decreased and that advances in technology could be the reason. For example, inactivity may be connected with youth spending too much time playing video games or in front of a computer screen. Inactivity may have contributed to the increase in childhood obesity (Judge, et al., 2009). In an effort to decrease childhood obesity, the YOG was created to promote exercise and activity in young people and to promote the Olympic spirit of competition (Judge, et al., 2009). The YOG may help to reduce time spent in front of computers and video games through encouraging youth to play and be involved in sports. Judge et al. (2009) also reported that the YOG may promote the idea of fair play and moral and character development in the participants. However, potential unintended consequences that were identified include a lack of qualified coaches, damage to high school sports, lack of awareness, too much emphasis on winning, dilution of the senior Olympic Games, burnout, early specialization, a rise in illegal drug use or doping, too much time away from family, too many commitments and too great a negative impact on academics (Judge et al., 2009). Strategies to increase the awareness of the YOG are suggested by Judge et al. (2009). Recommendations which may support the sustainability of the YOG included increased communication with leaders from all sports through a collaborative summit/meeting, the preparation and education of coaches and increasing the marketing and advertising of the event (Judge et al., 2009).

Unintended negative consequences of the YOG may include the risk of injury and illness. Ruedl, Schobersberger, Pocecco, Blank, Engebretsen, Soligard & Burtscher (2012) reported on injuries and illnesses at the Innsbruck YOG.

More young men were injured than women in 2012 with injury frequency being the highest in skiing in the half pipe, snowboarding, ski cross, ice hockey, alpine skiing and figure skating (Ruedl et al., 2012). Knee, pelvis, head, lower back and shoulders were the most common injury locations, while most injuries occurred during competition as compared to training (Ruedl et al., 2012). Injuries combined with illnesses impacted the productivity of several youth participants. For example, approximately ten percent of the participants suffered from injuries and about the same number from illnesses (Ruedl et al., 2012). One-third of the injuries and illness suffered during the Games led to lost competition or training time, with respiratory illnesses being the most common illness suffered by youth participants (Ruedl et al., 2012).

Judge, Kantzidou, Bellar, Petersen, Gilreath, & Surber (2011) conducted a five question survey on the initial YOG in order to determine public awareness and attitudes in Greece. Youth sport coaches and athletes were among the survey participants. The first question obtained information to determine the level of familiarity with the YOG, and the second asked the participant to report their perception of public awareness of the YOG. Both received very low scores (Judge et al., 2011). Very few participants reported awareness of the YOG. Athletes reported a greater awareness of the YOG than coaches. A possible reason may be connected to the more frequent use of social media, such as Facebook and Twitter, by young people as compared to older coaches (Judge et al., 2011). Supporters of the YOG predicted a positive outcome for the event, believing that the ideals of the YOG will be met. The opponents of the YOG argue that the highly competitive nature an elite sports competition may lead to doping as a form of cheating (Judge et al., 2009).

Digel (2008) reports on the risks of the YOG. One potential risk includes the difficulty of teaching values in highly competitive athletics (Digel, 2008). When winning is the primary objective of an international event, what role will the values of Olympism actually play in the YOG? Digel (2008) also expressed concern regarding over-commercialization of youth sports and that the desire to gain a competitive advantage may lead to doping. Digel (2008) encourages a competitive atmosphere in which athletes want to compete for the pure joy of competition and not be subjected to overexposure and commercialization. The issue of doping is prevalent in sports. If athletes desire to win, they may make the unethical decision to cheat by doping. Another issue is determining the number of events for the YOG as compared to the senior Olympics and how participants will be selected from their country. Is it best for the YOG to include the same events and selection process as the senior games? What roles do youth sports or sports specific to young people play in the selection of events? Digel (2008) is concerned about the mass media and the selection of host cities for the event. Digel's (2008) final concern is what affect the YOG will have on the senior Olympic Games and international competition in general (Digel, 2008). Will the YOG take away the

popularity of the senior Olympic Games and other internal competitions such as the World Championships and Pan-American games? Perhaps the solution to these concerns lie in the earlier recommendations made by Judge et al., (2009) which include collaboration between sports leaders to educate and train coaches in an effort to reduce or eliminate the potential negative consequences of the YOG.

Miang (2013) noted that the vision of the YOG is to inspire youth to participate in sports and to live out the Olympic values of excellence, friendship and respect. He noted that the young Olympians learned through various projects, improved the lives of others through learning Olympic values, engaged in social interactions in the village and during competition, learned new cultural traits, and celebrated the diversity of the Olympic movement and spirit (Miang, 2010). The sports performances were outstanding by both individual and team participants. Participants learned what it takes to be a winner and champion; a winner places first; a champion displays character (Miang, 2013). The IOC president stated the first Summer YOG was a huge success and accomplished goals beyond his highest expectations (Miang, 2013). The IOC will most assuredly focus efforts on the sustainability and continuation of the YOG (Miang, 2013).

Steffen and Engebretsen (2011) report that injuries to elite athletes were a concern at the 2010 Singapore summer YOG, and that Innsbruck needs to be prepared to deal with injuries as they host the 2012 winter YOG. Innsbruck organizers can learn a great deal from Singapore.

Known as a laboratory for youth and innovation, the YOGinn was established in 2012 to connect the YOG to the academic world in order to provide a forum for research regarding how individual stakeholders were affected at the Games (Schnitzer & Kopp, 2012). Coaches, athletes, etc. will be evaluated to determine their satisfaction with the first Winter YOG Games.

Judge et al. (2011) conducted a survey to determine the positives and negatives of the YOG through the lens of sample of Greek sport professionals. The most commonly listed responses associated with the benefits of the YOG included education through sport, source of national pride, motivating young athletes and teaching of Olympic values (Judge et al., 2011). The most common negative responses included concerns related to potential drug use, the level of financial commitment for the athletes, the emphasis on winning, lack of psychological preparation of the athletes and the lack of awareness, interest or publicity (Judge et al., 2011). Potential benefits of the YOG include building new stadiums and facilities, teaching Olympic values, motivating teenage athletes, and creating pride (Judge et al., 2011). Potential consequences may include a negative impact on academics, over commitment, too much time away from family, early specialization, burnout, financial investments for the athlete, distraction from the traditional Olympics and the temptation to engage in illegal drug use (Judge et al., 2011). Increased advertising and exposure of the YOG to the general public is needed to raise money to ensure its continuance in future years (Judge et al., 2011).

Ledochowski, Unterrainer, Ruedl, Schnitzer & Kopp (2012) discussed quality of life, coach behavior, and parental involvement and how these aspects affected competitive anxiety in the 2012 Winter YOG participants. She determined that high quality of life has a positive influence on the athletes. Coach behavior that includes positive instructions and encouragement leads to lower competitive anxiety. Parental involvement that is supportive of the athlete and not overbearing can have a positive effect on the anxiety level of the competitive athlete (Ledochowski et al., 2012).

Capranica and Millard-Stafford (2011) argue that the YOG will lead to early specialization, and that additional studies will need to be conducted to determine how early specialization affects individual athletes and sports in general. Additional research will be required to determine these answers, but the YOG will provide participants to be studied at an earlier age than the senior Olympic Games.

Clearly, advocates and opponents argue valid points from each perspective. While it may be true that the YOG have areas of needed improvement, most may agree that the fundamental ideals of the YOG are widely appreciated and promoted as beneficial to the youth of our nation. Perhaps the most effective solution to reduce the unintended consequences while maximizing the benefits for youth participants include collaboration, training, marketing and awareness. Practitioners in the field today, such as coaches and educators, are likely to connect with the ideals of the YOG. Through partnering together, leaders and educators may produce the most meaningful environment for our student-athletes to apply the most valuable skills learned through sports participation; the spirit of Olympism.

Practical Application

Coaches and educators often strive to teach student-athletes similar ideals that are promoted by the YOG. Additionally, coaches also experience similar challenges that are faced by the YOG. Burnout is one example. Most competition seasons are long and rigorous. Practices and competitions along with the pressures from school and other life commitments play a role in creating burn-out for student athletes. Athletes need time and practice to develop specific skills, improve speed and agility, and increase strength through resistance training. Many players are also multi-sport athletes which increase the demands of off-season workouts. Given that athletes require significant practice to acquire sport specific skills, coaches run the risk of burning out the athletes if athletes are required to work out too often. To effectively avoid the pitfalls of burnout, coaches must determine how much is enough and how much is too much.

Effective coaches at all levels will use sports to promote exercise, fair play and teach or reveal values from players. Student-athletes play a lot of video games and spend a lot of time on their Smart Phones, on Twitter and Facebook. Through encouraging participation in sporting events, coaches and educators make a positive impact by providing student-athletes with opportunities to engage in an adequate level of physical activity each day in

order to remain fit and healthy. Resistance training, speed and agility workouts and in season conditioning provide adequate levels of activity to maintain the athlete's fitness levels.

Early specialization is an issue that affects coaches and athletes at the high school level just as it does at the elite level. Early specialization is particularly challenging in small schools that rely on athletes to play multiple sports in order to sustain varsity teams in many sports. Small schools often discourage specialization, even if the athlete desires to play at the collegiate level in a particular sport. Being an all-around athlete promotes the learning of fair play and competition on a year-round basis. Athletes learn to be a competitor by competing, not through off-season workouts that take place in isolation. Also, the social aspect of sport is important to players, coaches and parents. Non-participation in sports may socially isolate that athlete. Effective coaches will encourage players to play all sports, even if the athlete is less skilled or has greater passion for another sport. The athlete may serve as support on one team but as a standout on another. Bonds and relationships are built by spending time together, working hard and sacrificing for each other. Early specialization may create a barrier which prevents student-athletes from fully developing the spirit of Olympism that is associated with the YOG.

Coaches striving to promote the ideals associated with the YOG are strongly encouraged to remain aware of the opportunities for student-athletes to further apply these skills through elite-level participation. Additionally, coaches and educators are encouraged to utilize an educational program designed to promote the ideals and objectives of Olympism with athletes at all levels and all abilities. Regardless of which perspective is held, advocate or opponent, most coaches and educators will find value in promoting cultural sensitivity, friendship, respect and excellence.

Conclusion

The YOG may have the potential to greatly impact the sport community throughout world if the International Olympic Committee would partner with corporate sponsors and mass media outlets to promote the event. Increased awareness is needed in the United State and around the world so young people, parents and youth coaches are aware of the event and can play and prepare for future participation. At least in the United States, people love the Olympic Games and may become equally supportive of the YOG if given the opportunity through increased awareness of the elite competitive event.

The intention of the YOG is to promote cultural awareness, exchange as well as to provide an opportunity to youth athletes to compete in an elite international event. As with many new initiatives, the YOG has received criticism based on concerns related to early specialization, the impact of the media and temptations associated with intense pressure to win. Regardless of which stance is taken, advocate or opponent, most would agree that the ideals and spirit of Olympism are valuable traits to instill into youth athletes. Educators and coaches of all levels hold

similar responsibilities to promote the ideals of Olympism; friendship, respect and excellence. The promotion of fair play, increased activity for youth which helps to combat obesity and promote lifelong fitness, teaching the ideals of the Olympic spirit are challenges shared by coaches of all levels, including high school as well as elite. Promoting these ideals through an effective educational framework will only increase youth athlete's worldview as opposed to an egocentric view that many adolescents possess today. These ideals will help to eliminate prejudice and discrimination and promote equality amongst people of the world.

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Jump Rope For Heart is a national event created by the American Heart Association and the American Alliance for Health, Physical Education, Recreation and Dance. Students have fun jumping rope while becoming empowered to improve their health and help other kids with heart-health issues.

Jump Rope For Heart helps students:

- Learn the value of community service and contribute to their community's welfare
- Develop heart-healthy habits while being physically active
- Learn jump rope skills they can use for the rest of their lives
- Earn gift certificates for free school P.E. equipment from U.S. Games

Your efforts to educate your students and raise funds for research and outreach are vital to improving kids' lives.

Call 1-800-AHA-USA1 or visit heart.org/jump to get your school involved.

It Takes Heart to be a Hero



AHPERD is a proud program partner of Jump Rope For Heart.

IAHPERD Information for Journal

IAHPERD has sent numerous e-mails since the January of 2012. Several are coming back as undeliverable since the address is a school address and the school has IAHPERD filtered out. Please check your SPAM folder to see if indianaahperd@aol.com or inahperd@inahperd.org is in there and work with your school to change that and see that our communications are reaching you. Another solution is to send your home e-mail to: inahperd@inahperd.org for an update.

Thanks!

Attention IAHPERD Members

As an association, in the future more of our communications will be done through e-mail. If you did not receive an e-mail in January or February from: indianaahperd@aol.com or inahperd@inahperd.org – please update your e-mail address.

This may be done by e-mailing your current e-mail, name, and address to:

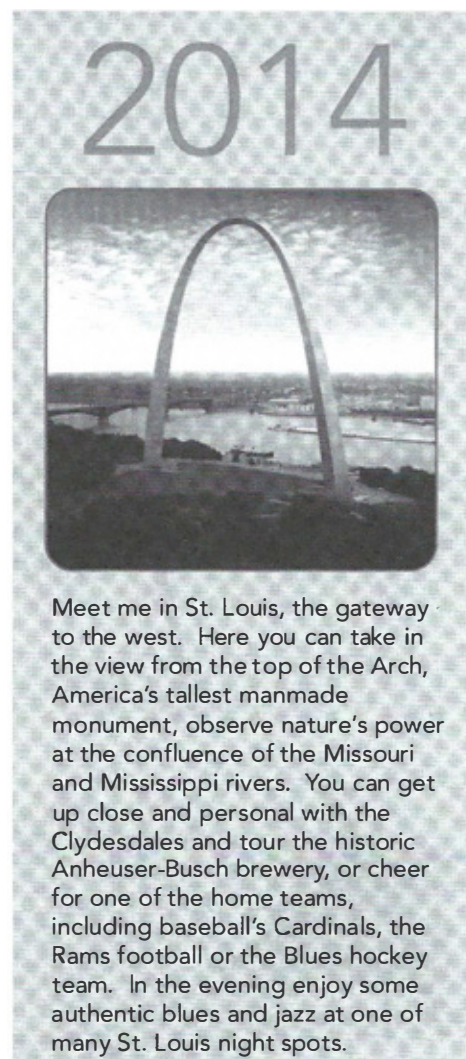
inahperd@inahperd.org

Any questions? Contact Karen Hatch, Indiana AHPERD Executive Director at the above e-mail or by telephone at:

765-664-8319

Thanks for keeping the IAHPERD membership records up-to-date.

Future AAHPERD National Conventions



Meet me in St. Louis, the gateway to the west. Here you can take in the view from the top of the Arch, America's tallest manmade monument, observe nature's power at the confluence of the Missouri and Mississippi rivers. You can get up close and personal with the Clydesdales and tour the historic Anheuser-Busch brewery, or cheer for one of the home teams, including baseball's Cardinals, the Rams football or the Blues hockey team. In the evening enjoy some authentic blues and jazz at one of many St. Louis night spots.

Future Convention Dates

2014 – St. Louis, Missouri

America's Center

April 1-5, 2014 (Tuesday-Saturday)

2015 – Seattle, Washington

Washington State Convention & Trade Center

March 17-21, 2015 (Tuesday-Saturday)

2016 – Minneapolis, Minnesota

Minneapolis Convention Center

April 5-9, 2016 (Tuesday-Saturday)

IAHPERD Scholarship/Awards Program, 2013

IAHPERD Recognition Awards

Members of the Association have distinguished themselves in service to the profession and are recognized at an Awards Celebration. Various awards and scholarships are given to recognize the achievements and contributions in health, physical education, recreation, dance and sports.

Honor Award

The Honor Award is the highest recognition by IAHPERD to one of its members who is clearly outstanding in his/her profession with long and distinguished service to health, physical education, recreation, dance, sport and/or allied areas.



Elise Studer-Smith holds two Master Degrees, a Masters in Education from University of Cincinnati in Education and Physical Education and a Master's of Arts from Indiana Wesleyan in

Physical Education. She holds a Bachelor of Science Degree in Physical Education and Health from Bowling Green State University and maintains certification with the SPARK program and has completed several NASPE Pipeline workshops.

Elise has spent most of her 30 plus professional years teaching physical education to children at the elementary school level. She taught K-12 physical education, social studies and health at South Dearborn Schools, grades 1-6 at North Dearborn Elementary and grades 1-5 at Sunman Elementary. She is currently teaching physical education at Sunman-Dearborn Intermediate School.

Elise has been recognized for exemplary teaching receiving Midwest Association for Health, Physical Education, Recreation and Dance (MAHPERD) honors and Indiana Association for Health, Physical Education, Recreation and Dance (IAHPERD) honors in 2008. She was also a finalist for national teacher of the year recognition. Elise has been recognized by the American Heart Association for her 25 years of dedication and service to the mission of that organization. Her dedication to advancing health and wellness has been recognized at the national level where she has served as Indiana's representative to the national NASPE

PEP Bill Rally in Washington, D.C. and with former Governor Bayh where her Trott'n Trojan Jump Rope Team received his invitation to perform at the state fair Sports and Fitness Expo. Elise's schools have been long standing participants in Jump Rope and Hoops for Heart programs and have generated in excess of \$130,000 for the American Heart Association.

Elise has been very active professionally. She has served on the IAHPERD Board of Directors and as Association Secretary. Within the Association she has served as Jump Rope for Heart and Hoops for Heart Program Directors, Indiana Legislative Summit Committee Chair, Advocacy Chair, Adapted Physical Education Program Director, and has been a member of several committees.

On a national level, Elise has served on the National Association for Sport and Physical Education Public Relations Committee (NASPE), MAHPERD member of Jump Rope/Hoops for Heart Committee and Indiana's representative to day of advocacy SPEAK Out! in Washington, D.C.

Elise is not only generous with her time and talent at the national and state levels, but her commitment to her community is well documented. She has served as a member of the American Red Cross, President of the Dearborn County American Heart Association, member of the Peanut Butter and Jelly Dance Company Board, President of the Phi Beta Psi Service Sorority and many other service initiatives.

Elise has published her ideas on activities for children in the Indiana AHPERD Journal, Great Activities Newspaper and has presented sessions at the Indiana AHPERD Conference.

Legacy Award

The Legacy Award is designed to recognize persons who have given long and distinguished service to the Association. This award is not intended to overshadow the Honor Award but recognizes persons who have left a legacy, a benchmark or a standard in professional service, scholarship and leadership.

Bobbi Lautzenheiser graduated from Michigan State University with a Bachelor of Science Degree in Physical Education and from Indiana University with a Master's Degree in Secondary Education. Bobbi has taught health and physical education for 35 years primarily



with junior high school age students. Bobbi's teaching appointments include Tekonsha Community Schools, Angola High School and 32 years at Manchester Jr-Sr High School where she served as Department Chair and taught health and physical education. Bobbi also spent 25 years coaching volleyball, 11 years coaching junior high school track and two years coaching high school gymnastics. While serving as Department Chair, Bobbi represented her school corporation on committees including HIV/AIDS Policy & Curricula Development and Implementation, MCS Coordinated School Health Planning Committee, Mother-Daughter Night, American Heart Association's Red Dress events, etc

Bobbi has been very generous with her time and talent. She became involved in IAHPERD shortly after moving to Indiana from Michigan. She has served as a member of the IAHPERD Regional Council, has served as the IAHPERD Regions Coordinator, Awards/Scholarship Chair and currently serves as the Historian/Necrologist and a member of the Awards/Scholarship Committee. While serving as Regional Council Member and State Regions Coordinator, Bobbie, Mary Jo McClelland and Dr. Lana Groombridge hosted several Association sponsored regional workshops presenting their ideas on technology, health, and other timely, relevant topics of interest to health and physical educators. Bobbi also serves on the Manchester University Academic Advisory Council offering her expertise on preparing future educators. She has mentored and collaborated with pre-service teachers and professors from Manchester University for several years.

Bobbi has been recognized by IAHPERD for her contributions to the profession. She was awarded the IAHPERD Middle School Physical Educator of the Year Award in 1994 and the IAHPERD Health Educator of the Year Award in 2003.

In her retirement, Bobbi plans to bicycle, read, sew and travel with friends.

Teacher of the Year Awards

The Teacher of the Year Awards recognizes the work of outstanding health, physical education and dance teachers. A teacher is defined for the purpose of this award as an individual whose primary responsibility is teaching students health, physical education, and/or dance in kindergarten through twelfth grades for a specific school corporation with dance being a possible exception.

Physical Education Teacher of the Year - Secondary School



Kathy Newman-Smith holds a Bachelor of Science and Master's of Science Degrees in Physical Education and Health from Indiana University. She teaches physical education and health at Broad Ripple Magnet High School.

Kathy has been very active in advancing reform in physical education. She has served on the Indiana School Committee responsible for planning the scope and sequence of activities for high school students. Her program models state and national standards. For example, students understand such concepts as F.I.T.T. and how to develop goals for lifetime fitness according to their individual needs. The inclusion of individual activities such as dance and archery helps students appreciate their individual differences. Kathy uses music, student mentors, and student created games and activities to maintain a high level of motivation.

Kathy practices what she preaches and believes. She maintains a personal level of fitness. She volunteers her time after school assisting students with their personal workouts and tennis skill development. She formed an archery club and has taken students to IPS Archery Tournaments.

Kathy is a dedicated professional. She has completed the "Scholastic U" course over high school literacy to help improve language scores of her students. She is a member of the Adapted Physical Education cadre team for Indiana Public Schools. She has participated in workshops on classroom discipline and the new RISE evaluation system for teachers.

Kathy is also active at the state level where she is serving on the IAHPERD Board of Directors as Director of the Secondary Physical Education and she has also served as a member of the IAHPERD Mini-Grants committee.

Physical Education Teacher of the Year – Middle School and Midwest Association Teacher of the Year

Beth Kriech holds a Bachelor of Arts Degree in Health and Physical Performance: Sports Science from DePauw University. She teaches 6th through 8th grade physical education and health at Crispus Attucks Medical Magnet High School.



Beth lesson plans satisfy state standards and benchmarks. Units and lesson plans reflect progression based on grade level standards and objectives. Beth assisted in writing the physical education curriculum for Crispus Attucks Medical Magnet High School, Shortridge Law and Public Policy Magnet High School and for Indiana Public Schools. Beth believes a positive learning experience at an early age creates the foundation for essential skill development which can influence a student's ability to read, write and think. Beth endeavors to assist classroom teachers by providing activities that help students become better learners, be more alert, reduce stress and feel better about self.

Students in Beth's classes experience a variety of methods designed to further student success. Her classes incorporate technology such as pedometers, heart rate monitors, body fat analyzers, computers and music to

keep students motivated. Students have the opportunity to work alone or in groups creating individual physical activities based on their individual skill level. Beth promotes sportsmanship, healthy living, appreciation of being physically active and compassion for others less fortunate.

Beth continues her professional development. She is member of IAHPERD. She attends state and national conferences. She is certified in SPARK, is a certified Archery instructor, and has attended workshops on Fitnessgram, Cricket, Rugby and USTA Tennis in Schools.

Beth is active at the state level serving on the IAHPERD Board of Directors. She is Vice President of the IAHPERD Middle School Physical Education Council, a member of the IAHPERD Secondary Physical Education Council and a member of the American Alliance.

He has presented his ideas on organizing field days at the IAHPERD Conference and ideas on problem solving in elementary school physical education at Purdue University.

Health Education Teacher of the Year

Heidi Dawn Stan holds a Bachelor of Science Degree in Kinesiology from Indiana University. Heidi serves as wellness educator and Department Chair at Riverside Junior High. As the Wellness Department Chair, Heidi has many responsibilities. Heidi is responsible for writing the wellness curriculum, has created the Sex Education curriculum



for District, created and implemented Standards Based Grading and implemented ZAP (Zeros Aren't Permitted) in wellness classes. Heidi collaborated with science teachers in developing, "Super Size Me" an integrated literacy assignment. Lessons are designed to satisfy National and State Standards. Heidi incorporates project based learning to provide hands on learning and influence healthy choices by students. Her project based curriculum gives students the opportunity to participate in school wide health & fitness fairs, with vendors from the community, with wellness committees and local professionals. Heidi is an advocate of fitness participating in school held events for walking, hiking, runs and triathlons. She volunteers her time before and after school to supervise students as they work on personal fitness. She has served as Riverside Jr. High Intramural Coordinator, a member of the School Safety Committee, HSEA New Teacher Committee and volunteers her time for various Riverside Jr. High Sporting events including fundraisers.

Organizations have recognized Heidi efforts to advocate for wellness. Heidi has been the recipient of several HSEF Grants totaling \$30,000. She has received the USDA: Game On grant, the Healthier US Schools grant, Riverside PTO grant, PLAY 60 grant, Geist Half Marathon grant, 50,000 HSE Foundation/Geist grant, etc. Heidi and Amy Cole were awarded USDA Gold Award.

Heidi avails herself of opportunities to stay current by attending National Middle School Conference, Physical Education Summer Institute, IAHPERD Conferences, Cultural Competency Training, Glencoe Health Curriculum/Textbook Training, CPR Heart Saver Instructor Certification, SPARK Training, etc. Heidi also contributes to the professional development of others presenting her ideas at Indiana Conferences. She has presented at the Physical Education Summer Institute at Indiana University, has co-authored an IAHPERD Journal articles on how to best motivate, engage and move large classes and standards based curriculum and standards based grading. Heidi serves as IAHPERD Secondary Physical Education Council.

Physical Education Teacher of the Year – Elementary School

Steve Zinselmeier holds a Bachelor of Arts Degree in Physical Education from Indiana University and a Master's of Science Degree in



Physical Education from Purdue University. Steve teaches elementary school physical education at Mayflower Mill Elementary in Lafayette.

Steve's curriculum complies with state and national standards. Lessons progress from basic fundamentals (locomotor, nonlocomotor and simple manipulative), to basic sports skills and formal sports. Sportsmanship, teamwork and a sense of community is stressed. Innovation is a component of Steve's curriculum. Students participate in "Challengers" (problem solving units). He has integrated "The Jungle" an 8 station obstacle course, "Family Fitness Night" fitness activities performed by the family and "Heart Obstacle Course" a pathway course through the heart. Challengers require students to communicate with teammates about solutions to problems they encounter. Teamwork and cooperation are emphasized.

Steve serves as a positive role model to his students about the importance of daily physical activity. He has participated in over 50 races including 1 marathon, 1 mini-marathon, 2 triathlons, and numerous 5K and 10K runs. Steve or "Mr. Z" as his students affectionately call him has influenced the lives of each student at Mayflower Mill Elementary. Steve created a ten minute exercise routine which is performed in the classroom every day. It was implemented in 1996 and continues today. Steve was nominated by his school corporation for the Golden Apple Educator Award 2012 and was named Mayflower Mill Teacher of the Year 2005.

Steve has shared his ideas at local, state, regional and national conferences. He presented his ideas on exercise for children, "PEP: An Alternative Physical Fitness Program in the Elementary School" at the AAHPERD National Conference and Illinois Regional Conference.

Sports Management

The Sports Management Award recognizes the work of an individual who exhibits excellence in sport management education at the college/university level.



Glenna Bower is Assistant Dean of the POTT College of Science, Engineering, and Education and the Interim Chair and Associate Professor in the Kinesiology and Sport Department at the University of Southern Indiana (USI).

She holds a Ph.D. in Educational Leadership and Organizational Development with a concentration in Sport Administration from the University of Louisville, a Master's of Arts Degree in Physical Education with a concentration in Adult Fitness from Indiana State University and a Bachelor of Science Degree in Physical Education from the University of Southern Indiana with a minor in Psychology.

Glenna teaches courses in sport management that include sport event management, managing organizations for sport and physical activity and field experience in sport and physical activity. She also oversees all sport management, kinesiology and exercise science interns. She has taught courses in other related disciplines including methods of group exercise instruction and principles/application for fitness training. She also oversees more than 120 advisees in the Department.

Glenna is a prolific writer. She has published several manuscripts on mentoring to advance women in leadership positions in sport. Her scholarly work includes four book chapters and more than 30 publications in a variety of journals such as the *Sport Management Education Journal*, *Advancing Women in Leadership*, *Mentoring and Tutoring*, *Women Sports and Physical Activity Journal*, etc. She has made more than 50 presentations to various scholarly associations at the state, regional and national levels including the European Association for Sport Management, the North American Society for Sport Management, the American Alliance for Health, Physical Education Recreation and Dance, etc. She has accumulated more than \$177,000 in grants and event programming.

Glenna is the recipient of several awards including the 2012 Indiana Association for Health, Physical Education, Recreation and Dance Leadership Award, 2009 University of Southern Indiana Outstanding Academic Advisor Award, 2009 National Association for Girls and Women in Sport Pathfinder Award, 2009 IAHPERD Pathfinder Award, 2008 AAHPERD Mabel Lee Award, 2007 IAHPERD Young Professional Award. Dr. Bower is an active member of the Alliance AHPERD serving as Vice President of Publications, a member of the IAHPERD of Sport Management Council and member of the Diversity and Social Justice Committee for Midwest AHPERD. Dr. Bower has also been active in other organizations including National Intramural Recreational Sports, etc.

Outstanding Student

The Outstanding Student Award recognizes an undergraduate student who has displayed distinctive leadership and meritorious service to his/her profession.




Brian Kautz is a senior majoring in physical education and health teaching at Manchester University. He is also a member of the men's varsity soccer team. Brian is an excellent student and exemplary young man.

Brian is a member of IAHPERD serving the Association on the Council for Future Professionals where he has attended regional workshops and the state Leadership Conference where he was instrumental in creating the mission statement and influencing changes in the Association's website. He is also a member of the National Strength and Conditioning Association (NSCA). Even though busy with his studies and athletic obligations, he continues to further his education by attending strength and conditioning clinics at University of Michigan and Ball State University.

Brian is a member of the Manchester University Student Education Association where he serves as treasurer and as a member of the Substance Abuse Prevention and Education Committee. Brian is a member of the Physical Education Program (PEP) at Manchester University. This program involves working with home school children in the Wabash County area. Brian served the Evansville community through a service project, Reach to Teach, which provided landscaping, painting and light carpentry assistance to the needy.

Brian has earned his Level 1 Special Olympics Coach. He coaches young special needs athletes at the local Manchester Elementary School helping prepare them for Special Olympics events. Brian has volunteered his expertise serving as coach for a weight lifting event at Ben Davis High School. He also provides expertise in strength and condition to the men's soccer team during off-season workouts. A professor writes, "Brian is a healthy role model for students and peers. He displays his leadership through his involvement in multiple organizations. He is committed to continuing his education by seeking out professional development opportunities. He volunteers his skills and work ethic to help others in his community and beyond. He has enormous potential as an educator and advocate for physical education and health."



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Leadership

The Leadership Award recognizes an individual who has demonstrated significant leadership in terms of program development in health, physical education recreation, dance and/or allied areas and whose contributions reflect prestige, honor and dignity in the Association.



Guoyuan Huang is an Associate Professor in the Department of Kinesiology and Sport at the University of Southern Indiana. He holds a Ph.D. in Physiology of Exercise/Gerontology, a Master's in Education in Exercise Science, a Master's of Arts in Sports Medicine and Rehabilitation and a Bachelor's of Arts Degree in Human Movement Sciences. Dr. Huang is a licensed clinical exercise physiologist, licensed massage therapist and a Diplomate in OBT-National Certification for Acupuncture & Oriental Medicine.

Guoyuan teaches classes in his area of expertise including Physiology of Exercise, Exercise Testing & Prescription, Biological Aspects of Aging and serves as an authority speaker at graduate level on eastern medicine and alternative therapy theories.

Guoyuan has authored or co-authored approximately forty research articles in his areas of interest (gerontology, exercise physiology) published in peer-reviewed journals such as *Preventive Cardiology, Medicine & Sciences in Exercised & Sports, Journal of Applied Physiology and Blood Pressure*. He has delivered thirty national and international presentations at the American College of Sports Medicine, Great Wall International Conference of Cardiology, The American Society of Physiology and the American Alliance for Health, Physical Education Recreation and Dance. He has also delivered more than twenty presentations at state and regional meetings.

Guoyuan has served in leadership roles in several professional organizations including the National Association for Sport and Physical Education (NASPE) where he is Chair-elect for the Exercise Physiology Academy. He has served as Chair for Fitness & Wellness Council and Fitness & Wellness Council Publication and Publicity Committee, Chair of the American College of Sports Medicine Award Committee and member of the International Chinese Society for Physical Activity for Health (ICSPA) Executive Board. Guoyuan is Vice-President of Council for Higher Education and Research.

Guoyuan is a Fellow of the American Alliance Research Consortium. He also serves as a reviewer for professional organizations or publishers including *Journal of the American Geriatric Society, Medicine & Science in Sports and Exercise, Research Quarterly for Exercise and Sport*, etc.

Guoyuan has extensive service initiatives at the University of Southern Indiana. He is a member of the International Advisory Committee, the Institutional

Research Review Board, and is a member of the Advisory Committee for College of Nursing and Health Professions.

Young Professional

Kevin Richards is a doctoral student in the Department of Health and Kinesiology at Purdue University. He is currently pursuing his Ph.D. in Physical Education Pedagogy with a focus on



teaching socialization and teacher/coach role conflict. Richards also works as a research assistant in Purdue University's Center for Instructional Excellence where his focus is on research related to the scholarship of teaching and learning. Prior to beginning his doctoral studies at Purdue, Richards received a Master's Degree from Purdue University and his Bachelor of Science Degree in Physical Education from Springfield College in Massachusetts.

Kevin teaches courses in Healthy Lifestyles, Adapted Physical Education and Teaching Physical Education in Schools. His hands-on-approach affords his students the opportunity to work with students in a community-based physical activity setting. Kevin has received recognition for his teaching receiving Graduate Teaching and Advanced Graduate Teaching Certificates. He was nominated for the College of Health and Human Sciences Graduate School Excellence in Teaching Award.

Kevin has published fourteen articles related to sport pedagogy and physical education in peer-reviewed journals including *The Physical Educator, Journal of Teaching in Physical Education, Journal of Physical Education, Recreation and Dance and Strategies*. He has presented his research on those topics at the state, national and international conferences. He has accrued \$17,000 in grants.

Kevin is very involved at Purdue serving as a member of the Recreational Sports Advisory Committee, Purdue University Academic Appeals Committee and Purdue Graduate Student Government and is serving as Chair of the Academic and Professional Development Committee. He has served as student delegate to the Alliance Assembly, NASPE Public Policy Advisory Council and Alliance Public and Legislative Affairs Committee. He represents graduate students in the Alliance Research Consortium. He also serves as Chair of the IAHPERD Advocacy Committee. Kevin has been very active in promoting partnerships between IAHPERD and the American Academy of Pediatrics and the American Heart Association.

Share your Journal
with a student or teacher

Scholarship Awards

Jean Lee/Jeff Marvin Collegiate Scholarship Awards

The Jean Lee/Jeff Marvin Scholarship Awards were established by IAHPERD to recognize outstanding undergraduate students preparing for a career in health, physical education, recreation, dance and allied field.



Rebecca Reutman attends University of Indianapolis where she is a junior majoring in exercise science. Rebecca plans to attend graduate school upon graduation and pursue a degree in occupational therapy.

She hopes to work with Acceleration Indiana or St. Vincent Sports Performance in one-on-one or group training with athletes. Rebecca has participated as a collegiate track and field athlete. She is a member of the UIndy Honors College, the Phi Alpha Epsilon academic honors society and UIndy TriFit Club. She also works as a mentor in the writing lab. A professor writes, "Rebecca is a driven student who understands the importance of excellent performance in academics; however, she also understands the importance of service. She is committed to helping others actively assisting underprivileged individuals through many activities in her church. Her efforts indicate she is serious about and committed to helping others professionally and personally."

Patrick Hopkins attends Indiana Wesleyan University (IWU) where he is a senior majoring in physical education and health education teaching. Patrick is a member of the men's basketball team at IWU



and plans to pursue being a professional basketball player overseas upon graduation. However if being a professional athlete is not realized, Patrick hopes to inspire his students as he has been inspired by his teachers and coaches. Being a collegiate basketball player and four year letterman is a full-time commitment and leaves little time for extra-curricular activities. Patrick has found time to mentor children on and off the court. A professor writes, "Patrick has a warm personality without being too confident or obnoxious. He has integrity, is kind and considerate of others and is a mature young man. He brings a very strong work ethic to the classroom as well as the basketball floor."



Jacob Dunn is a junior attending Indiana State University where he is majoring in physical education teaching. Upon graduation Jacob plans to teach physical education and coach basketball. Jacob has been active with intercollegiate varsity

basketball serving as the team's manager. He is a licensed basketball official. He volunteers for Special Olympics and participates in intramural sports. Jacob is a member of the Kinesiology, Recreation and Sport Club, is a member of IAHPERD and has participated in IAHPERD conferences. A professor writes, "Jacob is intelligent, demonstrates a strong work ethic and is a leader for his peers. I expect great things from him professionally."

Jennifer Goethel is a junior majoring in sports management at Indiana Wesleyan University. Jennifer plans to work in sports communication specializing in college athletics. Jennifer is a member of and has served as President of the



Public Relations Student Society of America. She has secured members from the Super Bowl Committee, Indiana Sports Corporation, Pacers and NCAA to speak to students about career opportunities at IWU. She was the Operations Manager for the NFL Experience 2012. She is area manager for the Student in Free Enterprise and works at the area TV station in promotions. A professor writes, "Jennifer has good skills for any potential employer and/or Graduate School. She displays awareness, initiative, integrity, inclusion, kindness and considerations in her endeavors."

High School Scholarship Awards

The IAHPERD High School Scholarship Award was established to recognize outstanding high school seniors who enroll in an Indiana college or university to prepare for a health, physical education, recreation and dance and allied career.

Caleb Platz graduated from Elkhart Memorial High School, Elkhart, IN. Caleb is attending Indiana University majoring in Kinesiology. Caleb is a good student. He graduated from Elkhart Memorial with a 3.24 GPA. Caleb was very active in high school. He was a four year letterman in football, a two year letterman in track and field. He

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was a member of the Rotary Interact Club and assisted with service projects such as Habitat for Humanity. A hip flexor injury sustained during track and field competition and rehabilitation of the injury motivated Caleb to pursue a degree in Kinesiology to prepare him for a career in physical therapy. A teacher writes, "I have known Caleb eighteen years. The first word that comes to mind when I think of him is determination. Caleb is very goal oriented. When he sets his mind to something, he achieves it. He gives well over 100% to achieve his goals. He will be successful in life."

Cassandra Provence graduated from Noblesville High School, Noblesville, IN. Cassandra is attending Indiana Wesleyan majoring in sports management. Cassandra is a good student graduating from Noblesville High with a 3.3 grade point average. Cassandra is an involved student in school. She was a member of the community travel softball team and high school softball team, Noblesville High School Show Choir, a member of Fellowship of Christian Athletes and the A/B Honor Roll. Cassandra was selected as one of the 2012 Adidas Futures top unsigned/uncommitted softball players in the country. Cassandra also volunteered her time at the local food pantry. A teacher writes, "I am most impressed with Cassandra's genuine sportsmanship, hustle and 100% effort all the time not only on the football diamond but in school. She is not only a great softball player, but she is a committed and great student."

Jessica Simmons graduated from Kokomo High School, Kokomo, IN. She is attending the University of Southern Indiana, Evansville, IN where she is majoring in exercise science. Jessica is an excellent student graduating from Kokomo High School with a 3.85 GPA. Jessica hopes

to be an exercise physiologist upon graduating from college to assist those with injuries resultant from participation in athletics. Jessica was a three year varsity letterwoman in swimming. She was a member of the band playing clarinet, a member of the Script K Club, German Club, National Honor Society and Honor Roll all semesters. She volunteered her time coaching swimming at the Kokomo Middle School and shared her family with an international exchange student. A teacher writes, "Jessica is a delightful young lady who is highly motive and always working to better herself. Jessica has ambitions in life and if she pursues them as she has pursued her swimming career she will go far."

Brenda Wu graduated from Reitz Memorial High School, Evansville, IN. Brenda is attending the University of Southern Indiana majoring in Kinesiology. Zach is an excellent student graduating from Reitz Memorial with a 3.65 grade point average. During high school, Brenda lettered in varsity tennis. She was a member of the Key Club, Teens 4 Life Club where she served as President and Drama Club. Brenda taught tennis lessons for the Evansville Community Tennis Association (ECTA), worked at the Park Dale Animal Hospital. She volunteered her time at church functions and tennis outings. A teacher writes, "Brenda doesn't dream of great wealth, fame or an easy life; she finds fulfillment in being a part of something – a school, a team, a classroom, a community. I believe that this humble attitude, this willingness to put others first, this passion for service and this dedication to excellence will in fact make her an important part of something much bigger than anything one person alone could imagine."

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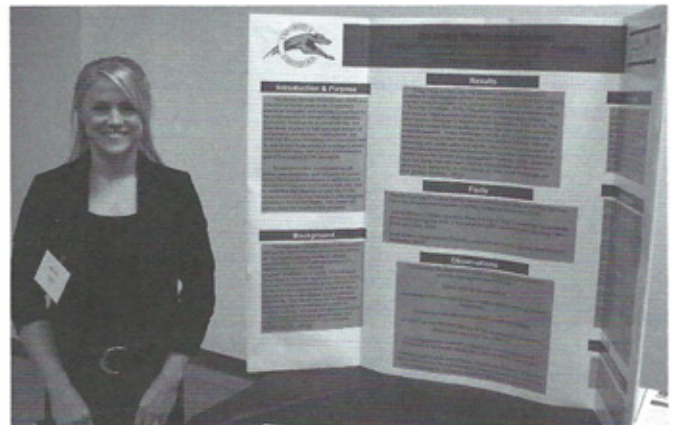
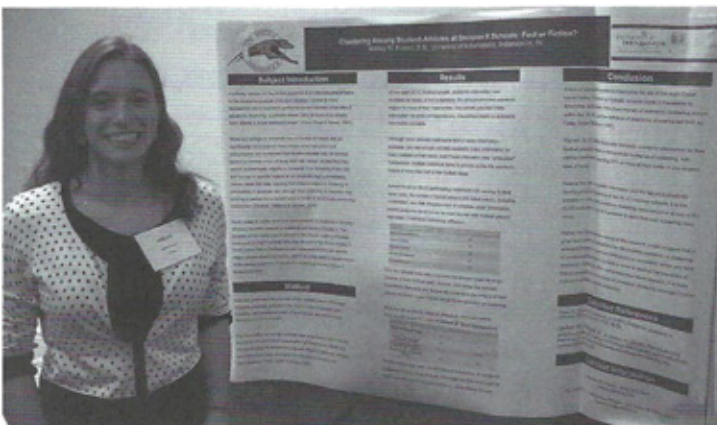
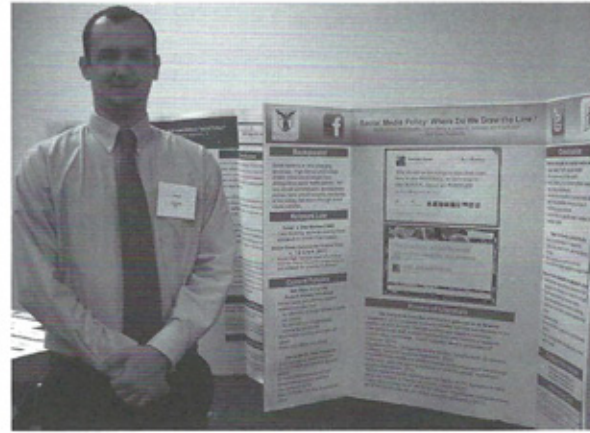
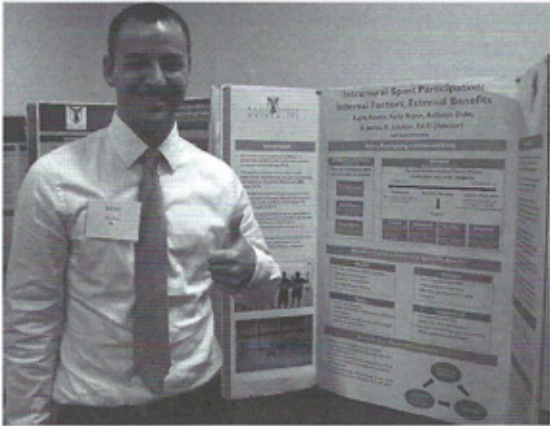
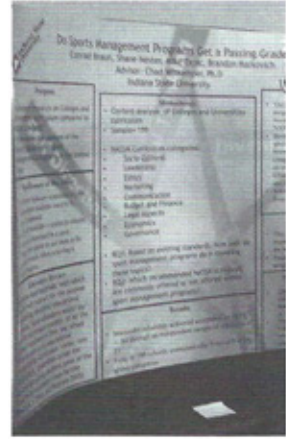
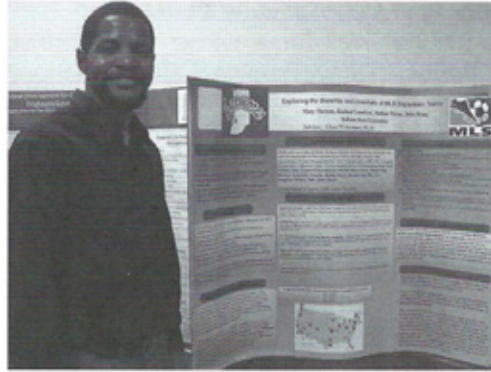
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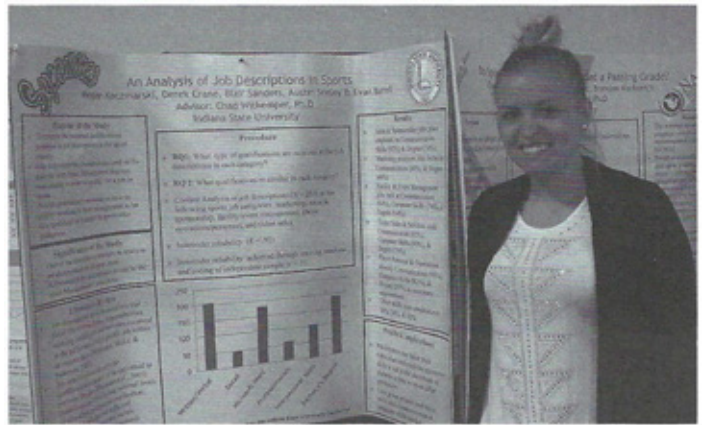
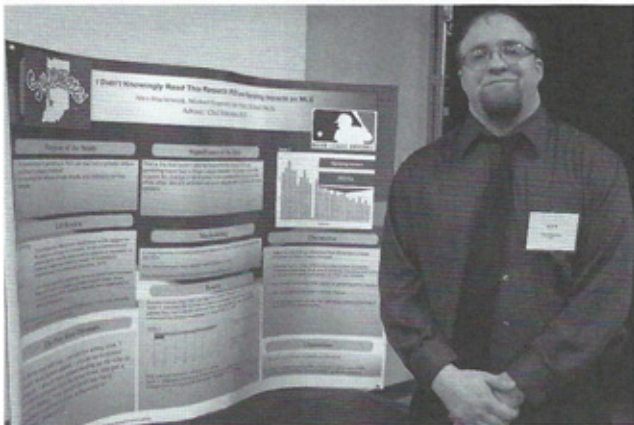
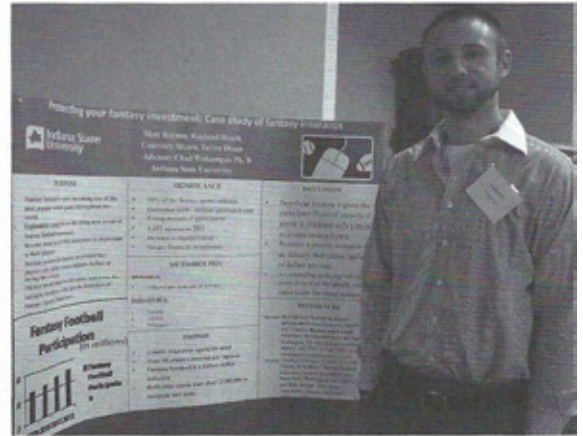
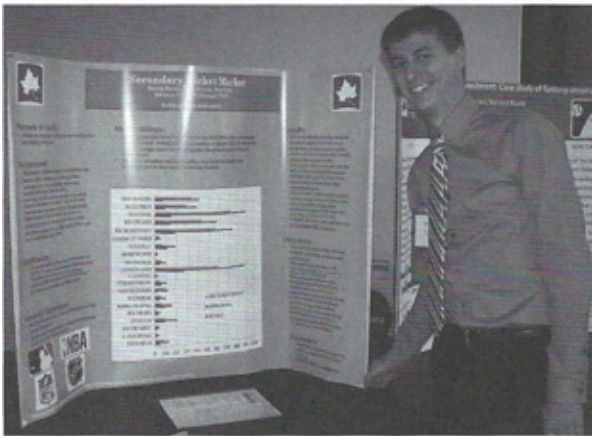
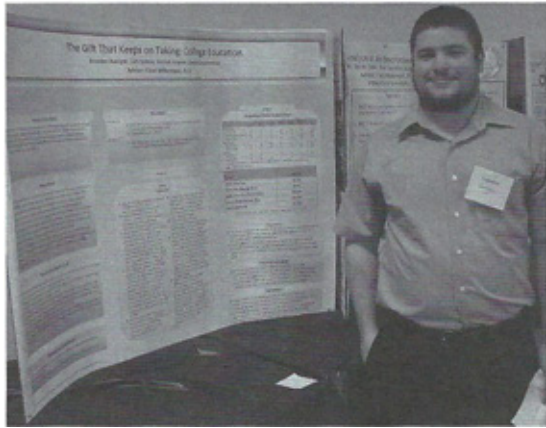
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Graduate Student – Original Research

Clustering Among Student-Athletes at Division II Schools: Fact or Fiction?

Ashley M. Fowler

Dr. Jennifer Van Sickle, Faculty Sponsor

University of Indianapolis

A central concern in the NCAA governance of intercollegiate athletics is the academic pursuits of student-athletes. Central to many discussions about academic performance and success is the idea of “academic clustering”, wherein student-athletes tend to “cluster” themselves in a small number of majors at an educational institution. Case, Greer, and Brown (1987) define clustering as “when 25% or more of an athletic team shares a single academic major” (p. 52).

While any college or university has a number of majors that are significantly more popular than others, some educators and policymakers are concerned that student-athletes may be directed toward or choose areas of study that are “easier” so that they may remain academically eligible to compete, thus clustering these men and women in specific majors at an unusually high concentration.

Motivations and explanations for clustering abound; many point to increased pressure by the NCAA on universities to demonstrate the academic success of their student-athletes as a reason for clustering. Another leading theory for the purported tendency of athletes to cluster in specific areas of study is that these students have common, shared interests that extend into their areas of study (Lederman, 2008). This idea is refuted by Denhart, Villwock, and Vedder (2009) who argue that majors subject to clustering at universities in question vary enough from institution to institution that sharing a passion for a certain area of study is not “a wholly convincing explanation” (p. 11).

Regardless of the motivation for the practice, research suggests that clustering does, in fact, exist amongst student-athletes at American colleges and universities. In his review of the February, 2013 Faculty Athletics Representatives (FAR) Survey, Brown (2013) found that many of the representatives believe academic clustering occurs, in some form, at their institution. Such findings raise the question: Does truly occur among student-athletes at Division II schools, or is this a phenomenon relegated to Division I athletic powerhouses?

Research into the practice of clustering at Division II (as well as Division III) schools is lacking, and more research should be conducted to better determine the occurrence and prevalence of clustering at Division II and Division III universities.

Despite the lack of research focused upon Division

II schools, a number of insights based upon studies of clustering at Division I institutions can likely be applied to Division II schools as well. If it is assumed that clustering takes place at DII schools, then many of the same motivations for clustering at Division I institutions may still apply; students at DII schools are still subject to the academic policies set forth by the NCAA, even though they are not held accountable for academic progress through the Academic Progress Rate (APR) that Division I schools must meet. And, just as their Division I counterparts, DII athletes must meet established progress-toward-degree requirements.

These expectations and pressures, along with others, may result in the clustering of student-athletes in specific areas of study at Division II schools, but whether they are driven to do so by their own shared interests or by the guidance of academic advisors has yet to be determined. Additional research into this area is warranted, especially as competition intensifies between DII schools for athletes, money, and media coverage.

Therefore, the purpose of this poster is to examine the chosen majors of football players at the eight schools who play as part of the NCAA Division II Great Lakes Valley Conference and determine if there are specific majors where clustering occurs. Conducting such research will help to illustrate previously-made insights as to the existence of clustering among Division II student-athletes and aid in the construction of an overall theory regarding the existence of academic clustering at Division II institutions.



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The NCAA Policy on Creatine: Effective or Unintended Consequences?

Kara Holtzclaw
Dr. Larry Judge, Faculty Sponsor
Ball State University

The purpose of this study was to analyze the level effects of creatine use among collegiate athletes who participate in throwing events within the sport of track and field. A total of 258 throwers from across NCAA Division I institutions completed an online survey regarding creatine use. The resulting data provided current baseline levels of creatine use and also allowed for further analysis of differences among factors related to creatine use based upon athletic conference affiliation. Results indicate that creatine use remains common (32.7%) among throwers with significantly higher levels of use among BCS conference athletes (44.6%) than non-BCS conference athletes (28.8%), $\chi^2 = 5.505$, $p = .019$. Despite the policy that was passed in 2000 by the NCAA that banned the distribution of the supplement to student-athletes, many student-athletes continue to use creatine to improve performance. The most common reasons for using creatine included a desire to improve performance in the area of: strength (83.3%), recovery time (69.0%), and sport performance (60.7%). Participants listed that the most common barriers

for creatine use included concerns with contamination/quality control (39.5%), cost (33.3%), inconvenience (16.7%) and cramping (14.3%). Student-athletes are unable to afford or obtain creatine from a reliable or justifiable source; this leads to increased use of contaminated or impure creatine supplements that may have a negative effect on the health of the athlete. A desire for additional awareness through education and training appears to play a role as noted through an expression of interest (55.6%) in receiving additional education regarding creatine, with significantly higher levels of interest from BCS athletes (65.6%) than non-BCS athletes (52.2%), $\chi^2 = 6.425$, $p = .039$. Knowledge of safe and appropriate creatine use is vital for collegiate student-athletes. However, the athletic departments provide nutritional supplement counseling at only 26.6 % of the schools. While the access to full-time nutritionist counsel is available at 57.3% of the schools, there is a significant difference ($\chi^2 = 9.096$, $p = .003$) between BCS schools (73.7%) and non BCS schools (51.7%).

The Senior Woman Administrator: Roles & Inconsistencies within Division I Athletic Programs

Amanda R. Reed
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University of Indianapolis

The "SWA" (Senior Woman Administrator) is a fairly new term coined in 1989 by the NCAA, as a role that was "intended to encourage and promote the involvement of women in decision-making, enhance the representation of women's experiences and perspectives, and support women's interests in intercollegiate athletics," (Hoffman, 2010, p. 54). By exact definition, the SWA is deemed the highest-ranking female involved in the management of an institution's intercollegiate athletics program (Sweet, 2006). Previously known as the Primary Woman Administrator, the SWA was intended to be a clarification of duties, not a radical new job title (Hoffman, 2010). At the Division I level, 95% of all SWA's are an Associate Athletic Director to some degree, although this is not always the case (Tiell, Dixon, Lin, 2012). The individual can be a Head Coach, Professor, or even hold multiple titles and job responsibilities within their university. After fully digesting the grand design of the SWA, one could assume the individual who holds this partial title would most certainly focus on making and being a part of decisions that would further benefit females within their university's athletics... or is that really the case? The purpose of this abstract is to investigate the actual authorities given to SWA's within the Division I level.

According to Hoffman, most women stated that their role as an "SWA" was in their titles only, and held no actual weight in responsibilities or decision-making duties (2010). Furthermore, when surveying Division I SWA's

about their current roles, of the 46% who responded to the survey, 61% of them disagreed with having any decision-making authority when it came to budgetary matters (Hatfield, Hatfield & Drummond, 2009). Additionally, although the SWA creates a specific role of leadership for a female within college athletics administration, at the Division I level, there are an average of 5.78 total athletic administration positions, and only 1.78 of them are female (Hoffman, 2010). Furthermore, of all Division I Head Athletic Directors, only 8.4% of them are female (Burton, Grappendorff, Henderson, 2011). Is it really all that advantageous to have an SWA if she could quite possibly be the only female voice in the room, not to mention a voice that holds no decision-making power? The poster accompanying this abstract will further examine the disparities within SWA's presumed decision-making authorities.

The role of the SWA has undoubtedly become a conflicting dilemma. On one hand, the SWA has created a mandated voice within intercollegiate athletics for the advancement of female athletes. On the other, it has pigeonholed women into a role that does little to advance its original purpose, and often times, creates a gap within the balance of power amongst college athletic administration (Hoffman, 2010). In order for the SWA to become an empowering and influential role for the furtherance of female intercollegiate athletics, it must first become clearly iterated and understood. As stated by Hatfield, "Serving

as an advocate for women is not enough, and when an SWA's role is limited to advocacy, then that individual's impact on the overall administration of athletics programs is reduced,"(2009). Women with the SWA role need to be referred to as their title, not their responsibilities. The role of the SWA can have a negative connotation when used as the primary job title, which it isn't. If the SWA were ever to be deemed an actual job position, this would justifiably change things dramatically. Secondly, when given the SWA

role, decision-making responsibilities need to immediately follow. It is imperative that ideas for female athlete advancement are not only being heard, but being acted upon as well. Lastly, the actual duties and responsibilities of the SWA need to be clearly outlined and followed at each respective university. The nature of the role is to provide a great service for female athletes, this cannot be done when the advocate themselves has very little direction from the beginning.

Graduate Student – Management Applications

Professional Development for Campus Recreation Student Employees Governed by NIRSA

Jessica Adkisson, Kristyn Watts, & Brennon Fox
Dr. James Johnson, Faculty Sponsor
Ball State University

On-campus employment is possibly the best option in adding professional experiences to a resume because university employers are invested in the professional development of their students, which in turn helps the employer's department. This may be especially true within the field of Campus Recreation. Although all recreation departments differ in missions and visions, many are united through a common body, the National Intramural and Recreational Sports Association (NIRSA). NIRSA keeps the development of students at its core, and therefore encourages practical experience in the sport and recreation fields. By being an institutional member of NIRSA, institutions provide development opportunities for student employees that may be utilized beyond graduation. For example, students may be given the opportunity to participate on hiring committees, resume and cover letter workshops, or financial decision making workshops. Although encouraged, it is not a requirement, nor is there any standardized method of programming, for varying types of professional development opportunities. This presentation will offer an examination of professional development opportunities at different NIRSA institutions,

regardless of institutional reporting structure or values. Through evaluation of different programming revolved around student professional development from both member and non-member institutions, the presentation will propose an ideal professional development program for student employees within the campus sport and recreation environments. Ultimately, this summation of professional development opportunities, as well as a proposed ideal development program, is designed to improve the rate of retention and satisfaction for student employees. The presentation will include both the quality (diversity and relativity of educational topics to meet students' needs) and quantity (amount of educational opportunities offered and convenience of being in attendance) of development opportunities provided for student staff while ensuring that the opportunities are broad enough to adapt to most university settings. Pragmatically, campus sport and recreation departments will be able to take away a base for student development programming that they may implement into their department or suggest be implemented at their university.

Intramural Sport Participation: Internal Factors, External Benefits

Kayla Austin, Kelly Boyce, & Autumn Duke
Dr. James Johnson, Faculty Sponsor
Ball State University

Campus recreation is a department within any higher education institutions that helps to promote physical activity and wellness for the student population. Many universities invest a great deal of resources into the campus recreation facilities to provide the best environment for their students to have a healthy lifestyle. Because a lot of time, energy and effort go into a campus recreation department it is necessary that student participation in campus recreation is a top priority. One large area in campus recreation where student participation is vital is intramural sports. Intramural sports programs provide students the opportunity to play a wide variety of sports without the commitment that an intercollegiate or club sport would entail. A student's desire to participate in an intramural sport is their own, and thus an individual decision. For this reason it is important

to examine the different reasons why college-students decide to participate in intramural sports. The theoretical framework for participation in intramural sports can be based on Self-Determination Theory (SDT) (Ryan & Deci, 2000). This theory explains three psychological needs that promote internal motivation-autonomy, competence and relatedness. Thus, SDT can help to explain why students participate in intramural sports.

After participation in intramural sport, outcomes can be understood using Astin's Theory of Involvement (1984). Astin's Theory of Involvement states that students who are more involved on campus, (e.g. participating in intramural sports) the more effective students will learn. By participating in intramural sports students will be more involved in out-of-class activities, which helps

them, connect to the campus community and learn more throughout their college endeavors (Elkins, Forrester, & Noel-Elkins, 2011). Therefore this presentation will first discuss intramural sport participation in terms of internal motivations framed within SDT. Secondly, this presentation will discuss external benefits that arise through

intramural sport participation framed within Astin's Theory of Involvement. By understanding the motivations and outcomes athletic and recreation departments can develop effective programming strategies to increase participation and positive outcomes within intramural sports.

Identifying Effective Marketing Strategies to Increase Football Attendance at Division I Programs

Megan Coyne, Mark Serrao, & Kevin Thurman
Dr. James Johnson, Faculty Sponsor
Ball State University

The attractiveness of an athletics program within an institution continues to grow as the collegiate sports atmosphere becomes increasingly popular. Affiliations with alma maters never leave the attention of college graduates, however most individuals have a prominent Division I (DI) collegiate athletics program, particularly in football, they most identify with. Collegiate football has been a driver in increasing exposure to the institution, hence the focus of marketing departments to find effective strategies in driving game attendance (Shapiro, et. al. 2013). The influence a DI football program and their success on-field has also been noted as an influential marketing strategy in raising attendance at games and institutions (Silverthorne, 2013). Researchers have indicated winning on the football field has resulted in positive enrollment demand from first-year students when compared with more traditional factors which impact enrollment (Sperber, 2000; Zimbalist, 1999). This, in turn has assisted in the increased attendance at football games,



as greater exposure causes individuals to want to be part of the institution's success (Chung, 2013). For instance, the "Flutie Effect" has been recognized as a popular marketing strategy for athletics programs in driving up attendance. As greater fiscal responsibility has become a hot topic with the National Collegiate Athletics Association (NCAA), institutions are utilizing innovative marketing strategies to increase attendance at football contests. These may include traditional and non-traditional sources in order to save on cost, utilize time more effectively and attract a wider audience. Therefore, the purpose of this presentation is to provide relevant literature highlighting the most effective marketing strategies DI football programs have utilized in generating greater attendance at games. These strategies presented should be effective not only with current students, but alumni, faculty and local community members. An objective of any successful athletics marketing strategy is the creation of brand equity in hope to increase attendance.

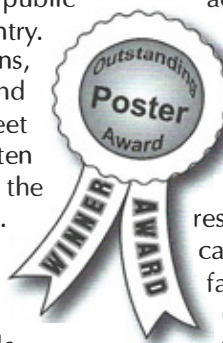
The Trend of High School Consolidation and the Impact on Athletic Programs

Alex Goins, Ben Sabin, & Dan Tracy
Dr. James Johnson, Faculty Sponsor
Ball State University

U.S. high schools remain the final stop of free public education for many students across the country. However, unlike many publicly funded organizations, school districts are facing decreased funding and thus must adjust their enrollment options to meet these challenges. One of the solutions to lighten the financial burden of school districts has been the consolidation of two or more district high schools.

The consolidation, or merging of high schools, is not a new method of realignment for school districts in the U.S. Beginning with the rise in industry during the early 20th century, schools began to model their school districts in ways reflecting the growing economic trends seen throughout the country (Kay, Hargood, & Russell, 1982). As job opportunities moved into cities, rural area schools, especially in Midwestern states such as Iowa and Indiana, joined the movement toward consolidation (Bard, Gardener, & Wieland, 2006).

Funding for U.S. school districts is generated from four primary areas: local taxes, state taxes, federal education allocation, and private donations. With federal allocation



accounting for as little as three percent of government spending in the last fiscal year (Delisle, 2013), a majority of funding of school districts comes primarily from local and state governments. Corporate sponsorship and private donations remain as another tier of funding for school districts, but with a struggling economy, those resources cannot be consistently relied upon. Prior case studies have found that a number of financial factors see drastic change when schools consolidate. Cost per student, staff and administrative costs, transportation, and school operational costs all contribute to a fluctuation in expenditures resulting from school consolidation (Cox & Cox, 2010).

How would these factors impact athletic programs? Through previous high school consolidation examples, as well as relevant literature discussing the impact on high school athletic programs, this poster will present the key financial variables that school districts must analyze when electing to consolidate, and how those variables impact athletic departments.

Social Media Policy: Where Do We Draw the Line?

Taylor Harris, Nick Hunter, & Molly Lauck

Dr. James Johnson, Faculty Sponsor
Ball State University

There is no dispute that technology is changing quickly. It is fair to assume that social media is ever-changing as well. However, trends and changes of social media policies in high school and intercollegiate athletics are not always changing. According to Sanderson (2011), social media policies are created by athletic departments with the student athletes contributing little input on the matter. This lack of input can be problematic. Since social media can be accessed from any mobile device or computer with an internet connection, it is extremely difficult to control athlete's public commentary. Furthermore, if a policy does exist, the amount of social media options, as well as the frequency with which student-athletes contribute, make supervision a logistical impossibility. With this in mind, how do athletic directors, as well as other athletic stakeholders, police social media properly and fairly? It is crucial for athletic departments to instill a social media policy for many reasons; including protecting the image of the school and its athletes, ensuring fair and equal

treatment to students when varying issues concerning social media arise, and to protect the student and institution from potential legal ramifications. Athletes may not realize the impact a public post or a picture can have on their future. For example, a post involving pictures of under-age drinking could instigate a variety of potential ramifications including suspension from a sport. In order for social media policies to be effective, athletic departments need to understand the importance of this policy and how to implement it so future risk is minimized and students are protected. Therefore, the purpose of this presentation is to present a summary of the guidelines used during the construction of such policies as well as provide insight on how an athletic director or athletic department might successfully monitor what athletes post on social media websites. Additionally, this presentation will explore the types of punishments that are appropriate when policies are violated, and provide corresponding examples.

Undergraduate Student – Original Research

Do Sport Management Programs Get a Passing Grade?

Conrad Braun, Brandon Markovich, Shane Nester, & Mike Zajac

Dr. Chad Witkemper, Faculty Sponsor
Indiana State University

Sport Management curricula for graduates and undergraduates are very different from each other. Some institutions require their coursework and experiences such as internships or externships to fulfill a degree. The undergraduate preparation includes study in the foundational and applied areas. A field experience is not required at most institutions but many prefer students to have one for their resume. For the graduate students, courses will include sport law, sport economics, and sport administration. More work is required because they are higher level classes. Many institutions require a field experience for the graduate students.

Sports employers are increasingly seeking perspective individuals to fill certain positions. The sport management major is sought out for students who are eager to find highly skilled jobs and pursue a career within the sport industry. Some examples of professional management can range from the professional, collegiate, as well as the High School level. Success in managing sporting organizations depends increasingly on knowledge in marketing. In most courses, students will need some knowledge of the information to be successful in the field he/she chooses to pursue.

Sports management courses have given individuals the chance to broaden their focus on a certain sports career.

The sample ($N=199$) for this study included an analysis of sport management curriculum collected from each school's website. Results from the content analysis done here suggest that the average sport management program covers 65% of the core curriculum as recommended by

NASSM (Socio-Cultural, Leadership, Ethics, Marketing, Communication, Budget and Finance, Legal Aspects, Economics, and Governance). Further, the data suggests that of these nine categories four receive a failing grade as compared to a standard higher education grading scale of 59% or below. Those categories that receiving failing grades are: Socio-Cultural (58%), Ethics (52%), Economics (56%), and Governance (32%). Overall, the sport management programs examined ranged in course offerings based on NASSM standards 11%-100%. Some of the classes that are offered and taken as a mandatory class could be regarded as off subject and off focused. At most Universities, you are giving the opportunity to learn about sales, facilities, marketing, law, and diversity in sports. These classes can be very helpful to sport management students. Universities also have classes like activity planning, group leadership and introduction to sports management. In activity planning, many were exposed to play off topic games. How is this going to get sports management majors ready for the real world? The internship class that is offered your senior year is very helpful to students. That is where the instructor gets you ready for the real world by allowing you to put your resume together, your professional references and skills on writing a great cover letter. During this study, one would like to see more hands on learning experiences in the sports management curriculum though. Discussion and practical implications to these questions are presented here in this study.

Qualifications for Jobs in Sports: Analyzing Job Posting Descriptions

Megan Kaczmariski, Derek Crane, Austin Seeley, Evan Burrell, & Blair Sanders

Dr. Chad Witkemper, Faculty Sponsor

Indiana State University

Research on the economic impact of sport identifies it as a \$213 billion-a-year industry, making it the sixth largest industry in the United States ("The answer is," 1999). As the sports industry continues to grow, so does the demand for individuals with special qualifications in sport. Hence, several universities and colleges are now offering sport management programs. In addition, the numbers and variety of sports publications, sports related Internet sites, enhanced mass media presentation and exposure of sporting events and activities is resulting in an increase in sport programs offering courses, and even majors, in sport communications/media. These developments ensure that the sports industry will continue to rank among the largest and most diverse industries in the nation, thereby, sustaining career opportunities for the future ("Field of Study-Sport Management"). The purpose of this study is to examine the required qualifications portrayed in job posting descriptions in the sport industry. This investigation will help determine the characteristics and skills students with Sport Management degrees must obtain in order to qualify for a job in sports. An analysis of the job descriptions will aid practitioners in how to prepare students in sport management to be fully qualified for a career in sports after graduation. Data will be collected on descriptions in the following sports job categories: marketing, sales and sponsorship, facility/event management, player operations, and ticket sales. The posting descriptions (N = 250) were collected from sport related jobs within the United States. As a result, the content analysis of job descriptions in each category showed that a



large number employers are seeking candidates with qualifications such as: communication skills, the ability to work in a team setting, critical thinking and problem solving skills, self-motivating, ability to multi-task, and the ability to handle situations under immense pressure. The content analysis also determined employers are looking for students with a plethora of practicum experience as well as being proficient in Microsoft programs. Other findings suggest having a background in social media is also important. Specifically, written/verbal communication, proficiency in Microsoft/Computer skills, and earned degree were the three prominent qualifications within all job markets in the sport industry. Specific job markets were also analyzed with the following findings: Sales & Sponsorship jobs place emphasis on Communication Skills (82%) & Degree (74%), Marketing positions also focus on Communication (60%) & Degree (66%), Facility & Event Management jobs look at Communication (84%), Computer Skills (76%), & Degree (94%), Ticket Sales & Services seek Communication (92%), Computer Skills (90%), & Degree (76%), Player Personal & Operations identify Communication (90%), Computer Skills (82%), & Degree (70%). The link between the job posting descriptions and the qualifications suggest that Sport Management programs should be tailored to teaching students these necessary skills. In addition to the analysis of job posting descriptions in sports, suggestions are offered for further research to explore how professors can fully prepare students in Sport Management to be fully qualified for a job in the sports industry.

Paying Student Athletes: Comparing Student and Student Athlete Debt

Garrett Kramer, Brandon Buerger, Cam Sutton, & Jared Counterman

Dr. Chad Witkemper, Faculty Sponsor

Indiana State University

The biggest issue with college students today is whether or not they have enough money to afford college and how much debt are they going to be in when they graduate. This study examined that issue as to how much debt students are in after they leave school based on the amount it takes to pay for college and compare student athletes to the normal student attending a university. The reason for the focus on how much debt student athletes are in after school is with the continued controversy of whether or not student athletes should be paid or given extra support from the school or outside sources and, the amount of time invested in the sport keeps student athletes from acquiring part time jobs during the school year to help pay for college.

The data (N = 12) found to formulate the paper was taken from various articles and web sources that explain student debt, amount it costs to attend universities around the nation, debt of sport programs in collegiate athletics, cases of illegal receiving of money for student athletes, and the types of scholarships that are provided by colleges

both in sport and academics. A qualitative review of the data formed into four different segments, first of which being the amount students pay to attend college compared to the amount of debt they have accumulated to when they graduate. The second portion looked into the amount of money colleges give out in athletic scholarships and student scholarships which will be broken up into the three NCAA Divisions. The third portion looked at the amount of debt athletic programs are in compared to amount of money they bring in. The fourth part was a collection of the previous three parts to put all the data together to see if our goal of figuring out whether or not the scholarships student athletes receive is enough money for them in compensation for the time they give to their sport and the college they play for. The following is a review of some of the data examined: 20 million Americans attend college each year, close to 12 million – or 60% – borrow annually to help cover costs (Chronicle of Higher Education, 2013). As of Quarter 1 in 2012, the average student loan balance for

all age groups is \$24,301. About one-quarter of borrowers owe more than \$28,000; 10% of borrowers owe more than \$54,000; 3% owe more than \$100,000; and less than 1%, or 167,000 people, owe more than \$200,000. (FRBNY, 2013). Scholarships at large Midwestern University for student athletes are estimated around \$250,000 throughout a person's career. (Morgan Burke, PU AD, 2013). Siva's scholarship can be estimated to be worth about \$127,000

in tuition over the four years he spent at Louisville, or roughly \$32,000 per year. So, to clarify, that doesn't include fees like housing, books, meals, etc. and doesn't even factor the amount of free airfare and other travel expenses they receive without questioning. (Paying NCAA Athletes, 2013). This study concludes with discussion on influencing NCAA bylaws based on the findings presented in this research.

Business Schools vs. Others in Sport Management

Kenny Linn, Trey Ellis, Joe Zeedyk, & Scheyanna Mundell

Dr. Chad Witkemper, Faculty Sponsor

Indiana State University

Purpose

The purpose of this research was to qualify the variations in job placement after graduation in correlation to the degree of the individual and the college of the degree. It is important to distinguish if one degree gives a student more opportunity in the sporting community over the same degree, placed in a different university college.

Method

The data from this study came from examining LinkedIn, specifically colleges and universities that utilize this social media medium for their sport management programs. Institutes of higher education often use LinkedIn to create an alumni database. This study investigated universities ($N=121$) who have sport management programs on LinkedIn. Final data examined unique individuals capturing their current careers and the first position out of school enabling researchers to understand the career trajectories of individuals obtaining sport management degrees from either a business school or a non-business school.



Results

After examining each individual's LinkedIn Profiles, the data suggests that a larger number of graduates from sport management business school obtained positions with professional organizations directly after completing their degree. Additionally, graduates of Health, Kinesiology, and Human Services are more likely to start in youth sports or college athletics. There were a larger number of non-business graduates with jobs outside of the sport industry. The data also suggests that a larger number of business school graduates with sport management degrees found jobs with large retail sport companies.

This research adds to the discussion on where sport management programs are housed in universities and colleges and recommends that sport management programs incorporate the same business concepts that are taught in any college of business but are just tailored to fit the setting of the sport industry and that sport industry employers who are looking to hire recent sport management and business degree graduates should not necessarily be swayed by the actual degree

Consumer Beware! Investigating Sporting Goods Retailer Pricing

Mike Reeder, Adrian Abrom, Jason Villalpando, & Richard Brock

Dr. Chad Witkemper, Faculty Sponsor

Indiana State University

Through the process of our research we are going to establish the main differences of Brick & Mortar stores and Bricks & Clicks (online) stores. These two branches of consumer purchasing have been competing for many years to have the most business and have the most success. The rise of E-Commerce in the sports merchandise industry has dramatically increased over the years and we are determined to find out what the reason is. If E-Commerce is growing so fast, could it potentially lead to Brick & Mortar stores ending all together?

Objective

The primary purpose of this study is to compare pricing of sporting good Brick & Mortars to Bricks & Clicks. This study evaluated prices with direct comparisons of identical models found in sport good retailers and popular online retailers. Further, this research provides valuable insight to sporting good consumers enabling them to make more informed purchasing decision.

Method

This research examined online and in-store sports merchandise ($N=250$). Prices gathered were advertised

prices for what the consumer could purchase the item for on one given day.

Result

Bricks-n-Mortars prices are 19% higher on average which is significantly different than online prices ($t(249) = 5.53, p < .001$). Items examined ranged in prices from \$1.99 to \$12,162. The greatest price difference was 254% higher in store (Nike Fastpitch Kneepad). Further data suggested prices are rarely found to be the exact same (17/250 or 6.8). Finally, on occasion consumers could find lower prices in stores as compared to online (38/250 or 15.2%).

Conclusion

Consumers today are more into things that catch their eye. This study sought to see if their behavior towards merchandise items is better being bought in the store or on a website. By some of the data examined, E-Commerce in merchandise is going to be significantly priced lower than modern day Brick and Mortar/"Ma and Pa" stores.

Protecting Your Fantasy Investment: Case Study of Fantasy Insurance

Wayland Roach, Courtney Means, Matthew Rayner, & John Dixon

Dr. Chad Witkemper, Faculty Sponsor

Indiana State University

Insurance is an essential entity to have in order to secure individuals from any hardships that might occur. Recently, there has been a change in the landscape of fantasy football as consumers can now protect their investments through the purchase of insurance. Fantasy football has grown into a multi-billion dollar industry securing its place in the sport industry (Drayer, Shapiro, Dwyer, Morse, & White, 2010). This case study examines the importance of insurance coverage for fantasy football to protect its online managers providing a context for its place in the sport industry. In light of this relatively new phenomenon, presented here is an analysis of available information matching the criteria on the topic of fantasy football insurance. The purpose of this case study is to give a descriptive analysis on the rising new trend of fantasy football insurance. The findings provide a foundation for those consumers who have no awareness as to what fantasy football insurance provides. This study defines fantasy

football insurance and operationalizes this definition with respect to the sport industry and discusses the potential change in the fantasy football structure. Fantasy football has blossomed into a billion dollar industry and until now owners had no control over losing a player due to injury. This emerging insurance opportunity provides these owners the luxury to protect key players who suffer major injuries before or during the season. Numerous models and formats for fantasy sports insurance have been developed, but while developing our case study we focused on one in particular. The key model used in this study was from the LaGiglia brothers, who are the founders of Fantasy Sports Insurance. Their model was successful because it was designed specifically to insure that a fantasy football owner's season was not predestined for failure due to a star player's injury. Policies and restrictions for fantasy football insurance are also discussed.

Inside the Secondary Ticket Market: Stub Hub and NFL Ticket Exchange

Kyle Shuck, Derek Hayes, & Matt Cole

Dr. Chad Witkemper, Faculty Sponsor

Indiana State University

Background

The secondary ticket market is a rapidly growing industry that is changing the way we attend our favorite sporting events. This research seeks to understand the secondary ticket markets impact on consumers and sellers. In recent years the internet has changed many faucets to the way we buy and sell merchandise. Online ticket brokering is bringing new forms of convenience to consumers to make it easier for them to find the seats they want at the price they can afford. The secondary ticket market is a way for buyers to resell their tickets at a price most of the time above face value, thus earning a profit. Depending on the demand for the ticket, the price can either be less than the face value or at a highly inflated profit which is why the business is booming.

Objectives

The main goal for our research is to measure the impact of the secondary ticket market in the sport industry. We aim to understand the economics of ticket resale and how it impacts franchises and consumers. Our research will show how the secondary ticket market has impacted the average ticket price. We will also examine the NFL Ticket Exchange and how that market is changing the NFL. This research

will evaluate the state of the market and where the future will take the secondary ticket market

Methods

We will examine ticket resale in the NFL ticket exchange among other resale forums. In addition we will provide extensive data on StubHub that shows supply and demand for events such as the average numbers of fans that go to Cardinals games compared to how many tickets the Cardinals organization sells. After finding this information we will analyze which is best for the consumer and seller.

Results

The data indicates that the National Football League (NFL) is the most profitable secondary ticket market. Los Angeles Lakers compete with the NFL in the secondary ticket market with average prices that far exceeded all other NBA teams examined. Further, Chicago teams tend to outperform other relevant teams from their respective leagues. The secondary ticket market appears to have a larger effect on teams with more competition from other professional teams in the same city with the exception of the NFL. Leagues that offer more contests tend to have lower ROI on average.

SHARE YOUR JOURNAL WITH A STUDENT

I Didn't Knowingly Read This Research

Alex Stachowiak, Michael Fitzgerald, Jake Odum, & Michael Eberle
Dr. Chad Witkemper, Faculty Sponsor
Indiana State University

Background

Our initial research has the past and current effects from the use of performance enhancing drugs. We have also researched the effects of gambling on the sport of baseball as well as the league wide effect the scandals have had. The research we have done has shown the league wide effect of performance enhancing drugs has had on the statistics of the game during the "steroid era." Also the before and after effects of a stricter drug testing policy. The research we have conducted thus far on the gambling issue has shown very little to no effect on the game's image or any rampant use of gambling inside the game. While gambling has stricter and more punishing consequences, performance enhancing drugs has shown to have a greater effect on not only the game itself, but the ratings and attendance of the league.

Purpose

The purpose behind this research is to determine which of these two issues is more damaging to the game of baseball. This study will show the difference between the two subjects and research to show their effect on the



game. While both of these have a negative effect on the game, our research will determine which has a more detrimental outcome on the game of baseball.

Method

This research consisted of a content analysis of existing databases detailing the history of gambling offenders and PED offenders.

RQ1: Which behavior has a greater negative impact on MLB?

RQ2: Which behavior has influenced more games in baseball.

Results:

Results indicate that PED use has had a great influence on MLB. The data indicates the number of players suspected of gambling (N = 9) on games they had a direct influence over were significantly less than games influenced by players suspected of using PEDs (N = 67). PED use has a greater effect on TV ratings. Further the data suggests consumers of MLB could have been more influenced to change their viewing habits during the "Steroids Era" of Major League Baseball.

Examining Expansion Soccer Teams: Their Overall Benefit

Mary Theisen, Nathan Payne, Rashad Crawford, & John Kang
Dr. Chad Witkemper, Faculty Sponsor
Indiana State University

Major League Soccer is the professional soccer coalition in the United States and Canada. The league has 19 teams, which has been a climbing number since 1993 when it first began. Expansion soccer teams within the MLS have been a large part of growth and popularity increase within this corporation. This paper reviews the benefits of Major League Soccer Expansion teams within the United States and Canada. Expansion teams are new teams in a sports league from a city that has no past history of a team in that league. Expansion teams are new teams in a sports league from a city that has no past history of a team in that league. With new research coming out about this topic, there is a better understanding behind the forming of expansion teams in a particular market. The paper will also discuss the different barriers that affect the decision making process

of the owners in this sport looking for expansion teams. These decisions are primarily based off of the population of the city, businesses surrounding the expected site for the expansion team, and the geography of the city. One of the strategies that the organizations are using to help identify good cities to place an MLS expansion team is fan base. The people traveling from different cities and from outside the country are treated like tourist. People are likely to want something to see outside of the team and this would mean the city that the team is placed will need to have some sort of attraction. The jobs that will be created from the productivity of those expansion teams are also discussed. Not only is there new jobs that will be created from MLS expansion but there are future teams that are on the market to be possible expansion teams.

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We Jump. We Shoot. We Save!



HEART HERO

Diego, age 8

"I've always known that my heart is different because my mom and dad have always taken me to the heart doctor. Doctors are going to switch the two bottom pieces of my heart around. Helping people with different hearts is important so doctors can find cures for kids like me!"

Hoops For Heart a national education and fundraising event created by the American Heart Association and the American Alliance for Health, Physical Education, Recreation and Dance. Middle school students have fun playing basketball while becoming empowered to improve their health and help other kids with heart-health issues. And it's a great way to satisfy the physical education standards as determined by the National Association for Sport and Physical Education and the American Association for Health Education.

Funds raised through Hoops For Heart give back to children, communities and schools through the American Heart Association's work:

- Ongoing discovery of new treatments through research
- Advocating at federal and state levels for physical education and nutrition wellness in schools
- CPR training courses for middle and high school students

Hoops For Heart helps students:

- Learn the value of community service and contribute to their community's welfare
- Join with other children to help kids who have heart problems
- Develop heart-healthy habits while being physically active
- Learn basketball skills they can use for the rest of their lives
- Earn gift certificates for free school P.E. equipment from U.S. Games

With your support, we can help protect and improve children's health. Your efforts to educate your students and raise funds for research and outreach are vital to improving kids' lives.

Call 1-800-AHA-USA1 or visit heart.org/hoops to get your school involved.



AHA/PERD is a proud program partner of Hoops For Heart.

Undergraduate Student – Management Applications Special Olympics of Indiana Event Management Project

Aaron Ostapchuk
Dr. Jennifer Van Sickle, Faculty Sponsor
University of Indianapolis

In 2013, five students from the University of Indianapolis's Kinesiology & Athletic Training Departments, teamed up with Special Olympics Indiana and their Sports Director, Dave Breen, to host and run their state youth basketball tournament. There were 40 teams who participated with approximately 300 athletes and 291 volunteers which resulted in 38 games played in one day. The objective of this project was to run an efficient event that provided the best experience for the athletes as possible. In order to complete this project the group was organized into teams. Each team managed different aspects of the tournament. These areas included a tournament director, facilities director, development director, and volunteer and special event coordinators.

To make this a successful event the team met every Monday and Wednesday to discuss what each person had to individually to make the event successful. The goal of this event was to host a successful basketball tournament that had the athletes walking away saying that they had fun. The group planned a variety of events besides the basketball tournament to achieve that goal. One was a rally that spread awareness of "R"espect. The rally included a half-court shot contest and a make shift college game day crew that summarized the results of the games during the morning session. Other fun activities included arts and crafts, playing video games on the Kinect, learning to dance with the dance team, and foot drills with the soccer

team. These activities were chosen to keep the athletes entertained throughout the day and to make sure they had as much fun as possible. One of the biggest obstacles that the group faced was the lack of money. Therefore each person made the effort to bring in donations. Donations were acquired from Bravo's, Jersey Mike's Subs, Long's Bakery, and the time given by all of the volunteers to name a few.

The Special Olympics State Basketball Tournament was a great opportunity that taught the group respect for event management. The team learned the ins and outs and what it takes to run a successful event from start to finish. The team also learned that preparation is key when it comes to event management, because you can never really fully prepare for everything that can possibly happen. As long as one is prepared and knows what is going on when it comes to event day, you can react to anything. The biggest thing that the team walked away with is that these children with intellectual disabilities all have the same love and passion for sports as we all do but just not the same opportunities as us. Learning that it humbled us all and gave us a greater appreciation for what we have and the opportunities given to us. Additionally the team received positive feedback from the athletes, coaches, and parents, and plans have already been made for the tournament to return to the university next year.

A Debate Over the Rise of Intercollegiate Athletic Programs Costs

Joe Zeedyk & Shelby Tatman
Dr. Ethan Strigas, Faculty Sponsor
Indiana State University

During the last 25 years, intercollegiate sport programs have been transformed from glorified student activities to multimillion-dollar operations. However, only a small portion of Division I programs are able to cover expenses and/or even generate a profit out of these operations. Even then, profitable programs usually rely on few revenue sports like football and basketball to offset losses from non-revenue sport like track and field, golf, volleyball, etc. The reality is that most Division I schools, and almost all Division II & III schools run considerable deficits every single year of operations. Although these programs face financial challenges, salaries for coaches and athletic administrators along with costs for facility construction and renovations continue to rise creating in many cases a public outcry. This is because, the growth and success of those intercollegiate sport enterprises depend on, to a great extent, the direct support of their revenues from university subsidies – via student fees - and state allocations (making higher education for all students increasingly expensive). The purpose of this presentation is to discuss and further

analyze the different roles and contributions of various stakeholders to this practice. This research especially focuses on the various contributions that government and taxpayers are making to University intercollegiate athletic programs. The role and influence of the NCAA administration, athletic directors, media outlets, and University administrators are also discussed. Data for this research collected through in-depth structured interviews with student body representatives and student surveys (convenient sample) from a major state university in order to evaluate student knowledge, perceptions and attitudes towards this practice. This research work also proposes a set of actions that have the potential to reduce the cost of intercollegiate programs and their reliance on government subsidies and student fees.

*Share your Journal
with a coach or teacher.*

Developing Social Media Strategies for a Professional Sports Franchise

Joshua Sollman

Dr. Jennifer Van Sickle, Faculty Sponsor

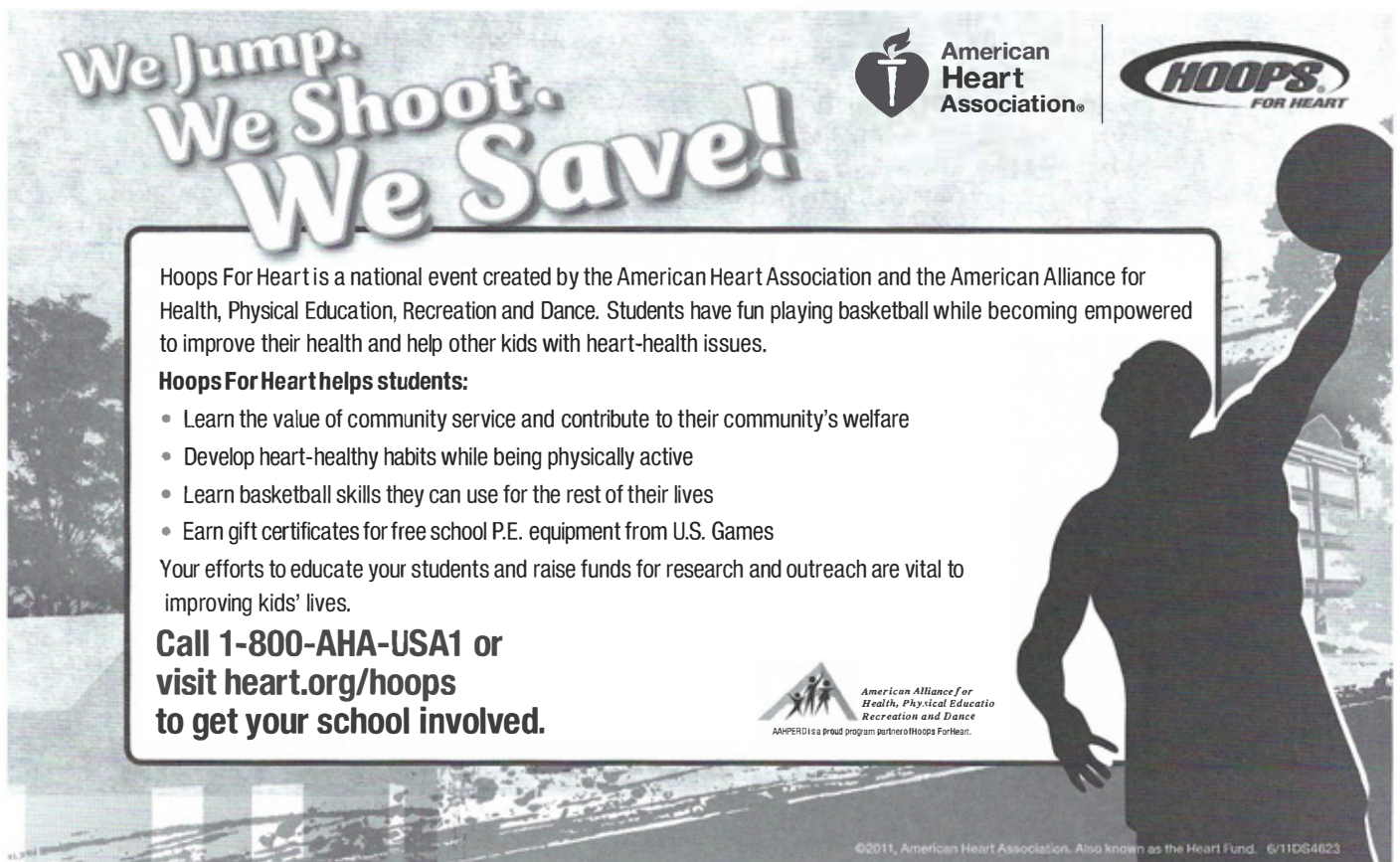
University of Indianapolis

The University of Indianapolis and students of Dr. VanSickle's KINS 355 class partnered with the Indianapolis Colts. Students were asked to generate ideas and options to increase fan engagement and drive traffic to the Colts website. The ultimate goal was to identify social media tools and strategies the Colts can use to engage key stakeholders.


Social Media is at one of its highest points in history and the Indianapolis Colts wanted to capitalize on that. The Colts instructed our class to come up with ways that would ultimately drive traffic back to their website through Twitter, Facebook, Pinterest, or Instagram. First students were required to research ways that social media was being used in professional sports. Then we met with members of the Colts organization. During that meeting students learned that the Colts already had a couple of ideas put into place. They were already driving a lot of traffic to their Twitter and Facebook pages by updating them during games and making the team statistics available there. The Colts also created "Colts Fan Casey." This was someone in the organization that would be visual on game days at the tailgate and on the field. His job is to go around the tailgates and put together a show that would later go on the Colts website. After the Colts presentation, students were put into their own groups to generate new ideas. We proposed a way to target women as well as targeting college students. We suggested that the Colts create a


"Colts Fan Stacey" which would appeal to the women Colts fans. Stacey could give the women new tailgate recipes, Colts apparel, volunteer opportunities, and cheerleader information and involvement. Another idea that we came up with is a "College Ambassador." The Colts organizations would pick students from colleges to be the leaders of their school. They would then encourage students to go to the Colts website to answer the "Question of the Week". There would be a spot where students could select what school they attended. At the end of the week, the school with the most correct answers would be award a prize (T-shirts, tickets, etc). This would not only award the students, but also get people to their website to answer questions.

The Colts project was a very enlightening process because it made students think outside of the box and allowed us to participate in a new experience. I learned that one of the most important things was to first start with a target market. This allows us to know who we wanted to target and then allowed us to create an idea for that market. It also provided me with a great experience on how to put together a presentation. It had to be well thought out and put into a PowerPoint that was organized and easy to understand. Working with such a popular and important franchise made students really want to be successful and present good ideas to help the Colts. Overall, the project and presentations presented to the Colts were very successful and they were very thankful for our work.



**We Jump.
We Shoot.
We Save!**

 **American Heart Association**




Hoops For Heart is a national event created by the American Heart Association and the American Alliance for Health, Physical Education, Recreation and Dance. Students have fun playing basketball while becoming empowered to improve their health and help other kids with heart-health issues.

Hoops For Heart helps students:

- Learn the value of community service and contribute to their community's welfare
- Develop heart-healthy habits while being physically active
- Learn basketball skills they can use for the rest of their lives
- Earn gift certificates for free school P.E. equipment from U.S. Games

Your efforts to educate your students and raise funds for research and outreach are vital to improving kids' lives.

Call 1-800-AHA-USA1 or visit heart.org/hoops to get your school involved.

 **American Alliance for Health, Physical Education, Recreation and Dance**
AHPERD is a proud program partner of Hoops For Heart.

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Guidelines for Authors

This journal is published in May, September, and February by the Indiana Association for Health, Physical Education, Recreation, and Dance. Articles that share opinions and ideas, as well as those based on serious scholarly inquiry are welcomed and encouraged. Each article scholarly article is reviewed by the editor and at least two reviewers who are selected on the basis of areas of interest and qualifications in relation to the content of the article.

Preparing Manuscript

Manuscripts are to conform to the Publication Manual of the American Psychological Association (APA; 6th ed.) style. To facilitate the review process, the author(s) should use double-spaced type and include line numbers as well as page numbers. Papers must not exceed a total of 28 pages including references, charts, tables, figures, and photographs. There should be an abstract not to exceed 500 words. Further, all charts, tables, figures, and photographs will be after the references. Papers deviating from the recommended format will not be considered until they are revised.

Electronic Submission

Electronic submission of manuscripts is required at thomas.sawyer@indstate.edu. The manuscript order is: (1) blind title page, (2) abstract, (3) key words, (4) text, (5) references, (6) author notes, (7) footnotes, (8) charts, (9) tables, (10) figure captions, and (11) figures. The cover letter will be a separate file. Including author(s) name and affiliation and contact information of corresponding author.

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The cover letter must include all contact information for the corresponding author, and employers of the remaining authors. The following statements must be included in the cover letter:

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Deadlines Journal

- Spring Issue – March 1
- Fall Issue – July 1
- Winter Issue – December 1

Newsletter

- Spring Issue – Feb. 15
- Fall Issue – Sept. 15

Send it in ...to the Editor

A new idea that you have penned,
Share it with a Indiana AHPERD friend.
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In sheer frustraton one weary night.
But, someone else it may excite.
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Is it a cartoon that you have drawn?
Did you compose a unique song?
Could our whole profession sing along?
...Well, send it in.
Some folks are inspired by poetry
And works of art let others see
The inner thoughts of you and me.
Please, send it in.
Then, there are works that scholars do,
Great research... we need that, too.
But, you know we must depend on YOU
To send it in.
Won't you share with us your thought
That we all just may be taught?
My, what changes could be wrought
If you'd just send it in.

Tom Sawyer
Indiana AHPERD Journal Editor

Leadership Opportunities on Councils

FUNCTION. The duties and responsibilities of the Program and Regional Councils are to:

1. Work closely with the Program Director or Regional Coordinator to promote the special program area.
2. Attend annual IAHPERD Leadership Conference. (Hotel and meals paid for by the Association.)
3. Solicit programming for the State Conference or Regional Workshops.
4. Serve as host to greet and direct presenters during the

- conference.
5. Serve as presider for the various programs in your special area. Support includes introducing presenter, assisting during the presentation (distribute handouts), and providing presenter with the special gift from the Association.
 6. Make nominations to the Awards Committee chair for Teacher of the Year and Association awards.

PROGRAM AREAS. The various program areas include:

1. Adapted Physical Education

2. Aquatics
3. Council for Future Professionals
4. Dance
5. Fitness
6. Health
7. Higher Education/ Research
8. Jump Rope and Hoops for Heart
9. Physical Education: Elementary
10. Physical Education: Middle School
11. Physical Education: Secondary
12. Recreation

13. Sport
 14. Sport Management
 15. Technology
- INTERESTED?** To apply for a leadership position on a council, send an email of interest to Dr. Mark UrteI, Nominating Committee Chair, at murtel1@iupui.edu. For additional information, go to the IAHPERD website at www.Indiana-ahperd.org, click on About, Constitution, Operating Codes, and scroll down to the leadership position of interest.

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Involvement is the key word to making a contribution to your professional association. The IAHPERD provides an opportunity for involvement through the choices below and we encourage each of you to become active participants by serving on a committee or by holding an office. Please, check any position listed below that interests you.

HELP NEEDED:

- _____ Would you be willing to become involved?
- _____ District level
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