

# HEALTHY



MIND



BODY



SPIRIT

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# INDIANA AHPERD

Indiana Association for Health, Physical Education, Recreation and Dance  
Affiliated with American Alliance for HPERD

# Journal

# INDIANA AHPERD JOURNAL

INDIANA ASSOCIATION FOR HEALTH, PHYSICAL EDUCATION, RECREATION, AND DANCE

VOLUME 44

NUMBER 1

WINTER 2015

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# *Message From The President*

**BE A LEADER!  
THE BOTTOM LINE IS WE NEED YOU!**





**BETHANY CLEGG**  
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# “Rise Up”

*Greetings,*

I hope everyone enjoyed our 2014 IAHPERD Conference. I trust you came away with some new and exciting ideas for things happening in our profession. As our conference came to a close, my next adventure began as serving as the next IAHPERD President. I look forward to serving our members and wanted to thank you for this honor. The theme I have chosen over the next year is “Rise Up.” We hear this word all the time in our profession; however, I would like to take time over the next year and examine what this means to us as members of our organization.

My first challenge to all members is to “Rise Up” and be a leader. Leadership can take on many forms; however, it is imperative that we get involved and take an active leadership role within our profession in some form. As a professional organization, we depend on members to accept leadership roles for our organization to continue to grow and provide the professional growth opportunities that we do. Over the next year, I am focusing on strengthening the leadership team by bringing in more people to help serve. There is strength and power in the numbers of leaders we have. Quite simply put, the more people involved, the more we can provide to our members, and the more you will get out of your membership.

If you are not currently active in any leadership role, I wanted to let you know how easy it is to get involved in IAHPERD. The first step is we are in need of people to serve on all our councils. A role on a council is not an overwhelming job by any means. We meet twice a year to help plan for our organization, and you will additionally receive a couple emails throughout the year. If you are interested, please check the list of councils below.

If you are currently in an active leadership role, please let other people know what you are doing. One of the goals of IAHPERD is to be considered the go to group in our state when it comes to resources for our profession. I would like to strengthen this stance by showing off the quality of leadership that our members are already producing. Do not be afraid to let others know of your leadership roles. It helps bring credibility to IAHPERD and educate others outside of our profession to what we are all about. Personally, I find serving on leadership very helpful when it comes to my Indiana RISE Teacher Evaluation. My other challenge is for our leadership team to personally invite

and mentor one other person to take the next step towards taking on an IAHPERD leadership role.

The last group I would like to challenge is former leaders. We have many high-quality leaders that have served in the past but are no longer active in leadership roles. If you have served as a V.P. or on the Executive Committee, please consider coming back to work on a council. You understand how important it is to have people that will help within the organization. Please, return the support that you once had or be the support you wish you had during your term.

**THE BOTTOM LINE IS: WE NEED YOU.**

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IF INTERESTED, PLEASE SELECT A COUNCIL YOU WOULD LIKE TO JOIN AND EMAIL ME AT [BLCLEGG@BSU.EDU](mailto:BLCLEGG@BSU.EDU) FOR MORE INFORMATION.

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## Indiana AHPERD State Conference

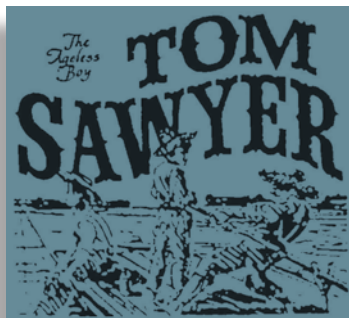
NOVEMBER 4-6, 2015  
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## Future AAHPERD National Conventions

MARCH 17-21, 2015  
WASHINGTON STATE CONVENTION & TRADE CENTER  
SEATTLE, WASHINGTON

APRIL 5-9, 2016  
MINNEAPOLIS CONVENTION CENTER  
MINNEAPOLIS, MINNESOTA

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# EDITOR'S NOTION PAGE

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## SUPERVISION OF CHEERLEADING ACTIVITIES

KRISTINA D. v. NESQUAKE MIDDLE SCHOOL

98 A.D.3D 600, 949 N.Y.S.2D 745, 282 ED. LAW REP. 1196, AUGUST 15, 2012

### BACKGROUND

A MIDDLE SCHOOL CHEERLEADER BROUGHT A PERSONAL INJURY ACTION AGAINST A SCHOOL DISTRICT, CHEERLEADING COACH, AND OTHERS, SEEKING DAMAGES FOR INJURIES SHE ALLEGEDLY SUSTAINED WHEN SHE FELL AT CHEERLEADING PRACTICE DURING PERFORMANCE OF SHOULDER STAND.

### COMPLAINT

THE PLAINTIFF COMMENCED THIS ACTION, ALLEGING, AMONG OTHER THINGS, THAT THE DEFENDANTS SMITHTOWN CENTRAL SCHOOL DISTRICT AND CHEERLEADING COACH ALYSSA PAPERSCA WERE NEGLIGENT IN FAILING TO SUPERVISE THE CHEERLEADERS PROPERLY IN PERFORMING THE STUNT.

### FACTS OF THE CASE

THE PLAINTIFF, AN EXPERIENCED MIDDLE SCHOOL CHEERLEADER, ALLEGEDLY WAS INJURED DURING CHEERLEADING PRACTICE WHEN SHE FELL DURING THE PERFORMANCE OF A "SHOULDER STAND," A STUNT SHE HAD PERFORMED MANY TIMES IN THE PAST.

### ANALYSIS OF THE CASE

THE FOLLOWING ARE THE POINTS OF LAW OUTLINED BY THE COURT RELATED TO THIS PRIMARY ASSUMPTION OF RISK CASE BEFORE THE BENCH:

1. BY ENGAGING IN A SPORT OR RECREATIONAL ACTIVITY, A PARTICIPANT CONSENTS TO THOSE COMMONLY APPRECIATED RISKS WHICH ARE INHERENT IN AND ARISE OUT OF THE NATURE OF THE SPORT GENERALLY AND FLOW FROM SUCH PARTICIPATION.
2. EVEN WHERE THE RISK OF INJURY INHERENT IN AND ARISING OUT OF SPORT OR RECREATIONAL ACTIVITY IS ASSUMED, A SCHOOL MUST EXERCISE ORDINARY REASONABLE CARE TO PROTECT STUDENT ATHLETES VOLUNTARILY INVOLVED IN EXTRACURRICULAR SPORTS FROM UNASSUMED, CONCEALED, OR UNREASON-

ABLY INCREASED RISKS.

3. MIDDLE SCHOOL CHEERLEADER ASSUMED RISKS INHERENT IN AND ARISING OUT OF PERFORMING SHOULDER STAND STUNT DURING CHEERLEADING PRACTICE, WHERE CHEERLEADER HAD BEEN EXPERIENCED AND HAD PERFORMED STUNT MANY TIMES IN PAST, CHEERLEADER HAD VOLUNTARILY ENGAGED IN ACTIVITY OF CHEERLEADING, AND CHEERLEADER HAD KNOWN RISKS INHERENT IN ACTIVITY OF CHEERLEADING.

### COURT'S HOLDING

THE SUPREME COURT, APPELLATE DIVISION, HELD THAT CHEERLEADER ASSUMED RISKS INHERENT IN AND ARISING OUT OF PERFORMING SHOULDER STAND DURING CHEERLEADING PRACTICE.

### RISK MANAGEMENT SUGGESTIONS

THE FOLLOWING ARE RISK MANAGEMENT SUGGESTIONS THAT MIGHT BE HELPFUL IN AVOIDING SUCH AN INCIDENT FROM OCCURRING:

1. THE COACH MUST HAVE A SUPERVISION PLAN FOR THE PRACTICE THAT INCLUDES THE FOLLOWING CONSIDERATIONS: WHAT SHOULD THE SUPERVISOR LOOK AND LISTEN FOR, WHERE SHOULD THE SUPERVISOR STAND, HOW SHOULD THE SUPERVISOR MOVE AROUND, WHAT SHOULD THE SUPERVISOR DO IF A PROBLEM ARISES, IDENTIFY ALL POTENTIAL DANGEROUS ACTIVITIES, HOW CLOSE SHOULD THE SUPERVISOR BE TO THE ACTIVITY, UNDERSTAND WARNING SIGNS OF IMPENDING TROUBLE, AND ESTABLISH A "STOP SIGNAL" TO SUSPEND THE ACTIVITY.
2. THE COACH MUST PROVIDE ADEQUATE AND SEQUENTIAL INSTRU-

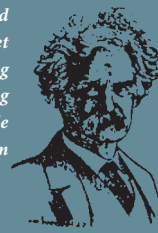
CTION PRIOR TO EACH ATTEMPT OF A CHEERLEADING STUNT.

3. EACH STUDENT-ATHLETE SHOULD BE PROVIDED A SET OF WARNINGS RELATED TO POSSIBLE INHERENT RISKS OF CHEERLEADING. THIS SET OF WARNINGS SHOULD BE PROVIDED TO THE PARENTS AS WELL. THE WARNING SHOULD INCLUDE ALL THREE LEVELS OF COMPREHENSION – KNOWING, UNDERSTANDING, AND APPRECIATING.
4. EACH STUDENT-ATHLETE SHOULD HAVE HER PARENTS/GUARDIANS SIGN A WAIVER BEFORE PARTICIPATING IN A SPORT PROGRAM.
5. THE FACILITY USED FOR PRACTICE SHOULD BE ADEQUATE FOR CHEERLEADING PRACTICE WITH PROPER LANDING SURFACES.
6. THE CHEERLEADING COACH SHOULD HAVE A PRE-SEASON MEETING WITH CHEERLEADERS AND PARENTS TO IDENTIFY THE INHERENT RISKS IN CHEERLEADER.



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



# COACH CERTIFICATION & PRE-ACTIVITY PRACTICES

## STRETCHING PROTOCOLS OF JUNIOR COLLEGE FOOTBALL COACHES

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### ABSTRACT

THE PURPOSE OF THE STUDY WAS TO INVESTIGATE THE KNOWLEDGE AND PRACTICES OF JUNIOR COLLEGE FOOTBALL COACHES IN THE UNITED STATES TO DETERMINE IF THE STRETCHING PRACTICES THEY UTILIZE ARE IN LINE WITH CURRENT RESEARCH FINDINGS. QUESTIONNAIRES WERE SENT TO ONE COACH FROM ALL 70 NJCAA FOOTBALL PROGRAMS. PARTICIPANTS (N= 22) WERE PROVIDED AN OVERVIEW OF THE STUDY, AS WELL AS A HYPERLINK TO A WEB-BASED SURVEY. THE “PRE- AND POST-ACTIVITY PRACTICES IN JUNIOR COLLEGE FOOTBALL QUESTIONNAIRE” CONSISTED OF DEMOGRAPHIC ITEMS AND ELEMENTS TO MEASURE KNOWLEDGE AND PRACTICES RELATED TO PRE-ACTIVITY AND POST-ACTIVITY STRETCHING ROUTINES. IN PREVIOUS STUDIES, THE SURVEY DEMONSTRATED CONSTRUCT VALIDITY,  $\alpha = .722$ . PEARSON CHI-SQUARE TEST WAS USED TO EVALUATE GOODNESS OF FIT AND KAPPA WAS CALCULATED TO MEASURE AGREEMENT BETWEEN ITEMS. RESULTS REVEALED THAT 50% OF COACHES CONDUCTING PRE-ACTIVITY STRETCHING HAD THE CERTIFIED STRENGTH AND CONDITIONING SPECIALIST CERTIFICATION (CSCS); OF THOSE COACHES, 27% WERE IN COMPLIANCE WITH RESEARCH-SUGGESTED GUIDELINES. OF TOTAL COACHES STUDIED, 23% WERE IN COMPLIANCE. JUNIOR COLLEGE FOOTBALL COACHES APPEAR TO UNDER-UTILIZE THE CURRENT RESEARCH EVIDENCE, WHICH INDICATES THAT DYNAMIC STRETCHING IS MORE BENEFICIAL THAN STATIC STRETCHING WHEN USED PRE-ACTIVITY, AND JUNIOR COLLEGE FOOTBALL COACHES CONTINUE TO REGULARLY INCORPORATE STATIC STRETCHING IN THEIR PRE-ACTIVITY ROUTINES. HOWEVER, THERE IS EVIDENCE THAT COLLEGIATE FOOTBALL COACHES IN THE UNITED STATES EMPHASIZE STATIC STRETCHING POST-ACTIVITY IN A MANNER CONSISTENT WITH CURRENT RESEARCH. THE DATA SUGGESTS A NEED FOR CONTINUING EDUCATION AND MANDATED CERTIFICATION FOR EMPLOYMENT;

HOWEVER, FUTURE RESEARCH IS NEEDED TO FULLY EXPLORE THE RELATIONSHIP BETWEEN RESEARCH-SUGGESTED PRACTICES AND COACH CERTIFICATIONS.

### KEY WORDS:

STRETCHING PROTOCOLS, FOOTBALL, COACHING, ATHLETIC TRAINING

### INTRODUCTION

RESEARCH-SUGGESTED PRE-ACTIVITY STRETCHING TRENDS HAVE CHANGED THROUGHOUT THE YEARS AS NEW AND DIFFERENT TECHNIQUES ARE CONTINUALLY TESTED AND EVALUATED (ANDERSON, 1980; ANDERSON ET AL., 1984; HOLCOMB, 2008; STONE, RAMSEY, O'BRYANT, AYERS & SANDS, 2006). THE TYPE OF PRE-ACTIVITY STRETCHING AND WARM-UP SELECTED IS CRITICAL TO PREPARING FOOTBALL ATHLETES FOR ACTIVITY; AN EFFECTIVE WARM UP WILL REDUCE THE INCIDENCE OF INJURY THROUGH INCREASED MUSCLE TEMPERATURE AND COMPLIANCE AND ALSO IMPROVE PERFORMANCE THROUGH FACILITATING EFFICIENT PHYSIOLOGICAL RESPONSES (CE, MARGONATO, CASACO, & VEICSTEINAS, 2008; HOLCOMB, 2008; LITTLE & WILLIAMS, 2006; NADLER, MALANGA, DEPRINCE, STITIK, & FEINBERG, 2000; SAFRAN, GARETT, SEABER, GLISSON, & RIBBECK, 1988; SAHLIN, TONKONOJI, & SODERLUND, 1998; SHRIER, 1999). INCORRECT PRE-ACTIVITY TRAINING STRATEGIES, ON THE OTHER HAND, CAN CAUSE SEASON-ENDING (OR EVEN CAREER-ENDING) INJURIES, ESPECIALLY IN PHYSICAL SPORTS LIKE FOOTBALL. FORTUNATELY, COACH CERTIFICATION PROGRAMS LIKE THE NATIONAL STRENGTH AND CONDITIONING ASSOCIATION'S (NSCA) CERTIFIED STRENGTH AND CONDITIONING SPECIALIST (CSCS) PROGRAM CAN ACT AS AN INTERVENTION TO IMPROPER COACHING TECHNIQUES BY RE-TEACHING COACHES SAFE AND EFFECTIVE COACHING METHODS GROUNDED IN PEER-REVIEWED RESEARCH CONCLUSIONS. UNFORTUNATELY, IT IS NOT CLEAR IF THE CSCS EFFECTIVELY EDUCATES COACHES TO THE DEGREE THAT COACHES ACTUALLY UTILIZE PROPER PRE-ACTIVITY STRETCHING PROTOCOLS IN PRACTICE.

IN ATHLETIC SETTINGS, THE TERM “STRETCHING” USUALLY CONNOTES STATIC STRETCHING. A STATIC STRETCH INVOLVES FOCUSING ON ONE OR TWO MUSCLE GROUPS WHERE THE ATHLETE REACHES AND HOLDS A STRETCHING POSITION WITH MINIMAL MOVEMENT FOR TEN TO THIRTY SECONDS IN AN EFFORT TO RELAX AND LENGTHEN THE INTENDED MUSCLE GROUP (MANN & WHEDON, 2001). RESEARCH SHOWS THAT GAINS IN RANGE OF MOTION CAN BE ACHIEVED IF STATIC STRETCHING IS PERFORMED CONSISTENTLY POST-ACTIVITY; STATIC STRETCHING TACTICS ARE BETTER SUITED FOLLOWING ACTIVITY RATHER THAN BEFORE IT



(MANN & WHEDON, 2001). BALLISTIC STRETCHING MIMICS THE POSITIONS OF STATIC STRETCHING; HOWEVER, INSTEAD OF REACHING AND HOLDING THE STRETCH, BALLISTIC STRETCHING INVOLVES A BOUNCING ACTION (MANN & WHEDON, 2001). WITH THIS TYPE OF STRETCH, ATHLETES REACH TO STRETCH THE MUSCLE, THEN RETRACT THREE TO SIX INCHES AND REACH AGAIN CREATING A SUCCESSION OF QUICK BOUNCING MOVEMENTS (MANN & WHEDON, 2001). ALTHOUGH BALLISTIC STRETCHING DOES ELEVATE MUSCLE GROUP TEMPERATURE, THIS TYPE OF STRETCHING TREND HAS FALLEN IN POPULARITY BECAUSE OF ITS POTENTIAL TO CAUSE INJURY AND LACK OF MUSCLE RELAXATION PRODUCTION, AND THEREFORE SHOULD NOT BE USED PRE-ACTIVITY (BAECHLE & EARLE, 2008; BAZETT-JONES, GIBSON, & MCBRIDE, 2008; CE ET AL., 2008; LAROCHE ET AL., 2008; SIATRAS, MITTAS, MANELETZI, & VAMVAKOUDIS, 2008; WINCHESTER, NELSON, LANDIN, YOUNG, & SCHEXNAYDER, 2008).

PROPRIOCEPTIVE NEUROMUSCULAR FACILITATION (PNF) STRETCHING STRIKES A BALANCE BETWEEN STATIC STRETCHING AND BALLISTIC STRETCHING. IN PNF STRETCHING, THE ATHLETE WILL HOLD A STRETCH POSITION FOR ABOUT TEN SECONDS; THE ATHLETE THEN CONTRACTS THE STRETCHED MUSCLE WHILE THE PARTNER RESISTS. AFTER THE RESISTANCE, THE ATHLETE RELAXES THE MUSCLE INTO A DEEPER STRETCH. TWO TO THREE ROUNDS OF STRETCH, RESIST, AND RELAX UNTIL THE ATHLETE FEELS THEY HAVE REACHED A STRETCHING LIMIT, ARE COMPLETED (MANN & WHEDON, 2001). ALTHOUGH THIS STRETCH DOES NOT INCREASE CORE MUSCLE TEMPERATURE, PNF IS EFFECTIVE IN CREATING INCREASED RANGE OF MOTION (SHARMAN & CRESSWELL, 2006). PNF STRETCHING, LIKE STATIC STRETCHING, SHOULD ACT IN A SUPPORTING ROLE POST-ACTIVITY IN ORDER TO INCREASE THE RANGE OF MOTION IN A PARTICULAR AREA (SHARMAN & CRESSWELL, 2006; BAECHLE & EARLE, 2008).

DYNAMIC STRETCHING, ALTHOUGH SIMILAR TO BALLISTIC-STYLE STRETCHING, DOES NOT INCLUDE THE BOUNCING ASPECT OF BALLISTIC STRETCHING, BUT INSTEAD INVOLVES FLUID MUSCLE ACTIVITY (YESSIS, 2006). MOST OFTEN, DYNAMIC STRETCHING CONSISTS OF SPORT-SPECIFIC MOVEMENTS, AND WILL INCREASE RANGE OF MOTION AND CORE TEMPERATURE AS THE ATHLETE MOVES THROUGH THESE POSITIONS IN A DYNAMIC MANNER (BAECHLE & EARLE, 2008). DYNAMIC STRETCHING IS THE MOST RECENTLY DEVELOPED OF THE FOUR TYPES OF STRETCHING PROGRAMS (YESSIS, 2006). CURRENT RESEARCH SUPPORTS THAT DYNAMIC STRETCHING IS THE IDEAL PRE-ACTIVITY STRETCHING PROGRAM (BAZETT-JONES ET AL., 2008; CE ET AL., 2008; EGAN, CRAMER, MASSEY, & MAREK, 2006; FREDERICK & SZYMANSKI, 2001; LAROCHE, LUSSIER, & ROY, 2008; MANN & JONES, 1999; SIATRAS ET AL., 2008; TORRES ET AL., 2008; WINCHESTER ET AL., 2008; YAMAGUCHI & ISHII, 2005).

WHILE SOME COACHES ARE COGNIZANT OF CURRENT RESEARCH TRENDS IN SPORT SCIENCE, MANY OLD PRACTICES ARE STILL CARRIED FORWARD BY THOSE COACHES THAT MAY REMAIN UNAWARE OF CURRENT SCIENTIFIC UNDERSTANDINGS (CRAIG & JUDGE, 2009; JUDGE, CRAIG, BAUDENDISTAL, & BODEY, 2009; SWANSON, 2006). THERE IS, IN GENERAL, A LAG BETWEEN THE KNOWLEDGE WITHIN THE SPORT SCIENCE COMMUNITY AND THE GENERALLY ACCEPTED PRACTICE AMONG COACHES (CRAIG & JUDGE, 2009). COACH CERTIFICATION PROGRAMS, HOWEVER, OFFER COACHES THE CHANCE TO UPDATE THEIR TRAINING PRACTICES. THE PREVIOUSLY DISCUSSED RESEARCH-SUGGESTED GUIDELINES ARE INCLUDED IN THE CSCS CERTIFICATION PROGRAM PROVIDED BY THE NATIONAL STRENGTH AND CONDITIONING ASSOCIATION (NSCA). CREATED IN 1985, THE CSCS TRAINS PROFESSIONALS WITH THE DESIRE TO EFFECTIVELY APPLY STRENGTH AND CONDITIONING PROGRAMS FOR ATHLETES IN A TEAM SETTING (NCSA, 2010); THE

CERTIFICATION HAS BEEN NATIONALLY ACCREDITED SINCE 1993. THE CERTIFICATION PROCESS CLAIMS TO ENACT A HIGHER LEVEL OF COMPETENCE AMONG STRENGTH TRAINERS AND IN EFFECT, ALLOW FOR HIGHER QUALITY STRENGTH AND CONDITIONING PROGRAMS FOR ATHLETES. AS A PRE-REQUISITE, CANDIDATES MUST HAVE EARNED A BACHELOR'S DEGREE OR BE ENROLLED IN AN ACCREDITED INSTITUTION. OVER 21,000 PROFESSIONALS CURRENTLY HOLD THE CERTIFICATION. RESULTS SHOW, HOWEVER, THAT CERTIFICATION PROGRAMS LIKE THE CSCS ARE NOT ALWAYS SUCCESSFUL WITH ACTUALLY CHANGING COACH BEHAVIOR (CRAIG & JUDGE, 2009; JUDGE, BODEY, BELLAR, BOTTONI, & WANLESS, 2010; JUDGE ET AL., 2009; SWANSON, 2006). A STUDY OF PRE- AND POST-ACTIVITY STRETCHING PERCEPTIONS AND PRACTICES IN NATIONAL COLLEGIATE ATHLETIC ASSOCIATION (NCAA) DIVISION I VOLLEYBALL PROGRAMS REVEALED THAT, EVEN THOUGH STATIC STRETCHING AND BALLISTIC STRETCHING SHOULD NOT BE PERFORMED PRIOR TO ACTIVITY, 42% (22 OUT OF 50), USED A COMBINATION OF THESE TYPES OF STRETCHING PRE-ACTIVITY (JUDGE ET AL., 2010). IN ADDITION, THERE WAS NO RELATIONSHIP BETWEEN CERTIFICATION AND THE TYPE OF PRE-ACTIVITY STRETCHING PRACTICE EMPLOYED. IN OTHER WORDS, COACHES WHO WERE CERTIFIED WERE NO MORE LIKELY TO EMPLOY PRE-ACTIVITY STRETCHING PRACTICES IN LINE WITH CURRENT RESEARCH THAN COACHES WITHOUT CERTIFICATION. MANY COACHES ALSO HELD INCORRECT BELIEFS ABOUT STRETCHING PRACTICES. THE MAJORITY OF COACHES IN THE STUDY CONDUCTED BY JUDGE ET AL. (2010), BELIEVED THAT PRE-ACTIVITY GROUP STRETCHING PREVENTED INJURY (75%) AND IMPROVED PERFORMANCE (69.6%) EVEN THOUGH OTHER RESEARCH STUDIES SHOW THAT THERE IS LITTLE CONNECTION BETWEEN STRETCHING AND TYPICAL SPORTS INJURIES (HERBERT & GABRIEL, 2002; POPE, HERBERT, KIWAN, & GRAHAM, 2000) OR INCREASED PERFORMANCE, ESPECIALLY IN AN EXPLOSIVE SPORT LIKE FOOTBALL (BEHM, BUTTON, & BUTT, 2001; NELSON & KOKKONEN, 2001; ROSENBAUM & HENNING, 1995).

A SIMILAR STUDY EVALUATING THE PRE- AND POST-ACTIVITY STRETCHING PRACTICES OF NCAA DIVISION I AND DIVISION III FOOTBALL PLAYERS IN THE MIDWEST REVEALED SIMILAR RESULTS (JUDGE ET AL., 2009). OUT OF 23 PARTICIPATING COACHES, ONLY 22% INDICATED THAT THEY USED DYNAMIC STRETCHING EXCLUSIVELY. THE OTHER COACHES OPERATED AGAINST RESEARCH SUGGESTED PRACTICES AND USED A COMBINATION OF WARM-UP, STATIC, DYNAMIC, AND PNF STRETCHING BEFORE PRACTICE. ONCE AGAIN, NO SIGNIFICANT RELATIONSHIP BETWEEN CERTIFICATION AND TYPE OF PRE-ACTIVITY STRETCHING PRACTICE WAS FOUND. THIS STUDY, HOWEVER, ONLY EXPLORED THE ISSUE WITH DIVISION I AND III NCAA COACHES IN THE MIDWEST WITH 20 PARTICIPANTS LEAVING OUT DIVISION II AND THE NATIONAL JUNIOR COLLEGE ATHLETIC ASSOCIATION (NJCAA) ALTOGETHER; FURTHER RESEARCH TO CONCLUDE A MORE ACCURATE PICTURE OF COLLEGIATE FOOTBALL PRE-ACTIVITY STRETCHING IS NEEDED.

RESEARCH STUDIES ASSESSING THE NJCAA AND A COMPLETE PICTURE OF NCAA FOOTBALL COACH CERTIFICATION AND CORRESPONDING PRE-ACTIVITY STRETCHING METHODS REMAIN A GAP IN THE LITERATURE. ALTHOUGH CERTIFICATION PROGRAMS HAVE BEEN PREVIOUSLY STUDIED FOR CONTENT, THE RELATIONSHIP BETWEEN CERTIFICATION AND IMPACT ON COACHING BEHAVIOR ALSO LINGER UNSTUDIED. JUDGE ET AL. (2010) DISCOVERED THAT COACHING CERTIFICATION DID NOT INCREASE THE LIKELIHOOD OF CONDUCTING PRE-ACTIVITY STRETCHING PRACTICES ACCORDING TO SUGGESTIONS BY RESEARCH LITERATURE IN COLLEGIATE VOLLEYBALL PROGRAMS. AND ALTHOUGH JUDGE ET AL. (2009) FOUND VERY SIMILAR RESULTS IN A STUDY OF NCAA DIVISION I AND III FOOTBALL PROGRAMS, THE SAMPLE SIZE WAS LIMITED. THIS STUDY HOPES TO ACT AS A PILOT STUDY TO EVENTUALLY EXPAND JUDGE ET AL. (2009) TO THE NJCAA AND ALL NCAA

DIVISIONS NATIONWIDE BY FIRST ASSESSING THE NUMBER OF COACHES WITH THE CSCS CERTIFICATION AT THE NJCAA LEVEL, THE NUMBER OF COACHES WITH THE CSCS CERTIFICATION, AND THE TOTAL NUMBER OF COACHES WHO UTILIZE RESEARCH-SUGGESTED GUIDELINES FOR PRE-ACTIVITY STRETCHING. THE PURPOSE OF THE PRESENT STUDY, THEN, WAS TO INVESTIGATE THE KNOWLEDGE AND PRACTICES OF JUNIOR COLLEGE FOOTBALL COACHES TO DETERMINE TO WHAT EXTENT CONTEMPORARY STRETCHING PRACTICES ARE IN LINE WITH CURRENT RESEARCH. THREE HYPOTHESES WERE FORMED BASED ON THE RESULTS FROM JUDGE AND HIS COLLEAGUES (2009): 1) FIFTY PERCENT OF NJCAA COACHES WHO REPORT THE USE OF PRE-ACTIVITY STRETCHING WILL REPORT HAVING THE CSCS CERTIFICATION, 2) LESS THAN 22% OF THE PARTICIPANTS WILL REPORT USING RESEARCH-SUGGESTED GUIDELINES FOR PRE-ACTIVITY STRETCHING, AND 3) LESS THAN 22% OF COACHES REPORTING THE USE OF PRE-ACTIVITY STRETCHING AND THE CSCS CERTIFICATION WILL REPORT USING RESEARCH-SUGGESTED GUIDELINES FOR PRE-ACTIVITY STRETCHING.

## METHODS

### PARTICIPANTS

PARTICIPANTS INCLUDED 22 NJCAA FOOTBALL COACHES FROM 22 DIFFERENT JUNIOR COLLEGES (31.4% OF SCHOOLS REPRESENTED). ONE HUNDRED PERCENT OF THE SAMPLE POPULATION WAS MALE, REFLECTING THE TOTAL POPULATION OF EXCLUSIVELY MALE COACHES. SEVENTEEN WERE HEAD COACHES WITH A RANGE OF 10-32 TOTAL YEARS OF FOOTBALL COACHING EXPERIENCE ( $M=21.47$ ,  $SD=6.40$ ). THREE DOUBLED AS ASSISTANT FOOTBALL COACHES AND STRENGTH COORDINATORS WITH A RANGE OF 6-20 TOTAL YEARS OF FOOTBALL COACHING EXPERIENCE ( $M=12$ ,  $SD=7.21$ ) AND 10-13 TOTAL YEARS OF STRENGTH COACH EXPERIENCE ( $M=11.33$ ,  $SD=1.53$ ). TWO WERE HEAD STRENGTH COORDINATORS WITH 5 AND 17 YEARS OF STRENGTH COACH EXPERIENCE. ALL COACHES RANGED IN AGES FROM 33-55 ( $M=45.95$ ,  $SD=6.46$ ).

### INSTRUMENT

THE PRE- AND POST-ACTIVITY STRETCHING PRACTICES IN JUNIOR COLLEGE FOOTBALL QUESTIONNAIRE, A WEB-BASED SURVEY INSTRUMENT HOUSED ON SURVEY MONKEY (<https://www.surveymonkey.com>), WAS USED FOR DATA COLLECTION. THE 41-ITEM SURVEY CONSISTED OF FIVE SECTIONS: DEMOGRAPHIC CHARACTERISTICS, PRE-ACTIVITY GENERAL WARM-UP PRACTICES, PRE-ACTIVITY STRETCHING PRACTICES, POST-ACTIVITY COOL-DOWN PRACTICES, AND POST-ACTIVITY STRETCHING PRACTICES. SECTION I CONTAINED 11 ITEMS AND ADDRESSED BASIC DEMOGRAPHIC INFORMATION INCLUDING YEARS OF EXPERIENCE AND EDUCATION LEVEL. SECTION II CONTAINED 16 ITEMS WITH TWO SUB-SECTIONS: THE FIRST, SECTION IIA, WAS DESIGNED TO DETERMINE PRE-ACTIVITY STRETCHING PRACTICES AND CONTAINED 8 ITEMS; AND THE SECOND, SECTION IIB, FOCUSED ON POST-ACTIVITY STRETCHING AND CONTAINED 8 ITEMS. SECTION III ADDRESSED FLEXIBILITY PERCEPTIONS WITH 10 ITEMS. SECTION IV EMPHASIZED ITEMS TO IDENTIFY COACH KNOWLEDGE ACQUISITION (WHERE COACHES SOUGHT TRAINING INFORMATION) AND INCLUDED 4 ITEMS. ALTHOUGH COACHES WERE ASKED TO COMPLETE THE FULL SURVEY, FOR THE PURPOSE OF THIS PILOT STUDY, ONLY SECTION I AND SECTION IIB WERE ANALYZED. THE SURVEY INSTRUMENT WAS MODIFIED AND LENGTHENED FROM THE SURVEY INSTRUMENT CONTAINING BOTH FACE AND CONTENT VALIDITY USED IN JUDGE ET AL. (2010) AND JUDGE ET AL. (2009). SECTIONS III AND SECTIONS IV WERE ADDED TO THE ORIGINAL SURVEY, BUT WERE NOT ASSESSED IN THIS PILOT. IN PREVIOUS STUDIES, THE SURVEY DEMONSTRATED CONSTRUCT VALIDITY,  $\alpha = .722$ . PEARSON CHI-SQUARE TEST WAS USED TO EVALUATE GOODNESS OF FIT, AND KAPPA WAS CALCULATED TO MEASURE AGREEMENT BETWEEN ITEMS.

## PROCEDURE

PRIOR TO CONDUCTING THE STUDY, INSTITUTIONAL REVIEW BOARD APPROVAL WAS GRANTED VIA A DIVISION I MIDWESTERN UNIVERSITY. ONCE APPROVED, THE QUESTIONNAIRE WAS UPLOADED INTO "SURVEY MONKEY," AN ONLINE QUESTIONNAIRE DISTRIBUTION PROGRAM. SAMPLING WAS CONDUCTED IN CENSUS FORMAT AS ALL HEAD FOOTBALL COACHES IN THE NJCAA WERE CONTACTED. HEAD FOOTBALL COACH EMAIL ADDRESSES FROM ALL 24 REGIONS OF THE NJCAA WERE OBTAINED VIA A ONE-YEAR ONLINE SUBSCRIPTION TO THE NATIONAL COACHES' DIRECTORY. JUST PRIOR TO THE BEGINNING OF DECEMBER, ALL 70 POTENTIAL PARTICIPANTS WERE FIRST CONTACTED VIA EMAIL WITH A LETTER INTRODUCING THE STUDY INCLUDING THE RISKS AND BENEFITS OF PARTICIPATION AS WELL AS A HYPERLINK TO THE ONLINE QUESTIONNAIRE. COACHES WERE ALSO INSTRUCTED TO FORWARD THE EMAIL TO THE COACH WHO CONDUCTED PRE-ACTIVITY STRETCHING IF THIS WAS NOT THEIR RESPONSIBILITY. COACHES WERE INFORMED THAT CLICKING ON THE HYPERLINK SERVED AS THE WEB-BASED CONSENT FORM. TWO WEEKS AFTER THE INITIAL SOLICITATION, A SECOND EMAIL WAS SENT TO ALL POTENTIAL PARTICIPANTS. THE SECOND EMAIL INCLUDED A DISCLAIMER REQUESTING THOSE WHO HAD ALREADY COMPLETED THE SURVEY IGNORE THE FOLLOW-UP SOLICITATION. THE INVESTIGATION CONSISTED OF FOUR WEEKS OF DATA COLLECTION WITH TWO SOLICITATIONS.

## DATA ANALYSIS

ALL RESPONSES FOR THE QUESTIONNAIRE WERE COLLECTED VIA SURVEY MONKEY AND DOWNLOADED INTO AN EXCEL 2010 (VERSION 14; MICROSOFT CORPORATION, REDMOND, WA) SPREADSHEET. DESCRIPTIVE STATISTICS SUCH AS RANGES, MEANS, AND STANDARD DEVIATIONS WERE TABULATED TO ANALYZE DESCRIPTIVE INFORMATION. PERCENTAGES WERE CALCULATED TO ASSESS HYPOTHESIS 1 (I.E. 50% OF NJCAA COACHES CONDUCTING THE PRE-ACTIVITY STRETCHING WILL HAVE THE CSCS CERTIFICATION), HYPOTHESIS 2 (I.E. LESS THAN 22% OF COACHES CONDUCTING THE PRE-ACTIVITY STRETCHING WITH THE CSCS CERTIFICATION USE RESEARCH-SUGGESTED GUIDELINES FOR PRE-ACTIVITY STRETCHING) AND HYPOTHESIS 3 (I.E., LESS THAN 22% OF THE TOTAL NUMBER OF COACHES STUDIED USE RESEARCH-SUGGESTED GUIDELINES FOR PRE-ACTIVITY STRETCHING).

## RESULTS

### HYPOTHESIS ONE

HYPOTHESIS 1 PROPOSED THAT 50% OF NJCAA COACHES WOULD BE CSCS CERTIFIED. DATA CONCERNING CERTIFICATIONS HELD WERE ANALYZED WITH DESCRIPTIVE STATISTICS AND PERCENTAGES. RESULTS REVEALED THAT EIGHT OF NJCAA COACHES STUDIED WERE CSCS CERTIFIED EXCLUSIVELY (50%), WHILE THREE COACHES (14%) HAD THE CSCS CERTIFICATION IN COMBINATION WITH ANOTHER TYPE OR

**Table 1**  
**Coach Position and Certification**

Coach Position	CSCS	CSCS + Other	Other	None
Head Coach	7	0	1	9
Assistant Football Coach & Strength Coordinator	1	1	0	1
Head Strength Coach Coordinator	0	2	0	0
<b>Total</b>	<b>8</b>	<b>3</b>	<b>1</b>	<b>10</b>

\*\*Other certifications include USA Football, SF Athletics, and USA Weightlifting

TYPES OF CERTIFICATIONS. ONE COACH HAD ANOTHER CERTIFICATION EXCLUSIVELY (18%), AND TEN COACHES WERE NOT CERTIFIED (45%). IN TOTAL, 11 HAD THE CSCS CERTIFICATION (50%) WHILE 12 TOTAL (55%) HELD SOME TYPE OF CERTIFICATION. FOR FULL RESULTS, SEE TABLE 1.

## HYPOTHESIS TWO

HYPOTHESIS TWO PROPOSED THAT LESS THAN 22% OF TOTAL COACHES RESPONSIBLE FOR PRE-ACTIVITY STRETCHING USE RESEARCH-SUGGESTED GUIDELINES. DATA CONCERNING PRE-ACTIVITY TRAINING PRACTICES WERE ANALYZED BY PERCENTAGES. RESULTS REVEALED THAT 9% OF COACHES DO NOT PERFORM PRE-ACTIVITY STRETCHING, WHILE TWENTY COACHES PERFORM SOME TYPE OF PRE-ACTIVITY STRETCHING VERY FREQUENTLY (73%) OR FREQUENTLY (18%). OF THE TOTAL PARTICIPANTS, THREE COACHES (14%) USED ONLY STATIC STRETCHING PRIOR TO ACTIVITY, AND FOUR COACHES (18%) USED ONLY DYNAMIC STRETCHING PRIOR TO ACTIVITY. THIRTEEN COACHES USED A COMBINATION OF STRETCHING MODALITIES; 10 COACHES (45%) USED STATIC AND DYNAMIC STRETCHING, WHILE THREE COACHES (14%) UTILIZED STATIC, PNF, AND DYNAMIC STRETCHING PRIOR TO ACTIVITY. SINCE RESEARCH SUGGESTS USING DYNAMIC STRETCHING EXCLUSIVELY, 18% WERE IN COMPLIANCE. FOR FULL RESULTS, SEE TABLE 2.

## HYPOTHESIS THREE

**Table 2**  
Coach Position and Total Pre-Activity Stretching

Coach Position	Type of Stretching				
	Static Only	Dynamic Only	Static and Dynamic	Static, PNF and Dynamic	None
Head Coach	3	2	9	1	2
Assistant Football Coach & Strength Coordinator	1	0	0	2	0
Head Strength Coordinator	0	1	1	0	0
<b>Total</b>	<b>4</b>	<b>3</b>	<b>10</b>	<b>3</b>	<b>2</b>

HYPOTHESIS THREE PROPOSED THAT LESS THAN 22% OF CSCS CERTIFIED COACHES IN THIS STUDY CONDUCTING PRE-ACTIVITY STRETCHING USE RESEARCH-SUGGESTED GUIDELINES FOR PRE-ACTIVITY STRETCHING. DATA CONCERNING HOW CSCS CERTIFIED COACHES WERE ANALYZED BY PERCENTAGES. OF THE 11 COACHES EITHER HAVING THE CSCS CERTIFICATION OR HAVING THE CSCS IN COMBINATION WITH ANOTHER CERTIFICATION, ONE COACH (9%) USED STATIC STRETCHING EXCLUSIVELY, AND THREE COACHES (27%) USED DYNAMIC STRETCHING

**Table 3**  
CSCS Certification and Pre-Activity Stretching

Coach Position	Static Only	Dynamic Only	Static and Dynamic	Static, PNF and Dynamic	None
CSCS Only	0	1	4	2	1
CSCS + Other	1	2	0	0	0
<b>Total</b>	<b>1</b>	<b>3</b>	<b>4</b>	<b>2</b>	<b>1</b>

EXCLUSIVELY. SIX COACHES (55%) USED A COMBINATION OF STRETCHING: FOUR COACHES (36%) USED STATIC AND DYNAMIC STRETCHING, WHILE TWO COACHES (18%) USED A COMBINATION OF STATIC, PNF,

AND DYNAMIC STRETCHING. ONE COACH (9%) DID NOT USE PRE-ACTIVITY STRETCHING. SINCE RESEARCH SUGGESTS USING DYNAMIC STRETCHING EXCLUSIVELY, 27% WERE IN COMPLIANCE. FOR FULL RESULTS, SEE TABLE 3.

## DISCUSSION

### LACK OF CERTIFICATIONS

THE QUALITY OF A SPORTS PROGRAM IN TOTAL DEPENDS ON THE COMPETENCE OF THE COACH. EACH COMPONENT, SUCH AS PRE-ACTIVITY STRETCHING, WILL AFFECT HOW AN ATHLETE PERFORMS. COACH EDUCATION AND CERTIFICATION PROGRAMS LIKE THE CSCS ENCOURAGE A HIGHER LEVEL OF COMPETENCE. ELEVEN COACHES HELD EITHER THE CSCS CERTIFICATION OR THE CSCS CERTIFICATION IN COMBINATION WITH ANOTHER CERTIFICATION (50%). IN TOTAL, TWELVE (55%) HELD SOME TYPE OR TYPES OF CERTIFICATION. THE RESULTS ARE COMPARABLE TO PAST STUDIES EVALUATING THE AMOUNT OF COACHES THAT WERE CERTIFIED.

IN JUDGE ET AL. (2009) ASSESSING NCAA DIVISION I AND DIVISION III FOOTBALL COACHES, 13 OF THE 23 COACHES HAD OBTAINED A CERTIFICATION (57%). IN JUDGE ET AL. (2010) ASSESSING NCAA DIVISION I VOLLEYBALL COACHES, 55% HELD A CERTIFICATION. IN THE PREVIOUS STUDIES AND THE CURRENT STUDY, LESS THAN HALF OF COACHES ARE EMPLOYED YET NOT CERTIFIED. IN LIGHT OF THIS STATISTIC, COACHES WHO NEVER OBTAINED ANY TYPE OF CERTIFICATION MAY HAVE NEVER HAD ANY TYPE OF TRAINING GROUNDED IN RESEARCH OR WORSE, MAY HAVE NEVER HAD ANY TYPE OF FORMAL TRAINING AT ALL. AN ATHLETE'S WARM-UP IS CRITICAL TO OPTIMAL PERFORMANCE AND INJURY PREVENTION (SWANSON, 2006), AND CERTIFICATION PROGRAMS LIKE THE CSCS PROMISE TO DELIVER RESEARCH-SUGGESTED GUIDELINES FOR TRAINING (NSCA, 2010). SO WHY IS IT THAT ONLY 55% OF NJCAA FOOTBALL COACHES HAVE TAKEN THE INITIATIVE TO BECOME CERTIFIED? AND WHY DOES THIS RESULT SPAN ACROSS STUDIES WITH DIFFERENT POPULATIONS (JUDGE ET AL., 2009; JUDGE ET AL., 2010)?

THE FACT THAT ONLY 55% OF NJCAA FOOTBALL COACHES LEADING PRE-ACTIVITY ARE CERTIFIED IN SOME WAY IS EVIDENT THAT NJCAA MEMBER INSTITUTIONS DO NOT REQUIRE CERTIFICATIONS FROM THEIR COACHES. THE LACK OF CERTIFICATION ACROSS STUDIES REFLECTS THE LACK OF REQUIREMENT TO BE CERTIFIED AT BOTH THE NJCAA AND NCAA LEVEL. FUTURE SUGGESTIONS TO ENCOURAGE THE NUMBER OF CERTIFIED JUNIOR COLLEGE AND COLLEGE COACHES WOULD BE TO ENCOURAGE THE NJCAA AND NCAA TO MANDATE SOME TYPE OF FORMAL EDUCATION IN ORDER TO PROTECT STUDENT-ATHLETES FROM INCORRECT TRAINING PRACTICES.

### PRE-ACTIVITY STRETCHING PRACTICES

BASED ON THE RESULTS OF THE PRESENT STUDY, IT IS APPARENT THAT NOT ALL NJCAA FOOTBALL PROGRAMS ARE IN COMPLIANCE WITH CURRENT RESEARCH-SUGGESTED PRE-ACTIVITY PRACTICES (82%, N = 19). THE RESULTS ARE AGAIN SIMILAR TO PREVIOUS STUDIES ASSESSING PRE-ACTIVITY PROTOCOLS. IN JUDGE ET AL. (2009) EVALUATING NCAA DIVISION I AND DIVISION III FOOTBALL COACHES, 78% OF COACHES USED INCORRECT PRE-ACTIVITY PREPARATION PRACTICES WHILE IN JUDGE ET AL. (2010) EVALUATING DIVISION I VOLLEYBALL COACHES, 58% UTILIZED INCORRECT TRAINING PRACTICES. IN ALL THREE STUDIES, A HIGH PERCENTAGE OF COACHES WERE TRAINING ATHLETES INCORRECTLY. THE COMBINATION OF THESE RESULTS SUPPORTS PAST RESEARCH THAT IDENTIFIES THE TREND OF A LAG BETWEEN THE KNOWLEDGE WITHIN THE SPORT SCIENCE COMMUNITY AND THE GENERALLY ACCEPTED PRACTICE AMONG COACHES (CRAIG & JUDGE, 2009) AND THAT MANY OLD PRACTICES ARE STILL CARRIED FORWARD

BY COACHES THAT MAY REMAIN UNAWARE OF CURRENT SCIENTIFIC UNDERSTANDINGS (CRAIG & JUDGE, 2009; JUDGE, CRAIG, BAUDENDISTAL, & BODEY, 2009; SWANSON, 2006).

CRAIG AND JUDGE (2009) BRIEFLY TOUCHED ON THE REASON WHY THE SCIENTIFIC COMMUNITY AND COACHING COMMUNITY ARE NOT RUNNING PARALLEL AND COACHES ARE LAGGING BEHIND. IN THE LITERATURE, IT TAKES TIME TO FORM A TREND; MANY RESEARCH STUDIES MUST AGREE BEFORE A CONCLUSION IS GENERALLY ACCEPTED IN THE SCIENTIFIC COMMUNITY. ALSO, PEER-REVIEWED JOURNALS ARE NOT WRITTEN AT THE AVERAGE READING LEVEL, WHICH MAY BE A BARRIER TO IMPARTING IMPORTANT ADVANCES IN BEST PRACTICE. COACHES MAY STRAY FROM SURROUNDING THEMSELVES WITH THE PROPER LITERATURE EVALUATING THE TRAINING METHODS IN THEIR SPORT. FURTHER RESEARCH IS WARRANTED TO UNDERSTAND THE DISCONNECTION BETWEEN THE SCIENTIFIC COMMUNITY AND COACHING PRACTICES IN ORDER TO BEGIN CLOSING THE GAP.

### THE CSCS AND PRE-ACTIVITY STRETCHING PRACTICES

OF THE 11 COACHES WITH THE CSCS CERTIFICATION, EITHER SOLELY OR IN COMBINATION WITH OTHER CERTIFICATIONS IN THIS STUDY, (27%,  $n = 3$ ) USED DYNAMIC STRETCHING EXCLUSIVELY; IN OTHER WORDS, 27% WERE IN LINE WITH CURRENT RESEARCH SUGGESTIONS. THIS MEANS THAT 73% OF COACHES PASSING THROUGH A CERTIFICATION PROGRAM ROOTED IN RESEARCH-SUGGESTED GUIDELINES STILL HAVE NOT UPDATED THEIR PRACTICES. POSSIBLE EXPLANATIONS COULD BE TEACHING STYLE, LACK OF MOTIVATION IN THE COURSE, OR ANY NUMBER OF VARIABLES EXPLAINING WHY INDIVIDUALS DO NOT UTILIZE WHAT THEY LEARN. AN IMPORTANT CONSIDERATION, HOWEVER, IS HOW THE CERTIFICATION PROGRAMS ARE EMPHASIZED WHEN COACHES MAKE DECISIONS. RESEARCH APPLYING THE THEORY OF REASONED ACTION (TRA) (AJZEN & FISHBEIN, 1980; RANDALL AND WOLFF, 1994) AND THE THEORY OF PLANNED BEHAVIOR (TPB) (AJZEN, 1991) HAS BEEN USED TO EXPLAIN A VARIETY OF BEHAVIORS. THE TRA, BY FISHBEIN AND AJZEN (1980) SUGGESTS THAT A PERSON'S BEHAVIORAL INTENTION DEPENDS ON THE PERSON'S ATTITUDE ABOUT THE BEHAVIOR AND SUBJECTIVE NORMS. THEREFORE, THE REASON A PERSON BEHAVES THE WAY THEY DO IS THE SUM OF BELIEFS ABOUT A PARTICULAR BEHAVIOR WEIGHTED BY EVALUATIONS OF THESE BELIEFS AND THE INFLUENCE OF PEOPLE IN THE COACH'S ENVIRONMENT AND THE WEIGHT ATTACHED TO THEIR OPINION (BECKER, RANDALL, & RIEGEL, 1995). THE CERTIFICATION PROCESS BATTLES THE ACCEPTED NORMS AND INFLUENCE FROM PRIOR COACHES IN EFFECTIVELY CHANGING A COACH'S BEHAVIOR. FOR EXAMPLE, A COACH MAY FEEL SIGNIFICANT INFLUENCE FROM A PREVIOUS COACH WHO UTILIZED STATIC STRETCHING, A POSSIBLE EXPLANATION FOR WHY MANY COACHES REPORTED USING A COMBINATION OF DYNAMIC STRETCHING AND STATIC STRETCHING (55%).

INTERESTINGLY, THE RESULTS OF THE PRESENT STUDY DO NOT REFLECT THOSE OF THE JUDGE ET AL. (2010) VOLLEYBALL STUDY. OF THE FIVE VOLLEYBALL COACHES IN JUDGE ET AL. (2010) WHO HAD THE CSCS CERTIFICATION OR HAD THE CSCS CERTIFICATION IN COMBINATION WITH ANOTHER CERTIFICATION, FOUR OUT OF 5 (80%) UTILIZED DYNAMIC STRETCHING EXCLUSIVELY. ALTHOUGH THE DIFFERENCE MAY NOT BE STATISTICALLY DIFFERENT, THE RESULTS DO SHINE LIGHT ON SOME ISSUES.

ASIDE FROM DIFFERENCE IN SPORT, THE SAMPLE COACHES WERE MUCH YOUNGER ( $M=34$  YEARS OLD,  $s=8.42$ ) THAN THE FOOTBALL COACHES IN THIS SAMPLE POPULATION; ALL COACHES RANGED IN AGES FROM 33-55 ( $M=45.95$ ,  $s=6.46$ ). THE CSCS CERTIFICATION PROCESS WAS NATIONALLY ACCREDITED IN 1993 AND DOES REQUIRE CONTINUING EDU-

CATION (NSCA, 2010). COULD IT BE THAT FOOTBALL COACHES TOOK THE CERTIFICATION MUCH EARLIER, WHEN THEY MAY HAVE BEEN TEACHING OUT-OF-DATE PRACTICES? A FUTURE STUDY ASSESSING THE RELATIONSHIP BETWEEN THE DATE OF CERTIFICATION AND TYPE OF PRE-ACTIVITY STRETCHING CONDUCTED IS WARRANTED. BECAUSE THE POPULATION USED IN BOTH STUDIES IS SMALL AND NO STATISTICAL ANALYSIS OF THE DIFFERENCE BETWEEN AGES HAS BEEN CONDUCTED, THE MEAN AGES FOR BOTH GROUPS CANNOT BE CLAIMED AS SIGNIFICANTLY DIFFERENT. REGARDLESS, THESE FINDINGS COULD BE THE BEGINNING OF THE EVIDENCE SUPPORTING THE NEED FOR CONTINUING EDUCATION FOR ALL TYPES OF CERTIFICATIONS.

ALSO, USA VOLLEYBALL PROVIDES A THOROUGH CERTIFICATION PROGRAM CONTAINING THREE LEVELS FOR ALL AGES (JUDGE ET AL., 2010) WHILE USA FOOTBALL ONLY CONDUCTS A CERTIFICATION PROGRAM GEARED TOWARDS YOUTH COACHES (USA FOOTBALL, 2010). TWO OF THE FIVE VOLLEYBALL COACHES IN THE STUDY WHO FOLLOWED RESEARCH-SUGGESTED GUIDELINES HAD THE USA VOLLEYBALL CREDENTIAL IN TANDEM WITH THE CSCS CERTIFICATION. A MORE COMPLETE SET OF CERTIFICATION PROGRAMS MAY BE PART OF THE REASON FOR THE POSSIBLE DIFFERENCE BETWEEN VOLLEYBALL AND FOOTBALL RESULTS.

### LIMITATIONS

THESE RESULTS SHOULD BE INTERPRETED WITH A FEW LIMITATIONS IN MIND. THE STUDY HAD A LOW PARTICIPATION RATE (22 PROGRAMS OUT OF 70 PROGRAMS, OR 31% OF THE TOTAL POPULATION). THE SURVEY INSTRUMENT USED WAS ADAPTED FROM A SURVEY WITH FACE AND CONTENT VALIDITY; HOWEVER, THE NEW SURVEY HAS BEEN TESTED FOR NEITHER FACE NOR CONTENT VALIDITY. WHEN ASSESSING CERTIFIED COACHING PRACTICES, THERE IS NO WAY TO CONTROL WHERE THE COACHES RECEIVED THEIR INFORMATION. IN THIS PILOT STUDY, NO STATISTICAL PROCESSES BEYOND DESCRIPTIVE STATISTICS AND PERCENTAGES WERE ASSESSED, SO THE DIFFERENCES BETWEEN DATA MAY LACK ANY STATISTICAL SIGNIFICANCE.

### CONCLUSION

THE RESULTS OF THIS STUDY FURTHER SUPPORT THE IMPORTANCE FOR CURRENT FOOTBALL-AFFILIATED COACHES TO RE-EVALUATE THEIR OWN PRACTICES ACCORDING TO RESEARCH ARTICLES AND CONCLUSIONS. ALTHOUGH THE BULK OF RESEARCH AGREES THAT COACHES SHOULD USE DYNAMIC STRETCHING EXCLUSIVELY PRE-ACTIVITY IN EXPLOSIVE SPORTS LIKE FOOTBALL (E.G. CE ET AL., 2008) SOME COACHES, BOTH CSCS CERTIFIED AND NON-CERTIFIED, HAVE NOT COMPLETELY DISCONTINUED TRADITIONAL AND OUT-OF-DATE METHODS SUCH AS STATIC STRETCHING. FUTURE SUGGESTIONS TO ENHANCE COACH KNOWLEDGE INCLUDE MANDATORY CERTIFICATIONS FOR COLLEGE COACHES AND CERTIFICATION PROGRAMS THAT INCLUDE CONTINUING EDUCATION.

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### NUMBER 1: ZUMBA @ THE BULEY

By

SHANNON POWERS



BALL STATE UNIVERSITY'S SCHOOL OF SPORT, PHYSICAL EDUCATION, AND EXERCISE SCIENCE AND INAHPERD TEAMED UP WITH THE MUNCIE BULEY CENTER AND WHITELY COMMUNITY COUNCIL TO PROVIDE A FREE FOOD AND ZUMBA PROGRAM DURING FALL 2013. FUNDING WAS SUPPORTED INTERNALLY FOR \$4,800 AND \$2000 FROM INAHPERD. OVER 90 CITIZENS FROM DELAWARE, MADISON, AND GRANT COUNTIES PARTICIPATED IN THE TWICE WEEKLY PROGRAM. SHANNON POWERS WAS THE FACULTY MENTOR WHO OVERSAW ELEVEN STUDENTS FROM DIFFERENT DISCIPLINES: DIETETICS AND NUTRITION; ELEMENTARY EDUCATION, HEALTH STUDIES; AND MUSEUM STUDIES.

THIS PROGRAM WAS CREATED TO ADDRESS THE LACK OF FITNESS OPPORTUNITIES AND NUTRITIONAL AWARENESS IN DELAWARE COUNTY. SMOKING AND HIGH BLOOD PRESSURE, WHICH BOTH HAVE EFFECTIVE INTERVENTIONS, ARE RESPONSIBLE FOR THE LARGEST NUMBER OF DEATHS IN THE US. OTHER DIETARY, LIFESTYLE, AND METABOLIC RISK FACTORS FOR CHRONIC DISEASES ALSO CAUSE A SUBSTANTIAL NUMBER OF DEATHS IN THE US. INDIANA'S HEALTH INDICATOR STATISTICS SHED A DISMAL LIGHT ON THE HEALTH EPIDEMIC IN THE STATE. MANY INDIANA STATE HEALTH INDICATOR STATISTICS EXCEED NATIONAL AVERAGES. INDIANA'S 2011 WEIGHT CLASSIFICATION BY BODY MASS INDEX REPORTS THIRTY-FIVE PERCENT OF RESIDENTS ARE OVERWEIGHT AND THIRTY-ONE PERCENT ARE CLINICALLY OBESE (CDC, 2012). TWENTY-SIX PERCENT OF INDIANA'S POPULATION HAS PRE-DIABETES WHEREAS, OVER TEN PERCENT REPORT BEING DIAGNOSED WITH TYPE-2, ADULT ONSET DIABETES (IN-GOV.ORG, 2012). MUNCIE, INDIANA IS LOCATED IN DELAWARE COUNTY. THIRTY PERCENT OF THE COUNTY'S RESIDENTS REPORT BEING PHYSICALLY INACTIVE (COUNTY HEALTH RANKINGS, 2012). THE INDIANA

STATE HEALTH PLAN RECOMMENDS INCREASING HOOSIERS AT A HEALTHY WEIGHT BY DECREASING OBESITY.

WHAT WAS THE PROBLEM THE GROUP WAS ASKED TO SOLVE?

STUDENTS WERE ASKED TO DESIGN, ADVERTISE, AND EXECUTE A NUTRITION AND EXERCISE PROGRAM FOR MUNCIE ADULTS. THE PROGRAM SET THE STAGE FOR MEN AND WOMEN TO ENGAGE IN RHYTHMIC AEROBICS, SAMPLE NUTRITIOUS FOOD, AND PARTICIPATE IN MONITORED FITNESS ASSESSMENT. IT HAD A LARGER IMPACT OF PROVIDING A SAFE AND FREE PLACE TO EXERCISE IN THE TARGETED POPULATION'S OWN NEIGHBORHOOD WHILE THEIR CHILDREN WERE SUPERVISED IN FREE CHILDCARE. EIGHT WOMEN FROM THE PROGRAM COMPLETED A ZUMBA INSTRUCTOR LICENSING PROGRAM ON NOVEMBER 19, 2013. THIS PART OF THE GRANT WAS FUNDED FROM INAHPERD. IN TURN, ALL OF THESE WOMEN HAVE GONE ON TO EARN INCOME TEACHING ZUMBA AT THE BULEY CENTER, LOCAL CHURCHES, LIBRARIES, AND RECREATION CENTERS. ON A LARGER SCALE, THE PROGRAM EQUIPPED THESE PARTICIPANTS AND THEIR FAMILIES WITH A TWICE WEEKLY EXERCISE CLASS AND WELLNESS KNOWLEDGE THEY NEED TO CHANGE BEHAVIOR TOWARD A HEALTHIER LIFESTYLE; BOOSTED MOOD, SELF-ESTEEM, MOTIVATION, AND ENJOYMENT.

#### THE TANGIBLE OUTCOMES:

1. A PUBLISHED COOKBOOK
2. EIGHT COMMUNITY PARTICIPANTS ARE CERTIFIED ZUMBA INSTRUCTORS
3. TWENTY 60 MINUTE EXERCISE CLASSES TAUGHT
4. TWENTY 2 DISH MEALS SERVED

STUDENT LEARNING OUTCOMES WERE SPECIFIC TO A STUDENT'S ACADEMIC DISCIPLINE OR ROLE IN THE PROGRAM:

DIETETICS: APPLY INFORMATION ABOUT BEHAVIORAL, DIETARY, AND ENVIRONMENTAL FACTORS TO REDUCE CHRONIC DISEASE RISKS. STUDENTS WILL DEMONSTRATE PROFESSIONAL ATTRIBUTES SUCH AS CUSTOMER FOCUS, CRITICAL THINKING, AND TIME MAN-

AGEMENT AND WORK PRIORITIZATION WHILE DEVELOPING DIETETICS-RELATED SKILLS WITHIN VARIOUS ORGANIZATIONAL STRUCTURES. ASSIST ONE ANOTHER IN PROGRAM ACTIVITY PLANNING AND IMPLEMENTATION FOR FOOD SAMPLING. IDENTIFY AND PRACTICE PRINCIPLES OF SAFE FOOD PREPARATION. RELATE THE NUTRITIONAL STATUS OF OVERWEIGHT ADULTS TO THEIR DIETS AND SUGGEST PLAUSIBLE SOLUTIONS.

HEALTH STUDIES, ELEMENTARY EDUCATION, AND MUSEUM STUDIES MAJORS: PLAN A SERIES OF RELATED EXERCISE ROUTINES FOR A LARGE GROUP OF ADULT PARTICIPANTS. TEACH MOVEMENT PROGRAMMING TO A GROUP OF ADULTS. UNDERSTAND AND BE ABLE TO ARTICULATE THE SCIENTIFIC CONCEPTS UNDERLYING HEALTH PROMOTION AND PRIMARY MOVEMENT SKILLS. DEMONSTRATE THE ABILITY TO REFLECT ON AND CLARIFY THEIR OWN VALUES RESULTING IN GENUINE RESPECT FOR DIFFERENCES AMONG PEOPLE AND IDEAS IN INDIVIDUAL, GROUP, COMMUNITY, AND GLOBAL HEALTH PROMOTION SETTINGS. DEMONSTRATE EFFECTIVE ORAL COMMUNICATION SKILLS. DEVELOP SKILLS TO EFFECTIVELY MOTIVATE CHANGES IN HEALTH BEHAVIOR, UTILIZE HEALTH ASSESSMENT TOOLS AND TO PLAN, IMPLEMENT AND EVALUATE HEALTH PROMOTION PROGRAMS AMONG DIVERSE POPULATIONS AND IN VARIOUS HEALTH PROMOTION SETTINGS.

THE EXPERIENCE HELPED STUDENTS DEFINE A CAREER PATH OR MAKE CONNECTIONS TO A PROFESSION OR INDUSTRY.

A SPORTS MARKETING UNDERGRADUATE CLASS COVERED ADVERTISING AND MARKETING OF THE PROGRAM. STUDENTS (N=29) WERE ORGANIZED INTO SIX WORKING GROUPS; PRINT ADVERTISING- 2 GROUPS; RADIO- 2 GROUPS; AND PUBLIC SPEAKING-2 GROUPS. ALL COHORTS WERE UNDER A 3 WEEK DEADLINE TO PRODUCE A VIABLE PROFESSIONAL PRODUCT FOR THE ZUMBA @ THE BULEY ADVERTISING CAMPAIGN. THE PRINT ADVERTISING GROUP DESIGNED A FLYER AND POSTER AND PUBLISHED THEM DIRECTLY THROUGH ZUMBA.COM. INSTRUCTOR SHANNON POW-



ERS SELECTED A FINAL FLYER (BETWEEN THE TWO COHORTS) AND IT WAS DISTRIBUTED TO EVERY KINDERGARTEN-THIRD GRADE ELEMENTARY STUDENT AT LONGFELLOW AND SUTTON ELEMENTARY SCHOOLS. THE PUBLIC SPEAKING COHORTS DELIVERED 'PUBLIC SERVICE ANNOUNCEMENTS' AT LOCAL HIGH SCHOOL FOOTBALL GAMES, CHURCHES, BINGO HALLS, AND MUNCIE CIVIC MEETINGS. THESE GROUPS CONTACTED AND SCHEDULED VENUES, GAINED NECESSARY PERMISSIONS, WROTE AND DELIVERED THE 3-5 MINUTE SPEECH TO THE PUBLIC. THE THIRD GROUP WROTE COPY AND PRODUCED 2 THIRTY-SECOND AND 2 TEN SECOND TEASER RADIO SPOTS AT WLBC, 104.1 FM RADIO STATION. THESE RADIO COMMERCIALS AIRED AT VARIOUS TIMES FOR OVER THREE MONTHS.

THE DIETETIC MAJORS (N=8) PURCHASED GROCERIES, PREPARED 1 ENTRÉE AND 1 SIDE DISH WITH NUTRITIONAL INFORMATION TWICE A WEEK FOR 10 WEEKS. THESE STUDENTS WERE GIVEN A PRACTICAL- WORK-LIKE EXPERIENCE. THROUGH APPLYING WHAT THEY HAVE LEARNED IN THE CLASSROOM TO

A REAL WORLD SETTING THEY LEARNED A LOT ABOUT CULTURE, PEOPLE, AND THEMSELVES. EVEN THOUGH THE BULEY CENTER IS IN THE SAME CITY AS BALL STATE UNIVERSITY, FOR A MAJORITY OF THE STUDENTS, COOKING FOR A MAINLY AFRICAN-AMERICAN POPULATION WAS A NEW EXPERIENCE. THE STUDENTS CHOSE INGREDIENTS FROM LOCAL GROCERY STORES FREQUENTED BY THE WHITELY NEIGHBORHOOD. THIS IMMERSIVE LEARNING COURSE HAS HELPED TWO SENIOR DIETETIC STUDENTS YIELD JOB INTERVIEWS WHERE THE EMPLOYERS VIEWED THE EXPERIENCE AS A VALUABLE ASSET. ACADEMICALLY, THESE STUDENTS PUBLISHED A 35 PAGE COOKBOOK, MADE TWO FORMAL PRESENTATIONS DURING SPRING 2013 AT THE INDIANA DIETETIC ASSOCIATION MEETING AND INDIANA MIDWEST DIETETIC ASSOCIATION CONFERENCE.

THE ELEMENTARY EDUCATION, HEALTH STUDIES, AND MUSEUM STUDIES MAJORS (N=3) INSTRUCTED THE ZUMBA 60 MINUTE CLASS. THE CAREER CONNECTIONS FOR THESE MAJORS ARE NOT NECESSARILY APPARENT, AS NONE OF THEM PLANNED ON MAKING A CA-

REER OUT OF GROUP FITNESS INSTRUCTING, HOWEVER, THEY WERE RESPONSIBLE FOR ADMINISTERING THE PSYCHOLOGICAL ASSESSMENTS, KEEPING ATTENDANCE, SELECTING PARTICIPANTS FOR ZUMBA INSTRUCTOR CERTIFICATION, AND DIRECT COMMUNICATION WITH THE PARTICIPANTS. EACH STUDENT CONDUCTED A FORMAL PRESENTATION TO THEIR RESPECTIVE SCHOOL FACULTY MEETING SPRING 2013. THIS PROGRAM WAS A WIN COMBINATION AND SHINING EXAMPLE OF HOW MULTIPLE RESOURCES CAN MAKE THE COMMUNITY STRONGER. MUCH GRATITUDE WAS EXPRESSED ON A DAILY BASIS BY OUR COMMUNITY PARTICIPANTS AND STUDENTS WHO LEARNED A GREAT DEAL ABOUT WORKING IN HEALTH AND HUMAN SERVICES.



## **NUMBER 2: STABILITY BALL CLASSROOM SEATS**

By  
JENNIFER SCHOTT

WHILE I WAS TAKING COURSEWORK AT VALPARAISO UNIVERSITY, MY AMAZING ADVISOR TOLD ME ABOUT IAHPERD. I DECIDED TO JOIN THIS GREAT ORGANIZATION AND MAKE AN ATTEMPT AT WRITING A GRANT. I HAVE BEEN A MEMBER FOR A SEVERAL YEARS AND WAS FORTUNATE ENOUGH TO BE AWARDED A MINI-GRANT.

AS EDUCATORS, WE ARE CONTINUALLY LOOKING FOR WAYS TO IMPROVE STUDENT LEARNING. STATES AROUND THE COUNTRY ARE REQUIRING MORE AND MORE TESTING OF STUDENTS WHICH LEADS TO A LOT OF SEAT TIME. STUDENTS AT WASHINGTON TOWNSHIP ELEMENTARY SCHOOL SPEND AN AVERAGE OF 5 HOURS PER DAY SITTING, WHICH IS A LOT TO ASK OF THE BODY AND MIND. WITH THAT INFORMATION, THIS GRANT STUDY IDEA WAS BORN.

FOR THREE 9-WEEK GRADING PERIODS, ONE CLASSROOM REPLACED THEIR CHAIRS WITH STABILITY BALLS. WE CONDUCTED PRE- AND POST-CORE STRENGTH TESTS TO DETERMINE ANY PHYSICAL BENEFIT TO THE BALL. TEACHERS COMPLETED WEEKLY OBSERVATION SURVEYS TO ASCERTAIN IF THE BALLS COULD DETER CERTAIN NEGATIVE BEHAVIORS

SUCH AS FIDGETING, BEING OUT OF A SEAT FOR NO REASON, AND TALKING EXCESSIVELY. TEACHERS ALSO PROVIDED ME THE PREVIOUS AND CURRENT 9-WEEK GRADES TO ASSESS IF ANY ACADEMIC GAINS COULD HAVE BEEN MADE DUE TO INCREASED ATTENTION IN THE CLASSROOM.

THE FIRST GROUP TO PARTICIPATE IN THE EXPERIMENT WAS 4TH GRADE. BY THE END OF THE 9-WEEKS, IMPROVEMENTS HAD BEEN MADE IN CORE STRENGTH. OF THE 22 STUDENTS, 35% IMPROVED THE NUMBER OF SIT-UPS COMPLETED IN ONE MINUTE, 45% IMPROVED THE NUMBER OF PUSH-UPS COMPLETED IN ONE MINUTE, AND 40% IMPROVED THE NUMBER OF CONSECUTIVE SUPERMAN/BANANAS COMPLETED IN ONE MINUTE. READING GRADES IMPROVED 6%, AND GRAMMAR GRADES IMPROVED 5%. SADLY, MATH GRADES WENT DOWN 2% OVER THE 9-WEEK PERIOD. MANY OF THE NEGATIVE CLASSROOM BEHAVIORS DIMINISHED. STUDENTS WERE OUT OF THEIR SEATS LESS, SPOKE OUT OF TURN LESS, MADE LESS NOISES, STARED OFF LESS, REDUCED FIDGETING, AND DROPPED FEWER ITEMS ON THE FLOOR. THE CLASSROOM TEACHER ENJOYED THAT THE ROOM WAS CLEANER THAN IT HAD EVER BEEN AND THAT

STUDENTS APPEARED TO PAY MORE ATTENTION IN CLASS DUE TO THE INABILITY TO LIE THEIR HEAD ON A DESK, ETC.

FIFTH GRADE WAS NEXT, AND THEIR CLASS OF 23 SHOWED 52% IMPROVED SIT-UPS, 52% IMPROVED PUSH-UPS, AND 19% IMPROVED SUPERMAN/BANANAS. MATH SCORES IMPROVED 4% WHILE READING IMPROVED 5%. THIS CLASS DID NOT HAVE GRAMMAR GRADES. ALL NEGATIVE BEHAVIORS OBSERVED BY THE TEACHER DECREASED, EXCEPT FOR MAKING NOISES WHICH WAS VERY LOW FROM THE BEGINNING. THIS TEACHER ALSO COMMENTED THAT IT APPEARED STUDENTS WERE MORE FOCUSED SINCE THEY COULD NOT SLOUCH OR PUT HEADS DOWN ON DESK.

THE FINAL GROUP TO PARTICIPATE WAS 3RD GRADE. OF THE 17 STUDENTS, 35% IMPROVED SIT-UPS, 53% IMPROVED PUSH-UPS, AND 18% IMPROVED SUPERMAN/BANANAS. GRAMMAR GRADES IMPROVED 4%, AND THAT WAS THE SOLE ACADEMIC IMPROVEMENT. ASKING TO USE THE RESTROOM, STARING OFF, AND DROPPING ITEMS ON THE FLOOR WERE THE ONLY NEGATIVE BEHAVIORS TO DECREASE. THIS GROUP APPEARED TO SHOW THE LEAST IMPROVEMENT IN ALL ASPECTS OF THE STUDY,

BUT IT COULD BE BECAUSE IT WAS THE LAST 9 WEEKS OF SCHOOL AND YOUNG MINDS LOSE FOCUS EASILY WITH THOUGHTS OF SUMMER VACATION.

OVERALL, THE RESULTS OF REPLACING REGULAR CHAIRS WITH STABILITY BALLS LOOKS PROMISING. ADMITTEDLY, IT WAS AN EXTRA EFFORT TO WEEKLY "TOP-OFF" THE BALLS WITH AIR AND REPLACE BALLS THAT SUFFERED A TRAGEDY DUE TO A SHARP OBJECT, BUT IT WAS A SMALL INCONVENIENCE TO THE POSITIVE RESULTS THAT CAME FROM THE STUDY. IF STUDENTS ARE GOING TO CONTINUE TO BE REQUIRED TO SIT FOR LONG PERIODS OF TIME, IT MAKES SENSE TO GIVE THEM A CHANCE TO WIGGLE AND USE THEIR BODY.

**AUTHOR'S NOTE:** JENNIFER SCHOTT IS A GRADUATE OF BALL STATE UNIVERSITY AND HAS BEEN TEACHING FOR 14 YEARS. SHE TAUGHT ENGLISH FOR 11 YEARS AND IN 2011 COMPLETED COURSE WORK AT VALPARAISO UNIVERSITY TO ADD PE/HEALTH TO HER LICENSE. SINCE THEN, SHE HAS BEEN TEACHING ELEMENTARY PE. HER ADVISOR AT VU TOLD HER ABOUT IAHPERD AND THE GRANTS IT PROVIDES. SHE DECIDED TO BECOME A MEMBER (3251752) DURING HER FIRST YEAR IN THE NEW TEACHING POSITION. THE IDEA FOR THE GRANT CAME FROM TALKING WITH CLASSROOM TEACHERS AND DISCOVERING HOW MUCH SITTING AND TESTING STUDENTS WERE DOING. JENNIFER RESIDES IN VALPARAISO WITH HER HUSBAND AND DAUGHTER.



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# 2014 MIDWEST SHAPE AMERICA

## AWARD RECIPIENTS



2014 PASSING OF THE GAVEL: LAWRENCE JUDGE TO BETHANY CLEGG



2014 LAWRENCE JUDGE PRESIDENT AWARD



2013 HONOR AWARD: DAVID ANSPAUGH



2013 SCHOLAR AWARD: GLENNA BOWERS



2014 OUTSTANDING MAJOR OF THE YEAR AWARD: BRIAN KAUTZ



2014 NATIONAL TEACHER OF THE YEAR: HEIDI STAN

# 2014 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.*

**DR. DAVID ANSPAUGH** IS AN INDIANA NATIVE. HE TAUGHT AT THE UNIVERSITY OF MEMPHIS FOR ALMOST 25 YEARS. DURING HIS TENURE AT THE UNIVERSITY OF MEMPHIS HE SERVED AS DIVISION HEAD, FOUNDED FITNESS AND WELLNESS FACILITY AND SERVED THE DEPARTMENT AND UNIVERSITY OF MEMPHIS AS GRADUATE COORDINATOR. HE HAS TAUGHT AT TRI-STATE UNIVERSITY AND ALBION COLLEGE SINCE LEAVING TENNESSEE. HE WAS DEPARTMENT



CHAIR AT TRI-STATE AND SERVED AS ATHLETIC DIRECTOR FOR A BRIEF TIME.

DAVID'S UNDERGRADUATE DEGREE WAS OBTAINED FROM ALBION COLLEGE AND HIS MASTER'S DEGREE FROM EASTERN MICHIGAN UNIVERSITY. HE HOLDS TWO DOCTORATES. ONE DOCTORATE WAS FROM INDIANA UNIVERSITY, BLOOMINGTON AND ANOTHER FROM THE UNIVERSITY OF TENNESSEE, KNOXVILLE .

DURING HIS CAREER HE HAS RECEIVED THREE DISTINGUISHED TEACHING AWARDS AT THE UNIVERSITY OF MEMPHIS AND ANOTHER DISTINGUISHED TEACHING AWARD FROM TRI-STATE UNIVERSITY. DAVID HAS BEEN THE RECIPIENT OF TWO HONOR AWARDS (TENNESSEE AND SOUTHERN DISTRICT) AND TWO DISTINGUISHED SCHOLAR AWARDS (TENNESSEE AND SOUTHERN DISTRICT). HE HAS RECEIVED THE DISTINGUISHED ADVISOR AWARD FROM THE UNIVERSITY OF MEMPHIS, AND THE EARL CRADER AWARD FOR DISTINGUISHED TEACHING, SERVICE, AND RESEARCH FROM THE UNIVERSITY OF MEMPHIS. ADDITIONALLY, HE WAS SELECTED AS THE ROBERT KIRK DISTINGUISHED ALUMNI AWARD FROM THE UNIVERSITY OF TENNESSEE. DAVE RECEIVED THE MIDWEST HEALTH EDUCATOR OF THE YEAR AWARD IN 2007. IN 2008 HE WAS SELECTED AS THE AAHE NATIONAL HEALTH EDUCATOR OF THE YEAR FOR HIGHER EDUCATION. IN 2011 HE RECEIVED THE HONOR AWARD FROM THE AMERICAN ASSOCIATION OF HPER. HE IS A MEMBER OF THE ALBION COLLEGE HALL OF FAME AND RECENTLY WAS HONORED BY FREMONT HIGH AS THE FIRST BASKETBALL PLAYER TO SCORE OVER A 1000 (1278) POINTS IN HIS HIGH SCHOOL ATHLETIC CAREER.

PROFESSIONALLY, DAVID HAS SERVED ON INNUMERABLE PROFESSIONAL BOARDS AND COMMITTEES IN THE STATES OF TENNESSEE AND INDIANA. HE HAS SERVED AS PRESIDENT OF BOTH THE TENNESSEE AND INDIANA AHPERD. BEYOND THE STATE LEVEL, HE HAS BEEN PART OF THE AAHE BOARD OF DIRECTORS, THE EXECUTIVE COMMITTEE OF THE NATIONAL COMMITTEE FOR HEALTH EDUCATION CREDENTIALING,(CHES) AND VICE PRESIDENT OF HEALTH FOR THE SOUTHERN DISTRICT. HE HAS SERVED AS PRESIDENT OF SOUTHERN DISTRICT AAHPERD. SINCE RETURNING TO THE MIDWEST DISTRICT HE HAS SERVED AS VICE-PRESIDENT OF HEALTH AND PRESIDENT OF THE MIDWEST DISTRICT. HE IS A CHES AND AAHE FELLOW (RETIRED). SCHOLASTICALLY, HE HAS

AUTHORED AND COAUTHORED OVER 85 ARTICLES AND HAS BEEN THE AUTHOR/COAUTHOR OF SEVEN TEXTBOOKS WITH OVER 26 EDITIONS OF THESE BOOKS PUBLISHED. HE CONTINUES TO BE A LEADING TEXTBOOK AUTHOR FOCUSING ON THE AREAS OF HEALTH EDUCATION, HEALTH PROMOTION, AND WELLNESS. DURING HIS CAREER HE HAS MADE MORE THAN 150 PRESENTATIONS AT STATE, DISTRICT, NATIONAL, AND INTERNATIONAL ORGANIZATIONS. DAVID IS A LIFE MEMBER OF THE INDIANA AHPERD AND AAHPERD.

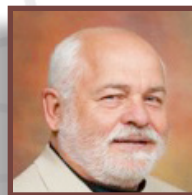
HE HAS CONTINUOUSLY AND TIRELESSLY SERVED, PROMOTED, AND CONTRIBUTED TO HIS PROFESSION HIS ENTIRE CAREER HAVING SERVED ON TENNESSEE STATE BOARD OF EDUCATION CURRICULUM COMMITTEE, AS A HIV TRAINING TRAINER, AND A REDUCING THE RISK CURRICULUM TRAINER. HE HOLDS CERTIFICATIONS FROM THE ACSM AS A FITNESS INSTRUCTOR AND THE COOPER'S CLINIC AS A HEALTH PROMOTION DIRECTOR.

DAVID HAS SERVED ON THE ADVISORY GROUP FOR THE FIRST NATIONAL SCHOOL HEALTH STANDARDS. HE HAS SERVED THE STATE OF INDIANA AS A DEVELOPER OF THE HEALTH STANDARDS FOR THE STATE OF INDIANA, AND AS A COORDINATOR FOR THE MICHIANA COORDINATED SCHOOL HEALTH PROJECT. HE AND DR. BECKY HALL DEVELOPED THE FIRST ADVOCACY FOR THE IAHPERD.

## 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.*

**DR. TOM SAWYER** RECEIVED A BACHELOR OF SCIENCE (1968) IN HEALTH, PHYSICAL EDUCATION, AND RECREATION AND A MASTER OF PHYSICAL EDUCATION (1971) CONCENTRATING ON HPER AND SPORT ADMINISTRATION FROM SPRINGFIELD COLLEGE (SPRINGFIELD, MA), THE "HARVARD" FOR PHYSICAL EDUCATION/COACHING AND YMCA EXECUTIVES. HE RECEIVED HIS DOCTORATE (1977) FROM VIRGINIA POLYTECHNIC INSTITUTE



AND STATE UNIVERSITY IN HIGHER EDUCATION ADMINISTRATION WITH A CONCENTRATION IN COMMUNITY COLLEGE ADMINISTRATION. TOM HAS TAUGHT IN HIGHER EDUCATION SINCE 1969 TO PRESENT DAY (VIRGINIA MILITARY INSTITUTE (1969-79), UNIVERSITY OF BRIDGEPORT (1979-81), MONTANA COLLEGE OF MINERAL SCIENCE AND TECHNOLOGY (1981-84), INDIANA STATE UNIVERSITY (1984-2013), IVY TECH COMMUNITY COLLEGE (2000- PRESENT), BALL STATE UNIVERSITY (2009- PRESENT), AND GRACE COLLEGE (2013- PRESENT). TOM EARNED THE RANK OF FULL-PROFESSOR AT AGE 38. HE HAS BEEN A DEPARTMENT HEAD, DEPARTMENT CHAIRPERSON, ASSOCIATE ATHLETIC DIRECTOR OF RECREATIONAL SPORTS, BASEBALL COACH, TRACK AND FIELD COACH, SOCCER COACH, DIRECTOR OF ACADEMIC PARTNERSHIPS, ACTING DEAN OF CONTINUING EDUCATION, AND A SPORTS OFFICIAL (INTERSCHOLASTIC AND INTERCOLLEGIATE LEVELS).

TOM HAS WRITTEN OVER 170 PROFESSIONAL ARTICLES, NUMEROUS CHAPTERS IN TEXTBOOKS, AND EIGHT TEXTBOOKS. HE HAS MADE OVER 175 PRESENTATIONS AT STATE, REGIONAL, NATIONAL, AND INTERNATIONAL CONFERENCES. HE SERVED ON THE BOARD OF DIRECTORS FOR THE AMERICAN ASSOCIATION FOR ACTIVE LIFESTYLES AND FITNESS (AAALF). DR. SAWYER SERVED AS AAALF'S PRESIDENT FROM 1998-2001. HE SERVED AS A BOARD OF DIRECTOR FOR AAHPERD (2006-2012). HE WAS CHAIR OF THE POLICY AND EDITORIAL BOARDS FOR THE JOURNAL OF PHYSICAL EDUCATION, RECREATION, AND DANCE (JOPERD). TOM ALSO SERVED AS THE PRESIDENT OF THE INDIANA AHPERD. HE CURRENTLY IS THE EDITOR FOR THE INDIANA AHPERD JOURNAL/NEWSLETTER, AND OF THE LAW REVIEW FOR JOPERD, AND FORMERLY THE EDITOR OF THE JOURNAL OF LEGAL ASPECTS. HE SERVED AS THE TREASURER AND EXECUTIVE DIRECTOR OF THE SOCIETY FOR THE STUDY OF THE LEGAL ASPECTS OF PHYSICAL ACTIVITY AND SPORT. FINALLY, HE CURRENTLY IS THE EDITOR FOR THE PHYSICAL EDUCATOR AND THE JOURNAL FOR FACILITY PLANNING, DESIGN, AND MANAGEMENT.

TOM HAS BEEN AWARDED THE CALEB MILLS DISTINGUISHED TEACHING AWARD, THE HOWARD RICHARDSON OUTSTANDING PERFORMANCE AWARD, THE FACULTY DISTINGUISHED SERVICE AWARD, COUNCIL ON FACILITIES AND EQUIPMENT HONOR AWARD, ELECTED AS A FELLOW TO THE NORTH AMERICAN SOCIETY FOR HEALTH, PHYSICAL EDUCATION, RECREATION, SPORT AND DANCE PROFESSIONALS, THE COUNCIL ON FACILITIES AND EQUIPMENT HONOR AWARD, THE SPORT AND RECREATION LAW ASSOCIATION HONOR AWARD, THE AMERICAN ASSOCIATION FOR ACTIVE LIFESTYLES AND FITNESS HONOR AWARD, AND AMERICAN ALLIANCE FOR HEALTH, PHYSICAL EDUCATION, RECREATION, AND DANCE HONOR AWARD, NASPE OUTSTANDING SPORT MANAGEMENT PROFESSIONAL, INDIANA AHPERD OUTSTANDING SPORT MANAGEMENT PROFESSIONAL, THEODORE DREISER DISTINGUISHED RESEARCH AND CREATIVITY AWARD, LIFETIME ACHIEVEMENT AWARD, AND NUMEROUS OTHERS.

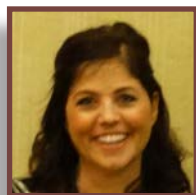
## TEACHER OF THE YEAR AWARDS

*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 – MIDDLE SCHOOL TEACHER OF THE YEAR

**MRS. HEIDI DAWN-STAN** HOLDS A BACHELOR OF SCIENCE DEGREE IN KINESIOLOGY FROM INDIANA UNIVERSITY. HEIDI IS CURRENTLY IN HER 13<sup>TH</sup> YEAR SERVING AS WELLNESS EDUCATOR AND DEPARTMENT CHAIR AT RIVERSIDE JUNIOR HIGH- HSE SCHOOLS. SHE IS A MEMBER OF INDIANA AHPERD/SHAPE SERVING ON THE SECONDARY PE COUNCIL, AND HEALTH COUNCIL AS WELL AS THE VP NOMINEE FOR THE 2015 TERM. SHE IS ALSO A MEMBER OF SHAPE AMERICA AND IS CURRENTLY THE 2014-15 INDIANA, MIDWEST AND NATIONAL SHAPE HEALTH EDUCATION TEACHER OF THE YEAR.



HEIDI HAS BEEN AWARDED TWO "NASPE: SPEAKOUT DAY" GRANTS-ATTENDING SPEAK OUT DAY IN WASHINGTON D.C. HEIDI

HAS PRESENTED AT A VARIETY OF LOCATIONS INCLUDING INDIANA AHPERD, INDIANA- PESI, NEW YORK STATE, WASHINGTON D.C., JAMES MADISON UNIVERSITY. SHE HAS ALSO PUBLISHED A PROFESSIONAL JOURNAL ARTICLE TO INDIANA AHPERD. HEIDI HAS BEEN CERTIFIED IN SPARK, SERVED IN HSE CURRICULUM LITERACY AND STATE STANDARDS ALIGNMENT, HSE 21 INITIATIVES, TEXTBOOK ADOPTION, RJH WELLNESS COMMITTEE, HSE WELLNESS POLICY COMMITTEE AND AS A BOARD MEMBER FOR INDIANA CRICKET ASSOCIATION. FURTHER, HEIDI HAS RECEIVED MANY GRANTS, SOME OF WHICH INCLUDE; USDA: GAME ON & GOLD-HEALTHIER US SCHOOLS, AND HSE FOUNDATION GRANTS.

HEIDI STRONGLY BELIEVES IN PROFESSIONAL DEVELOPMENT AS A NECESSITY TO GROWTH AS A PROFESSIONAL. HER MOST RECENT EXPERIENCES WERE; INDIANA AHPERD CONFERENCE, INDIANA UNIVERSITY/INDOE 2014 PE SUMMER INSTITUTE, 2014 NATIONAL CONFERENCE SHAPE AMERICA.

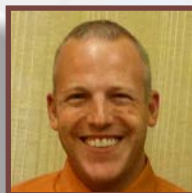
THROUGH HEIDI'S PASSIONATE AND DEDICATED TEACHING STYLES, HER STUDENTS HAVE EMBRACED AN "ALL-IN TEAM" THEME WHERE THE STUDENTS REFER TO THEMSELVES AS "STANIMALS". IT IS IN THIS SETTING, THAT THE "STANIMALS" PHYSICAL EDUCATION IS FOCUSED ON HAVING STUDENTS ACTIVELY ENGAGED FOR MAXIMAL TIME EACH PERIOD. HEIDI'S PHYSICAL EDUCATION INSTRUCTION IS LESS TEACHER-DRIVEN, AND SERVES MORE AS A COACH OR GUIDE WHERE STUDENTS CAN WORK AT INDIVIDUAL PACE. THE "STANIMALS" CURRICULUM IS BASED ON PHYSICAL COMPETENCE, AND COGNITIVE UNDERSTANDING ABOUT PHYSICAL ACTIVITY AND LEARNING HOW TO BE ACTIVE FOR A LIFETIME. THERE IS A FITNESS QUALITY TO EACH OF THE TOPICS AS WELL AS INDIVIDUAL LIFETIME ACTIVITIES, INTERDISCIPLINARY AND MULTICULTURAL ACTIVITIES TO PERMIT INCLUSION FOR ALL STUDENTS.

AS PART OF THE "STANIMAL" FAMILY, HEIDI PRACTICES WHAT SHE PREACHES AND BELIEVES. SHE MAINTAINS PERSONAL FITNESS, VOLUNTEERS HER TIME BEFORE AND AFTER SCHOOL TO HELP STUDENTS AND STAFF WITH THEIR FITNESS GOALS, AND VOLUNTEERS MONTHLY IN A VARIETY OF SERVICE PROJECTS AROUND THE COMMUNITY. SHE PARTICIPATES IN BUILDING ACTIVITIES AND FUNDRAISERS TO SHOW HER COMMITMENT TO FITNESS, AND PERSONALLY ENJOYS EXERCISING IN HER FREE TIME WITH HER FAMILY.

HEIDI IS THE RECIPIENT OF THE SHAPE AMERICA NATIONAL HEALTH EDUCATOR OF THE YEAR AWARD AND THE MIDWEST AHPERD HEALTH EDUCATOR OF THE YEAR AWARD FOR 2014.

## PHYSICAL EDUCATION TEACHER OF THE YEAR – ELEMENTARY SCHOOL

**MR. KYLE YODER** HOLDS A BACHELOR OF ARTS DEGREE IN PHYSICAL EDUCATION AND HEALTH FROM INDIANA UNIVERSITY PURDUE UNIVERSITY INDIANAPOLIS (IUPUI). KYLE TEACHES ELEMENTARY SCHOOL PHYSICAL EDUCATION AT DANVILLE NORTH ELEMENTARY AND SERVES AS THE ASSISTANT ATHLETIC DIRECTOR AT DANVILLE HIGH SCHOOL.



KYLE'S CURRICULUM COMPLIES WITH STATE AND NATIONAL STANDARDS. LESSONS INCLUDE A BALANCE OF LOCOMOTOR, NON-LOCOMOTOR AND MANIPULATIVE SKILLS, WELLNESS CONCEPTS, GAME ACTIVITIES AND DANCE EXPERIENCES TO HELP STRENGTHEN THE COGNITIVE, PHYSICAL, EMOTIONAL AND SOCIAL DEVELOPMENT OF EACH CHILD.

KYLE EMPHASIZES ON GOOD SPORTSMANSHIP AND THE IMPORTANCE OF PHILANTHROPY. EVERY YEAR STUDENTS PARTICIPATE IN A PUMPKIN RUN FOR RILEY CHILDREN'S HOSPITAL AND A JUMP ROPE FOR HEART EVENT THAT TEACHES STUDENTS ABOUT GIVING BACK TO OTHERS IN NEED AND IT ENABLES THEM TO LEARN ABOUT FITNESS AND EXERCISING. IN THE PAST FIVE YEARS, \$40,000 HAS BEEN RAISED FOR THESE TWO ORGANIZATIONS.

BEING A MENTOR IS VERY IMPORTANT TO KYLE AND HE BELIEVES IN THE SAYING, "MODEL GOOD VALUES, MORE ARE CAUGHT THAN TAUGHT." THIS IS SHOWN EVERYDAY WHEN HE IS INTERACTING WITH STUDENTS. KYLE MENTORS A FEW STUDENTS EVERY YEAR TO HELP THEM WITH THEIR BEHAVIOR ISSUES AND ALWAYS REWARDS THEM RESPECTIVELY. HE IS ALWAYS THERE TO GREET STUDENTS IN THE MORNINGS DURING CAR DUTY AND WILL SAY HI WHILE WORKING HIGH SCHOOL ATHLETIC EVENTS.

KYLE CONTINUES HIS PROFESSIONAL DEVELOPMENT TO STRENGTHEN HIS SKILLS AND TO SHARE NEW IDEAS AND PRACTICES TO OTHER COLLEAGUES. HE IS A MEMBER OF IAHPERD AND SHAPE AMERICA AND ATTENDS STATE AND NATIONAL CONFERENCES. HE HAS BEEN ACTIVE AT THE STATE LEVEL FOR 7 YEARS WHILE SERVING ON THE IAHPERD COUNCIL OF FUTURE PROFESSIONALS AND CURRENTLY SERVES AS THE VICE PRESIDENT OF THE IAHPERD ELEMENTARY PHYSICAL EDUCATION COUNCIL.

## SPORTS MANAGEMENT

*THE SPORTS MANAGEMENT AWARD RECOGNIZES THE WORK OF AN INDIVIDUAL WHO EXHIBITS EXCELLENCE IN SPORT MANAGEMENT EDUCATION AT THE COLLEGE/UNIVERSITY LEVEL.*

**DR. DARRELL L. JOHNSON** EARNED HIS DOCTORATE AT THE UNIVERSITY OF ALABAMA IN 1991 WITH A MAJOR IN PHYSICAL EDUCATION AND A CONCENTRATION IN COMPUTER APPLICATIONS EDUCATION. HE EARNED HIS MASTER OF ARTS DEGREE IN MOTOR LEARNING FROM KENT STATE UNIVERSITY AND HIS BACHELOR OF SCIENCE DEGREE FROM GRACE COLLEGE WHERE HE STUDIED PHYSICAL EDUCATION AND MATHEMATICS. WHILE AT ALABAMA, DR. JOHNSON RECEIVED THE M. RAY LOREE AWARD FOR OUTSTANDING RESEARCH AND WAS INDUCTED INTO THE KAPPA DELTA PHI, AN HONOR SOCIETY IN EDUCATION.



DARRELL CURRENTLY SERVES AS CHAIR OF THE SPORT MANAGEMENT DEPARTMENT AT GRACE COLLEGE IN WINONA LAKE, INDIANA. HE HAS BEEN A FACULTY MEMBER AT GRACE COLLEGE FOR 28 YEARS. UNDER HIS DIRECTION, THE SPORT MANAGEMENT PROGRAM STARTED IN 1990. THE DEPARTMENT HOUSES EIGHT MAJOR AREAS OF STUDY AND SERVES OVER 90 STUDENTS. APPLIED LEARNING IS A MAJOR EMPHASIS AT GRACE COLLEGE. THE SPORT MANAGEMENT DEPARTMENT IS A CAMPUS LEADER IN THIS AREA AS THE STUDENTS ARE INVOLVED IN HOSTING AND MANAGING ON-CAMPUS AND COMMUNITY EVENTS AND ACTIVITIES. HE RECENTLY DEVELOPED A MASTER'S DEGREE IN ATHLETICS ADMINISTRATION THAT PARTNERS WITH THE NATIONAL INTERSCHOLASTIC ATHLETIC ADMINISTRATORS ASSOCIATION AND THE CANADIAN INTERSCHOLASTIC ATHLETIC ASSOCIATION.

BEFORE COMING TO GRACE COLLEGE, DARRELL TAUGHT AND COACHED ON THE HIGH SCHOOL AND COLLEGE LEVELS. HE SERVED AS ATHLETIC DIRECTOR AT TWO HIGH SCHOOLS AND TWO COLLEGES. HE WAS ALSO AN OUTSTANDING PITCHER ON THE BASEBALL TEAM IN COLLEGE EARNING

ALL-CONFERENCE HONORS AND SETTING SEVERAL RECORDS AT GRACE COLLEGE. IN 2009 DARRELL WAS INDUCTED INTO THE GRACE COLLEGE ATHLETIC HALL OF FAME.

DARRELL HAS BEEN AN ACTIVE MEMBER OF IAHPERD FOR OVER 25 YEARS. HE HAS HELD NUMEROUS OFFICES AND SERVED ON VARIOUS COMMITTEES. HE WAS THE IAHPERD PRESIDENT IN 1994. HE ALSO SERVED ON COMMITTEES AND COUNCILS IN SPORT, HIGHER EDUCATION AND SPORT MANAGEMENT AND SERVED AS REGIONAL CHAIRMAN.

DARRELL HAS BEEN VERY INVOLVED IN VOLUNTEERING HIS TIME AND ENCOURAGING HIS STUDENTS TO VOLUNTEER AT MAJOR SPORTING EVENTS. HE HAS WORKED AT SUPER BOWL XLVI, NCAA MEN'S AND WOMEN'S FINAL FOURS, AND THE PRESIDENTS CUP

## OUTSTANDING STUDENT

*THE OUTSTANDING STUDENT AWARD RECOGNIZES AN UNDERGRADUATE STUDENT WHO HAS DISPLAYED DISTINCTIVE LEADERSHIP AND MERITORIOUS SERVICE TO HIS/HER PROFESSION.*

**GRANT NEWLIN** IS A SENIOR MAJORING IN HEALTH EDUCATION AND PHYSICAL EDUCATION AT MANCHESTER UNIVERSITY. GRANT PLANS TO TEACH PHYSICAL EDUCATION/HEALTH AND COACH BASKETBALL UPON GRADUATION FROM COLLEGE. HE ALSO ASPIRES TO BE AN ATHLETIC DIRECTOR SERVING AS A MENTOR FOR YOUNG COACHES IN HIS ADMINISTRATION.



GRANT HAS BEEN VERY ACTIVE DURING HIS TENURE AT MANCHESTER. HE IS A THIRD YEAR LETTERMAN SERVING AS CAPTAIN OF THE SPARTAN MEN'S BASKETBALL TEAM. HE IS ACTIVE IN THE STUDENT EDUCATION ASSOCIATION PLANNING EVENTS FOR FUTURE EDUCATORS. HE IS A MEMBER OF THE STUDENT-ATHLETE ADVISORY COUNCIL AND VOLUNTEERS HIS TIME AND TALENT WORKING WITH THE MANCHESTER YOUTH BASKETBALL PROGRAM AND SPECIAL OLYMPICS OF WABASH COUNTY.

ALTHOUGH BUSY WITH BASKETBALL AND STUDENT COMMITMENTS, GRANT HAS TAKEN ADVANTAGE OF PROFESSIONAL DEVELOPMENT OPPORTUNITIES AT THE STATE AND MIDWEST LEVELS. HE HAS PRESENTED AT THE INDIANA IAHPERD CONFERENCE, 2013, ATTENDED THE INDIANA AND MIDWEST COUNCIL FOR FUTURE PROFESSIONAL LEADERSHIP CONFERENCES, THE MANCHESTER CELEBRATING DIVERSITY IN THE CLASSROOM WORKSHOP, THE MANCHESTER POVERTY WORKSHOP AND THE MANCHESTER BULLYING WORKSHOPS.

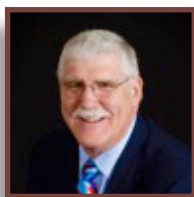
GRANT HAS BEEN RECOGNIZED FOR HIS COMMITMENT TO ACADEMIC EXCELLENCE AND COMMITMENT TO HIS EDUCATION AND PROFESSIONAL DEVELOPMENT. GRANT IS THE RECIPIENT OF THE INDIANA AHPERD OUTSTANDING STUDENT OF THE YEAR AWARD, 2014, THE INDIANA AHPERD CATHERINE WOLF SCHOLARSHIP AND THE LILLIAN DIANE YODER & BESSIE D. YODER MEMORIAL SCHOLARSHIP. A PROFESSOR WRITES, "GRANT IS A VERY CAPABLE FUTURE PROFESSIONAL AND WILL BE THE KIND OF TEACHER WHO ACCOMPLISHES GREAT THINGS WITH HIS STUDENTS."

## 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.

**MR. KEITH BUETOW** OBTAINED HIS BACHELOR OF SCIENCE DEGREE IN SOCIAL STUDIES TEACHING FROM IUPUI AND A MASTER'S DEGREE IN GUIDANCE AND COUNSELING FROM INDIANA UNIVERSITY. KEITH TEACHES AT MARTINSVILLE HIGH SCHOOL IN THE AREA OF AQUATICS. HE IS RESPONSIBLE FOR THE REQUIRED PHYSICAL EDUCATION CLASSES AND THE ELECTIVE LIFEGUARDING CLASS. KEITH IS THE HEALTH AND PHYSICAL EDUCATION DEPARTMENT CHAIR AND IS A MEMBER AND CO-CHAIR OF THE HEALTH AND PHYSICAL EDUCATION CURRICULUM COMMITTEE FOR THE MSD OF MARTINSVILLE. KEITH IS AN ACTIVE MEMBER OF IAHPERD. HE BEGAN TAKING A LEADERSHIP ROLE IN IAHPERD AS A MEMBER OF THE AQUATIC COUNCIL EVENTUALLY MOVING INTO THE POSITION OF AQUATIC COUNCIL VICE-PRESIDENT. HE SERVED AS A MEMBER OF THE AWARDS COMMITTEE AND WAS THE CO-COORDINATOR OF REGIONS.



KEITH WAS PART OF THE LOCAL ORGANIZING COMMITTEE FOR THE 2010 NATIONAL AAHPERD CONVENTION IN INDIANAPOLIS SERVING AS THE WELCOME COMMITTEE CHAIR. HE HAS JUST COMPLETED HIS TENURE AS PRESIDENT-ELECT, PRESIDENT AND PAST-PRESIDENT OF IAHPERD. AS PAST-PRESIDENT HE SERVED AS THE CONFERENCE COORDINATOR FOR THE 2013 STATE CONFERENCE AND CURRENTLY HOLDS THE POSITION OF ASSISTANT COORDINATOR FOR UPCOMING STATE CONFERENCES. HE HAS SERVED AS AN IAHPERD REPRESENTATIVE AT VARIOUS STATE LEVEL MEETINGS AND HAS REPRESENTED INDIANA AT NATIONAL SUMMIT OF STATE PHYSICAL EDUCATION LEADERS AT THE AAHPERD NATIONAL CONVENTION

KEITH HAS COACHED SWIMMING AND DIVING FOR 25 YEARS AND WAS AN ACTIVE MEMBER OF THE INDIANA HIGH SCHOOL SWIMMING COACHES ASSOCIATION (IHSSCA) WHERE HE SERVED IN LEADERSHIP POSITIONS OF SECRETARY, PRESIDENT AND EXECUTIVE DIRECTOR. HE HELPED WITH THE REORGANIZATION OF THE IHSSCA, REPRESENTED THAT ORGANIZATION AT RULES MEETINGS AND OTHER MEETINGS WITH THE INDIANA HIGH SCHOOL ATHLETIC ASSOCIATION (IHSAA) AND WAS RESPONSIBLE FOR ORGANIZING CLINICS FOR THE NATIONAL INTERSCHOLASTIC SWIMMING COACHES ASSOCIATION (NISCA). HE WENT ON TO SERVE SEVERAL TERMS AS ZONE VICE-PRESIDENT FOR NISCA.

KEITH WAS PART OF THE ORGANIZING GROUP THAT HELPED FOUND THE INDIANA HIGH SCHOOL SWIMMING AND DIVING HALL OF FAME (IHSSDHOF) AND SERVED AS PRESIDENT OF THE BOARD OF DIRECTORS. HE HELPED WITH THE FIRST INAUGURAL BANQUET AND THE SECOND INDUCTION BANQUET AS WELL AS HELPING ORGANIZE AND CONDUCT THE ANNUAL HALL OF FAME SWIMMING AND DIVING CLASSIC MEET.

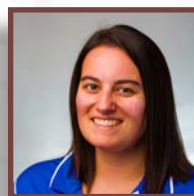
KEITH IS ACTIVE AS A WATER SAFETY INSTRUCTOR TRAINER AND LIFEGUARDING INSTRUCTOR TRAINER FOR THE AMERICAN RED CROSS PRIMARILY IN THE INDIANAPOLIS AREA. THROUGH THIS ASSOCIATION HE HAS SERVED AS A MEMBER OF THE AQUATIC COMMITTEE OF INDIANAPOLIS AREA AND ALSO HELPED CONDUCT SEVERAL AQUATIC CONFERENCES SPONSORED BY THE INDIANAPOLIS AREA CHAPTER.

## YOUNG PROFESSIONAL

**DR. TONYA GIMBERT** HOLDS A BACHELOR OF SCIENCE DEGREE IN ELEMENTARY EDUCATION FROM SAINT MARY-OF-THE-WOODS

COLLEGE, A MASTER'S OF SCIENCE DEGREE IN RECREATION AND SPORT MANAGEMENT FROM INDIANA STATE UNIVERSITY (ISU) AND A DOCTOR OF PHILOSOPHY IN CURRICULUM INSTRUCTION AND MEDIA TECHNOLOGY WITH A CONCENTRATION IN TEACHING SPORT MANAGEMENT FROM INDIANA STATE UNIVERSITY.

TONYA CURRENTLY SERVES AS NCAA COMPLIANCE COORDINATOR AT INDIANA STATE UNIVERSITY. TONYA WORKS DIRECTLY WITH COACHES, STAFF AND STUDENT-ATHLETES ABOUT NCAA RULES AND REGULATIONS, MISSOURI VALLEY CONFERENCE ISSUES, ETC. SHE IS ALSO RESPONSIBLE FOR PROMOTING AN ATMOSPHERE OF HEALTH AND SAFETY THROUGHOUT THE ISU ATHLETIC PROGRAM, STUDENT-ATHLETE'S DRUG TESTING AND MONITORING THE ACTIONS OF ALL COACHES, STUDENT-ATHLETES AND ATHLETIC STAFF. SHE OVERSEES RECRUITMENT, FINANCIAL AID, PLAYING AND PRACTICE SEASONS AND ACADEMIC ELIGIBILITY. SHE IS RESPONSIBLE FOR STUDENT-ATHLETE'S PROGRESS TOWARD DEGREE COMPLETION ENSURING APPROPRIATE ACADEMIC PROGRESS IS MAINTAINED.



TONYA HAS SERVED AS AN ADJUNCT FACULTY MEMBER IN THE DEPARTMENT OF KINESIOLOGY OF RECREATION AND SPORTS AT ISU AND ST. MARY-OF-THE-WOODS COLLEGE. SHE TEACHES BOTH UNDERGRADUATE AND GRADUATE STUDENTS. MAKING CONNECTIONS WITH STUDENTS AND BEING A PART OF THEIR PROGRESS HAS INSPIRED HER TO CONTINUE TO TEACH.

TONYA HAS CO-AUTHORED TWO BOOKS, INDIANA LANSE AND SPORT GOVERNANCE AND POLICY DEVELOPMENT. SHE HAS CO-AUTHORED NINE BOOK CHAPTERS IN THE AREAS OF HER EXPERTISE, SPORT MANAGEMENT AND COMPLIANCE. SHE HAS PUBLISHED FIFTEEN AUTHORED AND CO-AUTHORED PEER REVIEWED ARTICLES AND HAS SHARED HER KNOWLEDGE AND EXPERTISE THROUGH PRESENTATIONS AT PROFESSIONAL MEETINGS SUCH AS IAHPERD CONFERENCES, NATIONAL INTERCOLLEGIATE ATHLETIC ADMINISTRATORS ASSOCIATION AND THE NATIONAL FEDERATION OF HIGH SCHOOL ACTIVITY ASSOCIATIONS. SHE HAS BEEN ACTIVELY INVOLVED IN IAHPERD'S SPORT MANAGEMENT COUNCIL AND CURRENTLY SERVES AS A REVIEWER FOR THE PHYSICAL EDUCATOR AND INDIANA AHPERD JOURNAL. SHE ALSO SERVES AS THE ASSISTANT EDITOR FOR THE JOURNAL FOR FACILITY PLANNING, DESIGN AND MANAGEMENT.

TONYA ALTHOUGH BUSY WITH TEACHING AND RESEARCH SHARES HER TIME IN THE COMMUNITY. SHE SERVES AS A BOARD MEMBER FOR THE AMERICAN RED CROSS OF WABASH VALLEY, A CO-CHAIR AND MEMBER OF THE REVIEW TEAM FOR THE UNITED WAY OF THE WABASH VALLEY, ASSOCIATE LEAD EVALUATOR FOR THE NORTH CENTRAL ASSOCIATION, A WEB DESIGNER AND PROJECT SUPPORT FOR THE RECREATION DEVELOPMENT NETWORK IN BELLVILLE, IL AND PROJECT SUPPORT FOR THE INDIANA CENTER FOR SPORT EDUCATION.

TONYA IS THE RECIPIENT OF THE ETHOS AWARD, SPORT MANAGEMENT SCHOLARSHIP SHOWCASE AWARD FOR OUTSTANDING POSTER-GRADUATE DIVISION AND THE AMERICAN HUMANICS MANAGEMENT/LEADERSHIP INSTITUTE SCHOLARSHIP.





# 2014 IAHPERD SCHOLARSHIP AWARDS



## JEAN LEE/JEFF MARVIN COLLEGIATE SCHOLARSHIP HIGH SCHOOL SCHOLARSHIP

### 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.*

**GRANT NEWLIN** (SEE OUTSTANDING STUDENT OF THE YEAR FOR BIOGRAPHY)

**BRIAN KAUTZ** IS A JUNIOR MAJORING IN HEALTH EDUCATION AND PHYSICAL EDUCATION AT MANCHESTER UNIVERSITY. BRIAN PLANS TO TEACH HEALTH AND PHYSICAL EDUCATION UPON GRADUATION FROM COLLEGE. HE ALSO PLANS TO PURSUE HIS MASTER'S DEGREE AND NATIONAL STRENGTH AND CONDITIONING ASSOCIATION SPECIALIST CERTIFICATION.



BRIAN IS ACTIVE IN THE MANCHESTER STUDENT EDUCATION ASSOCIATION WHERE HE SERVES AS TREASURER. HE IS A MEMBER OF THE EXERCISE SCIENCE CLUB AND NAMASTE YOGA CLUB. BRIAN IS ALSO A MEMBER OF THE SPARTAN'S MEN'S VARSITY SOCCER TEAM. BR BRIAN HAS BEEN RECOGNIZED FOR HIS COMMITMENT TO ACADEMIC EXCELLENCE. HE HAS BEEN ON THE DEAN'S LIST, 2013 AND HAS RECEIVED THE MIDWEST DISTRICT AHPERD AND INDIANA AHPERD OUTSTANDING STUDENT OF THE YEAR AWARDS, 2013. HE RECEIVED THE NATIONAL STRENGTH AND CONDITIONING ASSOCIATION CHALLENGE SCHOLARSHIP AND RECEIVED ALL-ACADEMIC MEN'S SOCCER TEAM HONORS FROM THE HEARTLAND COLLEGIATE ATHLETIC ASSOCIATION.

ALTHOUGH BUSY WITH SOCCER AND STUDENT COMMITMENTS, BRIAN HAS TAKEN THE OPPORTUNITY TO GROW PROFESSIONALLY. HE IS AN AMERICAN ALLIANCE STUDENT MEMBER, A MEMBER OF THE INDIANA AHPERD COUNCIL FOR FUTURE PROFESSIONALS. HE HAS ATTENDED MIDWEST DISTRICT AND INDIANA AHPERD LEADERSHIP CONFERENCES, PRESENTED HIS IDEAS AT THE INDIANA AHPERD STATE CONFERENCE. HE IS A STUDENT MEMBER OF THE NATIONAL STRENGTH AND CONDITIONING ASSOCIATION AND HAS ATTENDED SEVERAL CLINICS IN STRENGTH TRAINING.

A PROFESSOR WRITES OF BRIAN, "BRIAN DISPLAYS LEADERSHIP THROUGH INVOLVEMENT IN MULTIPLE ORGANIZATIONS. HE IS COMMITTED TO CONTINUING HIS EDUCATION BY SEEKING 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 EDUCATION."

BRIAN IS THE RECIPIENT OF THE SHAPE AMERICA UNDERGRADUATE STUDENT PRESIDENTIAL SCHOLARSHIP AND MAJOR OF THE YEAR AWARD AND THE MIDWEST AHPERD OUTSTANDING STUDENT OF THE YEAR AWARD FOR 2014.

**AMELIA SICKMEIER** IS A JUNIOR MAJORING IN SPORTS MANAGEMENT AT THE UNIVERSITY OF INDIANAPOLIS. AMELIA PLANS TO WORK WITH LOCAL GOVERNMENT AGENCIES SPONSORING GYMNASTICS, TRACK AND FIELD, AND/OR FOOTBALL EVENTS OR PERHAPS A PROFESSIONAL TEAM.



PRIOR TO HER TRANSFER TO UNIVERSITY OF INDIANAPOLIS, AMELIA WAS A STUDENT AT THE COLLEGE OF MOUNT ST. JOSEPH WHERE SHE WAS A MEMBER OF THE COLLEGE OF MOUNT ST. JOSEPH WOMEN'S VOLLEYBALL AND WOMEN'S BASKETBALL TEAMS. THE WOMEN'S VOLLEYBALL TEAM WAS CONFERENCE CHAMPIONS 2011, 2012 AND MADE AN NCAA APPEARANCE IN 2012.

AMELIA HAS BEEN GENEROUS WITH HER TIME AND TALENTS WHILE A STUDENT AT THE UNIVERSITY OF INDIANAPOLIS. SHE HAS VOLUNTEERED HER SERVICES WITH A NUMBER OF LOCAL COMMUNITY ORGANIZATIONS WORKING WITH A DIVERSITY OF TASKS NECESSARY FOR SUCCESSFUL COMPLETION OF EVENTS. SHE ASSISTED WITH THE GLVC INDOOR TRACK AND FIELD CHAMPIONSHIPS, THE NCAA NATIONAL ROWING CHAMPIONSHIPS, NCAA INDIANA SPORTS CORPORATION FOR EMPLOYEES, AND PHILLIPS 66 NATIONAL CHAMPIONSHIPS AND WORLD CHAMPIONSHIP TRAILS.

A PROFESSOR WRITES OF AMELIA, "SHE IS A STUDENT WHO WILL GO FAR. I KNOW A LEADER WHEN I SEE ONE AND AMELIA FITS THAT PROFILE. SHE WOULD BE AN EXCELLENT EXAMPLE OF ONE WHO EXEMPLIFIES WHAT OUR PROFESSION AND PROFESSIONAL ORGANIZATIONS STAND FOR."

### 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.*

**MADISON DENISTON** GRADUATED FROM PERU HIGH SCHOOL. MADISON IS ATTENDING IUPUI MAJORING IN SPORT MANAGEMENT. MADISON WAS A GOOD STUDENT GRADUATING FROM PERU WITH A 10.53 GPA. MADISON WAS VERY ACTIVE IN HIGH SCHOOL. SHE PLAYED VARSITY TENNIS THREE YEARS, VARSITY VOLLEYBALL TWO YEARS AND VARSITY GOLF TWO YEARS. MADISON WAS A MEMBER OF THE JAZZ, CONCERT AND MARCHING BANDS AND HOMECOMING COURT. SHE WAS A MEMBER OF THE NATIONAL HONOR SOCIETY, STUDENT COUNCIL WHERE SHE SERVED AS VICE-PRESIDENT, TIGER LEADERSHIP WHICH PROMOTES LEADERSHIP IN YOUNGER STUDENTS AND THE GOLDEN GUARD, A SERVICE ORGANIZATION THAT ACTS AS AMBASSADORS TO PERU HIGH SCHOOL DURING PUBLIC EVENTS AT SCHOOL. MADISON WAS ALSO VERY ACTIVE IN HER COMMUNITY. SHE COMPLETED 70 HOURS IN PROFESSIONAL INTERNSHIPS WORKING IN MEDICAL FACILITIES, SCHOOL OFFICES AND THE GOLF CLUB.

A TEACHER WRITES, "THIS YOUNG WOMAN REPRESENTS WHAT IS GREAT



ABOUT PERU HIGH SCHOOL. HER CHARACTER, WORK ETHIC AND THE INFLUENCE SHE HAS OVER HER PEERS ARE SECOND TO NONE. SHE WILL BE PHENOMENAL IN WHATEVER SHE CHOOSES TO DO WITH HER LIFE. I KNOW THAT SHE WILL BE A LEADER IN THE NEXT PHASE OF HER LIFE AND PERU HIGH SCHOOL IS BETTER FOR HAVING HER HERE.”

**BLAKE MOORE** GRADUATED FROM UNION JUNIOR/SENIOR HIGH SCHOOL, MODOC, IN. BLAKE WAS AN EXCELLENT STUDENT GRADUATING FROM UNION WITH A 4.1 GPA. BLAKE IS ATTENDING MANCHESTER UNIVERSITY WHERE HE IS MAJORING IN SPORTS MANAGEMENT. BLAKE WAS VERY ACTIVE IN HIGH SCHOOL. HE WAS A FOUR YEAR LETTERMAN OF THE BASKETBALL, BASEBALL AND TRACK TEAMS. HE WAS A MEMBER OF THE FELLOWSHIP OF CHRISTIAN



ATHLETES, NATIONAL HONOR SOCIETY, AND STUDENT COUNCIL WHERE HE SERVED AS PRESIDENT AND HELD OTHER OFFICES. HE WAS A MEMBER OF THE SPANISH CLUB AND DRAMA CLUB WHERE HE SERVED AS TREASURER AND ACTIVITIES DIRECTOR. ALTHOUGH GENEROUS WITH TIME AND TALENT IN HIGH SCHOOL ACTIVITIES, BLAKE IS ALSO VERY ACTIVE IN THE COMMUNITY WHERE HE SERVES AS A VOLUNTEER FOR THE FOLLOWING ORGANIZATIONS: PARENT/TEACHER ORGANIZATION, SPIRIT COMMITTEE, BLOOD DRIVE, FARMER ACHIEVEMENT BANQUET SERVER, AFTER SCHOOL RECREATION SPORTS, ETC.

A TEACHER WRITES, “I PERSONALLY WITNESSED THE MENTAL TOUGHNESS, PERSEVERANCE AND SELFLESSNESS OF THIS YOUNG MAN AFTER HE SUFFERED A SEASON ENDING INJURY IN JUST THE SECOND BASKETBALL GAME OF THE SEASON DURING HIS JUNIOR YEAR. INSTEAD OF HANGING HIS HEAD AND FEELING SORRY FOR HIMSELF, BLAKE ATTENDED EVERY PRACTICE AND EVERY GAME AND SUPPORTED HIS TEAMMATES. BLAKE HAS BEEN SUCCESSFUL WHILE REMAINING HUMBLE.”

**KELSI WALLACE** GRADUATED FROM MADISON CONSOLIDATED HIGH SCHOOL, MADISON, IN. KELSI WAS AN EXCELLENT STUDENT GRADUATING FROM HIGH SCHOOL WITH A 4.0 GPA. KELSI IS ATTENDING THE UNIVERSITY OF SOUTHERN INDIANA WHERE SHE IS MAJORING IN EXERCISE SCIENCE.

KELSI PARTICIPATED IN A VARIETY OF ACTIVITIES WHILE IN HIGH SCHOOL. SHE WAS A MEMBER OF THE FELLOWSHIP OF CHRISTIAN ATHLETES, THE NATIONAL HONOR SOCIETY, AND SENIOR ADVISORY BOARD. SHE WAS A CHEERLEADER FOUR YEARS AND CAPTAIN HER SENIOR YEAR. SHE WAS A NOMINEE FOR THE PROM COURT AND HOMECOMING COURT. SHE WAS INSTRUMENTAL IN ESTABLISHING AN AFTER SCHOOL EXERCISE GROUP. ALTHOUGH BUSY WITH SCHOOL ACTIVITIES, KELSI MANAGED TO VOLUNTEER HER TIME AND TALENT IN A VARIETY OF COMMUNITY PROJECTS INCLUDING BUT NOT LIMITED TO: BLOOD DRIVES, HICKORY CREEK NURSING HOME, PRINCE OF PEACH CATHOLIC CHURCH, SALVATION ARMY, CHEER CAMPS, KNIGHTS OF COLUMBUS CHRISTMAS PARTIES, SHOP WITH A COP PROGRAMS, ETC.

A TEACHER WRITES, “KELSI IS RESPONSIBLE, LOYAL, PUNCTUAL AND A PERFECTIONIST. SHE GIVES 110% OF HERSELF AND TACKLES THE JOB AND GIVES HER ALL. SHE IS AN EXCELLENT LEADER WHO DISPLAYS AN UPBEAT, POSITIVE ATTITUDE ALL THE TIME. SHE IS VERY DRIVEN AND IS ALWAYS THINKING ABOUT HOW SHE CAN BE SUCCESSFUL IN HER FUTURE.”

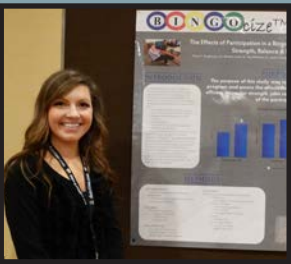


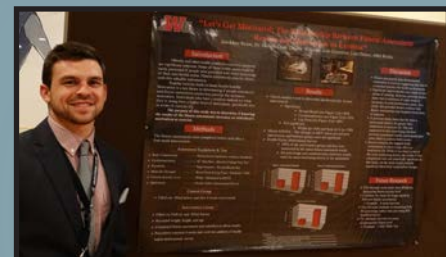
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be published?*

**THE INDIANA AHPERD  
JOURNAL  
IS REFEREED.**

**UNDERGRADUATE, GRADUATE  
STUDENTS & TEACHERS  
AT ALL LEVELS.**

# 2014 IAHPERD NATIONAL CONVENTION





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# 2014 IAHPERD NATIONAL CONVENTION



# UNDERGRADUATE AND GRADUATE SPORT MANAGEMENT RESEARCH POSTER SUBMISSION

UNDERGRADUATE RESEARCH SUBMISSIONS  
INFLUENTIAL FACTORS BETWEEN REVIEWS AND PRICES IN SMART  
PHONE SPORT APPLICATIONS  
CORTNEY LEONARD, KYLE LOFFREDO, CRAIG HOUK, & EVAN GOBEL  
INDIANA STATE UNIVERSITY  
FACULTY ADVISOR: DR. CHAD WITKEMPER

THIS RESEARCH THAT WE HAVE FOUND WILL BE RELEVANT TO OUR PROJECT BECAUSE IT SHOWS THE INCREASING PERCENTAGE OF SPORT APPLICATIONS IN CONSUMERS DUE TO SMART PHONES BEING A PART OF OUR DAILY LIVES. THIS WILL HELP SUPPORT OUR HYPOTHESIS THAT SPORT APPLICATIONS ARE BECOMING MORE DEMANDING BY CONSUMERS. THE ARTICLE TALKS ABOUT THE DIFFICULTY OF NAVIGATING APPLICATIONS SO AS A MARKET IT IS IMPORTANT THAT YOUR PRODUCT IS EASY TO NAVIGATE FOR CONSUMERS. THE ANALYSTS FORECAST THE GLOBAL SPORTS AND FITNESS APPS MARKET TO GROW AT A CAGR OF 23.78 PERCENT OVER THE PERIOD 2013-2018. THIS STATISTIC HELPS SUPPORT OUR HYPOTHESIS TO BE CORRECT AS EXPERTS EXPECT AN INCREASE IN SPORT APPLICATIONS OVER THE NEXT FEW YEARS.

THIS NEWLY LOOKED AT RESEARCH TALKS ABOUT ONE OF THE KEY FACTORS IN SPORT APPLICATIONS WHICH IS THE COST OF THE APPLICATION. MOST SPORT APPLICATIONS ARE PRETTY REASONABLE ON PRICING. MOST APPLICATIONS ARE AFFORDABLE WHICH MAKES THE APPLICATION EASIER TO DOWNLOAD FOR CONSUMERS. THE ARTICLE TELLS US THAT THE GLOBAL SPORTS AND FITNESS APPS MARKET HAS ALSO SEEN AN INCREASE IN DISPOSABLE INCOME WHICH IS GOOD FOR MARKETERS BECAUSE CONSUMERS WILL NOW HAVE MORE MONEY TO SPEND ON APPLICATIONS OR WHATEVER THEY FEEL IS NECESSARY. OUR MAIN FOCUS IS RESEARCHING HOW THE REVIEWS OF THE MOST POPULAR APPLICATIONS INFLUENCE THE PRICE PROPOSED.

SINCE AMERICA IS THE LARGEST CONSUMER OF SPORT, THE MARKET WILL BE CONSUMED MOSTLY IN AMERICA AS WELL AS EUROPE BECAUSE THESE AREAS HAVE A HIGHER DISPOSABLE INCOME THAN OTHER DEVELOPING COUNTRIES LIKE BRAZIL. THE ARTICLE STATES THAT THE AMERICAN AND EUROPEAN ECONOMIES HAVE BEEN RECOVERING GRADUALLY AFTER THE RECESSION, AND THE DISPOSABLE INCOME OF CONSUMERS IN THESE REGIONS IS ALSO RETURNING TO ITS PRE-ECONOMIC CRISIS LEVELS. THIS IS GOOD FROM A SPORT MARKETING STANDPOINT BECAUSE CONSUMERS NOW HAVE MORE DISPOSABLE INCOME TO SPEND IN THE SPORTING INDUSTRY.

EXAMINING THE DIFFERENCES BETWEEN FBS AND FCS TWITTER FEEDS  
(BEST UNDERGRADUATE RESEARCH)  
RYAN BECKLEY, KYANI HARRIS, KYLE MALM, & KEEVAN VONDERHEIDE  
INDIANA STATE UNIVERSITY  
FACULTY SPONSOR: DR. CHAD WITKEMPER

THIS STUDY EXAMINES WHAT THE DIFFERENCES AND SIMILARITIES ARE BETWEEN FBS AND FCS OFFICIAL TWITTER ACCOUNTS. THERE IS MUCH IMPORTANCE TO THIS RESEARCH BECAUSE OF THE INCREASING POPULARITY OF SOCIAL MEDIA, AND ITS DIRECT CONNECTION TO

COMMUNICATION AND MARKETING. THERE HAS BEEN SIMILAR RESEARCH (DITTMORE, MCCARTHY, MCEVOY, & CLAVIO, 2013) EXAMINING THE USAGE OF COLLEGIATE ORGANIZATIONS TWITTER DEPENDING ON WHAT DEPARTMENT WAS RUNNING THE ACCOUNT. IT DID NOT GO INTO DETAIL ABOUT THE DIFFERENCES AND SIMILARITIES ON THE DIVISIONAL LEVEL. THIS STUDY EXAMINED THE MOST SUCCESSFUL CONFERENCES IN RECENT YEARS FOR BOTH DIVISIONS THE SEC AND MVC. EXPECTED FINDINGS COULD BE MUCH MORE ACTIVE TWITTER ACCOUNTS WITH LARGER MORE ESTABLISHED FOOTBALL PROGRAMS. THESE ACCOUNTS WOULD HAVE MORE FOLLOWERS AND INTERACTION WITH FAVORITES AND RE-TWEETS. DISCUSSION CENTERS ON REASONS FOR THIS BESIDES JUST SHEER SCHOOL SIZE. THIS RESEARCH CAN HELP GAIN A BETTER UNDERSTANDING OF HOW LARGER OR SUCCESSFUL SCHOOLS TWEET OR COMMUNICATE DIFFERENTLY THAN SMALLER MAYBE UNSUCCESSFUL SCHOOLS. THIS RESEARCH CAN IMPROVE THE SOCIAL MEDIA OF COLLEGES BY LEARNING FROM SUCCESSFUL TWITTER ACCOUNTS. THIS STUDY COULD SOLVE THE PROBLEM OF ATHLETIC PROGRAMS UNDER-UTILIZING TWITTER OR USING IT FOR THE WRONG REASONS. THE APPROACH TO THIS RESEARCH LOOKS AT BOTH CONFERENCES FROM THE MOST SUCCESSFUL TO LEAST SUCCESSFUL TEAMS. A CONTENT ANALYSIS WAS PERFORMED ON TWITTER ACCOUNTS OF EACH SCHOOL IN THESE TWO CONFERENCES TO VIEW THE OVERALL NUMBER OF TWEETS ALONG WITH NUMBER OF PEOPLE FOLLOWING AND FOLLOWERS. FROM THERE RESEARCHERS PULLED THE MOST RECENT 50 TWEETS AND EXAMINED THE CONTENT OF THE TWEET. TWEETS WERE CLASSIFIED BASED ON ITS INTENT WHETHER IT WAS INFORMATIVE, MARKETING, PUBLIC RELATIONS, OR ANOTHER USE. THIS GAVE RESEARCHERS AN IDEA OF WHAT THAT PROGRAM FOCUSED ON WITH THEIR ACCOUNT. TIME DISPARITY WAS ALSO EXAMINED IDENTIFYING HOW ACTIVE A TWITTER ACCOUNT IS BASED ON THE LENGTH OF TIME BETWEEN THE MOST RECENT TWEET AND THE 50<sup>TH</sup> TWEET. IT RANGED FROM WEEKS TO A SINGLE DAY. OUR FINDINGS SHOWED WHICH TEAMS WHERE UTILIZING TWITTERS FUNCTIONS AND WHICH SCHOOLS FAILED TO DO SO. THIS INFORMATION COULD BE TAKEN AND CROSS EXAMINED WITH ATTENDANCE AT GAMES. SOCIAL MEDIA IS VERY PREVALENT ON COLLEGE CAMPUSES AND WITH PROPER USE IT COULD GET MORE INVOLVEMENT FROM STUDENTS AND OTHER SUPPORTERS OF THE TEAM. EXCITEMENT COULD BE GENERATED AND USED TO FILL SEATS OR PURCHASE MERCHANDISE. IT ALL CAN START WITH GOOD SOCIAL MEDIA USAGE NO MATTER WHAT DIVISIONAL LEVEL.

EXAMINING JOB POSTINGS: SPORT MANAGEMENT EMPLOYERS'  
EXPECTATIONS (BEST UNDERGRADUATE RESEARCH)  
AISA TERRY, KRISTIAN SMITH, & TONY ROSSELLI  
INDIANA STATE UNIVERSITY  
FACULTY SPONSOR: DR. CHAD WITKEMPER

THIS STUDY EXAMINES THE DIFFERENT QUALIFICATIONS REQUIRED TO OBTAIN A SPECIFIC JOB TITLE. THE QUALIFICATIONS ARE REQUIRED IN MANY FIELDS DUE TO TECHNOLOGY GROWTH IN SPORT AND ITS SURROUNDING AREAS SUCH AS MARKETING, ADMINISTRATION, AND MANAGEMENT. IT IS A NECESSITY TO FULFILL THE NEEDS OF PLAYERS, COACHES, FANS, AND THE COMMUNITY WITH EACH QUALIFICATION. IN

THE SPORTS WORLD YOU NEVER KNOW WHAT CAN BE THROWN AT YOU ON ANY GIVEN DAY, YOU HAVE TO BE ABLE TO CRITICALLY THINK AND MAKE GOOD BUSINESS ADJUSTMENTS OR DECISIONS IN ANY SITUATIONAL PROBLEM. ANY ORGANIZATION IS LOOKING FOR EMPLOYEES THAT ARE EXCITED TO WORK EACH AND EVERY DAY, SEARCHING FOR EXCELLENCE, AND OF COURSE WINNING. IN THIS FIELD, REGARDLESS OF THE JOB, CREATIVE AND INNOVATIVE THINKERS ARE AN INTEREST OF ORGANIZATIONS SEARCHING FOR EMPLOYEES. THE JOBS UNDER RESEARCH PUT AN EMPHASIS ON TIME MANAGEMENT WHICH TENDS TO NARROW DOWN EMPLOYEE OPTIONS. THEREFORE, A MORE OPEN SCHEDULE IS HIGHLY SUGGESTED. UPON RESEARCHING SEVERAL JOB DESCRIPTIONS WE NOTICED THE EMPHASIS THAT IS PUT ON REPRESENTING AND UPHOLDING THE MISSION OF THE ORGANIZATION. WE FOUND IT SHOCKING THAT NOT ONLY BASIC DUTIES ARE VALUED BUT VISIONARY IDEALS ARE UP SCALED AS WELL. AS THE RESEARCH GOES ON, MANY SIMILARITIES AND DIFFERENCES ARE COLLECTED. WE COMPARED AND CONTRASTED DIFFERENT CATEGORIES WITHIN THE SPORT MANAGEMENT FIELD. THESE CATEGORIES INCLUDE MARKETING, MANAGEMENT, AND FRONTLINE WORK. EACH CATEGORY HAS DIFFERENT THINGS TO BRING TO THE TABLE BUT ALSO SHOW COMPARABLE ELEMENTS. IN OUR RESEARCH WE CALCULATED THESE FIGURES TO PROVIDE A BETTER UNDERSTANDING OF THE QUALITIES EMPLOYERS' DESIRE IN SPORT MANAGEMENT JOBS. THE CONCLUSION OF THE RESEARCH GIVES STATISTICS AND FIGURES FOR FUTURE EMPLOYERS TO USE AS A GUIDELINE, AS WELL AS PROVIDING ORGANIZATIONS WITH INFORMATION TO ASSIST IN PEAKING THEIR PREVIOUSLY SET STANDARDS. ALL EMPLOYEES ARE EXPECTED TO REPRESENT AND UPHOLD THE NAME OF THE ORGANIZATION AND TO THINK LIKE A CHAMPION.

#### CASE STUDY: MEGA CONTRACTS IN PROFESSIONAL SPORTS (MLB,NBA,NHL, NFL)

MATT HENKE, RANDALL CLARK, & MICHAEL BARNHORST  
INDIANA STATE UNIVERSITY  
FACULTY SPONSOR: DR. CHAD WITKEMPER

IN THE SPORTING WORLD BIG PLAYER CONTRACTS ARE BECOMING MORE FREQUENT. THIS IS DUE TO THE FACT THAT MAJOR LEAGUE BASEBALL DOES NOT HAVE A SALARY CAP WHICH DICTATES HOW MUCH MONEY TEAMS CAN SPEND ON PLAYERS, THEREFOR GIVING TEAMS THE ABILITY TO SHELL OUT BIG MONEY FOR THEIR PLAYERS. IN THIS STUDY WE WILL RESEARCH AND EXAMINE BIG PLAYER CONTRACTS IN MAJOR LEAGUE BASEBALL AND DETERMINE IF BIG CONTRACTS ARE WORTH THE RISK(S) THAT THEY GIVE TO THE TEAM(S) OR IF SMALLER CONTRACTS WOULD HAVE WORKED BETTER. AFTER DOING THE RESEARCH WE REALIZED THAT THERE ARE MULTIPLE FACTORS THAT COME INTO PLAY WHEN DETERMINING WHETHER OR NOT THE CONTRACTS PAID OFF. FACTORS INCLUDE THINGS SUCH AS; WHAT IS CONSIDERED "PAYING OFF", LENGTH OF CONTRACT, PLAYER AGE, AND ALSO THAT BASEBALL IS A TEAM SPORT. SOME RESEARCH SAID THAT THE BIG CONTRACTS ARE WORTH THE RISK BUT OTHERS SAY THAT PLAYERS ARE NOT WORTH THE BIG MONEY CONTRACTS.

NUMEROUS SPORT RESEARCH STUDIES HAVE BEEN CONDUCTED THAT OBSERVE THE PERFORMANCE OF PROFESSIONAL ATHLETES AND THEIR CORRESPONDING EFFECT ON FRANCHISE WINNING PERCENTAGES, TEAM REVENUES, ECONOMIC IMPACTS, PERFORMANCE-BASED COMPENSATION, AND MUCH MORE. RESEARCH IN THE NATIONAL FOOTBALL LEAGUE, HOWEVER, HAS BEEN FOUND TO BE SOMEWHAT LIMITED DUE TO THE MANY POSSIBLE POSITIONS AND POSITION-SPECIFIC VARIABLES. THERE ARE MANY ATHLETES IN THE NFL THAT RECEIVE MEGA CONTRACTS WELL OVER THEIR PROJECTED VALUE, BUT THERE IS A LARGER PORTION OF THE LEAGUE THAT IS UNDERVALUED AND RECEIVES LESS THAN THEIR PROJECTED VALUE. THIS STUDY'S PURPOSE WAS TO FIND

A COLLECTION OF VARIABLES WITH WHICH ALL NFL ATHLETES COULD BE COMPARED, AND TO IDENTIFY RELATIONSHIPS EXISTING BETWEEN A PLAYER'S PERFORMANCE AND HIS VALUE/SALARY. THE NATIONAL BASKETBALL ASSOCIATION IS SIMILAR TO THE NFL BECAUSE OF ITS INCENTIVE BASED CONTRACTS. MANY TEAMS OFFER CONTRACTS TO PLAYERS WITH INCENTIVES THE PLAYER CAN STRIVE TO REACH, SUCH AS MAKING THE FIRST TEAM ALL-DEFENSIVE TEAM FOR EXAMPLE. WHEN A PLAYER ACHIEVES THESE GOALS THE TEAM WILL OFFER MORE MONEY TO THAT PLAYER, ESSENTIALLY EARNING THEIR MEGA CONTRACT.

THE NHL LIKE MANY OF THE OTHER SPORTS LEAGUES HAS ENTERED INTO THE AGE OF THE MEGA-CONTRACT. IN RECENT YEARS MANY TEAMS HAVE GIVEN OUT LENGTHY CONTRACTS WITH SOME EVEN REACH TWELVE YEARS LONG. SOME PEOPLE ARGUE THAT THIS IS THE PRICE OF RETAINING STAR PLAYERS, WHILE OTHERS ARGUE NO PLAYER WILL BE WORTH BIG MONEY FOR A CONTACT OF THAT LENGTH. MANY OF THE LENGTHY CONTRACTS GIVEN OUT IN THE NHL HAS NOT BEEN COMPLETED, SO IT IS STILL TOO EARLY TO KNOW IF THEY HAVE PAID OFF OR NOT. BUT THIS DOES NOT STOP GM FROM GIVING OUT MEGA CONTRACTS. SOME WILL TURN OUT GREAT OTHERS WILL BE TERRIBLE, BUT NO ONE CAN PREDICT WHAT THE FUTURE.

#### IDENTIFYING INFLUENCING FACTORS IN NCAA COLLEGIATE FBS OVERTIME GAMES (BEST UNDERGRADUATE RESEARCH)

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THE POTENTIAL FOR PREDICTING THE OUTCOMES OF SPORTING EVENTS HAS ROUTINELY BEEN A DESIRE FOR SPORT PARTICIPANTS, OBSERVERS, ANALYSTS, AND OTHERS. THE OVERTIME PERIOD IS ROUTINELY ONE OF THE MORE AMBIGUOUS OCCURRENCES IN NCAA COLLEGIATE FBS COMPETITIONS. THE STARK CHANGE IN PLAY STYLE BETWEEN OVERTIME AND NORMAL GAME PLAY CREATES A DIFFICULT PERIOD FOR STRATEGIC CHANGE, MINDSET, AND VULNERABILITY. ULTIMATELY, THE OVERTIME ASPECT OF A NCAA COLLEGIATE FBS CAN CREATE A GREAT DEAL OF UNCERTAINTY FOR THE OUTCOME OF THE GAME. GIVEN THIS UNCERTAINTY, A NUMBER OF STRATEGIES HAVE BEEN ADOPTED BY COACHES. HOWEVER, THE QUESTION ARISES ARE THERE CERTAIN FACTORS WHICH CAN INFLUENCE THE PROBABILITY OF VICTORY?

THROUGH ANALYZING THE NCAA COLLEGIATE FBS OVERTIME GAMES DURING THE YEARS 2009-2013 USING A REGRESSION ANALYSIS, CERTAIN FACTORS MAY BE DETERMINED TO HAVE AN IMPACT ON OUTCOMES. MANY PEOPLE PARTICIPATING AND OBSERVING THE COMPETITION PUT THEIR FOOHOLDS IN FACTORS SUCH AS HOME FIELD ADVANTAGE, SUPERSTITION, NATIONAL RANKINGS, INITIAL POSSESSION STRATEGY AND MORE. HOWEVER, THROUGH OBSERVING HISTORICAL DATA FROM VARIOUS SOURCES AND CREATING NEW DATA BASED ON OBSERVED DATA, A NUMBER OF FACTORS CAN BE INCLUDED IN OUR DATA. UPON ATTAINING THE DATA SET, ANALYZING EACH OF THE FACTORS USING A REGRESSION ANALYSIS, IT CAN BE DETERMINED IF THE PRESENCE OF INDIVIDUAL FACTORS OR A COMBINATION OF FACTORS CAN ATTRIBUTE TO THE OUTCOME OF NCAA COLLEGIATE FBS OVERTIME GAMES.

PENDING POSITIVE RESULTS OF THE REGRESSION ANALYSIS, THERE ARE A NUMBER OF USES FOR THE DATA SET. WITH THE GAMBLING SECTOR OPERATING AS A MULTI-BILLION DOLLAR INDUSTRY THIS IS A MAJOR INITIAL IMPACT AREA. THIS INFORMATION CAN ALSO BE USED BY FBS COLLEGIATE FOOTBALL COACHES TO DEVELOP IN PRE-COMPETITION GAME PLANS AND ADJUSTING IN GAME STRATEGIES. STATISTICALLY FOUNDED ORGANIZATIONS, SUCH AS ESPN, CAN UTILIZE THIS DATA

FOR PREDICTION ANALYSES AND MORE. ULTIMATELY, THERE ARE A NUMBER OF OTHER USES FOR THE DATA SET PENDING THE FINDINGS.

#### EXAMINING SOCIAL MEDIA POLICIES: FCS vs. FBS

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THROUGH THE VARIOUS FBS SCHOOLS WE RESEARCHED THERE WERE MANY SIMILARITIES AND SOME DIFFERENCES AS TO WHAT THEIR SOCIAL MEDIA POLICIES ARE. THESE POLICIES ARE CREATED TO PROTECT THE IMAGES OF THE UNIVERSITY, TEAMS, COACHES, AND PLAYERS. THESE SOCIAL MEDIA POLICIES ARE ALSO GEARED TO HELPING PROTECTING THESE INDIVIDUALS. UNIVERSITY'S MUST SET THESE POLICIES AND MONITOR THEIR EMPLOYEES, COACHES, AND STUDENT ATHLETES TO ENSURE EVERYONE IS FOLLOWING THE GUIDELINES. THESE INDIVIDUALS REPRESENT THEIR UNIVERSITY SO IT IS IMPORTANT THAT THEY KEEP THEIR SOCIAL MEDIA PROFILES IN THE HIGHEST REGARDS TOWARDS THEIR RESPECTIVE UNIVERSITY. SOME COMMON POLICES FROM FBS SCHOOLS INCLUDE: DO NOT USE INAPPROPRIATE LANGUAGE, DO NOT POST INAPPROPRIATE PICTURES, DO NOT ALLOW YOURSELF TO BE PHOTOGRAPHED IN A COMPROMISING SITUATION, DO NOT DISCLOSE PERSONAL INFORMATION, DO NOT DISCUSS TEAM MATTERS, AND DO NOT POST ANY CONTENT THAT WOULD CONSTITUTE A VIOLATION OF THE UNIVERSITY CONFERENCE RULES OR NCAA RULES. THESE RULES ARE THE MOST COMMON AND HAVE BEEN LISTED IN MOST FBS SCHOOLS SOCIAL MEDIA POLICIES, WHILE CERTAIN SCHOOLS MAY HAVE MORE SPECIFIC POLICIES ACCORDING TO THEIR CONFERENCE GUIDELINES. THROUGH DIFFERENT FCS SCHOOLS WE RESEARCHED DIFFERENT ASPECTS OF THEIR SOCIAL MEDIA AND COMPARED THEM TO THE SOCIAL MEDIA POLICIES OF DIFFERENT FBS SCHOOLS. THROUGH THE RESEARCH THERE ARE ALSO MANY DIFFERENT SIMILARITIES BETWEEN THE TWO TYPES OF SCHOOL, FBS AND FCS. FACEBOOK, TWITTER, AND INSTAGRAM WERE THE THREE MAJOR TYPES OF SOCIAL MEDIA USED BY STUDENTS AND ATHLETES WE RESEARCHED WITHIN THE DIFFERENT FBS AND FCS SCHOOLS. FCS HAS SIMILAR AND DIFFERENT RULES COMPARED TO THE FBS WITH THEIR DIFFERENT SOCIAL MEDIA POLICIES. MANY FCS SCHOOLS ALSO BELIEVE THAT THE STUDENTS, ATHLETES, AND COACHES SHOULD SAY POSITIVE, PROMOTING UNIVERSITY ACTIVITIES, AND PROFESSIONAL THINGS ON THEIR SOCIAL MEDIA LIKE FACEBOOK, TWITTER, AND INSTAGRAM. THEY WANT TO REPRESENT THEIR UNIVERSITY PROFESSIONALLY AND GET EVERYONE EXCITED FOR THAT SCHOOL.

#### EXAMINING THE FULL SPECTRUM OF SOCIAL MEDIA USE:

##### PROFESSIONAL LEAGUES

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WITH THE EMERGENCE OF SOCIAL MEDIA, PROFESSIONAL LEAGUES HAVE FOUND A WAY TO INTERACT WITH AND MARKET TO FANS USING SOCIAL MEDIA SITES. WEBSITES SUCH AS FACEBOOK, TWITTER, PINTEREST, VINE, YOUTUBE, AND INSTAGRAM ARE BECOMING THE NEW WAY OF REACHING OUT TO FANS. SOCIAL MEDIA IS A SOCIAL INTERACTION AMONG PEOPLE WHERE THEY EXCHANGE AND SHARE INFORMATION AND IDEAS IN AN ONLINE COMMUNITY THROUGH NETWORKING. MANY PROFESSIONAL TEAMS ARE BEGINNING TO LEARN HOW USEFUL THESE WEBSITES CAN BE TO MARKET AND CREATE A BIGGER FAN BASE. IT IS IMPORTANT TO EXAMINE HOW THESE PROFESSIONAL LEAGUES ARE USING THESE WEBSITES TO MARKET AND REACH OUT TO MAKE THEIR FAN BASES LARGER. IN THIS RESEARCH, WE WILL STUDY EXACTLY WHAT SOCIAL MEDIA SITES ARE USED AND HOW PROFESSIONAL TEAMS AND

ATHLETES MARKET THEMSELVES. ANOTHER THING WE HIT ON IS WHAT TYPE OF AN IMPACT THIS HAS ON THEM. MEASUREMENTS OF HOW FAST SOCIAL MEDIA HAS GROWN WILL ALSO BE A FACTOR IN THIS RESEARCH. WE ALSO WILL EXAMINE AND STUDY EXACTLY WHAT PROFESSIONAL LEAGUES MARKET ON EACH OF THE DIFFERENT SITES AND WHAT TYPE OF AUDIENCE THEY ARE TRYING TO REACH. EACH DIFFERENT PROFESSIONAL SPORT MARKETS DIFFERENT THINGS IN DIFFERENT WAYS AND WE EXAMINE THAT AS WELL. THE PROPOSED MODEL CONSISTS OF SIX DIFFERENT SOCIAL MEDIA SITES AMONGST EIGHT DIFFERENT PROFESSIONAL LEAGUES ANALYZING THE USAGE AND USES FOR THE WEBSITES. THIS STUDY ATTEMPTS TO SHOW THE RELATIONSHIP AND STRATEGIES OF USING SOCIAL MEDIA. RESEARCH SHOWS THAT USING SOCIAL MEDIA HAS INCREASED FAN BASES AND HAS HELPED TO CREATE AN INDIRECT SPORTS EXPERIENCE. WHILE IT IS THOUGHT THAT FACEBOOK IS THE MOST POPULAR OF THE SIX WEBSITES, EACH DIFFERENT PROFESSIONAL LEAGUE HAS HAD DIFFERENT SUCCESS WITH EACH DIFFERENT ONE. ALL THE RESULTS FROM THE STUDY WE DONE SHOWS THAT SOCIAL MEDIA HAS A STRONG PRESENCE IN THE MARKETING FIELD OF PROFESSIONAL TEAMS. RESULTS AND FUTURE GROWTH OF PROFESSIONAL LEAGUES USING SOCIAL MEDIA ARE ALSO DISCUSSED.

#### WHERE'S YOUR TWITTER? COMMUNITY, HIGH SCHOOL, PROFESSIONAL TEAM'S TWITTER ACCOUNTS

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AS THE SOCIAL MEDIA SITE, TWITTER, CONTINUES TO SPROUT THROUGH THE SPORTING INDUSTRY IT HAS BECAME AN INCREASINGLY POPULAR BRAND FOR RECEIVING LIVE UPDATES ON INFORMATION AND NEWS ABOUT PEOPLE'S FAVORITE SPORTING TEAMS. TWITTER HAS SUCH A WIDE RANGE THAT IT ENCOUNTERS WITH IN THE SPORTING WORLD. FROM HIGH SCHOOL TEAMS AND ATHLETES TO COLLEGE AND PROFESSIONAL ORGANIZATIONS. "THIS RELATIVELY NEW PHENOMENON HAS HELPED TO AUGMENT THE INTERSECTION OF FANS, TEAMS, AND SPONSORS, BY INCREASING BOTH BRAND AWARENESS AND INTERACTIVITY BETWEEN THE FANS AND ATHLETE" (SILVERSTEIN, 2011). THIS HYPOTHESIS OF WHETHER TWITTERS OF HIGH SCHOOL, COLLEGE, AND PROFESSIONAL TEAMS PROVIDE ACCURATE UPDATES THAT THE FAN CAN HAVE WITH IN A CLICK. SPECIFICALLY, THIS RESEARCH WAS CONDUCTED TO SEE IF THE TEAMS AND ATHLETES HAVE UP TO DATE INFORMATION THAT IS RIGHT AT THE FANS HANDS AND WHAT ARE THE FANS MOTIVATIONS AND CONSTRAINTS AS TO WHY THEY FOLLOW A CERTAIN ORGANIZATION. THE FANS FOLLOW BECAUSE THEY ARE INNATELY ATTRACTED TO THE BRAND OR THE TEAM, AND RECEIVING THEIR INFORMATION MAKES THEM FEEL AS THOUGH THEY BELONG. THE DATA THAT WAS GATHERED IS CONCENTRATED ON THE IMPORTANCE OF THE TWITTER AND HOW IT REPRESENTED AS A BRAND THAT ATTRACTS THE FANS OR CUSTOMER TO THEIR ORGANIZATION. MOST ORGANIZATIONS, TEAMS, AND ATHLETES OF THOSE ACCOUNTS DO HAVE A TWITTER THAT CONSISTENTLY GIVES UPDATES AND OTHERS THAT HAVE PROLONGED FEEDS OF INFORMATION. A STUDY BY SHEFFER AND SCHULTZ (2010), WHICH EXAMINED SOCIAL MEDIA CONTENT AMONG A GROUP OF SPORTS ORGANIZATIONS AND ATHLETES, FOUND THAT THESE INDIVIDUALS TENDED TO USE TWITTER FOR RELAYING THEIR RECENT ACTIVITIES, NEWS, AND COMMENTARY. SOCIAL MEDIA PLATFORMS LIKE TWITTER PROVIDE MULTIPLE AVENUES FOR INTERACTION, IT IS VITAL FOR SPORT COMMUNICATION SCHOLARS TO UNDERSTAND THE NATURE OF THESE COMMUNICATION TOOLS AND HOW THEY IMPACT FAN-ATHLETE RELATIONSHIPS (CLAVIO & KIAN, 2010; HAMBRICK, SIMMONS, GREENHALGH, & GREENWELL, 2010).

GRADUATE RESEARCH SUBMISSIONS  
EXPLORING THEORIES OF COGNITIVE DEVELOPMENT IN  
COLLEGE STUDENT-ATHLETES  
BEN ARMER, AUDREY BICKEL, & SPENCER BONAHOOM  
BALL STATE UNIVERSITY  
FACULTY ADVISOR: JAMES E. JOHNSON, Ed D

COLLEGE STUDENT-ATHLETES FACE A SERIES OF DEVELOPMENTAL CHALLENGES THAT MAKES THEM A UNIQUE CATEGORY OF COLLEGE STUDENT. THIS POSTER WILL EXPLORE SPECIFIC THEORIES OF COGNITIVE DEVELOPMENT TO IDENTIFY COMMON PATTERNS OF INTELLECTUAL AND PSYCHOLOGICAL GROWTH IN COLLEGIATE STUDENT-ATHLETES. DEVELOPMENT IN STUDENT-ATHLETES GOES BEYOND ACADEMIC SUCCESS. COGNITIVE DEVELOPMENT FOCUSES ON ADVANCING TECHNIQUES OF REASONING AND PROCESSING EXPERIENCES (HOWARD-HAMILTON & SINA, 2001). COGNITIVE THEORIES EXPLAIN THAT TO ADVANCE THESE REASONING AND PROCESSING SKILLS, ONE MUST GAIN INDEPENDENCE OF DECISION MAKING AND CREATE A PERSONAL IDENTITY. STUDENT-ATHLETES OFTEN EXPERIENCE DIFFICULTY IN THESE AREAS (HOWARD-HAMILTON & SINA, 2001). PRESENTED ARE FINDINGS THAT EXPLAIN THE INTELLECTUAL CHALLENGES STUDENT-ATHLETES FACE IN GAINING INDEPENDENCE, DECISION-MAKING SKILLS, AND MORAL JUDGMENT. INDEPENDENT COGNITIVE SKILL DEVELOPMENT OF STUDENT-ATHLETES MAY BE DELAYED DUE TO RIGID SCHEDULES, COUNTLESS RULES AND REGULATIONS, AND DEMANDING COACHES. ONE THEORY THAT IS PARTICULARLY APPLICABLE IS THE COGNITIVE-AFFECTIVE PROCESSING SYSTEMS APPROACH (CAPS). THE FIVE-COMPONENT MODEL DESCRIBED BY CAPS OFFERS A WAY TO UNDERSTAND INDIVIDUAL DIFFERENCES IN ONE'S SELF VIEW, GOAL SETTING, EMOTIONS, MOTIVES, AND VALUES (SMITH, 2006). WE WILL ALSO PRESENT FINDINGS BASED ON THIS APPROACH THAT HELP TO EXPLAIN VARIANCES IN BEHAVIOR AND PERFORMANCE BY ATHLETES. WE WILL EXAMINE HOW THIS FRAMEWORK EXPLAINS DIFFERENT SPORT PHENOMENA, INCLUDING MENTAL TOUGHNESS AND PERFORMANCE ANXIETY. IN ADDITION, WE WILL ASSESS HOW COACHES, FACULTY, ADMINISTRATORS, AND CLASSMATES SOMETIMES TREAT STUDENT-ATHLETES, AND HOW THIS TREATMENT AFFECTS THEIR SELF-EFFICACY AND PERSONAL GROWTH (SMITH, 2006). ULTIMATELY, A LACK OF COGNITIVE DEVELOPMENT FOR STUDENT-ATHLETES CAN CONTRIBUTE TO THE DISCONNECTION THAT IS OFTEN SEEN BETWEEN THIS UNIQUE POPULATION AND THE GENERAL STUDENT BODY. FROM A PRAGMATIC PERSPECTIVE, THIS POSTER PRESENTS RESEARCH ON COGNITIVE DEVELOPMENT TO HELP EXPLAIN BENEFITS TO THE PERSONAL GROWTH OF STUDENT-ATHLETES, AS WELL AS IMPROVED ACADEMIC AND ATHLETIC PERFORMANCES. FURTHERMORE, CONTEXTUALIZING STUDENT-ATHLETE EXPERIENCES THROUGH THE LENS OF DEVELOPMENTAL THEORIES ALLOWS THE POTENTIAL FOR GREATER UNDERSTANDING FOR A STUDENT-ATHLETE'S LIFE AFTER COLLEGE. THIS PREPARATION INCLUDES CAREER-READINESS, AS WELL AS IMPROVED INTELLECTUAL AND SOCIAL SKILLS.

LEGAL IMPLICATIONS OF DRUG TESTING IN HIGH SCHOOL  
ATHLETICS (BEST GRADUATE RESEARCH)  
SHEA BRGOCH, WHITNEY JARNAGIN, NATE DUDZIK, & BEKKA  
WESTRICK  
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USE OF ILLICIT SUBSTANCES BY HIGH SCHOOL STUDENTS IS CONCERNING FOR BOTH PARENTS AND EDUCATORS (FALCK, NAHHAS, LI, & CARLSON, 2012). AS MORE RESEARCH SHOWS THE ADVERSE EFFECTS OF ILLICIT DRUGS (FALCK ET AL., 2012), STUDENT HEALTH AND ACADEMIC ACHIEVEMENT BECOMES A GREATER CONCERN FOR SCHOOL ADMINISTRATORS. HOWEVER, THERE IS NO NATIONAL STANDARD FOR

ADDRESSING THIS WIDESPREAD ISSUE. THEREFORE, THIS PRESENTATION WILL DISCUSS THE CONSTITUTIONALITY OF INTERSCHOLASTIC DRUG TESTING, PARTICULARLY OF STUDENTS IN EXTRA-CURRICULAR ACTIVITIES, AND THE EVOLUTION OF DRUG POLICIES IN HIGH SCHOOLS FROM A LEGAL STANDPOINT.

THIS POSTER PRIMARILY EXAMINES A NUMBER OF CASES WHICH WERE TAKEN TO THE SUPREME COURT CLAIMING DRUG TESTING IN SCHOOLS WAS A VIOLATION OF FOURTH AMENDMENT RIGHTS. ONE OF THE FIRST CASES TO EXPAND THE REALM OF DRUG TESTING WAS SKINNER V. NATIONAL RAILWAY LABOR EXECUTIVES' ASSOCIATION IN WHICH THE COURT RULED THAT THE GOVERNMENT'S INTEREST TO PROTECT THE SAFETY OF WORKERS AND THE PUBLIC COULD TRANSCEND THE FOURTH AMENDMENT AND THE EMPLOYEE'S RIGHTS TO PRIVACY (SHUTLER, 1996). THE SKINNER CASE WAS THE FOUNDATION FOR THE RULING MADE IN VERNONIA V. ACTON WHICH PROVIDED SCHOOLS THE ABILITY TO DRUG TEST STUDENT ATHLETES ON THE NOTION THAT THE INTEREST OF THE SCHOOL TO PROTECT STUDENT HEALTH AND SAFETY WAS MORE COMPELLING THAN THE PRIVACY OF THE STUDENT. THIS LANDMARK CASE WAS A BEGINNING TO THE CONCEPT OF SUSPICIONLESS DRUG TESTING (SHUTLER, 1996). WHILE SUSPICIONLESS DRUG TESTING HAS BEEN CONSTITUTIONALLY JUSTIFIED, FURTHER PROBLEMS ARE STILL ARISING BECAUSE SOME STATE CONSTITUTIONS OFFER GREATER PROTECTION FOR INDIVIDUAL PRIVACY RIGHTS DUE TO THE ABSENCE OF AN UNREASONABLE SEARCH CLAUSE (DUNCAN & GIDDINGS, 2008). THESE DISCREPANCIES BETWEEN STATE AND FEDERAL LAWS MAY BE A FRAMEWORK FOR POTENTIAL FUTURE CASES WITH THEIR OWN SET OF LEGAL REPERCUSSIONS.

SINCE THE LEGAL CONCEPTS SET FORTH IN VERNONIA V. ACTON APPEAR TO BE SOME OF THE MOST INFLUENTIAL CONCEPTS IN THE EVOLUTION OF THE CONSTITUTIONALITY OF DRUG TESTING, IT WILL SERVE AS THE FOUNDATION FOR OUR PRESENTATION. USING THE PRECEDENTS FROM THIS CASE, AS WELL AS OTHER DRUG TESTING LEGISLATION, THE PRESENTATION WILL DISCUSS THE CURRENT STATE OF INTERSCHOLASTIC DRUG TESTING AND FURTHER LEGAL RAMIFICATIONS THAT MAY OCCUR IN THE FUTURE. PARTICULAR ATTENTION WILL BE GIVEN TO THE ADMINISTRATIVE AND MANAGERIAL APPLICATIONS RELATED TO THE LEGAL CONTEXT OF THIS IMPORTANT ISSUE.

THE AWARENESS OF THE 2014 YOUTH OLYMPIC GAMES  
AMONG COLLEGE STUDENTS  
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ADOLESCENTS WORLDWIDE ARE BECOMING INCREASINGLY OVERWEIGHT AND INACTIVE. IN AN EFFORT TO CREATE AN OPPORTUNITY FOR ADOLESCENTS TO BECOME MORE ACTIVE AND GET INVOLVED IN OLYMPIC SPORTS, THE INTERNATIONAL OLYMPIC COMMITTEE (IOC) AND PRESIDENT JACQUES ROGGE DEVELOPED A PLAN FOR THE YOUTH OLYMPIC GAMES (YOG). YOG IS A SPORTING EVENT TARGETED SPECIFICALLY FOR TEENAGERS (14-18) THAT ORIGINATED IN 2010. DESPITE THE FACT THAT THE YOG HAS OCCURRED BOTH IN THE SUMMER OF 2010 AND THE WINTER OF 2012, MANY INDIVIDUALS STILL LACK CONSCIOUSNESS OF THE EVENT. THE PURPOSE OF THIS STUDY WAS TO EXAMINE THE EFFECTIVENESS OF MARKETING TECHNIQUES FOR THE YOG BY ANALYZING THE PERCEPTIONS AND AWARENESS OF THE EVENT FROM STUDENTS IN THE SCHOOL OF PHYSICAL EDUCATION, SPORT, AND EXERCISE SCIENCE AT A MIDWEST UNIVERSITY (M = 19.80 YEARS) IN THE UNITED STATES. THE DATA WAS COLLECTED WHILE THE YOG WERE BEING CONTESTED IN NANJING, CHINA. A BRIEF FIVE QUESTION SURVEY WAS ADMINISTERED TO 286 STUDENTS INVOLVED IN VARIOUS

DIFFERENT SPORTS AND A GENDER MIX OF 58.0% MALE AND 41.9% FEMALE.

PRIMARY RESEARCH QUESTIONS FOCUSED ON PERSONAL AWARENESS ( $M = 2.07$ ,  $SD = 1.42$ ) AND PUBLIC AWARENESS ( $M = 2.14$ ,  $SD = 1.12$ ) OF THE YOG THROUGH LIKERT SCALING FROM NOT AT ALL AWARE (1), TO TOTALLY AWARE AND INFORMED (7). SECONDARY RESEARCH QUESTIONS FOCUSED ON LIKELINESS TO ATTEND YOG EVENTS IN NANJING, CHINA ( $M = 1.37$ ,  $SD = 0.91$ ), TO WATCH YOG EVENTS ON TELEVISION ( $M = 2.51$ ,  $SD = 1.66$ ), AND TO FOLLOW YOG EVENTS ON SOCIAL MEDIA ( $M = 2.19$ ,  $SD = 1.48$ ). DESPITE THE FACT THAT THE YOG WAS IN PROGRESS WHEN THIS SURVEY WAS ADMINISTERED, STUDENTS' AWARENESS AND WILLINGNESS TO ENGAGE IN THE EVENTS WAS EXTREMELY LOW. RESULTS OF THIS STUDY CAN BE BENEFICIAL TO THE INTERNATIONAL OLYMPIC COMMITTEE AND YOG PROFESSIONALS AS IT IS INDICATED THAT MARKETING AND PROMOTIONAL STRATEGIES DO NOT APPEAR TO BE EFFECTIVE. ALTHOUGH THE YOG STRIVES TO INVOLVE ADOLESCENTS IN OLYMPIC SPORT AND INCREASE THEIR INTEREST IN BECOMING ACTIVE, IT IS EVIDENT THAT COLLEGE-AGED INDIVIDUALS ARE NOT EXPOSED TO INFORMATION REGARDING THE YOG.

### PSYCHOSOCIAL CHANGES OF PARALYMPIC TRACK AND FIELD THROWING ATHLETES (BEST GRADUATE RESEARCH)

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PHYSICAL ACTIVITY IS A PERVERSIVE AND IMPACTFUL EXPERIENCE THAT POSITIVELY INFLUENCES MANY ASPECTS OF LIFE (ASZTALOS ET AL., 2009). ONE SUBSET OF THE POPULATION THAT IS INCREASINGLY AT RISK FOR POOR HEALTH DUE TO LACK OF PHYSICAL ACTIVITY IS THE POPULATION WITH PHYSICAL DISABILITIES (RIMMER & MARQUES, 2012). HOWEVER, SPORTS FOR INDIVIDUALS WITH DISABILITIES, OR PARALYMPIC SPORT, HAVE BEEN GAINING POPULARITY IN INTERNATIONAL MARKETS. AS THIS INDUSTRY GROWS, THERE IS AN INCREASING NEED FOR THE PRINCIPLES OF ATHLETE DEVELOPMENT ALREADY IN PLACE FOR ABLE-BODIED SPORT TO BE APPLIED TO SPORTS FOR ATHLETES WITH DISABILITIES. THIS INCLUDES COACHES WITH SPECIALIZED TRAINING OR EXPERIENCE WORKING WITH ATHLETES WITH DISABILITIES (DEPAUW, 2005; SHERRILL, 1998). THEREFORE, THE PURPOSE OF THIS STUDY WAS TO DETERMINE CHANGES IN PSYCHOSOCIAL ASPECTS OF THE ELITE SPORT EXPERIENCE FOR PERSONS WITH A DISABILITY. THE RESEARCHERS IDENTIFIED QUALITATIVE THEMES USING A QUALITATIVE METHOD. A TOTAL OF SEVEN ATHLETES AND THREE COACHES FROM THE NATIONAL CZECH REPUBLIC WHEELCHAIR TRACK AND FIELD TEAM WERE INTERVIEWED USING SEMI-STRUCTURED INTERVIEWS, OBSERVATIONS OF THE PARTICIPANTS, AND ANALYSIS OF PREVIOUSLY PUBLISHED INTERVIEWS. THE RESEARCHERS DEFINED TEN DETERMINANTS OF CURRENT SPORT PARTICIPATION INCLUDING EXPERIENCE WITH SPORT PRIOR TO ONSET OF DISABILITY, AVAILABLE RESOURCES, ABILITY TO WORK WITH A PROFESSIONAL COACH, AND THE IMPACT THE SPORT HAS ON QUALITY OF LIFE. ADDITIONALLY, THE RESEARCHERS FOUND THREE MAJOR CHANGES IN THESE DETERMINANTS ACROSS DIFFERENT TIME STAGES. THE FIRST CHANGE NOTED BY THE RESEARCHERS WAS A CHANGE IN THE AMOUNT OF RESOURCES AVAILABLE TO INDIVIDUALS INVOLVED IN ELITE SPORT FOR ATHLETES WITH DISABILITIES. SECONDLY, THE STRUCTURE OF COMPETITION AND TRAINING BECAME MORE EFFICIENT AND FAIR AS PROFESSIONAL COACHES WERE ADDED TO THE STAFF. THE LAST CHANGE THE PARTICIPANTS NOTICED WAS A GLOBAL INCREASE IN ACCEPTABILITY OF THEIR SPORT AND AN INCREASING NUMBER OF COMPETITIONS. OVER-ALL, THE RESEARCHERS SUGGEST THAT SPORT PARTICIPATION MAY BE AN IMPORTANT STRATEGY FOR MAINTAINING QUALITY OF LIFE AFTER THE

ONSET OF A PHYSICAL DISABILITY. IF THE INDIVIDUAL HAS A DESIRE TO BECOME AN ELITE ATHLETE WITH A DISABILITY, IT IS IMPORTANT FOR HIM OR HER TO FOLLOW AN INDIVIDUALIZED TRAINING PROGRAM USING THE PRINCIPLES OF TRAINING (TACTICAL, TECHNICAL, PSYCHOLOGICAL, AND CONDITIONAL) THAT HAVE BEEN DEVELOPED WITHIN THE ABLE BODIED POPULATION. SUGGESTIONS FOR MAINTAINING AND EXPANDING WHEELCHAIR SPORT WERE DEVELOPED (E.G., DEVELOP INFORMATIONAL MATERIALS TO PASS OUT TO HOSPITALS AND SPORT CENTERS, EMPLOY PERSONS QUALIFIED TO ORGANIZE AND LEAD ACTIVITIES FOR PERSONS WITH DISABILITIES, ETC.).

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COLLEGE BASKETBALL IN DIVISION I HAS AN UNUSUALLY HIGH TRANSFER RATE FOR BASKETBALL, AND IT HAS GROWN INCREASINGLY OVER THE PAST FEW YEARS. ACCORDING TO A STUDY DONE BY THE NCAA RESEARCH DEPARTMENT, 40% OF COLLEGE BASKETBALL PLAYERS IN DIVISION I END UP TRANSFERRING BY THE END OF THEIR SOPHOMORE YEAR. IT ALSO GOES ON TO SAY THAT, "CLOSE TO 90% OF MBB TRANSFERS SAY THEY LEFT FOR ATHLETIC REASONS." IT CONTINUES BY SAYING, "ABSENT PROPER ACADEMIC PLANNING FOR TRANSFER, MANY OF THESE STUDENT--ATHLETES SUBSEQUENTLY LOSE CREDITS IN THE TRANSITION AND REGISTER LOWER ACADEMIC PROGRESS RATES (APRS) AND GRADUATION RATES AT THEIR NEW SCHOOLS THAN SEEN AMONG NON--TRANSFERS." (TRACKING TRANSFERS) BEING A FRESHMAN AT A COLLEGE IS NOT AN EASY THING FOR AN 18--YEAR--OLD KID, AND TO CONSTANTLY HAVE TO SWITCH SCHOOLS AND RESTART AT A NEW ACADEMIC INSTITUTION AS WELL AS A COLLEGIATE BASKETBALL SYSTEM IS NO SIMPLE TASK. WHAT MANY STUDENT--ATHLETES DO NOT REALIZE IS THAT ONLY APPROXIMATELY 1.2% OF STUDENT ATHLETES GET TO GO PRO. (ESTIMATED PROBABILITY) A STUDY WAS DONE ANALYZING ALL 30 NBA TEAMS FOR THE 2013--2014 NBA SEASON, AND THE PLAYERS ON THOSE TEAMS WHO WENT TO COLLEGE. THE STUDY WAS TO LOOK AT EVERY SINGLE NBA ROSTER AND LOOK AT ONLY THOSE WHO ATTENDED COLLEGE PRIOR TO PLAYING ON AN NBA TEAM. IN THE STUDY, THE DETERMINATION OF WHETHER OR NOT THE PLAYER TRANSFERRED SCHOOLS PRIOR TO PLAYING IN THE NBA WAS MADE, AND IF IT HELPED THEM ON THEIR WAY TO GOING PRO. OF ALL 395 NBA PLAYERS ON AN NBA ROSTER LAST SEASON, ONLY 38 TRANSFERRED IN COLLEGE PRIOR TO GOING PRO. 11% OF THE PLAYERS IN THE NBA LAST YEAR TRANSFERRED IN THEIR COLLEGE CAREER PRIOR TO MAKING IT IN THE NBA. THE OTHER 89% OF PLAYERS ON AN NBA ROSTER LAST YEAR AND PLAYED COLLEGE PRIOR TO JOINING THE NBA PLAYED AT ONE SCHOOL IN THEIR COLLEGIATE CAREER. 40% OF COLLEGE BASKETBALL PLAYERS TRANSFER PRIOR TO THEIR SOPHOMORE YEAR OF COLLEGE, YET ONLY 11% OF THE PLAYERS WHO WENT TO COLLEGE IN THE NBA TRANSFERRED IN THE COLLEGE CAREER. THE BELIEF THAT TRANSFERRING WILL INCREASE YOUR CHANCES OF MAKING IT IN THE NBA, WHICH IS EVERY PLAYER'S DREAM, IS A MYTH BECAUSE OF THE LIKELIHOOD OF ACHIEVING THAT DREAM. AS MENTIONED EARLIER, ONLY 1.2% OF PLAYERS MAKE IT IN THE PROFESSIONAL LEAGUES. THOSE WHO WERE IN THE NBA LAST YEAR, 89% OF THOSE PLAYERS PLAYED AT ONE SCHOOL IN THERE COLLEGE CAREERS. THIS SHOWS THAT IF YOU HAVE THE SKILLS, AND TALENT TO PLAY PROFESSIONAL BASKETBALL IN THE NBA YOU WILL BE NOTICED AND WILL PLAY. OTHERWISE, IT IS IMPORTANT TO FOCUS ON YOUR ACADEMICS AND CAREER BEYOND BASKETBALL. TRANSFERRING TAKES A TOLL ON YOUR ACADEMICS, AS MANY OF YOUR CREDITS CANNOT TRANSFER FROM SCHOOL TO SCHOOL. MAKING SURE YOU END UP AT A GOOD SCHOOL IS IMPORTANT PART OF YOUR COLLEGE EXPERIENCE, NOT JUST WHERE



YOU CAN PLAY BASKETBALL. 89% OF PLAYERS ON AN NBA ROSTER LAST YEAR TRANSFERRED DURING COLLEGE. IF A PLAYER IS GOOD ENOUGH TO PLAY IN THE NBA, THEY WILL PLAY NO MATTER WHERE THEY PLAY.

### THE NOVELTY EFFECT AND ATTENDANCE AT NEW NFL STADIUMS (BEST GRADUATE RESEARCH)

TAYLOR ALWARD, WILL FOSTER, PATRICK HAGEDORN, & BROOKE ROBBINS

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PREVIOUS LITERATURE CONCENTRATED IN THE SPORT INDUSTRY NOTES THAT THE NOVELTY EFFECT IS AN INCREASE OF ATTENDANCE FOR A SPORTS ORGANIZATION THE SEASON AFTER THE ORGANIZATION BUILDS A NEW STADIUM (COATES & HUMPHREYS, 2005). THIS IS AS A RESULT OF FANS BEING DRAWN TO SEE THE NEW STADIUM AND ITS AMENITIES REGARDLESS OF TEAM PERFORMANCE. RESEARCH HAS ALSO SHOWN THAT THIS EFFECT IS LIMITED AND ATTENDANCE WILL DECLINE AFTER A FEW SEASONS WHEN THE NOVELTY EFFECT HAS FADED (COATES & HUMPHREYS, 2005; HOWARD & CROMPTON, 2003). THE MAJORITY OF RESEARCH ABOUT THE NOVELTY EFFECT HAS OCCURRED IN MAJOR LEAGUE BASEBALL (MLB) AND THE NATIONAL BASKETBALL ASSOCIATION (NBA) BUT NOT THE NATIONAL FOOTBALL LEAGUE (COATES & HUMPHREYS, 2005; HOWARD & CROMPTON, 2003). WHILE SOME RESEARCH HAS STATED THAT THE NOVELTY EFFECT MAY LAST AS LONG AS EIGHT TO TEN YEARS (COATES & HUMPHREYS, 2005), OTHERS HAVE STATED THE NOVELTY EFFECT WEARS OFF AFTER THE FIRST SEASON (HOWARD & CROMPTON, 2003). THOUGH THERE IS A DISCREPANCY IN HOW LONG THE NOVELTY EFFECT WILL LAST, MOST RESEARCH INDICATES THAT TEAMS WHO MOVE TO A NEW STADIUM SEE HIGHER ATTENDANCE NUMBERS YEARS AFTER BUILDING THE STADIUM THAN THE YEAR BEFORE THE TEAM MOVED. FURTHERMORE THERE APPEARS TO BE A DIFFERENCE BETWEEN HOW LONG THE NOVELTY EFFECT LASTED BETWEEN THE MLB AND THE NBA, WITH MOST LITERATURE SUGGESTING THAT THE MLB SEES A SHARPER DECREASE IN ATTENDANCE THAN THE NBA AFTER THE EFFECT WEARS OFF (COATES & HUMPHREYS, 2005).

WE EXAMINED THE NOVELTY EFFECT ON THREE NFL FRANCHISES THAT HAVE BUILT NEW STADIUMS SINCE THE YEAR 2002. ALL THREE FRANCHISES, THE ARIZONA CARDINALS, SEATTLE SEAHAWKS, AND INDIANAPOLIS COLTS, SAW INCREASES IN THEIR ATTENDANCE THE YEAR AFTER A NEW STADIUM WAS BUILT. IN KEEPING WITH PREVIOUS TRENDS OF THE NOVELTY EFFECT WITH OTHER FRANCHISES, ATTENDANCE DECREASED SLIGHTLY FOR THESE TEAMS THE NEXT FEW SEASONS. WHILE ALL THREE TEAMS' ATTENDANCE MIGHT HAVE DECREASED FROM THE FIRST YEAR OF THE NEW STADIUM THE ATTENDANCE NUMBERS WERE STILL BETTER THAN THE LAST YEAR OF THEIR OLD STADIUM. IMPLICATIONS OF THE NOVELTY EFFECT IN RELATION TO THE INDIVIDUAL CONTEXT OF EACH TEAM WILL BE PRESENTED. THIS INITIAL EXAMINATION COULD LEAD RESEARCHERS TO EXAMINE OTHER FACTORS AT PLAY THAT INCREASE ATTENDANCE, OR WHAT KEEPS ATTENDANCE RATES HIGH AFTER THE NOVELTY EFFECT OF THE NEW STADIUM HAS WORN OFF.

### EXAMINING THE EXPERIENCES OF SENIOR WOMAN ADMINISTRATORS IN THE COLLEGE ATHLETES

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HISTORICAL CONTENT - INTRODUCTION: INTERCOLLEGIATE ATHLETICS IS A MALE-DOMINATED PROFESSION WITH A GREAT DISPARITY BE-

TWEEN THE NUMBER OF MEN AND WOMEN SERVING IN LEADERSHIP POSITIONS. TO ASSIST WITH INCREASING THE NUMBER OF WOMEN SERVING IN LEADERSHIP ROLES, THE NATIONAL COLLEGIATE ATHLETIC ASSOCIATION (NCAA) LEGISLATED THAT EACH MEMBER INSTITUTION DESIGNATE A SENIOR WOMAN ADMINISTRATOR (SWA) TO FUNCTION AS PART OF THE ATHLETICS DEPARTMENT'S MANAGEMENT TEAM. SINCE 1981, WHEN THE NCAA BEGAN OFFERING CHAMPIONSHIPS FOR WOMEN'S SPORTS, MEMBER INSTITUTIONS HAVE BEEN REQUIRED TO DESIGNATE A SWA, FORMALLY KNOWN AS A PRIMARY WOMAN ADMINISTRATOR (PWA). IN 1996, A UNIFORM DEFINITION OF THE SWA WAS PUBLISHED IN ALL THREE DIVISIONAL MANUALS. THE NCAA WEBSITE STATES, THAT "A SENIOR WOMAN ADMINISTRATOR (SWA) IS THE HIGHEST RANKING FEMALE IN EACH NCAA ATHLETIC DEPARTMENT OR MEMBER CONFERENCE."

PURPOSE STATEMENT: HOWEVER, EACH SWA PORTRAYS THEIR SWA TITLE DIFFERENTLY. THE PURPOSE OF THIS RESEARCH IS TO IDENTIFY THE VALUE OR ROLE OF SOMEONE WHO HOLDS THE SWA TITLE. WHAT ARE THE DAY TO DAY INFORMAL EXPECTATIONS OR OPERATIONS THAT EVOLVE FOR THOSE WHO GAIN THE SWA TITLE? THE MAIN GOAL IS TO EXPLORE THE CURRENT ROLES, TASKS AND SUPPORT OF THE SWA FROM THE PERSPECTIVE OF THE SWA. THE STUDY IS TO IDENTIFY THE PERCEPTIONS OF SWAS REGARDING THE EXTENT TO WHICH SWAS PERFORM ROLES AND RESPONSIBILITIES IN THE ATHLETICS DEPARTMENT. METHODS: DATA FOR THIS STUDY WAS COLLECTED THROUGH AN EXAMINATION OF ONLINE BIOGRAPHICAL PROFILES AND THE DISTRIBUTION OF A QUESTIONNAIRE TO SEVENTEEN SWAS IN THE NCAA DIVISION II GREAT LAKES VALLEY CONFERENCE (GLVC) TO GAIN INSIGHT ON WHAT EACH DO SPECIFICALLY AS AN SWA ON THEIR CAMPUS.

CONTENT OF FINDINGS: BASED OFF BIBLIOGRAPHY PROFILES AND CONTENT OF WEBSITE ANALYSIS, FIVE OUT OF THE 17 SWAS HAVE SPORT SUPERVISION, 11 SWAS OVERSEE COMPLIANCE, NINE SWAS ARE INVOLVED WITH STUDENT-SERVICES, THREE SWAS DEAL WITH BUDGET OPERATIONS, AND TWO SWAS HOLD COACHING RESPONSIBILITIES. LASTLY, 10 OUT OF THE 17 SWAS WORK IN MULTIPLE AREAS.

INTERPRETATION: IN PREVIOUS RESEARCH A DISCREPANCY HAS PERSISTED AND PERCEPTUAL DIFFERENCES OCCUR BETWEEN SWAS IN REGARDING THE EXTENT TO WHICH SWAS ARE AND SHOULD BE INVOLVED IN DECISION-MAKING, BUDGET/PLANNING, MANAGEMENT, AND OVER SITE OF ALL (ESPECIALLY) MEN'S PROGRAMS WITHIN ATHLETIC DEPARTMENTS. SIGNIFICANT DIFFERENCES MAY OCCUR ON THE FOLLOWING KEY TOPICS; KEY DECISION MAKER IN ATHLETIC DEPARTMENT, PARTICIPATION IN ON THE SENIOR MANAGEMENT TEAM, WORKS WITHIN THE GROUP STRUCTURE, AND MONITORS IMPLEMENTATION OF THE GENDER EQUITY PLAN.

CONCLUSION: THE SWA WEARS MULTIPLE HATS AND PLAYS A VARIETY OF DIFFERENT ROLES AT EACH INSTITUTION. IN ADDITION TO OFFICIAL DUTIES, THESE INDIVIDUALS ENGAGE IN MANY OTHER "UNOFFICIAL" DUTIES OR RESPONSIBILITIES. ADDITIONAL INQUIRY ON THIS TOPIC WORK WOULD BE USEFUL WITH REGARD TO GAINING THE INSIGHT ON THE PERSPECTIVE OF THOSE WHO GAIN THE SWA TITLE.

### APPLYING COACH DEVELOPMENTAL MODELS TO SPORT-SPECIFIC CONTEXT OF AMERICAN FOOTBALL

DANIEL TRACY

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ALTHOUGH PLAYING A SPORT MAY PROVIDE AN ATHLETE WITH VALUABLE EXPERIENCE, THE EXPERIENCE ALONE DOES NOT ENSURE A SUC-

CESSFUL COACHING CAREER IN THE FUTURE (SCHEMP, McCULLICK, GRANT, FOO, & WIESER, 2010). PRIOR TO BECOMING A HEAD COACH AT ANY LEVEL, MANY EXPERIENCES BEYOND PLAYING WILL INFLUENCE THE DEVELOPMENT OF A COACH. COACHES OFTEN HAVE PLAYING EXPERIENCE AT OR ABOVE THE LEVEL OF THEIR COACHING POSITION (ERICKSON, CÔTÉ, & FRASER-THOMAS, 2007; GILBERT, CÔTÉ, & MALLETT, 2006; MIELKE, 2007), BUT THERE ARE OTHER EXPERIENCES THAT PLAY A ROLE IN COACH EDUCATION AND DEVELOPMENT. COACHES HAVE IDENTIFIED FORMAL TRAINING, MENTORSHIP, AND LEADERSHIP EXPERIENCES AS OTHER KEY VARIABLES THAT CAN BOLSTER COACH DEVELOPMENT AND SUCCESS (ERICKSON ET AL., 2007).

AS COACHING SCIENCE HAS EXPANDED IN THE LAST DECADE, PROVIDING A SYSTEMATIC DESCRIPTION OF COACH DEVELOPMENT IS A LOGICAL STEP FOR CURRENT RESEARCH (GILBERT ET AL., 2006). WHILE SEVERAL MODELS OF COACH DEVELOPMENT EXIST WITHIN PREVIOUS RESEARCH, STUDYING THE DEVELOPMENT OF A COACH FROM ATHLETIC PARTICIPATION TO HIGH-PERFORMANCE COACHING IN A SPORT-SPECIFIC CONTEXT WILL ALLOW FOR PRAGMATIC APPLICATION TO VARIOUS SPORT CONTEXTS. THE DEARTH OF RESEARCH ON COACH DEVELOPMENT WITHIN SPORT-SPECIFIC CONTEXTS CALLS FOR FUTURE INQUIRY INTO THE DEVELOPMENTAL VARIABLES AND CAREER MARKERS THAT PREFACE DIFFERENT STAGES OF COACHING DEVELOPMENT. IN OTHER WORDS, UNDERSTANDING HOW INDIVIDUALS BECOME COACHES IS A CRITICAL COMPONENT OF COACHING LITERATURE THAT, IF FURTHER DEVELOPED, COULD GREATLY ASSIST SPORT MANAGERS IN THE HIRING AND EVALUATION PROCESS.

USING PREVIOUS MODELS OF COACH DEVELOPMENT (I.E. ERICKSON ET AL.'S SDSE MODEL) AS A GUIDE, RESEARCHERS IN SPORT MANAGEMENT CAN APPROACH FUTURE DATA COLLECTION FOR SPORT-SPECIFIC DEVELOPMENTAL MODELS WITH A THEORETICAL FRAMEWORK. SPORT-SPECIFIC COACH DEVELOPMENTAL MODELS COULD ALSO AID CURRENT PLAYERS THAT MAY DECIDE TO PURSUE COACHING, CURRENT COACHES THAT ASPIRE TO REACH HEAD COACHING STATUS, AND SPORT MANAGERS (E.G. ATHLETIC DIRECTORS) THAT VIEW DEVELOPMENTAL EXPERIENCE AS AN EVALUATIVE VARIABLE WHEN PROMOTING OR APPOINTING A NEW HEAD COACH.

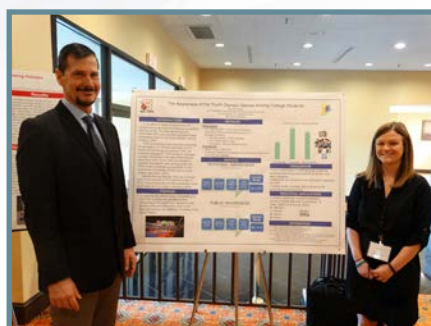
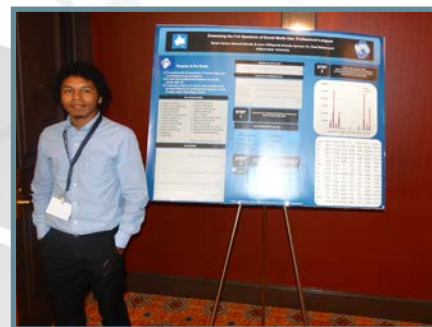
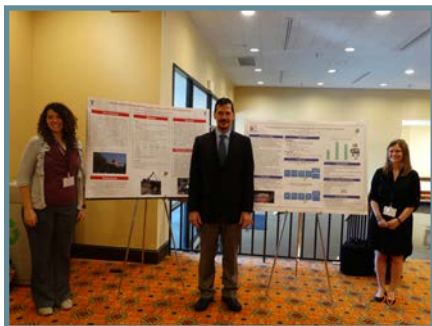
**RESTRUCTURING UNIVERSITY ATHLETICS TO COMPLY WITH TITLE IXD. CARTER, L. MELVIN, D. WILBURN, C. ZIEDONIS**  
BALL STATE UNIVERSITY  
FACULTY SPONSOR: D. CARTER, L. MELVIN, D. WILBURN, C. ZIEDONIS

RESEARCH HAS EXAMINED HOW TITLE IX HAS CHANGED ATHLETIC PROGRAMS TO INCLUDE EQUAL OPPORTUNITY FOR WOMEN IN COLLEGIATE SPORTS (SHOOK, 1996). THIS PRESENTATION REVIEWS THE EFFECT TITLE IX HAS HAD ON PREEXISTING MEN'S ATHLETIC TEAMS WITHIN INTERCOLLEGIATE ATHLETICS. EVIDENCE SUGGESTS THAT UNIVERSITIES COULD NOT AFFORD TO ADD EQUAL OPPORTUNITIES FOR WOMEN WITHOUT ELIMINATING SOME MEN'S SPORTS (MCANDREWS, 2012). THEREFORE, NON OR LOW REVENUE MEN'S SPORTS HAVE BEEN CUT FROM ATHLETIC PROGRAMS IN ATTEMPT TO BE COMPLIANT WITH TITLE IX REGULATIONS. THIS PRESENTATION WILL DISPLAY TWO SEPARATE CASES INVOLVING UNIVERSITIES ATTEMPTING TO BECOME COMPLIANT WITH TITLE IX AND THE METHODS THEY USED TO ACCOMPLISH THIS TASK. THE FIRST CASE INVOLVES TITLE IX CUTS AND PROGRAM RESTRUCTURING AT JAMES MADISON UNIVERSITY (STAUROWSKY, MURRAY, PUZIO & QUAGLIARIELLO, 2013). THE SECOND CASE INVOLVES A LEGAL DECISION BETWEEN WOMEN'S STUDENT ATHLETES AND ATHLETIC ADMINISTRATION AT SYRACUSE UNIVERSITY (BOUCHER, UNGERMAN, SNADER, JOHANNES, ANTER, BIUSO, ROZYCKI, DELEHANTY V. SYRACUSE UNIVERSITY). THE EVIDENCE WILL DEMONSTRATE THAT THERE

IS NOT A SINGLE, DEFINITE WAY TO BECOME TITLE IX COMPLIANT AND THAT SCHOOLS WILL USE A VARIETY OF METHODS TO ENSURE THEY CAN MEET ONE OF THE THREE PRONGS REQUIRED TO BE TITLE IX COMPLIANT. THE THREE PRONGS OF TITLE IX COMPLIANCE ARE PARTICIPATION, ATHLETIC FINANCIAL ASSISTANCE, AND TREATMENT (CHESLOCK & ECKES, 2008). THE PARTICIPATION PRONG ENSURES THAT THE RATIO OF FEMALE TO MALE ATHLETES IS PROPORTIONAL TO THE NUMBER OF FEMALE TO MALE STUDENTS ATTENDING THE SCHOOL. ATHLETIC FINANCIAL ASSISTANCE ENSURES THAT THE NUMBER OF SCHOLARSHIPS PROVIDED BY THE SCHOOL TO FEMALE ATHLETES IS PROPORTIONAL TO THAT OF MALE ATHLETES. THE TREATMENT PRONG DOES NOT REQUIRE THAT ALL SPORTS BE FUNDED THE EXACT SAME AMOUNTS OR HAVE THE SAME SUPPLIES, BUT A LARGE DISPARITY OF FUNDS COULD LEAD TO THE DEPARTMENT BEING NON-COMPLIANT. IN THE CASE INVOLVING JAMES MADISON UNIVERSITY, IT WAS FOUND THAT THEIR ATHLETIC DEPARTMENT FAILED TO MEET TITLE IX REGULATIONS. IN ATTEMPT TO RESTRUCTURE IN ACCORDANCE WITH TITLE IX, CUTS TO EXISTING TEAMS WERE MADE, HOWEVER AT THE END OF THE PROCESS JAMES MADISON UNIVERSITY STILL FOUND ITSELF OPERATING OUTSIDE OF THE REGULATIONS SET FORTH BY THE THREE PRONGS. THE CASE INVOLVING THE SYRACUSE ATHLETIC DEPARTMENT AND VARIOUS WOMEN'S ATHLETIC TEAMS FOLLOWS A SIMILAR TRAJECTORY TO THE JAMES MADISON UNIVERSITY CASE IN THAT SYRACUSE FOUND ITSELF IN THE MIDST OF A LEGAL BATTLE WITH STUDENT ATHLETES OVER PROPOSED TITLE IX CUTS AND THE REPERCUSSIONS OF THOSE CUTS.



# 2014 SPORT MANAGEMENT RESEARCH POSTER PARTICIPANTS



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UNDERGRADUATE THIRD PLACE AWARD RECIPIENT



GRADUATE THIRD PLACE AWARD RECIPIENT

# A REVIEW OF PSYCHOSOCIAL FACTORS THAT FACILITATE SPORT INJURY REHABILITATION ADHERENCE

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## ABSTRACT

MANY INDIVIDUALS EXPERIENCE INJURIES THAT REQUIRE A PERIOD OF REHABILITATION. ALTHOUGH A THOROUGH UNDERSTANDING OF THE NECESSARY PHYSICAL REQUIREMENTS FOR THE REHABILITATION IS ESSENTIAL, IT IS ALSO CRITICAL TO HAVE APPROPRIATE KNOWLEDGE OF THE PSYCHOSOCIAL FACTORS THAT FACILITATE ADHERENCE. USING THE INTEGRATED MODEL OF PSYCHOLOGICAL RESPONSE TO SPORT INJURY AS A GUIDING THEORETICAL FRAMEWORK, THIS PAPER REVIEWS THE MOST IMPORTANT PSYCHOSOCIAL ASPECTS OF REHABILITATION. THE FACTORS CAN BE CLASSIFIED IN TWO CATEGORIES, AS EITHER PERSONAL OR SITUATIONAL VARIABLES. WHEN EXAMINING PERSONAL FACTORS, SELF-MOTIVATION HAS BEEN FOUND TO HAVE THE STRONGEST LINK WITH ADHERENCE, WHEREAS SELF-EFFICACY AND BELIEF IN THE EFFICACY OF THE TREATMENT HAVE ALSO BEEN FOUND TO BE OF IMPORTANCE. SOCIAL SUPPORT AND PRACTITIONER-CLIENT COMMUNICATION HAVE BEEN IDENTIFIED AS THE TWO STRONGEST SITUATIONAL VARIABLES RELATED TO ADHERENCE. SOME LIMITATIONS AND FUTURE DIRECTIONS OF SPORT INJURY RESEARCH ARE DISCUSSED. OVERALL, CONSIDERATION OF THE PSYCHOSOCIAL ASPECTS OF INJURY IS AN INTEGRAL STEP IN PROVIDING HOLISTIC CARE AND ENSURING THAT THE ATHLETE IS READY TO RETURN TO PLAY.

## KEYWORDS:

ADHERENCE; SELF-MOTIVATION; SOCIAL  
SUPPORT; COGNITIVE APPRAISAL;  
PSYCHOSOCIAL FACTORS

THE INCREASE IN SPORT AND RECREATIONAL PARTICIPATION IN THE LAST TWO DECADES HAS LED TO AN INCREASE IN SUSTAINED INJURIES (CREASY, REARICK, BURIK, & MOTLEY, 2010; SALMON & TIMPERIO, 2007), AS IT IS ESTIMATED THAT SEVEN MILLION INJURIES OCCUR ANNUALLY IN THE UNITED STATES AS A RESULT OF SPORT AND RECREATION RELATED ACTIVITIES (CONN, ANNEST, & GILCHRIST, 2003). IN MOST CIRCUMSTANCES, REHABILITATION IS PRESCRIBED TO ASSIST IN RECOVERY OF THE INJURY, AND THE REHABILITATION TENDS TO BE ASSOCIATED WITH POSITIVE RECOVERY OUTCOMES (FOR A REVIEW, SEE BREWER, 2004). AS A RESULT, ADHERING TO THE REHABILITATION REGIMEN REMAINS AN IMPORTANT PART OF THE HEALING PROCESS; HOWEVER, TREATMENT ADHERENCE CONTINUES TO BE AN ISSUE AMONG ATHLETES WITH NON-ADHERENCE RATES REPORTED AS HIGH AS 65 PERCENT (BASSETT, 2003; BREWER, 1999; CLEMENT, GRANQUIST, & ARVINEN-BARROW, 2013; GRANQUIST, PODLOG, ENGEL, & NEWLAND, 2014).

TREATMENT ADHERENCE IS A COMPLEX ISSUE; OVER 200 VARIABLES HAVE BEEN SUGGESTED TO INFLUENCE THE PROCESS (MEICHENBAUM & TURK, 1987). A SOLID THEORETICAL FRAMEWORK CAN HELP UNDERSTAND HOW THESE FACTORS MAY INFLUENCE THE REHABILITATION PROGRAM. ALTHOUGH EARLY REHABILITATION RESEARCH WAS MOSTLY ATHEORETICAL, IN THE PAST TWO DECADES SEVERAL THEORIES HAVE BEEN APPLIED TO HELP UNDERSTAND THE REHABILITATION PROCESS. THE REVIEW OF IMPORTANT FACTORS FACILITATING THE ADHERENCE PROCESS THAT FOLLOWS WILL BE GUIDED BY ONE OF THE MOST PREVALENT THEORIES INVOLVED WITH REHABILITATION RESEARCH, THE INTEGRATED MODEL OF PSYCHOLOGICAL RESPONSE TO SPORT INJURY (WIESE-BJORNSTAL, SMITH, SHAFFER, & MORREY, 1998)

## THEORETICAL FRAMEWORK

THE INTEGRATED MODEL OF PSYCHOLOGICAL RESPONSE TO SPORT INJURY IS A COMMONLY APPLIED COGNITIVE-APPRAISAL MODEL USED IN THE ADHERENCE LITERATURE (WIESE-BJORNSTAL ET AL., 1998). THE MODEL BUILDS FROM PREVIOUS STRESS AND COPING LITERATURE (BREWER, 2004) AND THE ANDERSEN AND WILLIAMS (1988) MODEL TO PREDICT AND PREVENT INJURY. IN THE WIESE-BJORNSTAL ET AL. (1998) MODEL, PERSONAL AND SITUATIONAL CHARACTERISTICS INTERACT TO CREATE AN APPRAISAL OF THE INJURY THAT RESULTS IN EMOTIONAL AND BEHAVIORAL RESPONSES. GENERALLY, POSITIVE APPRAISALS OF AN INJURY WILL RESULT IN A BETTER EXPERIENCE FOR THE ATHLETES AND INCREASE THE LIKELIHOOD OF ADHERENCE. IF ATHLETES VIEW THE INJURY AS A CHALLENGE RATHER THAN AS A SETBACK, THEY WILL BE MORE LIKELY TO BE ACTIVELY INVOLVED AND TO ADHERE TO THE PROGRAM. ALTHOUGH PERSONAL AND SITUATIONAL FACTORS COMBINE EQUALLY TO CREATE A BEHAVIORAL RESPONSE IN THE MODEL, BREWER AND CORNELIUS (2003) HAVE NOTED THAT SITUATIONAL VARIABLES APPEAR TO BE THE STRONGEST PREDICTORS OF ADHERENCE. THIS SUGGESTS THAT THE SAME ATHLETE MAY HAVE DIFFERING RESPONSES BASED ON THE CONTEXT IN WHICH THE INJURY OCCURS. BREWER, CORNELIUS, VAN RAALTE, HENNAN, AND ARMELI (2013) FOUND THAT NO PERSONAL FACTORS WERE DIRECTLY RELATED WITH HOME REHABILITATION ADHERENCE, BUT THAT SITUATIONAL FACTORS SUCH AS MOOD OR DAILY STRESS WERE PREDICTIVE OF THE LIKELIHOOD OF COMPLETING THE EXERCISES. THUS, ALTHOUGH UNDERSTANDING HOW PERSONAL FACTORS MAY INFLUENCE THE APPRAISAL PROCESS, IT IS ALSO IMPORTANT THAT THE SPORTS MEDICINE PROFESSIONAL ALSO UNDERSTAND THE SITUATIONAL FACTORS ASSOCIATED WITH THE INJURY.

THE COGNITIVE APPRAISAL MODEL HAS BEEN USED IN NUMEROUS STUDIES RELATED TO ADHERENCE (E.G., ALBINSON & PETRIE, 2003; BREWER, CORNELIUS, STEPHAN, & VAN RAALTE, 2010; BREWER ET AL.,

2013; CLEMENT ET AL., 2013; DALY, BREWER, VAN RAALTE, PETITPAS, & SKLAR, 1995; HILLIARD, BREWER, CORNELIS, & VAN RAALTE, 2014). DALY ET AL. (1995) APPLIED AN EARLIER VERSION OF THIS MODEL TO PATIENTS RECOVERING FROM KNEE SURGERY AND FOUND THAT MORE EMOTIONAL DISTURBANCE RESULTING FROM NEGATIVE APPRAISALS OF THE INJURY WAS NEGATIVELY CORRELATED TO ATTENDANCE AT REHABILITATION SESSIONS. ALBINSON AND PETRIE (2003) ALSO FOUND THAT COGNITIVE APPRAISALS, STRESS, COPING, AND SOCIAL SUPPORT PLAYED ROLES IN MOOD DISTURBANCES. THE FLEXIBILITY OF THIS MODEL AND ITS EMPIRICAL SUPPORT MAKE IT ONE THAT IS COMMONLY USED IN UNDERSTANDING INJURY RESPONSES AND REHABILITATION ADHERENCE.

## FACTORS FACILITATING ADHERENCE

PERSONAL, PHYSICAL, AND SITUATIONAL FACTORS ALL INFLUENCE ADHERENCE TO A REHABILITATION PROGRAM. BREWER (2004) NOTED THAT THE VARIABLES INFLUENCING ADHERENCE COULD BE CLASSIFIED INTO THREE CATEGORIES: PSYCHOLOGICAL, PHYSICAL, AND ENVIRONMENTAL. IN THIS REVIEW, THE PSYCHOLOGICAL AND PHYSICAL FACTORS ARE COLLAPSED INTO ONE ENCOMPASSING CATEGORY, PERSONAL. SITUATIONAL WILL REPLACE ENVIRONMENTAL AS A SECOND GUIDING FACTOR IN EXPLAINING THE VARIABLES. THESE CATEGORIES WERE CHOSEN BECAUSE MANY OF THE PSYCHOLOGICAL AND PHYSICAL FACTORS THAT CONTRIBUTE TO ADHERENCE FIT AS PERSONAL FACTORS IN WIESE-BJORNSTAL ET AL.'S (1998) COGNITIVE APPRAISAL MODEL AND SITUATIONAL ALLOWS FOR THE INCLUSION OF MORE VARIABLES THAT FIT IN THE MODEL.

## PERSONAL FACTORS

AS SUGGESTED BY THE COGNITIVE-APPRAISAL MODEL OF WIESE-BJORNSTAL ET AL. (1998), PERSONAL FACTORS, WHICH CONSIST OF PSYCHOLOGICAL AND PHYSICAL VARIABLES, CONTRIBUTE TO REHABILITATION ADHERENCE. THE PSYCHOLOGICAL FACTOR MOST CONSISTENTLY RELATED TO ADHERENCE IS SELF-MOTIVATION (E.G., BREWER ET AL., 2000; FIELDS, MURPHEY, HORODYSKI, & STOPKA, 1995; FISHER, DOMM, & WUEST, 1988; MARSHALL, DONOVAN-HALL, & RYALL, 2012; PIZZARI, MCBURNEY, TAYLOR, & FELLER, 2002). THESE RESEARCHERS FOUND A POSITIVE ASSOCIATION BETWEEN ADHERENCE AND SELF-MOTIVATION, INDICATING THAT THOSE WITH HIGHER SELF-MOTIVATION TEND TO ADHERE BETTER TO REHABILITATION PROGRAMS. QUALITATIVE INQUIRY FROM THE PRACTITIONERS' PERSPECTIVE ALSO NOTES THAT POOR MOTIVATION IS A REASON FOR POOR ADHERENCE (NIVEN, 2007). IN TWO EARLY STUDIES ON ADHERENCE, FISHER ET AL. (1988) ADMINISTERED A RETROSPECTIVE QUESTIONNAIRE TO INJURED ATHLETES AND FOUND SELF-MOTIVATION TO BE ONE OF THE ONLY PSYCHOLOGICAL FACTORS RELATED TO ADHERENCE, AND DUDA, SMART, AND TAPPE (1989) ALSO FOUND SELF-MOTIVATION TO BE A STRONG PREDICTOR OF ADHERENCE. ADDITIONALLY, BREWER ET AL. (2000) FOUND SELF-MOTIVATION TO BE THE ONLY SIGNIFICANT PREDICTOR OF ANY ADHERENCE MEASUREMENT. MORE RECENTLY, SELF-MOTIVATION WAS FOUND TO PREDICT CLINIC ADHERENCE IN A SAMPLE OF PARTICIPANTS FROM MIXED ATHLETIC BACKGROUNDS (LEVY, POLMAN, & CLOUGH, 2008). ADDITIONALLY, ATHLETES HAVE REPORTED THAT PRIORITIZING THEIR REHABILITATION AND HAVING THE NECESSARY INTERNAL SELF-MOTIVATION TO COMPLETE THE EXERCISES AT HOME AND THE CLINIC WAS CRUCIAL TO THEIR REHABILITATION SUCCESS (FIELDS ET AL., 1995; MARSHALL ET AL., 2012).

THERAPISTS' SUPPORT OF AUTONOMOUS BEHAVIORS HAS ALSO BEEN FOUND TO INCREASE ADHERENCE AND ATTENDANCE TO CLINIC BASED REHABILITATION, BUT NOT HOME-BASED EXERCISES (LEVY, POLMAN, & BORKOLES, 2008). COMPLETION OF HOME-BASED EXERCISES RE-

LIES ON HIGH LEVELS OF SELF-MOTIVATION BECAUSE THERE IS NO PRACTITIONER TO SUPPORT AND ENCOURAGE THE ATHLETE. LEVY, POLMAN, NICHOLLS, AND MARCHANT (2009) FOUND THAT ATHLETES HAD CONTRASTING MOTIVATION FOR EXERCISES; IT WAS HIGH FOR CLINIC-BASED REHABILITATION BUT LOW FOR HOME-BASED EXERCISES. THIS CORROBORATES BREWER ET AL.'S (2000) FINDING THAT HIGH LEVELS OF SELF-MOTIVATION PREDICTED COMPLETION OF HOME EXERCISES. THERE ARE A COUPLE POSSIBILITIES TO EXPLAIN THE DISCREPANCY IN MOTIVATION BETWEEN HOME AND CLINIC SETTINGS. THE SAMPLE USED IN BOTH OF THESE STUDIES CONSISTED MOSTLY OF RECREATIONAL ATHLETES, AND MILNE, HALL, AND FORWELL'S (2005) FINDINGS OF DIFFERENCES IN ADHERENCE RATES BASED ON COMPETITIVE STATUS COULD ACCOUNT FOR THE DISCREPANCY. IT IS POSSIBLE THAT RECREATIONAL ATHLETES MAY NOT HAVE THE TIME OR DESIRE TO COMPLETE THE EXERCISES BECAUSE THEY ARE NOT AS CONCERNED WITH RETURNING TO PLAY (FIELDS ET AL., 1995). ADDITIONALLY, PARTICIPANTS IN LEVY ET AL. STATED THAT THE LACK OF A PHYSIOTHERAPIST'S ENCOURAGEMENT FOR HOME EXERCISES DECREASED THEIR MOTIVATION, SUGGESTING THAT PARTICIPANTS' LEVELS OF MOTIVATION MAY BE MORE EXTRINSIC THAN INTRINSIC. WITH THE IMPORTANCE OF DIFFERING TYPES OF MOTIVATION PRESENT IN THE LITERATURE IT IS IMPERATIVE FOR THE PRACTITIONER TO ADDRESS ISSUES OF SELF-MOTIVATION TO ENCOURAGE IMPROVED REHABILITATION FOR BOTH CLINIC AND HOME-BASED EXERCISES (MARSHALL ET AL., 2012).

ANOTHER PSYCHOLOGICAL FACTOR COMMONLY IDENTIFIED RELATES TO ISSUES OF EFFICACY (BREWER, 2007; LEVY, POLMAN, & CLOUGH, 2008; MILNE ET AL., 2005; WESCH ET AL., 2011). ISSUES OF EFFICACY CAN BE SEPARATED INTO TWO CATEGORIES: SELF-EFFICACY AND BELIEF IN EFFICACY OF THE TREATMENT. THE FIRST CATEGORY, SELF-EFFICACY, IS THE ATHLETE'S BELIEF THAT HE OR SHE HAS THE SKILLS TO COMPLETE THE REQUIRED EXERCISES (BANDURA, 1997). LOW SELF-EFFICACY HAS BEEN IDENTIFIED AS A BARRIER TO TREATMENT (FOR A REVIEW, SEE JACK, MCLEAN, MOFFETT, & GARDINER, 2010) AND OVERALL, EVANS AND HARDY (2002) FOUND THAT THE ATHLETES HIGHEST IN SELF-EFFICACY WERE MOST APPROPRIATELY ADHERENT TO THEIR REHABILITATION PROGRAMS. HOWEVER, VARIOUS FORMS OF SELF-EFFICACY (E.G., TASK EFFICACY, COPING EFFICACY) HAVE ALSO BEEN NOTED TO BE RELATED TO ADHERENCE. IN ONE STUDY BY MILNE ET AL. (2005), TASK EFFICACY (I.E., SITUATIONAL JUDGMENTS ABOUT CAPABILITIES) WAS FOUND TO SIGNIFICANTLY PREDICT THE QUALITY OF ADHERENCE, COPING EFFICACY PREDICTED FREQUENCY OF ADHERENCE, AND BOTH TASK AND COPING EFFICACY PREDICTED DURATION OF ADHERENCE. THESE RESULTS SUGGEST THAT DIFFERENT TYPES OF EFFICACY MAY PLAY VARIOUS ROLES IN THE REHABILITATION PROCESS. ADDITIONALLY, PATIENTS WHO REPORT NOT FULLY UNDERSTANDING HOW TO COMPLETE THE EXERCISES, OR FEEL HELPLESS PERFORMING THEM EXHIBIT LOW SELF-EFFICACY AND ARE LESS LIKELY TO ADHERE TO THEIR REHABILITATION PROGRAM (SLUIJS, KOK, & VAN DER ZEE, 1993; TAYLOR & MAY, 1996; WEBBORN, CARBON, & MILLER, 1997). FINALLY, BREWER (2007) AND MEICHENBAUM AND TURK (1987) HAVE NOTED THAT PEOPLE WHO HAVE CONFIDENCE IN THEIR ABILITY TO COMPLETE THE EXERCISES AND HAVE HIGHER LEVELS OF SELF-EFFICACY ARE MORE LIKELY TO ADHERE TO A REHABILITATION REGIMEN. HOWEVER, IT SHOULD BE NOTED THAT NOT ALL RESULTS HAVE SHOWN POSITIVE RELATIONS. IN A STUDY BY WESCH AND COLLEAGUES (2011), TASK AND COPING EFFICACY SCORES REMAINED RELATIVELY HIGH THROUGHOUT THE COURSE OF AN 8-WEEK INTERVENTION, BUT TASK EFFICACY HAD A STRONG NEGATIVE RELATIONSHIP WITH ADHERENCE AT TWO WEEKS. THE AUTHORS EXPLAINED THIS INCONSISTENT FINDING BY SUGGESTING THAT THE HIGH INITIAL ADHERENCE RATES MAY HAVE CONTRIBUTED TO THE DECREASE, OR THAT OVER ADHERENCE TO SIMPLE EXERCISES IN THE BEGINNING STAGES OF REHABILITATION MAY

HAVE LED TO PAIN INCREASES AND THEREFORE A DROP IN ADHERENCE.

BELIEF IN THE EFFICACY OF THE TREATMENT HAS ALSO BEEN FOUND TO BE A POSITIVE CORRELATE OF ADHERENCE (BREWER, 2007; BREWER ET AL., 2003A; LEVY ET AL., 2009; NIVEN, 2007; SPETCH & KOLT, 2001). NIVEN (2007) NOTED THAT WHEN PHYSIOTHERAPISTS BELIEVED THEIR ATHLETES WERE CONFIDENT IN THE REHABILITATION PROCESS, ADHERENCE INCREASED; LIKewise, WHEN ATHLETES WERE SKEPTICAL ABOUT THE TREATMENT, THEY SHOWED LOWER RATES OF ADHERENCE. TO ENHANCE THIS BELIEF, NIVEN SUGGESTS THAT PHYSIOTHERAPISTS MUST PROPERLY EDUCATE THE ATHLETE ABOUT THE RATIONALE FOR TREATMENT. IN HOME-BASED EXERCISES, THE PERCEIVED EFFECTIVENESS OF THE EXERCISES HAS BEEN NOTED AS A DETERMINANT OF ADHERENCE (PIZZARI ET AL., 2002). IT SHOULD BE NOTED THAT MUCH OF THE RESEARCH ON TREATMENT EFFICACY HAS COME FROM THE PERCEPTIONS OF PHYSIOTHERAPISTS OR ATHLETIC TRAINERS (E.G., FISHER & HOISINGTON, 1993; FISHER, MULLINS, & FRYE, 1993; NIVEN, 2007). THEREFORE, FURTHER RESEARCH IN THIS AREA FROM THE PERSPECTIVE OF THE INJURED ATHLETE IS NECESSARY.

ACCORDING TO THE INTEGRATED MODEL OF PSYCHOSOCIAL RESPONSE TO SPORT INJURY (WIESE-BJORNSTAL ET AL., 1998), PERSONAL FACTORS ARE ONE CONTRIBUTING FACTOR THAT DETERMINES COGNITIVE APPRAISALS AND FUTURE BEHAVIOR. SELF-MOTIVATION AND ISSUES OF EFFICACY ALONG WITH OTHER LESSER NOTED VARIABLES SUCH AS HARDINESS, TOUGH-MINDEDNESS, AND PAIN TOLERANCE (BREWER, 2007) ACT AS RELIABLE INDICATORS OF REHABILITATION ADHERENCE.

## SITUATIONAL FACTORS

SITUATIONAL FACTORS, INCLUDING FORMS OF COMMUNICATION WITH THE THERAPIST OR THE PHYSICAL ENVIRONMENT SURROUNDING REHABILITATION, ARE KNOWN TO INFLUENCE REHABILITATION ADHERENCE IN A MORE DISPROPORTIONATE WAY THAN PERSONAL FACTORS (BREWER & CORNELIUS, 2003). FACTORS SUCH AS SOCIAL SUPPORT, THERAPIST AND ATHLETE COMMUNICATION, AND COPING RESOURCES HAVE ALL BEEN ASSOCIATED WITH IMPROVED LEVELS OF ADHERENCE.

THE MOST PREVALENT FACTOR IS SOCIAL SUPPORT, OR THE EXCHANGE OF RESOURCES INTENDED TO INCREASE THE WELL-BEING OF THE RECIPIENT (SHUMAKER & BROWNELL, 1984), AND IS OFTEN SOUGHT FROM A NUMBER OF SOURCES, INCLUDING THE TRAINING STAFF, COACHES, TEAMMATES, AND SIGNIFICANT OTHERS (E.G., BYERLY, WORRELL, GAHIMER, & DOMHOLDT, 1994; CLEMENT & SHANNON, 2011; FISHER ET AL., 1988; LU & HSU, 2013; MARSHALL ET AL., 2012). FOR SOME ATHLETES, IT IS ESPECIALLY IMPORTANT TO RECEIVE SUPPORT AND POSITIVE FEEDBACK REGARDING THEIR RECOVERY FROM THE INJURY FROM THE ATHLETIC TRAINER OR PHYSIOTHERAPIST (ARVINEN-BARROW, MASSEY, & HEMMINGS, 2014; CLEMENT & SHANNON, 2011; FISHER ET AL., 1988; FISHER & HOISINGTON, 1993; NIVEN, 2007; PIZZARI ET AL., 2002; SLUIJS ET AL., 1993), COACHES OR TEAMMATES (FISHER & HOISINGTON, 1993; NIVEN, 2007; PODLOG ET AL., 2013), OR SIGNIFICANT OTHERS (FISHER, SCRIBER MATHENY, ALDERMAN, & BITTING, 1993; PODLOG ET AL., 2013). SOCIAL SUPPORT HAS ALSO BEEN INDICATED TO IMPROVE THE ABILITY TO COPE WITH PAIN, WHICH COULD HAVE IMPLICATIONS FOR ADHERENCE DUE TO THE POSITIVE RELATIONSHIP WITH PAIN TOLERANCE (ADEYEYE, ADEWUNMI, & AFUYE, 2012). ADDITIONALLY, A LACK OF SOCIAL SUPPORT HAS BEEN IDENTIFIED AS A BARRIER TO TREATMENT (JACK ET AL., 2010; NIVEN, 2007).

ALTHOUGH IT INITIALLY APPEARED THAT ALL SOCIAL SUPPORT WAS BENEFICIAL TO ADHERENCE, RECENT RESEARCH HAS SUGGESTED THAT THE RELATIONSHIP IS MUCH MORE COMPLEX (E.G., CLEMENT & SHANNON, 2011; LEVY ET AL., 2009; PODLOG ET AL., 2013). FOR EXAMPLE,

OVER-SUPPORT FROM SIGNIFICANT OTHERS HAS BEEN FOUND TO NEGATIVELY INFLUENCE ADHERENCE (LEVY ET AL., 2009), AND ATHLETES HAVE REPORTED FEELING SOME PRESSURE FROM FRIENDS AND FAMILY MEMBERS TO RETURN QUICKLY TO THEIR SPORT (NIVEN, 2007; PODLOG ET AL., 2013). THESE RESULTS SUGGEST THAT VARIOUS FORMS OF SOCIAL SUPPORT CAN HAVE DIFFERENT INFLUENCES ON REHABILITATION (CLEMENT & SHANNON, 2011; JOHNSTON & CARROLL, 1998). HOWEVER, HIGHER LEVELS OF SOCIAL SUPPORT HAVE ALSO BEEN ASSOCIATED WITH GREATER LEVELS OF OVERALL WELL-BEING IN INJURED ATHLETES WITH LOW HOPE PATHWAYS (LU & HSU, 2013). THEREFORE, IT IS IMPORTANT TO CONSIDER PERSONAL FACTORS AS WELL AS THE TYPE AND SOURCE OF SOCIAL SUPPORT FOR THE ATHLETE.

INFORMING THE ATHLETE ABOUT THE INJURY IS ANOTHER SITUATIONAL FACTOR THAT INFLUENCES ADHERENCE. RESEARCH UNEQUIVOCALLY SUGGESTS THAT THE PRACTITIONER MUST TAKE AN EDUCATIVE APPROACH AND FULLY EXPLAIN THE INJURY AND REHABILITATION RATIONALE TO THE CLIENT (CLEMENT ET AL., 2013; MARSHALL ET AL., 2012; NIVEN, 2007; RUSSELL & TRACEY, 2011; WEBBORN ET AL., 1997). GOOD COMMUNICATION CAN BE ESTABLISHED IN MANY WAYS, AS OUTLINED BY WEISS AND TROXEL (1986). THEY SUGGEST THAT A FULL EXPLANATION OF THE INJURY AND THE RATIONALE BEHIND THE REHABILITATION PROGRAM IS A CRITICAL ASPECT OF GOOD COMMUNICATION. THIS IDEA IS ALSO ECHOED BY OTHER RESEARCHERS WHO HAVE NOTED THAT REHABILITATION PRACTITIONERS SHOULD PROVIDE AMPLE INFORMATION TO THE CLIENT REGARDING THE EXPECTATIONS AND DETAILS OF THE PROGRAM, SETTING UP THE CLIENT FOR THE BEST POSSIBILITY TO SUCCEED IN HIS OR HER REHABILITATION (BREWER, 2010; FISHER, SCRIBER, ET AL., 1993). ADDITIONALLY, ATHLETES EXPECT THAT THEIR ATHLETIC TRAINER WILL PROVIDE THEM WITH THIS TYPE OF INFORMATION (ARVINEN-BARROW ET AL., 2014; RUSSELL & TRACEY, 2011). THE THERAPIST SHOULD NOT GIVE MERE GUIDELINES AND SUGGESTIONS FOR REHABILITATION; WHEN ATHLETES KNOW THAT THE THERAPIST EXPECTS THEM TO ADHERE, THEY ARE MORE LIKELY TO DO SO (BREWER, 2007). THIS HIGH EXPECTATION IN ITSELF COULD FORCE THE ATHLETE TO ACCEPT RESPONSIBILITY FOR HIS OR HER REHABILITATION, WHICH ALSO CAN INCREASE ADHERENCE (FISHER, SCRIBER, ET AL., 1993). THUS, ALTHOUGH COMPETENCIES IN THE PSYCHOSOCIAL ASPECTS OF REHABILITATION ARE NOW REQUIRED FOR ATHLETIC TRAINERS (NATA, 2011), MOST OF THE DESIRES OF THE ATHLETES DO NOT REQUIRE THIS KNOWLEDGE (RUSSELL & TRACEY, 2011). A STRENGTH IN THIS LINE OF RESEARCH IS THE EMPIRICAL SUPPORT GATHERED FROM THE PERSPECTIVES OF INJURED ATHLETES AND PRACTITIONERS. NIVEN (2007) AND CLEMENT ET AL. (2013) PROVIDED SUPPORT FROM THE PRACTITIONERS' PERSPECTIVE WHEREAS SEVERAL QUANTITATIVE AND QUALITATIVE STUDIES OF INJURED ATHLETES HAVE REVEALED THAT THE ATHLETIC TRAINERS' CLEAR EXPLANATIONS OF THE REHABILITATION PROCESS FACILITATE THEIR ADHERENCE (ARVINEN-BARROW ET AL., 2014; MARSHALL ET AL., 2012; RUSSELL & TRACEY, 2011; WEBBORN ET AL., 1997).

VARIOUS COPING METHODS (E.G., INSTRUMENTAL COPING, PALLIATIVE COPING, AVOIDANCE COPING) CAN ALSO BE INDICATORS OF COMPLIANCE. ACTIVELY SEEKING WAYS TO ALLEVIATE STRESS, OR INSTRUMENTAL COPING, HAS BEEN DETERMINED TO BE A PREDICTOR OF ADHERENCE (BAUMAN, 2005; GOULD, UDRY, BRIDGES, & BECK, 1997; UDRY, 1997), WHEREAS ATTEMPTS TO ALLEVIATE UNPLEASANTNESS OR SELF-SOOTHE, KNOWN AS PALLIATIVE COPING, HAVE BEEN FOUND TO NEGATIVELY PREDICT ADHERENCE (LEVY, POLMAN, & CLOUGH, 2008; UDRY, 1997). AVOIDANCE COPING IS SIMILAR TO PALLIATIVE COPING IN THAT THE PATIENT SEEKS WAYS TO DISTRACT HIM OR HERSELF FROM THE INJURY (CARSON & POLMAN, 2010), BUT RESULTS ABOUT AVOIDANCE COPING HAVE BEEN INCONSISTENT (ALBINSON & PETRIE, 2003;

BROWN, 2005; CARSON & POLMAN, 2010). HAVING MALADAPTIVE THOUGHTS HAS BEEN NOTED TO LEAD TO DECREASED ADHERENCE (NIVEN, 2007) AND MALADAPTIVE BEHAVIORS SUCH AS NOT PUTTING FORTH FULL EFFORT ARE A COMMON METHOD OF BEHAVIORAL AVOIDANCE COPING THAT COULD INFLUENCE ADHERENCE (CARSON & POLMAN, 2010). HOWEVER, IT APPEARS THAT THE LENGTH OF REHABILITATION COULD MEDIATE THE EFFECT OF AVOIDANCE COPING. IN OTHER WORDS, CARSON AND POLMAN (2010) SUGGEST THAT IN LONG-TERM REHABILITATION, AVOIDANCE COPING COULD BE FACILITATIVE, BUT IT COULD INHIBIT SHORT-TERM REHABILITATION (ALBINSON & PETRIE, 2003; BROWN, 2005). ADDITIONALLY, HAVING INEFFECTIVE COPING SKILLS HAS BEEN ASSOCIATED WITH LOWER LEVELS OF ADHERENCE (LEVY ET AL., 2009).

IT SHOULD BE NOTED THAT WHEN ANALYZING THE DIFFERENCE IN SUCCESSFUL VERSUS LESS SUCCESSFUL COPING STRATEGIES, MORE SUCCESSFUL ATHLETES HAD AN INTERNAL FOCUS AND ACTIVE APPROACH TO RECOVERY, WHEREAS LESS SUCCESSFUL LEANED TOWARD EXTERNAL SOURCES, SUCH AS SOCIAL SUPPORT (GOULD ET AL., 1997). THESE RESULTS SUGGEST THAT IT IS IMPORTANT FOR A FACILITATIVE, CARING, AND SUPPORTIVE ENVIRONMENT TO BE CREATED FOR THE REHABILITATING PATIENT THAT EMPHASIZES AN INTERNAL FOCUS FOR RECOVERY TO ALLOW FOR THE EFFECTIVE USE OF COPING RESOURCES TO INCREASE ADHERENCE.

## OTHER FACTORS

SEVERAL OTHER FACTORS THAT ARE ASSOCIATED WITH ADHERENCE THAT HAVE RECEIVED ATTENTION IN THE LITERATURE ARE: A) SCHEDULING FLEXIBILITY (FISHER & HOISINGTON, 1993; MARSHALL ET AL., 2012), B) AGE (BREWER ET AL., 2003B; LEVY, POLMAN, & BORKOLES, 2008), C) COMPETITIVE LEVEL (MILNE ET AL., 2005), D) DISPOSITIONAL OPTIMISM (WADEY, EVANS, HANTON, & NEIL, 2013), E) PERSONALITY TRAITS (HILLIARD ET AL., 2014) AND F) PREVIOUS EXPERIENCE WITH REHABILITATION (ARVINEN-BARROW, CLEMENT, & BAYES, 2012; CLEMENT ET AL., 2012; MILNE ET AL., 2005; NIVEN, 2007). NONETHELESS, THE PLETHORA OF PREVIOUSLY MENTIONED FACTORS BEGIN TO SHAPE A PICTURE OF HOW COMPLEX THE REHABILITATION PROCESS IS. IT SHOWCASES HOW PERSONAL AND SITUATIONAL FACTORS LAID OUT BY WIESE-BJORNSTAL ET AL. (1998) CONTRIBUTE TO FORM COGNITIVE APPRAISALS AND CONSEQUENT ADHERENCE BEHAVIOR. ALTHOUGH SEVERAL FACTORS HAVE BEEN NOTED, THE LITERATURE STRESSES THE IMPORTANCE OF SELF-MOTIVATION, SOCIAL SUPPORT, AND EDUCATION FROM THE PRACTITIONER.

## LIMITATIONS AND FUTURE DIRECTIONS

HOWEVER, THERE ARE TWO POINTS ABOUT THE RESEARCH ON INJURY REHABILITATION ADHERENCE THAT SHOULD BE NOTED. FIRST, SOCIOECONOMIC STATUS AND INSURANCE STATUS HAS BEEN ABSENT FROM THE LITERATURE. THIS VARIABLE SHOULD NOT AFFECT COMPLIANCE WITH COLLEGIATE OR PROFESSIONAL ATHLETES BECAUSE THEY GENERALLY HAVE FREE AND UNLIMITED ACCESS TO SPORTS MEDICINE PROFESSIONALS, BUT IT COULD BE OF CONCERN FOR HIGH SCHOOL OR RECREATIONAL ATHLETES WHO PAY FOR REHABILITATION SERVICES. ALTHOUGH SEVERAL STUDIES HAVE STUDIED REHABILITATION ADHERENCE IN A PUBLIC SETTING (E.G., BREWER ET AL., 2010), FUTURE RESEARCH IN THIS SETTING SHOULD INCLUDE SOCIOECONOMIC STATUS AS A VARIABLE OF INTEREST. SECOND, ALL OF THE PREVIOUSLY MENTIONED STUDIES ASIDE FROM ADEYEYE ET AL. (2012) ARE CORRELATIONAL IN NATURE AND THEREFORE NO CAUSAL CONCLUSIONS CAN BE DRAWN BETWEEN THE FACTORS AND ADHERENCE RATES. IT WILL BE DIFFICULT TO DETERMINE CAUSATION FOR PERSONAL VARIABLES BECAUSE THOSE CANNOT BE MANIPULATED, BUT SOME SITUATIONAL



VARIABLES COULD BE SUBJECTED TO EXPERIMENTAL CONTROL. HOWEVER, AN ETHICAL ISSUE ARISES WHEN RESEARCHERS WITHHOLD A BENEFICIAL TREATMENT FROM PATIENTS AND THEREFORE EXPERIMENTAL STUDIES CONCERNING ADHERENCE MAY PROVE TO BE ELUSIVE.

## CONCLUSION

THIS REVIEW DID NOT PROVIDE AN EXHAUSTIVE LIST OF FACTORS THAT MAY FACILITATE ADHERENCE, BUT THE MAJOR FACTORS WERE COVERED. OVERALL, THREE FACTORS SEEM TO HAVE THE STRONGEST RELATIONSHIP WITH ADHERENCE; TWO SITUATIONAL VARIABLES AND ONE PERSONAL. THE MOST IMPORTANT PERSONAL FACTOR IS SELF-MOTIVATION, AND PRACTITIONERS SHOULD FIND WAYS TO PROMOTE AUTONOMOUS MOTIVATION OVER THE REHABILITATION PROCESS, WHICH COULD RESULT IN INCREASED LEVELS OF SELF-MOTIVATION. WHEN EXAMINING SITUATIONAL FACTORS, THE COMMUNICATION BETWEEN THE PRACTITIONER AND CLIENT AND THE PROPER USE OF SOCIAL SUPPORT ARE MOST STRONGLY RELATED TO ADHERENCE. REHABILITATION PRACTITIONERS SHOULD CLEARLY EXPLAIN THE RATIONALE FOR EACH EXERCISE AS WELL AS THE PROCESS OF REHABILITATION TO THE ATHLETE, AND SOCIAL SUPPORT SHOULD PROVIDE ENCOURAGEMENT, BUT NOT PRESSURE, SURROUNDING THE REHABILITATION ENVIRONMENT. IT SHOULD ALSO BE NOTED THAT THE PRACTITIONER MUST CONSIDER WHERE THE REHABILITATION IS TO BE PERFORMED, AS DIFFERENCES CAN ARISE IN ADHERENCE BETWEEN HOME AND CLINIC-BASED EXERCISES. KNOWLEDGE OF THE PHYSICAL ASPECTS OF REHABILITATION ARE ESSENTIAL WHEN PROVIDING REHABILITATION TO ATHLETES, BUT AWARENESS OF PSYCHOSOCIAL FACTORS THAT INFLUENCE THE REHABILITATION PROCESS ALLOW THE PRACTITIONER TO PROVIDE MORE HOLISTIC CARE TO THE ATHLETE TO ENSURE READINESS WHEN THE ATHLETE RETURNS TO PLAY.

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# HOW TO SURVIVE TEACHING AND COACHING:

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## RISK MANAGEMENT FOR PHYSICAL EDUCATORS AND COACHES PART I OF A III PART SERIES

By  
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## INTRODUCTION

THE THREAT OF MALPRACTICE SUITS AGAINST PHYSICAL EDUCATORS AND COACHES IS A REAL ONE. THE CHANCES OF PHYSICAL ACTIVITY RELATED ACCIDENTS AND DEATH ARE WIDELY RECOGNIZED. THESE RISKS ARE OFTEN MISUNDERSTOOD AND, EVEN IF RECOGNIZED, NOT ALWAYS APPRECIATED. LEGAL RISKS TO THE PHYSICAL EDUCATOR AND COACH ARE GENUINE AND EVER CHANGING. AS MORE STUDENTS PARTICIPATE AND AS THE NUMBER OF ACCIDENTS INCREASE, THE LEGAL SYSTEM BECOMES MORE INVOLVED TO RESOLVE THE PROBLEMS THAT ARISE OUT OF PHYSICAL EDUCATION AND SPORT PROGRAMS.

SINCE THE EARLY 60'S, OUR SOCIETY HAS BECOME INCREASINGLY PREDISPOSED TO SOLVING PROBLEMS THROUGH THE COURTS. TODAY, MEDICAL MALPRACTICE IS COMMON, WHILE 30 YEARS AGO, IT WAS VIRTUALLY UNKNOWN IN THIS COUNTRY. JUST A DECADE AGO, LAWYERS WERE RARELY, IF EVER, SUED FOR THEIR OWN NEGLIGENCE. TODAY, VERDICTS RENDERED BY JUDGES AND JURIES IN LAW SUITS AGAINST PHYSICIANS, ATTORNEYS, AND OTHER PROFESSIONALS HAVE DRAMATICALLY INCREASED.

THE PHYSICAL EDUCATOR AND COACH PROVIDING PHYSICAL ACTIVITY AND SPORT SERVICES NEEDS TO UNDERSTAND THE LEGAL RISKS ATTENDANT TO FACILITIES AND EQUIPMENT AS WELL AS TO THE OPERATING POLICIES AND PROCEDURES UTILIZED IN PHYSICAL EDUCATION AND SPORT PROGRAMS. THE RISKS, OBVIOUSLY, INCREASE WITH THE NUMBER AND SEVERITY OF THE INJURIES. THEREFORE, THE PRECAUTIONS AND SAFETY MEASURES UTILIZED MUST GROW IN COMPLEXITY TO MAXIMIZE SAFETY WITHIN THESE PROGRAMS.

IN ANY CASE, POLICY AND PROCEDURE SHOULD BE DEVELOPED AND IMPLEMENTED ONLY AFTER CONSULTATION WITH A LEGAL ADVISOR. PROCEEDING WITHOUT CAREFUL LEGAL ADVICE IS FOOLHARDY.

## KEY POINTS TO REMEMBER TO SURVIVE AS A PHYSICAL EDUCATOR AND COACH

### THE LAW OF TORTS

THE LAW OF TORTS IS A BODY OF LEGAL PRINCIPLES WHICH GOVERN "WRONGS" DONE BY ONE INDIVIDUAL TO ANOTHER. TORTIOUS ACTS CAN BE INTENTIONAL OR ASSAULT AND BATTERY, NEGLIGENT OR PERSONAL INJURY/MALPRACTICE, OR GOVERNED BY STANDARDS OF STRICT LIABILITY OR INJURIES ARISING OUT OF FACT FOR WHICH THERE WILL BE ABSOLUTE LIABILITY.

A TORT IS AN ACT OR OMISSION PRODUCING INJURY TO ANOTHER. IT IS A CIVIL WRONG FOR WHICH THE REMEDY IS A COMMON LAW ACTION FOR DAMAGES. PUT ANOTHER WAY, IT IS A WRONG DONE TO A PLAINTIFF OR INJURED PARTY. THE ACT OF THE DEFENDANT MAY NOT HAVE BEEN INTENTIONAL; BUT, COULD HAVE BEEN THE RESULT OF NEGLIGENCE.

### WHAT IS NEGLIGENCE?

LIABILITY IN NEGLIGENCE IS THE FAILURE TO DO WHAT A REASONABLY CAREFUL AND PRUDENT PERSON WOULD HAVE DONE UNDER THE SAME OR LIKE CIRCUMSTANCES OR THE DOING OF SOMETHING THAT A REASONABLY CAREFUL AND PRUDENT PERSON WOULD NOT HAVE DONE UNDER THE SAME OR LIKE CIRCUMSTANCES. THIS WILL BE DETERMINED BY THE COURT BASED ON THE EVIDENCE PRESENTED IN EACH CASE.

ACCORDING TO SAWYER AND GIMBERT (2014), THE FOLLOWING LIST OF DUTIES FOR PHYSICAL EDUCATORS AND COACHES HAS BECOME COMMON FOCAL POINTS OF PHYSICAL ACTIVITY AND SPORT INJURY LITIGATION TO:

- EMPLOY COMPETENT PHYSICAL EDUCATORS AND COACHES THAT MEET APPROPRIATE NATIONAL AND STATE CERTIFICATION REQUIREMENTS,
- PROVIDE SAFE FACILITIES, MAINTAIN EQUIPMENT AS RECOMMENDED BY NATIONAL STANDARDS,
- ESTABLISH PROCEDURES CONCERNING PROPER FITTING OF UNIFORMS AND PROTECTIVE GEAR,
- STRUCTURE PROGRESS WITH ADEQUATE REVIEW PROCEDURES TO ENSURE THAT PARTICIPANTS WILL NOT MOVE TOO RAPIDLY INTO AREAS BEYOND THEIR SKILLS,
- SELECT OPPONENTS WITH CARE TO AVOID POTENTIALLY DANGEROUS MISMATCHING,
- EDUCATE CONCERNING RISKS IN PERFORMING A PHYSICAL ACTIVITY OR SPORT,
- DESCRIBE THE RISKS OF PERFORMING IN A PHYSICAL ACTIVITY OR SPORT WHEN ILL OR INJURED,
- ESTABLISH AND ENFORCE RULES REGARDING REPORTING OF ILLNESS OR INJURY, AND
- ESTABLISH CHECK-UP PROCEDURES FOR THOSE WHO HAVE BEEN ILL OR INJURED TO ENSURE THAT ILLNESS OR INJURY IS NO LONGER AN IMPAIRING FACTOR TO THEM PARTICIPATING IN CLASS.

### WHAT IS NEGLIGENT BEHAVIOR?

NEGLIGENCE IS ANY CONDUCT WHICH FALLS BELOW THE STANDARD ESTABLISHED BY THE COURTS AND PROFESSIONAL ASSOCIATIONS FOR THE PROTECTION OF OTHERS AGAINST UNREASONABLE RISK OF HARM. THE VARIOUS LEVELS OF NEGLIGENCE IMPORTANT TO PHYSICAL EDUCATORS ARE, ACCORDING TO SAWYER AND GIMBERT (2014):

- MALFEASANCE OR A COMMISSION OF AN UNLAWFUL ACT,
- MISFEASANCE OR AN IMPROPER PERFORMANCE OF SOME LAWFUL ACT,
- NONFEASANCE OR FAILURE OF A PERSON TO ACT,
- RECKLESS MISCONDUCT OR INTENT TO COMMIT AN ACT BUT WITH NO INTENTION TO HARM ANYONE,
- WILLFUL OR WANTON CONDUCT OR INTENTIONAL ACT OF AN UNREASONABLE CHARACTER IN TOTAL DISREGARD FOR HUMAN SAFETY,
- GROSS NEGLIGENCE OR FAILURE TO USE EVEN SLIGHT CARE OR THE OMISSION TO USE ORDINARY CARE AND DILIGENCE TO AVOID A DISCOVERED OR APPARENT DANGER, AND
- SLIGHT NEGLIGENCE OR THE FAILURE TO EXERCISE GREAT CARE OR AN ABSENCE OF THAT DEGREE OF CARE AND VIGILANCE TO WHICH PERSONS OF EXTRAORDINARY PRUDENCE AND FORESIGHT ARE ACCUSTOMED.

### ESTABLISHMENT OF A STANDARD OF CARE

NEGLIGENCE IS CONDUCT THAT FAILS TO CONFORM TO THE STANDARD REQUIRED BY LAW FOR SAFEGUARDING OTHERS OR ONESELF AGAINST UNREASONABLE RISK OF INJURY. COMMON LAW DEVELOPED THE "REASONABLE MAN (PERSON) TEST" AS THE MODEL AGAINST WHICH TO EVALUATE A PARTICULAR DEFENDANT'S CONDUCT FOR CONFORMITY WITH WHAT IS REQUIRED AT ANY GIVEN TIME AND/OR PLACE IN ORDER TO AVOID UNNECESSARY DANGER. THE TEST PREFERS AN OBJECTIVE STANDARD OF JUDGING BEHAVIOR. IT AVOIDS THE PERPLEXING TASK OF HAVING TO SCRUTINIZE EACH SPECIFIC DEFENDANT'S SUBJECTIVE CAPACITY; INSTEAD, IT JUDGES EXTERNAL MANIFESTATIONS OF CONDUCT BY WHETHER OR NOT IT MEASURES UP TO THE NORMAL SET BY THE REASONABLE MAN.

AS A PHYSICAL EDUCATOR AND COACH, YOU WILL BE HELD TO A STANDARD OF CARE ESTABLISHED BY CASE LAW USING STANDARDS

DEVELOPED BY SUCH PROFESSIONAL ORGANIZATIONS AS THE SOCIETY FOR HEALTH AND PHYSICAL EDUCATION (SHAPE AMERICA). SHAPE AMERICA HAS ESTABLISHED GUIDELINES FOR PHYSICAL EDUCATORS TO MAKE THE PHYSICAL EDUCATION CLASS ENVIRONMENT SAFE.

### WHAT ARE THE COMPONENTS OF NEGLIGENCE?

DAMAGE IS ESSENTIAL IN NEGLIGENCE. IN THE FIRST PLACE, IT HAS TO BE SHOWN THAT THE DAMAGE WAS CAUSED BY THE DEFENDANT'S CARELESSNESS. THE QUESTION IS NOT "WHOSE ACT?" BUT "WHOSE CARELESSNESS CAUSED THE DAMAGE?" SECONDLY, THE DAMAGE HAS TO BE LEGALLY ATTRIBUTABLE TO THE DEFENDANT. THE PREDOMINATE TEST USED TO DETERMINE THIS IS "FORESEE-ABILITY OF DAMAGE". THE TEST IS FORESEE-ABILITY IN THE SENSE OF HINDSIGHT, NOT FORESIGHT; IT IS WHAT A COURT, REVIEWING AN EVENT LATER, CONSIDERS TO HAVE BEEN FORESEEABLE IN ORDER TO DO JUSTICE IN THE CASE BEFORE IT.

SAWYER AND GIMBERT (2014) SUGGEST THAT LIABILITY IN NEGLIGENCE REQUIRES AFFIRMATIVE ANSWERS TO THE FOLLOWING FOUR QUESTIONS:

1. DOES THE LAW RECOGNIZE LIABILITY IN THIS KIND OF SITUATION?
2. WAS THE DEFENDANT CARELESS?
3. DID THE DEFENDANT'S CARELESSNESS IN FACT CAUSE THE DAMAGE OR INJURY?
4. TO WHAT EXTENT SHOULD THE DAMAGE IN SUIT TO THE PARTICULAR PLAINTIFF BE ASCRIBED IN LAW TO THE DEFENDANT?

### WHAT ARE THE PHYSICAL EDUCATORS AND COACHES DUTIES?

ONCE THE INJURED PARTICIPANT OF THOSE PERSONS RESPONSIBLE FOR THE INJURED PARTY BELIEVE THAT THE INJURY SUFFERED IS RELATED TO THE PROFESSIONAL'S NEGLIGENCE, THE SITUATION IS TAKEN INTO COURT FOR RESOLUTION. A GOAL OF ALL PHYSICAL EDUCATORS AND COACHES IS TO PREVENT SITUATIONS WHICH PROVIDE THE BASIS FOR LEGAL ACTION FROM OCCURRING. ALL PHYSICAL EDUCATORS AND COACHES HAVE DUTIES.

SPECIFIC RESPONSIBILITIES ARE IMPOSED UPON PHYSICAL EDUCATORS AND COACHES FROM SEVERAL SOURCES: FEDERAL AND/OR STATE CONSTITUTIONS, FEDERAL AND/OR STATE LEGISLATION, THE COMMON LAW THAT EVOKES THROUGH PRECEDENTS ESTABLISHED IN CASES DIVIDED BY THE VARIOUS COURTS, AND THE VARIOUS PROFESSIONAL STANDARDS ESTABLISHED BY NATIONAL PROFESSIONAL ORGANIZATIONS. OF THESE FOUR, COMMON LAW IS OFTEN MORE IMPORTANT IN RESOLVING LIABILITY OR NEGLIGENCE ISSUES RESULTING FROM INJURIES DURING PARTICIPATION IN A PHYSICAL EDUCATION CLASS OR A SPORT.

### WHAT IS DUTY?

A DUTY IS A LEGAL OBLIGATION TO ANOTHER. ACCORDING TO SAWYER AND GIMBERT (2014), EVERY PHYSICAL EDUCATOR AND COACH SHOULD CONSIDER THE FOLLOWING AS THEIR LEGAL DUTIES TO:

1. "PROVIDE ADEQUATE SUPERVISION FOR ALL PARTICIPANTS,
2. WARN PARTICIPANTS OF THE INHERENT RISKS IN AN ACTIVITY,
3. PROVIDE SAFE FACILITIES FOR PARTICIPATION,
4. EVALUATE FOR INJURY OR INCAPACITY PRIOR TO PARTICIPATION,
5. PROVIDE ADEQUATE AND PROPER EQUIPMENT FOR ACTIVITIES,
6. MATCH PARTICIPANTS TO APPROPRIATE ACTIVITIES BASED ON THEIR AGE AND PHYSICAL CONDITION,

7. PROVIDE GOOD, SOUND PLANNING FOR ALL LESSONS AND PROGRAMS, AND
8. PROVIDE PROPER FIRST AID AND ESTABLISH AND IMPLEMENT AN EMERGENCY MEDICAL PLAN (P. 5)."

### WHAT IS BREACH OF DUTY?

ONCE A DUTY HAS BEEN ESTABLISHED, IT IS THE TASK OF THE PLAINTIFF'S LAWYER TO PROVE YOU BREACHED OR FAILED TO PERFORM YOUR DUTY AS PRESCRIBED BY CASE LAW OR PROFESSIONAL ORGANIZATIONS. BREACHES MEAN TO IMPROPERLY OR FAIL TO PERFORM A DUTY.

### WHAT IS PROXIMATE CAUSE?

THE CONCEPT IS BASED ON THE RELATIONSHIP BETWEEN THE CAUSE OF THE INJURY AND THE PROFESSIONAL'S BREACH OF DUTY. IF THE PLAINTIFF'S LAWYER CAN SHOW A PROXIMATE CAUSAL RELATIONSHIP BETWEEN THE PROFESSIONAL'S BREACH OF DUTY AND THE INJURY, THEN THE COURT MIGHT VERY WELL FIND THE DEFENDANT GUILTY OF NEGLIGENCE.

IN THE PRACTICAL SITUATION, THE DETERMINATION OF LIABILITY AND ONE'S DUTY WILL DEPEND UPON ALL THE FACTS AND CIRCUMSTANCES SURROUNDING THE INJURY. IN REVIEWING MANY CASES OVER THE YEARS, IT BECOMES EVIDENT, ACCORDING TO SAWYER AND GIMBERT (2014) THAT THE COURT USUALLY WEIGHS THE FOLLOWING QUESTIONS IN MAKING ITS FINAL JUDGMENT:

1. WERE THE PARTICIPANTS INVOLVED IN THE RISK GIVEN THE HIGHEST CONSIDERATION?
2. WHAT WAS THE REASON FOR THE CONDUCT OF THE PERSON TAKING THE RISK?
3. WHAT WAS THE MAGNITUDE OF THE RISK, AND
4. WHAT WAS THE UTILITY OF THE RISK.
5. WHAT DOES THE EXTENT OF INJURIES/DAMAGE HAVE TO DO WITH NEGLIGENCE?
6. WHAT IS THE EXTENT OF ACTUAL INJURY OR DAMAGE? IS THERE A PRESENCE OF ACTUAL INJURY OR DAMAGE? IS THE INJURY EMOTIONAL?

### RISK MANAGEMENT CONSIDERATIONS

SAWYER AND GIMBERT (2014) SUGGEST IN DEVELOPING A RISK MANAGEMENT PLAN FOR YOUR PHYSICAL EDUCATION PROGRAMS AND COACHES, THE DEVELOPER(S) MUST CONSIDER THE FOLLOWING RELATING TO TORT LIABILITY AND NEGLIGENCE:

IN PART II AND III IN SPRING AND FALL ISSUES WE WILL DISCUSS DEFENSES TO NEGLIGENCE AND SPECIFIC SUGGESTIONS TO GUIDE YOU IN THE DEVELOPMENT OF SAFER PHYSICAL EDUCATION PROGRAMS.

### SOURCE:

SAWYER, T.H., & GIMBERT, T.L. (2014). INDIANA LANSE: A COACHING EDUCATION PROGRAM FOR INDIANA COACHES. (5<sup>TH</sup> ED). TERRE HAUTE, IN: INDIANA CENTER FOR SPORT EDUCATION, INC.





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## 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](http://heart.org/hoops) to get your school involved.**



American Alliance for Health, Physical Education, Recreation and Dance

AAHPERD is a proud program partner of Hoops For Heart.

FULLY  
ONLINE **MASTERS** IN

# ATHLETIC ADMINISTRATION

FULLY ONLINE. HANDS-ON. NATIONALLY ENDORSED.



## Winning Begins Off the Field

Becoming a champion in any sport, at any level of competition, takes highly effective and strategic leadership. A skilled athletic director and a team of administrators are needed to carefully craft and develop successful sports programs within the school and the community.

In partnership with

**NIAAA**

National Interscholastic Athletic  
Administrator's Association

**GRACE**  
COLLEGE

**For More Information Contact:**  
Dr. Darrell Johnson - Program Director

Email [dljohnson@grace.edu](mailto:dljohnson@grace.edu)  
Phone **574.372.5100** ext. 6263

# Master's in Athletic Administration

In the demanding field of Interscholastic Athletic Administration, winning truly begins off the field. The new Master of Science in Athletic Administration degree program offered through Grace College will provide you the skills you need to succeed.

## EDUCATION TAILORED TO FIT YOUR NEEDS

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- No extra classes needed

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Empowers students with the in-depth knowledge, leadership, and management skills necessary to demonstrate and maintain accountability for professional standards, practices, and ethics in interscholastic athletics.

Provides education for professional athletic administrators to enhance the daily operations of athletics departments and deliver athletic programs that best serve students, schools, and communities.

Prepares responsible athletic administrators to consider all aspects of liability related to athletic performance and maintain a strategic plan for managing risk and maintaining safety, equity, and integrity in the context of interscholastic athletic programs.

Assists athletic administrators in securing, maintaining, and managing safe, resilient, and attractive indoor and outdoor athletic facilities and equipment that is readily available to students for athletic preparation and interscholastic competitive events.

## IN PARTNERSHIP WITH NIAAA

National Interscholastic Athletic Administrator's Association

NIAAA LT courses count toward graduate credit • Project based learning links to NIAAA Certification Program prepares for NIAAA Certification

## COURSES

Foundations of Athletic Administration • Risk Management & Ethical Issues  
Athletic Finance & Marketing Management • Facility Planning & Management • Facility & Event Management  
Athletic Organization & Administration • Sport Medicine & Strength Training Program • Educational Athletics  
Athletic Decision-Making • Current Issues & Trends • Practical Experience I • Practical Experience II



[www.grace.edu/msaa](http://www.grace.edu/msaa)

## 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](mailto: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.

### Cover Letter

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:

*“This manuscript represents results of original work that have not been published elsewhere (except as an abstract in conference proceedings).”*

*“This manuscript has not and will not be submitted for publication elsewhere until a decision is made regarding its acceptability for publication in the Indiana AHPERD Journal.”*

*“This scholarly inquiry is not part of a larger study.”*

*“This manuscript has not been previously published or submitted for publication elsewhere, either in identical or modified form.”*

### Authors

List **multiple** authors in the order of proportionate work completed. Also indicate research reports supported by grants and contracts. Include biographical information on all authors (title, department, institution or company, and full address).

### Authors Statement

The author **must** provide a signed statement certifying that the article has not previously been published or submitted for publication elsewhere either in identical or modified form.

### Send it in ...to the Editor

A new idea that you have penned,  
Share it with a Indiana AHPERD friend.

On the Journal pages, let it end.

We sure do want it... send it in!

It may be an article you did write  
In sheer frustraton one weary night.

But, someone else it may excite.

...Send it in.

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

### Deadlines

**Journal**

Spring Issue / Feb. 15

Fall Issue / Sept. 15

Winter Issue / December 1

**Newsletter**

Spring Issue / March 1

Fall Issue / July 1

# Indiana AHPERD

## MEMBERSHIP APPLICATION

PLEASE PRINT/TYPE

COMPANY/SCHOOL NAME \_\_\_\_\_

PRIMARY REPRESENTATIVE NAME \_\_\_\_\_

CITY \_\_\_\_\_ STATE \_\_\_\_\_ ZIP \_\_\_\_\_

TELEPHONE: AREA CODE ( \_\_\_\_ ) \_\_\_\_\_

E-MAIL ADDRESS \_\_\_\_\_

REFERRING MEMBER/COMPANY \_\_\_\_\_

### Indiana AHPERD LEADERSHIP OPPORTUNITIES

#### OPPORTUNITY FOR INVOLVEMENT

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 BE ACTIVE PARTICIPANTS BY SERVING ON A COMMITTEE OR BY HOLDING AN OFFICE. PLEASE LET US KNOW OF ANY POSITION LISTED THAT INTERESTS YOU.

#### INTERESTED

TO APPLY FOR A LEADERSHIP POSITION ON A COUNCIL, SEND AN EMAIL OF INTEREST TO DR. MARK URTEL, NOMINATING COMMITTEE CHAIR, AT MURTEL1@IU-PUI.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.

THE DUTIES AND RESPONSIBILITIES OF THE PROGRAM AND REGIONAL COUNCILS:

- WORK CLOSELY WITH THE PROGRAM DIRECTOR/REGIONAL COORDINATOR TO PROMOTE THE SPECIAL PROGRAM AREA
- ATTEND ANNUAL IAHPERD LEADERSHIP CONFERENCE (HOTEL AND MEALS PAID FOR BY THE ASSOCIATION )
- SOLICIT PROGRAMMING FOR THE STATE CONFERENCE/REGIONAL WORKSHOPS
- SERVE AS HOST TO GREET & DIRECT PRESENTERS DURING THE CONFERENCE
- SERVE AS PRESIDER FOR THE VARIOUS PROGRAMS IN YOUR SPECIAL AREA; INTRODUCING PRESENTERS, ASSISTING DURING PRESENTATIONS, PROVIDING PRESENTERS WITH THE SPECIAL GIFT FROM THE ASSOCIATION, ETC.
- MAKE NOMINATIONS TO THE AWARDS COMMITTEE CHAIR FOR TEACHER OF THE YEAR AND ASSOCIATION AWARDS.

### ANNUAL MEMBERSHIP

*(Expires 1 yr from enrollment date)*

- \$20 **STUDENT MEMBERSHIP**  
*(undergraduate / full-time graduate students)*
- \$40 **PROFESSIONAL MEMBERSHIP**
- NEW MEMBERSHIP**
- RENEWAL MEMBERSHIP DUES**

MAKE CHECK PAYABLE TO INDIANA AHPERD.  
SEND PAYMENT TO EXECUTIVE DIRECTOR BELOW.  
MEMBERS RATES ARE SUBJECT TO CHANGE.

## BE A LEADER!

WOULD YOU BE WILLING TO BECOME INVOLVED?

- \_\_\_\_\_ DISTRICT LEVEL
- \_\_\_\_\_ STATE LEVEL
- \_\_\_\_\_ COMMITTEE INVOLVEMENT
- \_\_\_\_\_ STATE OFFICE
- \_\_\_\_\_ REGIONAL LEADERSHIP

### PROGRAM AREAS

- ADAPTED PHYSICAL EDUCATION
- AQUATICS
- COUNCIL FOR FUTURE PROFESSIONALS
- DANCE
- FITNESS
- HEALTH
- HIGHER EDUCATION/RESEARCH
- JUMP ROPE AND HOOPS FOR HEART
- PHYSICAL EDUCATION: ELEMENTARY SCHOOL
- PHYSICAL EDUCATION: MIDDLE SCHOOL
- PHYSICAL EDUCATION: SECONDARY
- RECREATION
- SPORT
- SPORT MANAGEMENT
- TECHNOLOGY



SEND MEMBERSHIP CHECK PAYMENT AND ANY CHANGE OF MEMBERSHIP INFORMATION TO:

**EXECUTIVE DIRECTOR:** KAREN HATCH  
2007 WILNO DRIVE  
MARION, IN 46952

**Share your Journal with a Colleague!**



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