

HEALTHY



MIND



BODY



SPIRIT

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

VOLUME 44

NUMBER 2

SPRING 2015

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Message From The President





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“Rise Up”

Greetings,

The IAHPERD theme this year is to **“Rise UP.”** I want to say thank you to the people who have taken this challenge on and helped our association grow. One of my personal goals is to increase our leadership team this year. I have been diligently working on finding current members to take on new leadership roles within our association. We have many great resources within our own members; however, many of them did not know we needed help on our leadership team. We have filled many vacant leadership roles with new faces. However, we are still in need of more people on our councils to ensure as an association we continue to have the resource of people needed within our leadership structure.

Our leadership team met in February at McCormick’s Creek to help start planning for next year’s conference. Despite the snow storm, we started to lay the groundwork for a great conference. As a leadership team, we are seeking to find some new presenters. We have many great recurring presenters that would love to keep bringing their great ideas, but we would also like for a couple of our experienced presenters to reach out and mentor someone new in the area of presenting. We know our members are doing great things in our profession; too often we do not get to hear about them because the thought of presenting can be overwhelming. If are you are an experienced presenter, we are asking that you help encourage someone to present or co-present with a new person. If you have never presented, please consider rising up to the next step and sharing your ideas.

As a leadership team, we have been making plans for our **100 years celebration** in two years. We will be forming a committee to help make this conference special. We are looking for members who have experience putting on one of our state conferences and would be willing to help. Our goal is to honor our past and celebrate the people who have helped build our association.

No matter what you role is in the past, present or future of IAHPERD, we should all rise up and take notice of the laws being presented at the national and state level. Currently, I would like to bring your attention to Senate Bill 62 which allows unlicensed individuals to teach physical education.

It has been placed into a study for this summer; however, it could affect our jobs, the quality of instruction our students receive, and the future of our association. Please, read your email blast and check our website as I keep you posted.

If you are interested in taking the next step to be on leadership, present at the conference, help with the **100 years celebration**, or just want to know more about what you can do to help advocate for our discipline, please contact me. I will make sure you are plugged into a role that you feel comfortable with and that you are given the tools you need to be successful. Again, thank you to everyone who has taken on a leadership role at one time or another; IAHPERD is dependent on folks like you!

THE BOTTOM LINE IS: WE NEED YOU.

LEADERSHIP COUNCIL OPPORTUNITIES

DISTRICT LEVEL

STATE LEVEL

COMMITTEE INVOLVEMENT

STATE OFFICE

REGIONAL LEADERSHIP

ADAPTED PHYSICAL EDUCATION COUNCIL

ADVOCACY COUNCIL

AQUATICS COUNCIL

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PHYSICAL EDUCATION: MIDDLE SCHOOL COUNCIL

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

IMPORTANT JOURNAL INFORMATION

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IAHPERD

HAS SENT OUT NUMEROUS E-MAILS STARTING AT THE BEGINNING OF JANUARY, 2012. SEVERAL OF THESE E-MAILS HAVE BEEN RE-ROUTED BACK TO US AS UNDELIVERABLE BECAUSE THE SCHOOL'S IT DEPARTMENT HAS QUARANTINE SETTINGS ON UNKNOWN OUTSIDE E-MAIL. PLEASE CHECK YOUR SPAM FOLDER TO SEE IF INDIANAHPERD@AOL.COM OR INAHPERD@INAHPERD.ORG HAVE BEEN QUARANTINED BY YOUR INSTITUTION. IF THIS IS THE CASE PLEASE WORK WITH YOUR SCHOOL TO ALLOW YOUR E-MAIL ADDRESS TO RECEIVE COMMUNICATIONS AND FILTER THEM TO YOUR INBOX. ANOTHER SOLUTION IS TO SEND YOUR HOME E-MAIL TO INAHPERD@INAHPERD.ORG FOR AN UPDATE OF YOUR CURRENT INFORMATION TO ENSURE YOU ARE RECEIVING IMPORTANT AND MEMBERSHIP INFORMATION.

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Indiana AHPERD State Conference

NOVEMBER 4-6, 2015

WYNDHAM INDIANAPOLIS WEST
INDIANAPOLIS, INDIANA

Future SHAPE America National Conventions

MARCH 17-21, 2015

WASHINGTON STATE CONVENTION & TRADE CENTER
SEATTLE, WASHINGTON

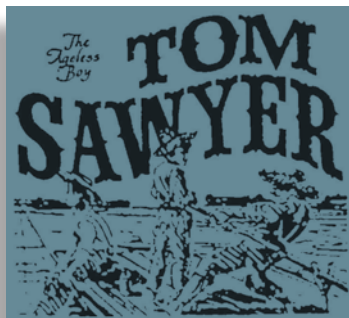
APRIL 5-9, 2016

MINNEAPOLIS CONVENTION CENTER
MINNEAPOLIS, MINNESOTA



CONFERENCE INFORMATION CAN BE FOUND AT WWW.INAHPERD.ORG.

IAHPERD GREATLY APPRECIATES YOU FOR KEEPING YOUR MEMBERSHIP RECORDS UP-TO-DATE.



EDITOR'S NOTION PAGE

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SPORT CONCUSSION LEGISLATION AS OF 2015

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PROFESSOR EMERITUS, INDIANA STATE UNIVERSITY

AS OF JANUARY 30, 2014 EVERY STATE IN THE UNITED STATES HAS A SPORT CONCUSSION LAW ESTABLISHING MANDATORY PROTOCOLS REGARDING REMOVAL FROM ACTION (RTP) PROCEDURES, CREDENTIALING REQUIREMENTS FOR INDIVIDUALS PROVIDING RTP CLEARANCE, CONCUSSION EDUCATION PROGRAMS FOR COACHES, CONCUSSION INFORMATION FOR STUDENT-ATHLETES AND PARENTS, BASELINE COGNITIVE TESTING FOR STUDENT-ATHLETES, AND RETURN-TO-LEARN (RTL) PROCEDURES RELATED TO RESUMING ACADEMIC WORK.

BECAUSE NOT ALL STATE CONCUSSION LAWS ARE THE SAME IT IS INCUMBENT UPON ATHLETIC ADMINISTRATORS, COACHES, ATHLETIC TRAINERS, PRINCIPALS, SUPERINTENDENTS, AND SCHOOL BOARD ATTORNEYS TO READ AND IMPLEMENT THE PRECISE MANDATES OF THEIR STATE'S LEGISLATION AND STATE ASSOCIATION REGULATIONS. TO OBTAIN THE FULL-TEXT OF A STATE'S CONCUSSION STATUTE, USE THE SEARCH ENGINE ON THE WEBSITE OF THE NATIONAL CONFERENCE OF STATE LEGISLATURES AT WWW.NCSL.ORG.

(KEYWORDS: CONCUSSION + NAME OF STATE)

A MODEL STATE CONCUSSION LAW

THE FIRST STATE LAW TO BE ENACTED WAS IN 2009 IN THE STATE OF WASHINGTON (ZACKERY LYSTEDT LAW) IMPOSES AN EXTENSIVE SET OF REQUIREMENTS ON SCHOOL AND NON-SCHOOL-SPONSORED, YOUTH SPORTS PROGRAMS. THE LAW ADDRESSES A WIDE RANGE OF RTP, RTL, AND EDUCATION ISSUES FOR COACHES, STUDENT-ATHLETES AND PARENTS. THE STATUTE CONTAINS THE FOLLOWING KEY COMPONENTS:

- GUIDELINES/EDUCATION: CALLS FOR SCHOOL DISTRICTS BOARD OF DIRECTORS AND STATE INTERSCHOLASTIC ACTIVITIES ASSOCIATION TO DEVELOP CONCUSSION GUIDELINES AND EDUCATIONAL PROGRAMS.
- MANDATORY CONSENT: REQUIRES YOUTH

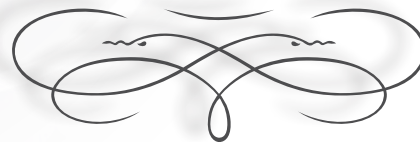
ATHLETES AND A PARENT AND/OR GUARDIAN SIGN AND RETURN A CONCUSSION AND HEAD INJURY INFORMATION SHEET ON A YEARLY BASIS BEFORE THE ATHLETE'S FIRST PRACTICE OR BEING ALLOWED TO COMPETE;

- IMMEDIATE REMOVAL IF CONCUSSION SUSPECTED: YOUTH ATHLETES SUSPECTED OF HAVING SUSTAINED A CONCUSSION IN A PRACTICE OR GAME MUST BE IMMEDIATELY REMOVED FROM COMPETITION; AND
- WRITTEN CLEARANCE BEFORE RETURN TO PLAY: YOUTH ATHLETES WHO HAVE BEEN TAKEN OUT OF A GAME BECAUSE OF A SUSPECTED CONCUSSION ARE NOT ALLOWED TO RETURN TO PLAY UNTIL AFTER:
 - BEING EVALUATED BY A HEALTH CARE PROVIDER WITH SPECIFIC TRAINING IN THE EVALUATION AND MANAGEMENT OF CONCUSSIONS AND
 - RECEIVING WRITTEN CLEARANCE TO RETURN TO PLAY FROM THAT HEALTH CARE PROVIDER (THIS DOES NOT STRICTLY BAR SAME DAY RETURN TO PLAY).
- LEGAL IMMUNITY: A SCHOOL DISTRICT COMPLYING WITH THE LAW IS IMMUNE FROM LIABILITY FOR INJURY OR DEATH OF AN ATHLETE PARTICIPATING IN A PRIVATE, NON-PROFIT YOUTH SPORTS PROGRAM DUE TO ACTION OR INACTION OF PERSONS EMPLOYED BY OR UNDER CONTRACT WITH THE SPORTS PROGRAM IF:
 - THE ACTION OR INACTION OCCURS ON SCHOOL PROPERTY
 - THE NONPROFIT PROVIDES PROOF OF INSURANCE, AND
 - THE NONPROFIT PROVIDES A STATEMENT OF COMPLIANCE WITH THE POLICIES FOR MANAGEMENT OF CONCUSSION AND HEAD INJURY IN YOUTH SPORTS

ADMINISTRATIVE RECOMMENDATIONS

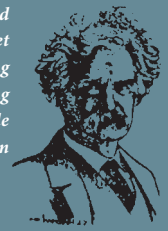
THE FOLLOWING ARE A FEW ADMINISTRATIVE RECOMMENDATIONS WHEN DEVELOPING A CONCUSSION POLICY:

- ATHLETIC DIRECTORS SHOULD INCLUDE THE FULL-TEXT OF BOTH THE STATE LAW AND STATE ASSOCIATION REQUIREMENTS SHOULD BE INCLUDED IN COACHING HANDBOOKS AND IN-SERVICE PROGRAMS.
- ATHLETIC DIRECTORS SHOULD CREATE AND USE OF A CONCUSSION INCIDENT FORM/CONCUSSION CLEARANCE FORM ON WHICH A COACH OR TRAINER WILL PROVIDE A BRIEF DESCRIPTION OF ANY SUSPECTED HEAD INJURY TO A STUDENT-ATHLETE, DOCUMENT THE RTP PROTOCOL THAT IS EMPLOYED, AND TO WHICH MAY BE ATTACHED THE WRITTEN RTP CLEARANCE BY THE APPROPRIATE MEDICAL PERSONNEL.
- ATHLETIC DIRECTORS SHOULD CLARIFY FOR STUDENT-ATHLETES AND PARENTS THAT THE SCHOOL RETAINS THE RIGHT TO REFUSE TO GRANT MEDICAL CLEARANCE FOR AN ATHLETE'S RTP IF EVIDENCE IS PROVIDED BY ANY QUALIFIED INDIVIDUAL (A COACH, ATHLETIC TRAINER OR OTHER APPROPRIATE MEDICAL PROFESSIONAL) THAT THE ATHLETE REMAINS CONCUSSION-SYMPTOMATIC.



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



FAULTY DESIGN OF AQUATIC FACILITY

INTRODUCTION

PLAINTIFF, ERIN SMITH, WAS RUNNING TO PREVENT A CHILD FROM FALLING INTO THE WATER AT A SWIMMING POOL AND SLIPPED ON A SPLASH PAD INTO A FOUNTAIN FIXTURE THAT WAS SLIGHTLY ELEVATED FROM THE GROUND IN BEND, OREGON, WHICH RESULTED IN A SERIOUS ANKLE INJURY.

FACTS

THE POOL EXPANSION PROJECT IN THE BEND METROPOLITAN PARK AND RECREATION DISTRICT HAD A TEAM OF AN ARCHITECT, AQUATIC CONSULTANT AND DISTRICT STAFF. THIS STAFF CREATED THE LAYOUT OF WHAT THEY WANTED THE NEW POOL AREA TO LOOK LIKE AND THE DEFENDANT'S BOARD OF DIRECTORS REVIEWED THEN APPROVED THIS EXPANSION. THROUGHOUT DIFFERENT TESTIMONIES, IT WAS FOUND THAT MATTHEW MERCER, THE PROJECT MANAGER, WAS THE ONE WHO SELECTED THE SPLASH PADS AND FIXTURES THAT WERE EVENTUALLY SET IN PLACE. DID HE HAVE THE AUTHORITY TO MAKE THIS DECISION? MORE IMPORTANTLY, WAS HE AFFORDED IMMUNITY IN MAKING THIS DECISION?

COMPLAINT

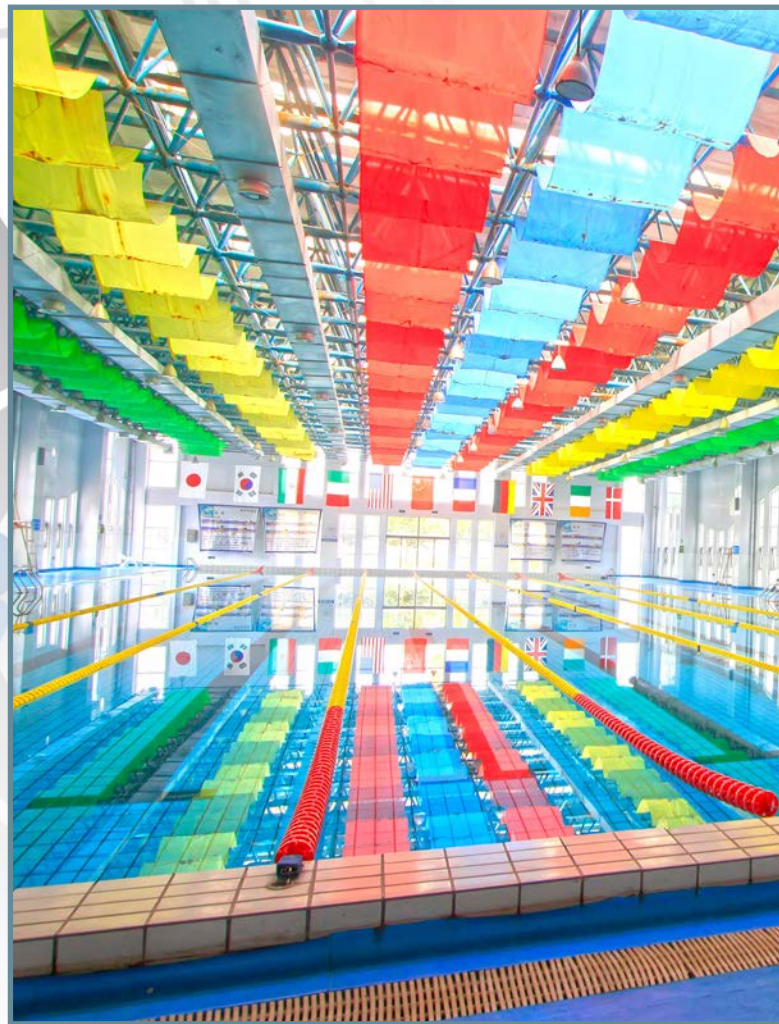
ERIN SMITH FILED A NEGLIGENCE CLAIM AGAINST THE CITY OF BEND METROPOLITAN PARK AND RECREATION DISTRICT, CONTENDING FOUR ALLEGATIONS. TWO OF THESE HAD TO DO WITH THE CITY'S DECISION TO CHOOSE AND PLACE THE FOUNTAIN FIXTURES WHILE THE OTHER TWO WERE ABOUT THE DEFENDANT'S FAILURE TO PROVIDE SUFFICIENT WARNINGS ABOUT THEM.

FINDINGS

THE TRIAL COURT GRANTED THE CITY'S MOTION FOR SUMMARY JUDGMENT ON THE GROUNDS THAT THE CHOICE OF THE DESIGN FOR THESE SPLASH PADS WAS A DISCRETIONARY DECISION. THE TRIAL COURT ALSO WANTED TO ADDRESS THAT THE PLAINTIFF'S INJURIES WERE NOT CAUSED BY THE DEFENDANT'S FAILURE TO WARN, WHICH WAS GRANTED AS WELL. UPON THIS CASE BEING INTRODUCED TO THE APPELLATE COURT, THEY WANTED TO UNDERSTAND A LITTLE DEEPER INTO THE PROCESS OF CHOOSING THE SPLASH PADS AND FOUNTAIN FIXTURES THAT ERIN SMITH WAS INJURED ON.

THE THOUGHT ABOUT THE DEFENDANT CAUSING THE PLAINTIFF'S INJURIES WAS REJECTED BECAUSE IT WAS FOUND THAT ERIN SMITH KNEW OF THE DANGERS AT THE POOL, THEREFORE THERE WAS NO CAUSATION AND THE APPELLATE COURT AGREED WITH THIS. ACCORDING TO JUSTICE SCHUMAN, THE HIGHER COURT REVERSED THE TRIAL COURT IN PART AND REMANDED THEIR DECISION ON SUMMARY JUDGMENT REGARDING THE PLACEMENT OF THE FOUNTAIN COVERS BECAUSE IT WAS

UNKNOWN WHETHER OR NOT THIS REQUIRED A DISCRETIONARY DECISION (2011, 7).



TO HELP PAINT A PICTURE OF THE FOUNTAIN FIXTURES ON WHICH ERIN SMITH WAS INJURED, JUSTICE SCHUMAN DESCRIBED THE OUTDOOR CHILDREN'S POOL FOUNTAINS AS "A CIRCULAR, METAL FOUNTAIN COVER THAT TAPERS UP TO A MAXIMUM HEIGHT OF ABOUT ONE-

ERIN SMITH V. BEND METROPOLITAN PARK AND RECREATION DISTRICT

AUBREY KETRICK, GRADUATE STUDENT, INDIANA UNIVERSITY
SARAH J. YOUNG, ASSOCIATE PROFESSOR, INDIANA UNIVERSITY

AUBREY KETRICK (KETTRICKA@INDIANA.EDU) IS A GRADUATE STUDENT
SARAH J. YOUNG (SARJYOUNG@INDIANA.EDU) IS AN ASSOCIATE PROFESSOR,
IN THE DEPARTMENT OF RECREATION, PARK AND TOURISM STUDIES AT INDIANA UNIVERSITY IN BLOOMINGTON, IN 47405.

HALF INCH ABOVE THE SURFACE OF THE SPLASH PAD” (2011, 3). IT IS IMPORTANT TO NOTE THAT THERE WERE EIGHT OF THESE FOUNTAIN



FIXTURES BECAUSE IT WAS NOT AS IF THERE WAS A SINGLE ONE IN THE MIDDLE OF THE POOL AREA.

TO ALLOW FURTHER UNDERSTANDING OF WHAT DISCRETIONARY IM-

MUNITY IS, THE DEFINITION IS AS FOLLOWS: “DISCRETIONARY IMMUNITY PROTECTS ACTIONS THAT EMBODY ‘A CHOICE AMONG ALTERNATIVE PUBLIC POLICIES BY PERSONS TO WHOM RESPONSIBILITY FOR SUCH POLICIES HAVE BEEN DELEGATED’” (MILLER V GRANTS PASS IRRIGATION DISTRICT, 1984). THE BOARD OF BUILDERS FOR THE POOL EXPANSION MADE A CHOICE ABOUT WHERE THESE FOUNTAINS SHOULD GO AND THIS WAS CONSIDERED A POLICY DECISION GROUNDED BY THEIR AUTHORITY. SO BASED ON THIS AND THE DEFINITION OF DISCRETIONARY IMMUNITY, THE COURT THOUGHT THIS WAS A “POLICY-DRIVEN DISCRETIONARY DECISION” AND IT WAS BEGINNING TO LOOK MORE IN FAVOR OF THE DEFENDANT.

YET, THE PROJECT MANAGER FOR THE POOL EXPANSION AND THE ONE WHO CHOSE THE SPLASH PAD SURFACE, EXPLAINED THAT RESEARCHING AND CHOOSING THE DIFFERENT SPLASH PAD SURFACES WAS A PART OF HIS DAY-TO-DAY DUTIES; MAKING THOSE ACTIONS MINISTERIAL WHICH WOULD NOT BE PROTECTED UNDER IMMUNITY. HOWEVER, IT WAS FOUND THE BOARD NEVER, ORALLY OR IN WRITING, DIRECTED HIM ON WHAT TYPE OF COVER TO USE, BRINGING INTO QUESTION WHETHER THE PROJECT MANAGER’S DECISIONS WERE DISCRETIONARY OR MINISTERIAL. IN OTHER WORDS, WERE HIS ACTIONS IMMUNE FROM NEGLIGENCE CLAIMS OR NOT? THERE IS A RECENT CASE JUSTICE SCHUMAN BRINGS UP IN HIS OPINION THAT HELPS CLARIFY THE QUESTION INVOLVING WHETHER MERCER’S DECISIONS WERE IMMUNE SINCE HE SAID IT WAS IN HIS DUTIES AND IT WAS QUESTIONABLE WHETHER THE BOARD TRULY DELEGATED THIS DECISION TO HIM. VOKOUN V. CITY OF LAKE OSWEGO, IN BRIEF, WAS ABOUT A HOMEOWNER WHO HAD RUINED PROPERTY BECAUSE OF AN IMPROPERLY DESIGNED DRAINAGE PATH (2002). THE SUPREME COURT DEEMED IN VOKOUN V. CITY OF LAKE OSWEGO THAT IT WAS NOT THE CITY’S FAULT, BUT THE NEGLIGENCE OF THE MAINTENANCE EMPLOYEES BECAUSE PERFORMING THESE REPAIRS WAS IN THEIR DAY-TO-DAY DUTIES (2002). THIS ALIGNED WITH HOW MERCER’S DECISION WAS THE ONE THAT MATTERED BECAUSE HE AGREED HIS DECISION ON WHICH SPLASH PAD SURFACE TO USE WAS, IN FACT, IN HIS “DAY-TO-DAY” DUTIES, WHICH WOULD THEREFORE BE IDENTIFIED AS MINISTERIAL AND NOT DISCRETIONARY.

HE DID NOT CONSIDER TAKING ALL SAFETY PRECAUTIONS IN THE

PLACEMENT OF THE FOUNTAIN COVERS OR THE WAY HE CHOSE THEM BASED ON HIS TESTIMONY SAYING “I JUST WASN’T CONCERNED—WELL, FRANKLY, I NEVER THOUGHT ABOUT IT” AFTER BEING ASKED ABOUT WHETHER HE THOUGHT OF THE HAZARDS OF THE FOUNTAINS (SCHUMAN, 2011).

THE ISSUE OF WHOSE DECISION IT WAS TO DECIDE ON THE DESIGN OF THE FOUNTAIN COVERS ENDED IN THE PLAINTIFF’S FAVOR BECAUSE THE JURORS FOUND THAT THIS WAS NOT A DECISION MERCER SHOULD HAVE MADE BASED ON HIS SCOPE OF AUTHORITY. THE PARTIES DISAGREED ON WHOSE DECISION THIS SHOULD HAVE BEEN AND WHETHER THIS TYPE OF DECISION WAS SOMETHING THAT SHOULD BE PROTECTED UNDER DISCRETIONARY IMMUNITY. MERCER CONTENDED THAT HIS DECISIONS WERE WITHIN HIS DAY-TO-DAY DUTIES, HOWEVER THIS WAS NOT A POLICY DECISION AND THEREFORE IT WAS FOUND TO BE MINISTERIAL.

VERDICT

THE COURT WAS INDIFFERENT ON WHETHER OR NOT THE DEFENDANT WAS ENTITLED TO DISCRETIONARY IMMUNITY; THE TRIAL COURT’S DECISION WAS TO GRANT THE DEFENDANT’S MOTION FOR SUMMARY JUDGMENT AND THE PLAINTIFF’S FIRST TWO CLAIMS OF NEGLIGENCE. AFTER THIS DECISION, THE APPELLATE COURT RULED THAT THE DEFENDANT WAS NOT PROTECTED BECAUSE IT WAS A MINISTERIAL DECISION.

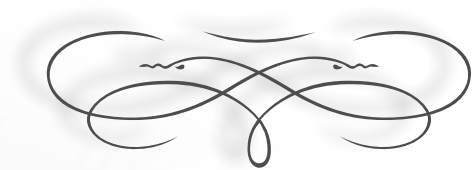
IMPLICATIONS

BASED ON THIS CASE, THE AMBIGUITY OF WHAT QUALIFIES FOR MINISTERIAL OR DISCRETIONARY IMMUNITY SEEMED TO BE THE TOPIC OF UTMOST IMPORTANCE. A MAJOR CATEGORY OF DEFENSE FOR INDIVIDUALS AND SERVICE PROVIDERS IN THE FIELD OF RECREATION IS TO BE IMMUNE FROM LIABILITY. SO WHAT IS THE BASIS FOR DISTINCTION BETWEEN THESE ACTS? DISCRETIONARY ACTS ARE THOSE THAT INVOLVE DECISION-MAKING AND THE PEOPLE ARE USUALLY IN MANAGERIAL POSITIONS. MINISTERIAL ACTS ARE CLASSIFIED AS TASKS LOWER LEVEL EMPLOYEES DO SUCH AS PERFORMING A DUTY THEY WERE DIRECTED TO DO FROM A SUPERIOR. GIVEN THESE SHORT DESCRIPTIONS, THE LINE BETWEEN THESE TWO ACTS IS AT BEST VERY BLURRED. ORGANIZATIONS NEED TO UNDERSTAND THE DIFFERENCES BETWEEN THESE TWO ACTS BECAUSE PUTTING DECISIONS ON LOWER LEVEL STAFF DURING A LARGE PROJECT COULD BE DETRIMENTAL TO THE DIRECTION YOUR ORGANIZATION IS HEADED IN.

THIS CASE APPLIES TO THE RECREATIONAL INDUSTRY BECAUSE CHILDREN AREAS AT WATER PARKS AND POOLS ARE BECOMING MORE POPULAR AND A POLICY NEEDS TO BE PUT IN PLACE. THE POLICY COULD BE TO SET A UNIVERSAL COVER USED AT SITES AS A REGULATION AND TO DEFINE WHAT ARE ACCEPTABLE OR UNACCEPTABLE SPLASH PADS WOULD BOTH PREVENT THIS FROM HAPPENING IN THE FUTURE.

IN ADDITION, TO PREVENT THIS FROM HAPPENING TO A MUNICIPAL RECREATION DEPARTMENT, IT IS PERTINENT TO DELEGATE DIFFERENT TASKS AND HAVE A SPECIFIC PLAN AND OUTLINE FOR WHAT EACH TASK IS. THIS SHOULD BE DONE IN WRITING AND EACH PARTY SHOULD SIGN THE DOCUMENT SO THERE IS NO CONFUSION ABOUT WHO IS DOING WHAT AND WHAT IS IN A SPECIFIC PERSON’S DAY-TO-DAY JOB DESCRIPTION. THIS COULD PREVENT THE PARTY LIABLE FROM BEING SUED AND WOULD LIKELY PROTECT USERS TO A HIGHER STANDARD AS A RE-

SULT BECAUSE THE IDEA OF DELEGATING TASKS IS SO NO ONE IS OVERWHELMED WITH WORK AND THE TASKS ARE DONE WITH DILIGENCE.



REFERENCES

MILLER V. GRANTS PASS IRRIGATION DISTRICT, 686 P.2D 324 (1984).
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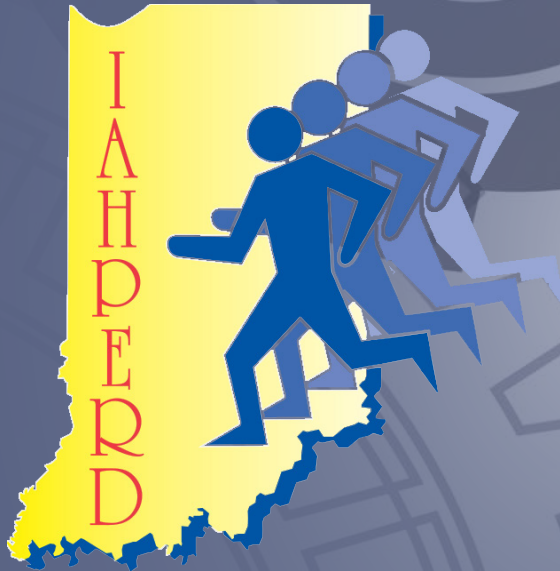
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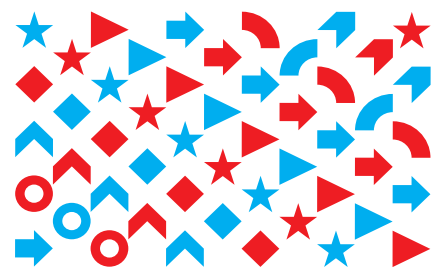
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INTRODUCTION

THE MOST IMPORTANT SKILL IN COACHING IS THE ABILITY TO COMMUNICATE WITH YOUR PLAYERS. IT IS CRITICAL TO EFFECTIVELY CARRY OUT YOUR ROLES OF LEADER, TEACHER, MOTIVATOR, AND ORGANIZER. EFFECTIVE COMMUNICATION NOT ONLY INVOLVES SKILL IN SENDING MESSAGES, BUT SKILL IN INTERPRETING THE MESSAGES THAT COME FROM PLAYERS AND THEIR PARENTS.

THE COACH CANNOT BE A GOOD COMMUNICATOR WITHOUT BEING AN EXCELLENT LISTENER.

BEING A GOOD LISTENER

THE MOST SUCCESSFUL COACHES ARE THE BEST LISTENERS. THEY ACTUALLY HEAR WHAT THE PLAYER HAS TO SAY AND UNDERSTANDS WHAT THEY ARE COMMUNICATING. **A GOOD LISTENER WILL BE AN EFFECTIVE COMMUNICATOR. COMMUNICATION IS A TWO-WAY STREET.** BEING RECEPTIVE TO PLAYERS' IDEAS AND CONCERNS IS IMPORTANT TO THEM AND INFORMATIONAL TO COACH. BY LISTENING TO WHAT PLAYERS SAY AND ASKING THEM HOW THEY FEEL ABOUT A POINT, THE COACH CAN DETERMINE HOW WELL THEY ARE LEARNING. THEIR INPUT PROVIDES THE COACH THE OPPORTUNITY TO TEACH WHAT THEY DO NOT UNDERSTAND.

ESSENTIAL FACTORS IN GOOD LISTENING SKILLS

THE ESSENTIAL FACTORS IN GOOD LISTENING SKILLS INCLUDE LISTENING POSITIVELY, OBJECTIVELY, AND WITH INTEREST, CHECKING FOR CLARITY OF THE PLAYERS' MESSAGE. EACH OF THESE FACTORS WILL BE DISCUSSED BELOW:

LISTENING POSITIVELY

PLAYERS WANT THE CHANCE TO BE HEARD AND TO EXPRESS THEMSELVES. THE COACH CAN ENCOURAGE THIS BY USING AFFIRMATIVE HEAD NODS AND OCCASIONAL ONE- TO THREE-WORD COMMENTS (E.G., "I UNDERSTAND.") WHILE YOU ARE LISTENING. THE QUICKEST WAY TO CUT OFF COMMUNICATION CHANNELS IS BY GIVING "NO" RESPONSES OR NEGATIVE HEAD NODS.

LISTENING OBJECTIVELY

AVOID PREMATURELY JUDGING THE CONTENT OF A MESSAGE. SINCERELY CONSIDER WHAT PLAYERS HAVE TO SAY. THEY MAY HAVE GOOD IDEAS! **A GOOD LISTENER CREATES A WARM, NON-JUDGMENTAL ATMOSPHERE SO PLAYERS WILL BE ENCOURAGED TO TALK AND ASK QUESTIONS.**

LISTENING WITH INTEREST

BEING A GOOD LISTENER MEANS BEING ATTENTIVE AND TRULY INTERESTED IN WHAT PLAYERS HAVE TO SAY. LOOK AND LISTEN WITH CONCERN. LISTEN TO WHAT IS BEING SAID AND HOW IT IS BEING SAID. ESTABLISH GOOD EYE CONTACT AND MAKE SURE YOUR BODY ALSO REFLECTS YOUR INTEREST IN THE PLAYER'S MESSAGE. BE RECEPTIVE TO COMMENTS THAT ARE CRITICAL OF YOU OR YOUR COACHING. **CRITICISM IS THE MOST DIFFICULT COMMUNICATION TO ACCEPT, BUT IT IS OFTEN THE MOST HELPFUL IN IMPROVING BEHAVIOR.**

CHECKING FOR CLARITY

IF THE COACH IS UNCERTAIN OF WHAT PLAYERS ARE COMMUNICATING, ASK THEM WHAT THEY MEAN. THIS WILL HELP TO AVOID MISINTERPRETATION.

SENDING CLEAR MESSAGES

ANY MEANS THE COACH CAN USE TO CONVEY HIS/HER IDEAS, FEELINGS, INSTRUCTIONS, AND/OR ATTITUDES TO OTHERS INVOLVE COMMUNICATION. THUS, WHEN COMMUNICATING WITH PLAYERS, THE COACH'S MESSAGES MAY CONTAIN VERBAL AS WELL AS NONVERBAL INFORMATION. NONVERBAL MESSAGES CAN BE TRANSMITTED THROUGH FACIAL EXPRESSIONS SUCH AS SMILING, OR THROUGH GESTURES AND BODY MOVEMENTS.

WHEN THE COACH SENDS MESSAGES TO HIS/HER PLAYERS, HE/SHE MAY, WITHOUT THINKING, SEND UNINTENTIONAL NONVERBAL INFORMATION AS WELL AS YOUR INTENTIONAL VERBAL MESSAGE. IF THE COACH'S NONVERBAL MESSAGE CONFLICTS WITH WHAT HE/SHE SAYS, THE MESSAGE WILL PROBABLY BE CONFUSING. FOR EXAMPLE, WHEN THE COACH TELLS HIS/HER PLAYERS THAT THEY HAVE DONE A GOOD JOB AND LET HIS/HER SHOULDERS SLUMP AND HEAVE A HEAVY SIGH, DO NOT BE SURPRISED IF PLAYERS ARE LESS RECEPTIVE TO THE NEXT ATTEMPT AT PRAISE.

ANOTHER EXAMPLE OF MIXED MESSAGES OCCURS WHEN THE COACH TELLS HIS/HER PLAYERS THEY SHOULD NEVER QUESTION OFFICIALS' CALLS AND THEN DENOUNCE AN OFFICIAL'S DECISION. IF THE NEED SHOULD ARISE TO QUESTION AN OFFICIAL'S CALL, THE COACH SHOULD ASK THE OFFICIAL FOR CLARIFICATION IN A PROFESSIONAL MANNER.

USING A POSITIVE APPROACH TO COMMUNICATE

COMMUNICATION IS MORE EFFECTIVE WHEN THE COACH USES THE POSITIVE APPROACH. THE POSITIVE APPROACH TO COMMUNICATION BETWEEN THE COACH AND PLAYERS INVOLVES ESTABLISHING: MUTUAL TRUST, RESPECT, CONFIDENCE, AND COOPERATION.

ESSENTIAL FACTORS IN SENDING CLEAR MESSAGES

THERE ARE FIVE ESSENTIAL FACTORS IN SENDING CLEAR MESSAGES INCLUDING GETTING AND KEEPING ATTENTION, USING SIMPLE AND DIRECT LANGUAGE, CHECKING WITH PLAYERS, BEING CONSISTENT, AND USING VERBAL AND NON-VERBAL COMMUNICATION. EACH OF THESE FACTORS IS DISCUSSED BELOW:

GETTING AND KEEPING ATTENTION

GETTING AND KEEPING PLAYERS' ATTENTION CAN BE ACCOMPLISHED BY MAKING EYE CONTACT WITH THEM, AVOIDING POTENTIAL DISTRACTIONS, BEING ENTHUSIASTIC, AND EMPHASIZING THE IMPORTANCE OF WHAT THE COACH HAS TO SAY. FOR EXAMPLE, WHEN THE COACH WANTS TO INSTRUCT PLAYERS ON A NEW SKILL, ORGANIZE THEM SO EVERYTHING DONE IS VISIBLE TO THEM. BE SURE THAT THEY ARE NOT FACING ANY DISTRACTIONS, SUCH AS OTHER PLAYERS ON A NEARBY FIELD. IT IS ALSO HELPFUL TO USE A STORY, ILLUSTRATION, OR EVENT THAT WILL HIGHLIGHT THE IMPORTANCE OR FOCUS ATTENTION ON THE INSTRUCTION THAT IS TO FOLLOW.

USING SIMPLE AND DIRECT LANGUAGE

REDUCE COMMENTS TO CONTAIN ONLY THE SPECIFIC INFORMATION THE PLAYER NEEDS TO KNOW. FOR EXAMPLE, WHEN A PLAYER MAKES A MISTAKE IN A DRILL, MAKE SURE THE FEEDBACK IS SIMPLE, FOCUSES ON ONE ERROR AT A TIME, AND CONTAINS ONLY INFORMATION THAT THE PLAYER CAN USE TO CORRECT THE MISTAKE. KEEP INFORMATION SIMPLE AND SPECIFIC.

CHECKING WITH YOUR ATHLETES

MAKE CERTAIN THAT PLAYERS UNDERSTAND WHAT IS BEING SAID. QUESTION PLAYERS TO ENSURE THEY UNDERSTOOD THE KEY POINTS OF YOUR MESSAGE. FOR EXAMPLE, THE COACH IS TRYING TO EXPLAIN HOW TO RUN A DRILL. AFTER SHOWING THEM THE DRILL, THE COACH CAN SAVE TIME AND FRUSTRATION BY ASKING PLAYERS BEFORE THEY PRACTICE THE DRILL WHERE THEY SHOULD BE DOING. IF PLAYERS CANNOT ANSWER THE QUESTION, THEY WILL NOT BE ABLE TO RUN THE DRILL.

BEING CONSISTENT

MAKE SURE ACTIONS MATCH THE WORDS. WHEN A DISCREPANCY OCCURS BETWEEN WHAT THE COACH SAYS AND WHAT HE/SHE DOES, PLAYERS ARE AFFECTED MOST BY WHAT YOU DO. "ACTIONS SPEAK LOUDER THAN WORDS." THE COACH NEEDS TO PRACTICE WHAT HE/SHE PREACHES IF HE/SHE WISHES TO EFFECTIVELY COMMUNICATE WITH PLAYERS AND AVOID THE LOSS OF CREDIBILITY THAT COMES WITH INCONSISTENT BEHAVIORS.

USING VERBAL AND NONVERBAL COMMUNICATION

PLAYERS ARE MORE LIKELY TO UNDERSTAND AND REMEMBER WHAT THE COACH HAS SAID WHEN THEY CAN SEE IT AND HEAR IT AT THE SAME TIME. USING THE PREVIOUS EXAMPLE, IF THE COACH SIMULTANEOUSLY DEMONSTRATES THE DRILL, WHILE EXPLAINING THE KEY POINTS IT WILL RESULT IN CLEARER INSTRUCTIONS.

GUIDELINES FOR RELATING EFFECTIVELY TO PLAYERS

BY CREATING A PSYCHOLOGICALLY HEALTHY SITUATION, ALL PLAYERS CAN BE WINNERS. THAT IS THE MESSAGE THAT NEEDS TO BE SENT CLEARLY TO THE PLAYERS AND THEIR PARENTS. THE COACH MUST EMPHASIZE THE USE OF REINFORCEMENT AND ENCOURAGEMENT WHILE DISCOURAGING THE USE OF PUNISHMENT AND CRITICISM.

A WINNING PHILOSOPHY

BECAUSE OF THE EDUCATIONAL POTENTIAL OF SPORT, PLAYERS CAN LEARN FROM WINNING AND LOSING. BUT FOR THIS TO HAPPEN, WIN-

NING MUST BE PLACED IN A HEALTHY PERSPECTIVE BY THE COACH TO THE PLAYERS AND THEIR PARENTS. SAWYER AND GIMBERT (2014) OFFERS THE FOLLOWING FOUR-PART PHILOSOPHY OF WINNING DESIGNED TO MAXIMIZE PLAYERS' ENJOYMENT OF SPORT AND THEIR CHANCES OF RECEIVING THE POSITIVE BENEFITS OF PARTICIPATION:

- WINNING IS NOT EVERYTHING, NOR IS IT THE ONLY THING,
- FAILURE IS NOT THE SAME THING AS LOSING,
- SUCCESS IS NOT EQUIVALENT TO WINNING, AND
- PLAYERS AND THEIR PARENTS SHOULD BE TAUGHT THAT SUCCESS IS FOUND IN STRIVING FOR VICTORY" (P. 48).

THIS "WINNING PHILOSOPHY" CAN BE ACHIEVED, IF THE COACH WITH THE ENCOURAGEMENT AND SUPPORT OF PARENTS, BY BUILDING DESIRABLE BEHAVIORS THROUGH THE USE OF HIS/HER REINFORCEMENT POWER. THE CORNERSTONE OF THE POSITIVE APPROACH IS THE SKILLFUL USE OF REINFORCEMENT TO INCREASE ATHLETIC MOTIVATION. THE COACH'S APPROACH SHOULD INCLUDE, ACCORDING TO SAWYER AND GIMBERT (2014) THE FOLLOWING STRATEGIES:

- BE LIBERAL WITH REINFORCEMENT,
- HAVE REALISTIC EXPECTATIONS AND CONSISTENTLY REINFORCE ACHIEVEMENT,
- GIVE REINFORCEMENT FOR DESIRABLE BEHAVIOR AS SOON AS IT HAPPENS, AND
- REINFORCE EFFORT AS MUCH AS RESULTS.

WHEN REACTING TO MISTAKES THE COACH SHOULD:

- GIVE ENCOURAGEMENT IMMEDIATELY AFTER THE MISTAKE.
- IF THE ATHLETE KNOWS HOW TO CORRECT THE MISTAKE, ENCOURAGEMENT ALONE IS SUFFICIENT,
- WHEN APPROPRIATE, GIVE CORRECTIVE INSTRUCTION AFTER A MISTAKE, BUT ALWAYS DO SO IN AN ENCOURAGING AND POSITIVE WAY,
- DO NOT PUNISH WHEN THINGS GO WRONG, AND
- DO NOT GIVE CORRECTIVE INSTRUCTION IN A HOSTILE OR PUNITIVE WAY (P. 48).

THE COACH MUST SHOW THE PLAYERS THAT HE/SHE CAN TEACH THEM TO DEVELOP THEIR SKILLS, AND THAT HE/SHE IS WILLING TO MAKE THE EFFORT TO DO SO. THE POSITIVE APPROACH TO COACHING IS CHARACTERIZED BY LIBERAL USE OF REINFORCEMENT AND ENCOURAGEMENT. THE COACH CAN USE SPONTANEOUS OR SELF-INITIATED COACHING BEHAVIORS TO GET POSITIVE THINGS TO HAPPEN, AND CREATE A GOOD LEARNING EXPERIENCE. SAWYER AND GIMBERT (2014) SUGGEST THE COACH SHOULD DO THE FOLLOWING TO GET POSITIVE THINGS TO HAPPEN, INCLUDING:

- SET A GOOD EXAMPLE OF BEHAVIOR,
- ENCOURAGE EFFORT, DO NOT DEMAND RESULTS,
- IN GIVING ENCOURAGEMENT, BE SELECTIVE SO THAT IT IS MEANINGFUL,
- NEVER GIVE ENCOURAGEMENT OR INSTRUCTION IN A SARCASTIC OR DEGRADING MANNER, AND
- ENCOURAGE PLAYERS TO BE SUPPORTIVE OF EACH OTHER, AND REINFORCE THEM WHEN THEY DO SO.

FURTHER, THE COACH CAN CREATE A GOOD LEARNING ATMOSPHERE BY:

- ALWAYS GIVE INSTRUCTIONS POSITIVELY,
- WHEN GIVING INSTRUCTIONS, BE CLEAR AND CONCISE,
- SHOW PLAYERS THE CORRECT TECHNIQUE,
- BE PATIENT AND DO NOT EXPECT OR DEMAND MORE THAN MAXIMUM EFFORT, AND REINFORCE EFFORT AND PROGRESS” (P. 49).

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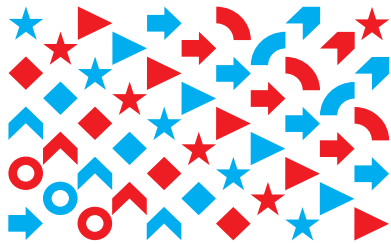


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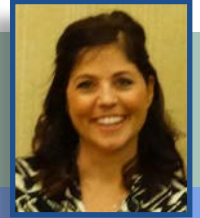
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INTERVIEW HEIDI STAN



HEALTH EDUCATION TEACHER OF THE YEAR

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SHAPE AMERICA'S 2014 HEALTH EDUCATION TEACHER OF THE YEAR

BRAD STRAND, PH.D., PROFESSOR, NORTH DAKOTA STATE UNIVERSITY FARGO, ND
VICKI WORRELL, ED.D., PROFESSOR, EMPORIA STATE UNIVERSITY EMPORIA, KS
HEIDI STAN, HEALTH EDUCATION TEACHER, RIVERSIDE JUNIOR HIGH SCHOOL FISHERS, IN

INTERVIEWED BY: BRAD STRAND, PH.D., AND VICKI WORRELL, ED.D.

Brad:

Thank you for taking part in this round-table discussion and congratulations on your selection as a SHAPE America Teacher of the Year (TOY). Being selected as a TOY is a life changing experience. In the short time since it was announced that you were a TOY, how has your life changed?

Heidi:

After the national convention in April, it has been a whirlwind! When I returned to work it was amazing how “recognized” I was by a lot of our staff and administrators. I really felt special. I have attended a variety of trainings, and have spent time preparing presentations.

Vicki:

As we begin, please describe your teaching situation for us.

Heidi:

I currently teach junior high grades 7-8. I have mixed gender and grade level classes. My class is 60% Physical Education and 40% Health Education and it is called “Wellness”. 80% of the students are year-long, some are semester (if they qualify for foreign language).

Brad:

TOY's are typically creative, enthusiastic, forward thinking, and visionary teachers. A few years ago, current SHAPE president-elect Steve Jeffries initiated the PE2020 project in an attempt to define physical education for 2020. As you think of the future, what innovative changes do you envision in the teaching of health and physical education in k-12 settings?

Heidi:

I envision there will be great changes and strides made with the virtual learning and teaching of health and physical education.

Brad:

SHAPE America has restructured it's five national associations into one association and has a new structure, new mission statement, and a new brand. From your perspective, as a member of SHAPE and now a TOY, what do you think SHAPE could or should do to increase it's impact as the leading organization for health and physical education teachers across the United States?

Heidi:

I think SHAPE will create a stronger bond between all content areas, recognizing we are all one and in this together. I hope with the new structure we can engage and tempt more professionals to join this organization to better themselves professionally.

Brad:

First Lady Michelle Obama along with SHAPE America have partnered in an attempt to grow Let's Move Active Schools (LMAS) and reduce the childhood obesity problem facing our nation's children. How have you implemented LMAS and what impact have you seen in your personal settings?

Heidi:

We are a registered school, and use some of the strategies from LMAS. We have not met with anyone or set up programing. We offer physical education, I am working on getting teachers to do brain breaks or activity during school beyond physical education, offering before/after school options (besides sports), host a health and fitness fair, and incentives for staff currently.

Brad:

Many professionals say that today's generation of children are less active than those of previous generations and that this generation of children is the first to have a lower life expectancy than that of their parents. As one who works in a k-12 setting, what changes have you seen in your students in regards to their willingness to participate in physical activity in both in-school and out-of-school settings? Do you agree that today's children are less active?

Heidi:

I believe that the already “active” students are far more “active” then they were years ago. The amount of travel and club sports is a year-long commitment. However, beyond those athletes the majority of students aren't willing to be as active after or before school if they aren't in sports. For some of these students physical education participation is even a struggle. I find it very interesting that a lot of the time it's just as much a “parent” issue that allows this mentality or behavior. I probably get 1000 parent notes by the end of each school year for their kids to “sit out” of physical education (not counting doctors notes.... Speaking of which... it would be nice if we could also educate our doctors on releasing students for PE alternate activities. I do not allow my student to have a “NO PE” note. I request that the doctor give a

note of something they “can” do in class when everyone else is active or engaged)

Vicki:

Many teachers in our profession do not belong to either their state AHPERD organization or to SHAPE America. From your perspective, what are the benefits of being a member of your state AHPERD organization or of SHAPE America?

Heidi:

I get to collaborate with other dedicated professionals, help shape the states Health and physical education programs, and get support from all the different content areas. I believe it also provides assurance that I am doing “best practice” and am considered the “go to” person in my building and district.

Vicki:

Many teachers are now being required to prove they positively impact student learning. Administrators are thus being required to assess the impact their teachers have made on student growth. Fitness testing is often the avenue being suggested to measure such growth. Fitness assessments are not appropriate for K-2 age levels and only assess one of the five standards. Aside from use of fitness scores, in your opinion, what measures could also be used to assess impact of student growth?

Heidi:

Fitness portfolios/journals/online blogs, and perhaps a combination of performance and written measures. We use fitness gram for physical education also, we like it and are piloting it for the state!

Vicki:

Fitnessgram is the test of choice in assessing student fitness levels. Share the innovative ways you address fitness education in your curriculum.

Heidi:

We use Fitness Gram. We offer physical education three days per week. In our physical education classrooms, we spend two days on “Sport or unit” lessons and one day on Fitness specific curriculum. We rotate every five weeks. During week 1 teachers focus on cardiovascular activities, in week 2 they focus on muscular strength and endurance, during week 3 the topic is flexibility, week 4 – skill related components of fitness (power, speed, agility, eye hand coordination, etc), and week 4 is any choice of fitness game. We also spend the majority of the first 9 weeks talking about health and health related (and skill) fitness components together to set the framework for the year. I currently created a Fit Stan I. Mal project that I am trying to tweak to use as an assessment for my students (as they become the health, fitness and nutrition trainer).

Vicki:

Technology is everywhere. Many schools provide all students with tablets or iPads. Heart rate monitors, pedometers, digital cameras, etc. are now common in many schools. Do you integrate technology with your students, parents, administrators, or community? If so, please explain.

Heidi:

We use iPads, students go 1 to1 next year. I use them in the health classroom (apps, station-work, etc), station-work is also done in the gym with them, as well as taping and assessing activities, work for injured students, various apps for yoga, fitness, etc. Currently working on doing QR codes for our fitness room.

Brad:

Thank you so much for being a part of this round-table discussion. Do you have a final piece of advise for others who are trying to address the issues (fitness assessment, obesity, technology, professional membership) we have talked about during this round-table.

Heidi:

You can do it! Most likely, you are already doing some (if not all) of these things. A little bit of change, and time will go a long way for you professionally and your students personally! If you're stuck...ask someone! I love to share my ideas and work! Hang in there!



THIS ARTICLE IS THE RESULT OF AN INTERVIEW HEIDI HAD WITH VICKI AND BRAD, BOTH AAHPERD PAST-PRESIDENTS.

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EFFICACY FOR ADVOCACY:

PREPARING FUTURE TEACHER PROFESSIONALS TO CARRY THE MESSAGE

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ADVOCACY

ABSTRACT

EDUCATION ADVOCACY EFFORTS FOR PROMOTING THE NON-CORE OR SPECIAL SUBJECTS HAVE BEEN MODEST AND ALTHOUGH WELL ORGANIZED, NOT ROBUSTLY EXERCISED BY EDUCATORS. THE NUMBER OF PROFESSIONAL PHYSICAL EDUCATORS THAT TAKE OWNERSHIP OF THEIR DISCIPLINE THROUGH PLANNING AND/OR PARTICIPATION IN ADVOCACY EFFORTS IN THEIR SCHOOLS OR COMMUNITIES IS NOT WELL DOCUMENTED. ARE EDUCATORS AWARE THAT MANY OF ACTIVITIES OR RESPONSIBILITIES THAT THEY ENGAGE IN MAY BE ADVOCACY EFFORTS DESIGNED TO PROMOTE THEIR DISCIPLINE? OPTIMAL COURSE PROJECTS SHOULD DIRECTLY AND POSITIVELY IMPACT THE COMMUNITY YOUTH WHO RECEIVE EDUCATIONAL SERVICES AND INCREASE COMMUNITY AWARENESS OF QUALITY HEALTH AND PHYSICAL EDUCATION PROGRAMMING. THE PURPOSE OF THIS STUDY IS TO DETERMINE PROSPECTIVE (FIRST THREE YEARS OF TEACHING) SELF-EFFICACY OF TEACHER PREPARATION STUDENTS FOR PHYSICAL EDUCATION ADVOCACY EFFORTS (I.E., ENGAGING IN, DEVELOPING, PLANNING CERTAIN PROFESSION-BASED ACTIVITIES). OVERALL, STUDENTS HAD HIGHEST EFFICACY FOR PROFESSIONAL DEVELOPMENT ACTIVITIES AND LOWEST FOR STANDARDS-BASED PLANNING AND ASSESSMENT. PRE-PROFESSIONALS (STUDENTS IN UPPER LEVEL COURSEWORK) WERE MORE CONFIDENT THAN EARLY MAJORS FOR PHYSICAL EDUCATION ADVOCACY ON MULTIPLE CATEGORIES OF INVOLVEMENT ALTHOUGH RESULTS WERE NOT SIGNIFICANT. RELATIONSHIPS BETWEEN ADVOCACY CATEGORIES WERE STRONG TO MODERATE. THESE FINDINGS SUPPORT THE NECESSITY OF TEACHER PREPARATION PROGRAMS TO THREAD A VARIETY OF ADVOCACY PROJECTS AND OPPORTUNITIES THROUGHOUT COURSEWORK AND STRESS GRASS ROOTS' ADVOCACY THROUGH EFFECTIVE PEDAGOGY, COMMUNITY OUTREACH, AND INVESTMENT IN PROFESSIONAL ORGANIZATIONS.

KEY WORDS:

**ADVOCACY, TEACHER PREPARATION, SELF-EFFICACY,
COMMUNITY OUTREACH**

ADVOCACY IS DEFINED AS ACTIVE SUPPORT FOR A CAUSE, THE ACT OF PLEADING FOR, SUPPORTING, OR RECOMMENDING A COURSE OF ACTION; ACTIVE PROMOTION (AMERICAN HERITAGE®, 2011). EDUCATION ADVOCACY EFFORTS FOR PROMOTING THE NON-CORE OR SPECIAL SUBJECTS HAVE BEEN MODEST AND ALTHOUGH WELL ORGANIZED, NOT ROBUSTLY EXERCISED BY EDUCATORS. THESE EFFORTS OFTEN INCLUDE WRITTEN COMMENTARY EMBEDDED IN EDUCATION-BASED WEBSITES OR NEWSLETTERS. THESE POSITION ARTICLES, POSTS, OR BLOGS HIGHLIGHT THE NEED FOR PERFORMANCE ART (E.G., DANCE, THEATRE, DEBATE), LITERARY ART (E.G., CREATIVE ESSAYS, JOURNALISM), SOCIAL SCIENCES AND HUMANITIES (E.G., PSYCHOLOGY, SOCIOLOGY, PHILOSOPHY, FOREIGN LANGUAGE), AS WELL AS PHYSICAL EDUCATION, TO BE MAINTAINED ALONG WITH THE TYPICAL ACADEMIC CORE SUBJECTS (E.G., MATH, SCIENCE, ENGLISH/READING, TECHNOLOGY) IN PUBLIC K-12 SCHOOLS. THE REAL DEARTH OF INFORMATION LIES IN HOW NOVICE OR PRE-SERVICE EDUCATORS LEARN AND DEVELOP ADVOCACY SKILLS FOR THEIR RESPECTIVE ACADEMIC DISCIPLINES. PREPARING YOUNG EDUCATORS TO PROMOTE AND SHOWCASE THE VALUE OF THEIR DISCIPLINE IN THE FACE OF DIMINISHED IMPORTANCE BY COLLEAGUES, ADMINISTRATORS,

ALTHOUGH NO CHILD LEFT BEHIND (NCLB, 2002) WAS DESIGNED TO FOCUS ON CLOSING ACHIEVEMENT GAPS FOR MINORITY AND UNDER-PRIVILEGED STUDENTS WITH THEIR PEERS, THE NCLB ASSESSMENT FOCUS TARGETED SPECIFIC AREAS OF MATH, SCIENCE, AND READING. SINCE ENTIRE SCHOOLS MUST SHOW PROFICIENT STUDENT OUTCOMES OR EXPERIENCE CONSEQUENCES OF LOSING STUDENTS TO “STRONGER” SCHOOLS IN THE DISTRICT OR COMPLETE RESTRUCTURING, THE STAKES ON ASSESSMENT OUTCOMES ARE QUITE HIGH. ASSESSMENTS IN THE TARGET SUBJECTS HAVE DRIVEN ADMINISTRATORS, EDUCATORS, AND CURRICULUM IN A WAY THAT HAS UNDERMINED ‘NON-CORE’ SUBJECTS OR SUBJECTS THAT WERE NOT DIRECTED FOR ASSESSMENT BY REDUCING ALLOTTED TIME FOR CLASSES OR REMOVING SUBJECT AREAS FROM THE SCHOOL ALTOGETHER.

SEVERAL NON-CORE DISCIPLINES HAVE FACED CHALLENGES RELATED TO NEGLECT IN EDUCATIONAL RESOURCES, SPECIFICALLY, FINANCIAL SUPPORT AND HIRING AND RETENTION OF QUALIFIED, LICENSED EDUCATORS WITH EXPERTISE IN THESE DISCIPLINES. THIS ECONOMICALLY DRIVEN REDUCTION IN NON-CORE ACADEMICS IN K-12 EDUCATION ALSO RESULTS IN REDUCTIONS IN TEACHER PREPARATION PROGRAMS AND RESOURCES FOR ASPIRING AND PRE-SERVICE TEACHERS AT UNIVERSITIES (FREEDBERG, 2013; ARZBERGER & LANGER, 2014). THE CYCLE UNFOLDS IN A LARGER SCOPE IN THAT MANY U.S. UNIVERSITIES ARE REPORTING OVERALL LOW ENROLLMENT IN UNDERGRADUATE TEACHER PREPARATION PROGRAMS (ERDLEY & HARRIS, 2013; SANCHEZ, 2014). PEDAGOGY AS AN APPLIED SCIENCE MAY BE THREATENED CREATING GROSS GAPS IN THE EDUCATION PROCESS, MOST IMPORTANTLY FOR STUDENTS DURING THEIR K-12 SCHOOL EXPERIENCE. THE PHENOMENA OUTLINED ABOVE PRESENT CRITICAL QUESTIONS: WHO WILL TEACH OUR KIDS (I.E., K-12 STUDENTS) AND WHO WILL TEACH OUR TEACHERS (I.E. PRE-SERVICE TEACHERS)?

THE CORE CURRICULAR DISCIPLINES HAVE SOME PROTECTIONS UNDER GOVERNMENT LEGISLATION SUCH AS THE ELEMENTARY AND SECONDARY EDUCATION ACT (ESEA; U.S. DEPARTMENT OF EDUCATION, 2015) SINCE THESE DISCIPLINES ARE RECOGNIZED AS PRIORITY FOR SCHOOLS TO ADEQUATELY PREPARE GENERATIONS TO BE PRODUCTIVE AND COMPETITIVE IN SOCIETY AND THE WORK FORCE. THIS EDUCATION PHILOSOPHY MEANS THAT NON-CORE DISCIPLINES ARE CHARGED WITH SHOWCASING AND REINFORCING THEIR UNIQUE CURRICULAR VALUE WITHIN THE K-12 PUBLIC EDUCATION SYSTEM. WHERE SHOULD OR WILL, SUCH EFFORTS EMERGE FROM? ARE VETERAN TEACHERS OF NON-CORE ACADEMIC SUBJECTS PREPARED FOR THE BATTLE? DO THEY BELIEVE THAT THEIR EFFORTS IN ADVOCATING FOR THEIR DISCIPLINES WILL INFLUENCE EDUCATION POLICY OR FACILITATE POLICY CHANGE?

SPECIFIC TO PHYSICAL EDUCATION, THE ADVOCACY EFFORTS HAVE BEEN CHIEFLY SUSTAINED BY NON-PROFESSIONAL PHYSICAL EDUCATION SUPPORTERS. EXAMPLES INCLUDE RICHARD SIMMONS’ P.E. CRUSADE (2015), POLAR USA (HEART RATE TECHNOLOGY), ALLIANCE FOR A HEALTHIER GENERATION (2015), AND SHAPE SPEAK OUT! DAY (SHAPE AMERICA, 2015). THE PURPOSE OF ONE OF THE LARGEST AND BEST ORGANIZED ADVOCACY EFFORTS, SPEAK OUT! DAY, IS TO PRESENT AND DISCUSS THE REAL CHALLENGES TO YOUTH HEALTH (PHYSICAL AND MENTAL) AND EDUCATIONAL EXPERIENCES AS A RESULT OF DIMINISHED PHYSICAL EDUCATION AND ACTIVITY OPPORTUNITIES WITH LEGISLATORS ON CAPITOL HILL. STATE REPRESENTATION FOR THIS EVENT HAS BEEN MARGINAL (I.E., 25 STATES IN 2010; JEFFRIES, 2010) AND THE 2013 EVENT HAD 67 PHYSICAL EDUCATORS IN ATTENDANCE FROM THE NATION’S PHYSICAL EDUCATION PEDAGOGY PROFESSION OF OVER 300,000; ONLY 17 OF THESE WERE K-12 EDUCA-

TORS (J. MIHOC, PERSONAL COMMUNICATION, JUNE 11, 2013). THIS YEAR THE SPEAK OUT! EVENT HOSTED JUST OVER 100 HEALTH AND PHYSICAL EDUCATORS REPRESENTING 37 STATES, BUT THESE NUMBERS ARE STILL SMALL IN LIGHT OF THE NUMBER OF TEACHERS THAT ARE POTENTIALLY IMPACTED BY EDUCATION POLICY SPECIFIC TO HEALTH AND PHYSICAL EDUCATION. WHY ARE SO FEW OF OUR NATION’S PHYSICAL EDUCATION PRACTITIONERS ACTIVELY ADVOCATING FOR THEIR OWN PROFESSION? DO TEACHERS RECOGNIZE THAT MANY TEACHING ACTIVITIES OR RESPONSIBILITIES THAT THEY ARE ENGAGED IN ARE IN FACT, ADVOCACY EFFORTS, GRASS ROOTS PROMOTION OF THEIR DISCIPLINE?

THE LACK OF ADVOCACY OR AT LEAST ATTENDANCE AT ADVOCACY EVENTS ALSO SEEMS TO TRICKLE DOWN TO THE STATE AND LOCAL LEVEL (JEFFRIES, 2010). THE NUMBER OF PROFESSIONAL PHYSICAL EDUCATORS THAT TAKE OWNERSHIP OF THEIR DISCIPLINE THROUGH PLANNING AND/OR PARTICIPATION IN ADVOCACY EFFORTS IN THEIR SCHOOLS OR COMMUNITIES IS NOT WELL DOCUMENTED. PROGRAM CUTS AND CURRICULUM REORGANIZATION SUGGEST REDUCED IMPORTANCE OF PHYSICAL EDUCATION AS A NECESSARY ACADEMIC DISCIPLINE (BAROSO, MCCULLUM-GOMEZ, HOELSCHER, KELDER, & MURRAY, 2005). ONE STRATEGY TO COMBAT THIS PARADIGM IS TO INCREASE COMMUNITY OUTREACH IN PROMOTING PHYSICAL EDUCATION PROGRAMS. CONNECTING WITH THE COMMUNITY, THROUGH VARIOUS OUTLETS, CAN INCREASE AWARENESS AND VISIBILITY OF EFFECTIVE PHYSICAL EDUCATION AND ACTIVITY PROGRAMS FOR CHILDREN’S HEALTH AND WELL-BEING, AS WELL AS THE IMPORTANCE OF COMPETENT PHYSICAL EDUCATORS.

A 2009 REPORT PREPARED FOR NASPE FOUND THAT APPROXIMATELY 75% OF THE 1100+ K-12 PHYSICAL EDUCATORS SURVEYED HAD A MEMBERSHIP IN A DISCIPLINE-SPECIFIC PROFESSIONAL ORGANIZATION AND APPROXIMATELY 60% HAD ATTENDED A PROFESSION-BASED CONFERENCE IN THE LAST YEAR (ROSLOW, 2009). THIS REPORT ALSO HIGHLIGHTED THAT OVER HALF OF THE EDUCATORS ARE REQUIRED TO PURSUE PROFESSIONAL DEVELOPMENT OPPORTUNITIES AND ARE PROVIDED RESOURCES FOR PROFESSIONAL DEVELOPMENT (TIME OFF, FINANCIAL COMPENSATION). ALTHOUGH PROFESSIONAL DEVELOPMENT IS CRITICAL FOR EDUCATOR GROWTH, ADVOCACY EFFORTS ARE CRITICAL FOR PROGRESS AND SUSTENANCE OF PHYSICAL EDUCATION AS AN ACADEMIC DISCIPLINE AND CAREER SECURITY FOR OUR EDUCATORS. PROFESSIONAL DEVELOPMENT OPPORTUNITIES INCLUDE STATE, REGIONAL, AND NATIONAL CONFERENCES, TEACHING OR COACHING WORKSHOPS, UNIVERSITY COURSES, WEBINARS AND OTHER SIMILAR VENUES. THE FOCUS OF MANY OF THESE VENUES IS NETWORKING, TEACHING AND COACHING PEDAGOGY, AND SCIENCE-BASED PRACTICES (SHAPE, 2015). ADVOCACY AS A PRACTICE IS TYPICALLY UNDER-EMPHASIZED AT THESE VENUE TYPES DESPITE THE IMPORTANCE OF SUCH EFFORTS.

SEVERAL REASONS AND ARGUMENTS FOR THE DEARTH OF ADVOCACY EFFORTS INCLUDE COSTLY TRAVEL, TIME COMMITMENTS, INADEQUATE COMPENSATION, AND LACK OF TRAINING IN ADVOCACY DURING PRE-SERVICE EXPERIENCES (JEFFRIES, 2010). YOUNG PROFESSIONALS MAY BE ILL EQUIPPED OR LACK EXPERIENCE WITH THE SKILL SET TO PLAN AND IMPLEMENT ADVOCACY PROGRAMS. THE LACK OF TRAINING IN, AND AWARENESS OF, ADVOCACY FOR THE PROFESSION COULD BE A KEY TO UNDERSTANDING WHY THE PHYSICAL ACTIVITY PROFESSION (AND OTHER “SPECIALS”) LACKS ACCEPTANCE AS AN IMPORTANT EDUCATIONAL CONTENT AREA. THE FOCUS OF THIS STUDY WAS TO ASSESS STUDENTS’ EFFICACY (SITUATIONAL CONFIDENCE) FOR DISCIPLINE ADVOCACY. WHAT TYPES OF OPPORTUNITIES CAN PRE-SERVICE TEACHERS ENGAGE IN FOR LEARNING, PLANNING AND IMPLEMENTING DIFFERENT

TYPES OF ADVOCACY EFFORTS SHOWCASING THEIR PROFESSION AND HOW CONFIDENT ARE PRE-SERVICE TEACHERS IN ENGAGING IN SUCH EFFORTS?

SOME UNIVERSITY PHYSICAL EDUCATION TEACHER PREPARATION PROGRAMS COMMIT TO PROVIDING SUCH OPPORTUNITIES TO ITS PRE-SERVICE TEACHERS VIA COURSEWORK AND OUTREACH PROGRAMS. EXAMPLES OF CURRENT ADVOCACY-BASED PROGRAMS WITHIN PHYSICAL EDUCATION TEACHER PREPARATION PROGRAMS ARE: ADAPTED PHYSICAL ACTIVITY LAB EXPERIENCES FOR CHILDREN WITH DISABILITIES IN THE COMMUNITY, SHOWCASE PRESENTATIONS FOR SHARING THE VALUE AND QUALITIES OF HEALTH AND PHYSICAL EDUCATION FOR PARENTS AND ADMINISTRATORS IN THE COMMUNITY, CAMPUS-BASED ADVOCACY THROUGH UNIVERSITY-WIDE GAME AND FITNESS DAYS PROMOTING THE PHYSICAL EDUCATION TEACHING PROFESSION, AND ATTENDANCE AND MEMBERSHIP IN STATE OR NATIONAL PROFESSIONAL EDUCATION ASSOCIATIONS.

ANOTHER GREAT ADVOCACY RESOURCE IS THE UNIVERSITY INSTRUCTOR. THESE PROFESSIONALS OFTEN HAVE K-12 TEACHING EXPERIENCE AND ADVANCED DEGREES IN PEDAGOGY FOR PHYSICAL EDUCATION AND HEALTH. THEY MODEL BEST PRACTICES IN PLANNING AND TEACHING BUT CAN ALSO CONTRIBUTE TO PROFESSIONAL STUDENT DEVELOPMENT DURING LECTURE DISCUSSION ABOUT HEALTH AND PHYSICAL EDUCATION. USING LANGUAGE IN DISCUSSING PHYSICAL EDUCATION AND HEALTH AS ACADEMIC SUBJECTS; WORDS SUCH AS 'PHYSICAL EDUCATION' VERSUS 'GYM' AND "YOUR CLASSROOM" WHEN CONVERSING ABOUT PHYSICAL ACTIVITY SPACE (E.G., GYMNASIUM, CAFETERIA, OUTDOOR FIELDS AND COURTS) BEGIN TO HELP ASPIRANT TEACHERS TO ESTABLISH ACADEMIC VOCABULARY THAT IS USED BY TEACHERS IN MORE TRADITIONAL CLASSROOM SUBJECTS. NÍ CHRÓINÍN & COULTER (2012) SURVEYED 326 PRE-SERVICE TEACHERS AND FOUND THAT EARLY PROGRAM, ASPIRANT TEACHERS DEFINED PHYSICAL EDUCATION IN REFERENCE TO SPORT AND FITNESS/HEALTH OUTCOMES, WHEREAS AS THESE STUDENTS GOT NEAR THE END OF THEIR TEACHER EDUCATION PROGRAM THEY TENDED TO UTILIZE TERMS TO DEFINE PHYSICAL EDUCATION MORE FROM AN EDUCATIONAL AND TEACHING CONTEXT, SUCH AS EQUAL OPPORTUNITIES FOR STUDENTS AND ASPECTS OF TEACHING FAIR PLAY. THESE RESULTS HIGHLIGHT THAT ASPIRANT TEACHERS WILL EXPERIENCE A CHANGE IN UNDERSTANDING OF BOTH WHAT THE DISCIPLINE IS DESIGNED TO OFFER K-12 STUDENTS AND THEIR ROLE IN PROVIDING A MULTITUDE OF EDUCATIONAL OPPORTUNITIES FOR THEIR STUDENTS. AS STUDENTS PROGRESS IN THEIR PREPARATION AND GAIN DEEPER UNDERSTANDING FOR THE EDUCATION PROCESS, TEACHING, AND LEARNING, THEY MAY BE READY TO TAKE MORE RESPONSIBILITY FOR THEIR PROFESSIONAL GROWTH AND OUTREACH.

THE IMPORTANCE OF ACTIVE ENGAGEMENT IN THESE TYPES OF ADVOCACY OPPORTUNITIES IS NOT WELL UNDERSTOOD AMONG UNDERGRADUATES IN TEACHER PREPARATION PROGRAMS. COURSE PROJECTS THAT PROVIDE STUDENTS WITH SOME OWNERSHIP OF THEIR DISCIPLINE THROUGH COMMUNITY VISIBILITY AND THAT REQUIRE STUDENTS TO BE CREATIVE IN PROMOTING (E.G., MARKETING, PREPARATION, DELIVERY) THE IMPORTANCE OF THEIR PROFESSION. OPTIMAL COURSE PROJECTS SHOULD DIRECTLY AND POSITIVELY IMPACT THE COMMUNITY YOUTH WHO RECEIVE EDUCATIONAL SERVICES AND INCREASE COMMUNITY AWARENESS OF QUALITY HEALTH AND PHYSICAL EDUCATION PROGRAMMING. PRE-SERVICE TEACHER PROJECTS WILL ALSO IMPACT COMMUNITY EDUCATION CONSUMERS WHO HAVE CHILDREN OR OTHER INVESTMENTS (PERSONAL OR PROFESSIONAL) BY HIGHLIGHTING THE SPECIFIC GOALS AND OBJECTIVES THAT THE CURRENT GENERATION OF PHYSICAL EDUCATION PROFESSIONALS WILL BRING TO THE SCHOOLS, PROGRAMS AND THE CHILDREN. THE PURPOSE OF THIS STUDY IS TO DE-

TERMINE CURRENT AND PROSPECTIVE (FIRST THREE YEARS OF TEACHING) SELF-EFFICACY OF STUDENTS FOR PHYSICAL EDUCATION ADVOCACY EFFORTS (I.E., ENGAGEMENT, DEVELOPMENT, PLANNING IN VARIOUS PROFESSION-BASED ACTIVITIES).

HYPOTHESIS FORWARDED FOR EXAMINATION IN THIS STUDY IS THAT PRE-SERVICE STUDENTS WHO HAVE TAKEN TWO OR MORE HIGHER LEVEL COURSES (*PRE-PROFESSIONALS*, 300 LEVEL OR HIGHER) WILL HAVE HIGHER EFFICACY FOR ADVOCACY THAN STUDENTS WHO HAVE TAKEN ONLY 100-200 LEVEL COURSES (*EARLY MAJORS*). ADDITIONALLY, EXPLORATORY CORRELATION ANALYSES WILL BE CONDUCTED TO DETERMINE ANY SIGNIFICANT RELATIONSHIPS BETWEEN STUDENTS' EFFICACY AMONG DIFFERENT CATEGORIES OF ADVOCACY PROJECTS AND OPPORTUNITIES. STRONG RELATIONSHIPS BETWEEN ADVOCACY CATEGORIES MAY HIGHLIGHT PROJECTS THAT CONTRIBUTE TO TEACHER CONFIDENCE IN ENGAGING IN OTHER ADVOCACY ACTIVITIES.

METHODS

UPON APPROVAL FROM THE INSTITUTIONAL REVIEW BOARD (IRB) OF THE UNIVERSITY, PHYSICAL EDUCATION MAJORS FROM A MIDWEST UNIVERSITY WITH AN ACCREDITED PHYSICAL EDUCATION TEACHER PREPARATION PROGRAM WERE CONTACTED BY THE PRIMARY INVESTIGATOR VIA VISITS TO CURRENT PEDAGOGY CLASSES, EMAIL MESSAGING, AND POSTING ON A LIST SERVE (BLACKBOARD) FOR PHYSICAL EDUCATION MAJORS. STUDENTS WERE PROVIDED WITH STUDY INFORMATION AND PROTOCOL FOR SURVEY COMPLETION AND PROVIDED A SURVEY LINK FOR ACCESSING THE ONLINE EFFICACY SURVEY (QUALTRICS, PROVO, UT). ALL SURVEY RESPONSES WERE COMPLETED (~10 TO 15 MINUTES) AND THE COMPLETED SURVEY OUTPUT FOR THIS PAPER WAS GENERATED USING QUALTRICS SOFTWARE, VERSION 2015 OF THE QUALTRICS RESEARCH SUITE.

INFORMED CONSENT WAS ASSUMED AS STUDENTS VOLUNTARILY COMPLETE THE SURVEY. PARTICIPANTS WERE INFORMED THAT THEY COULD WITHDRAW CONSENT BY TERMINATING THE ONLINE SURVEY SESSION AT TIME DURING SURVEY COMPLETION WITH NO PENALTY FOR TERMINATION. THIS WAS A SINGLE TIME DATA COLLECTION IN ACCORDANCE WITH THE GRANT PROPOSAL THAT SUPPORTED THIS PARTICULAR PROJECT.

THE SURVEY WAS DEVELOPED FOR USE BY THE PRIMARY INVESTIGATOR AND REVIEWED BY PHYSICAL EDUCATION PROFESSIONAL FACULTY FOR READABILITY, RELEVANCE, AND VALIDITY. ADDITIONALLY, FOUR OPEN-ENDED QUALITATIVE ITEMS WERE INCLUDED ON THE SURVEY TO DETERMINE GENERAL KNOWLEDGE OF ADVOCACY AND ATTITUDES TOWARDS OUTREACH PROJECTS. THESE ITEMS WILL BE UTILIZED FOR FUTURE RESEARCH, EDUCATION PURPOSES, AND COURSE PROJECT DEVELOPMENT, THUS THE RESULTS ARE NOT INCLUDED IN THIS STUDY. BANDURA'S (1986) PROTOCOL FOR ASSESSING STRENGTH OF SELF-EFFICACY WAS UTILIZED. FOURTEEN EFFICACY ITEMS WERE PRESENTED TO STUDENTS AND FOR EACH ITEM STUDENTS WERE ASKED TO "RATE YOUR DEGREE OF CONFIDENCE BY RECORDING A NUMBER FROM 0 TO 100 FOR EACH SITUATION PRESENTED BELOW." (SEE TABLE 1). ITEMS REPRESENTED THREE CATEGORIES OF PROFESSIONAL DEVELOPMENT OPPORTUNITIES AND RESPONSIBILITIES REFLECTIVE OF ADVOCACY EFFORTS IN EDUCATION.

THE THREE CATEGORIES FOCUS ON PLANNING AND IMPLEMENTATION OF AND ENGAGEMENT IN:

1. STANDARDS-BASED PLANNING AND ASSESSMENT (SPA, FIVE ITEMS),

2. COMMUNITY OUTREACH AND PROMOTION TO EDUCATIONAL STAKEHOLDERS (COP, FIVE ITEMS), AND
3. PROFESSIONAL ORGANIZATION ENGAGEMENT (POE, FOUR ITEMS;

INVOLVEMENT IN PROFESSIONAL DEVELOPMENT, GRANT WRITING). THE PARTICIPANTS WERE ASKED TO SPECULATE ON THEIR EFFICACY FOR ENGAGING IN SPECIFIC ADVOCACY EFFORTS IN THEIR FIRST THREE YEARS OF TEACHING IN A K-12 EDUCATIONAL SETTING, THEREFORE, THE STUDENT RESPONSES WERE PROSPECTIVE.

BASIC DESCRIPTIVE STATISTICAL ANALYSES WERE CONDUCTED TO DETERMINE MEAN EFFICACY SCORES FOR THE DIFFERENT ADVOCACY CATEGORIES. PEARSON PRODUCT MOMENT CORRELATIONS WERE RUN TO REVEAL ANY STATISTICALLY SIGNIFICANT RELATIONSHIPS BETWEEN ADVOCACY CATEGORIES VIA EFFICACY VALUES. FINALLY, GROUP DIFFERENCES (TWO GROUPS BASED UPON TEACHER PREPARATION EXPERIENCE) WERE EXAMINED WITH INDEPENDENT T-TESTS FOR THE THREE DIFFERENCE ADVOCACY CATEGORIES. THE TWO GROUPS WERE IDENTIFIED AS *EARLY MAJORS* AND *PRE-PROFESSIONALS* DISTINGUISHED BY 100-200 LEVEL COURSES AND 300-400 LEVEL COURSES, RESPECTIVELY.

RESULTS

TWENTY-FOUR PHYSICAL EDUCATION MAJORS ($N = 24$) COMPLETED THE SURVEY. FOURTEEN STUDENTS WERE IN THEIR FIRST OR SECOND YEAR OF THE PROGRAM, SIX STUDENTS WERE IN 300 AND/OR 400 LEVEL TEACHER PREPARATION COURSES, AND FOUR STUDENTS WERE IN THEIR STUDENT TEACHING EXPERIENCE.

STUDENT EXPERIENCE WAS ALSO USED TO CATEGORIZE THE STUDENTS INTO TWO GROUPS:

1. EARLY MAJORS,
2. PRE-PROFESSIONALS;

THIS CATEGORIZATION IS CONSISTENT WITH STUDENT EXPERIENCE WITH VARIOUS LESSON AND PROJECT PLANNING AND IMPLEMENTATION.

DESCRIPTIVE STATISTICS (SEE TABLE 1) SHOW THAT THE CATEGORY WITH THE HIGHEST MEAN EFFICACY WAS FOR POE, THE HIGHEST SINGLE EFFICACY ITEM WITHIN THIS CATEGORY WAS FOR PROFESSIONAL MEMBERSHIP ($M=73.85$, $SD=21.18$) AND THE ITEM WITH THE LOWEST MEAN EFFICACY WAS GRANT WRITING ($M=61.54$, $SD=23.27$). THE COP CATEGORY HAD THE SECOND HIGHEST MEAN EFFICACY WITH THE HIGHEST SINGLE ITEM SCORE FOR PRESENTING P.E. AND HEALTH VALUES TO PARENTS/GUARDIANS ($M=75.00$, $SD=22.14$) AND HEALTH EDUCATION ADVOCACY PLANNING ITEM REPRESENTED THE LOWEST EFFICACY SCORE ($M=60.77$, $SD=23.31$). THE CATEGORY THAT HAD THE LOWEST MEAN EFFICACY WAS SPA. THE HIGHEST EFFICACY ITEM WITHIN THIS CATEGORY WAS ASSESSMENT FOR LESSON OBJECTIVES ($M=67.69$, $SD=25.03$) AND THE LOWEST SINGLE ITEM EFFICACY SCORE WAS FOR LESSON PLANNING ALIGNED WITH SHAPE STANDARDS ($M=62.31$, $SD=28.61$).

GROUP DIFFERENCES IN EFFICACY FOR THE THREE ADVOCACY CATEGORIES WERE EXAMINED WITH INDEPENDENT T-TESTS. PRE-PROFESSIONALS HAD HIGHER MEAN EFFICACY FOR PLANNING ($M = 72.4$, $SD = 21.72$) THAN EARLY MAJORS ($M = 55.0$, $SD = 23.41$), HAD HIGHER PRESENTATION EFFICACY ($M = 73.4$, $SD = 15.38$) THAN EARLY MAJORS ($M = 61.6$, $SD = 19.79$), AND SCORED HIGHER ON EFFICACY FOR PROFESSIONAL DEVELOPMENT ($M = 71.5$, $SD = 10.35$) THAN EARLY MAJORS ($M = 61.3$, $SD = 19.75$). HOWEVER, NONE OF THESE DIFFERENCES

EMERGED AS SIGNIFICANT AT THE $P < .05$ LEVEL, $T(22) = -1.85$, $P = .08$, $T(22) = -1.58$, $P = .13$, AND $T(22) = -1.49$, $P = .15$, RESPECTIVELY.

TABLE 1 ALSO HIGHLIGHTS PEARSON PRODUCT MOMENT CORRELATIONS BETWEEN THE CATEGORIES THAT REPRESENT ADVOCACY SKILLS AND OPPORTUNITIES FOR PHYSICAL EDUCATION TEACHER PREPARATION STUDENTS. SIGNIFICANT RELATIONSHIPS EMERGED BETWEEN SPA AND COP AND BETWEEN COP AND POE. STUDENTS WHO HAD HIGHER EFFICACY FOR PLANNING AND ASSESSMENT HAD HIGHER EFFICACY FOR ENGAGING IN COMMUNITY OUTREACH AND HEALTH AND PHYSICAL EDUCATION PROMOTION. LIKewise STUDENTS WHO HAD HIGHER EFFICACY FOR ENGAGING IN COMMUNITY OUTREACH HAD HIGHER EFFICACY FOR ENGAGING IN PROFESSIONAL ORGANIZATION ACTIVITIES. A MOD-EST RELATIONSHIP EMERGED BETWEEN PLANNING AND ASSESSMENT AND ENGAGEMENT IN PROFESSIONAL ORGANIZATIONS.

DISCUSSION

TEACHER EFFICACY HAS BEEN EXAMINED FOR INCLUSIVE CLASSROOM READINESS (LOREMAN, SHARMA, & FORLIN, 2013), EDUCATION TECHNOLOGIES AND COMPUTER INTEGRATION IN PHYSICAL EDUCATION (VAROL, 2014), AND NON-SPECIALIST TEACHERS' CONFIDENCE TO TEACH PHYSICAL EDUCATION (MORGAN & BOURKE, 2008).

BANDURA (1997) POSITS THAT EFFICACY BELIEFS CAN BE DEVELOPED AND/OR ENHANCED VIA FOUR MECHANISMS,

1. PERSONAL MASTERY EXPERIENCES,
2. VICARIOUS EXPERIENCES (MODELING),
3. SOCIAL PERSUASIONS, AND
4. PHYSIOLOGICAL OR AFFECTIVE REACTIONS.

BECAUSE SELF-EFFICACY BELIEFS ARE SITUATIONAL IN NATURE, BREADTH AND DEPTH OF INDIVIDUALS' EXPERIENCES AND ENVIRONMENTAL CONTEXT APPEAR TO BE PIVOTAL IN THE DEVELOPMENT OF CONFIDENCE FOR ENGAGING IN CERTAIN BEHAVIORS. TEACHER EFFICACY OR EFFECTIVENESS IN PROMOTING PHYSICAL EDUCATION AS A VALUABLE, ACADEMIC DISCIPLINE IS A WORTHY SKILL TO NURTURE AND FACILITATE AMONG YOUNG EDUCATORS.

FOR NOVICE EDUCATORS IMMERSSED IN THEIR PREPARATION COURSEWORK, BOTH EXPERIENCE AND CONTEXT ARE IMPORTANT FACTORS TO THEIR CONFIDENCE IN BEING SUCCESSFUL, NAVIGATING THE PROFESSIONAL REQUIREMENTS, AND CONTRIBUTING TO THE EDUCATIONAL CLIMATE IN A POSITIVE WAY. PREPARATION PROGRAMS THAT PROVIDE EXPERIENCES THAT PRE-SERVICE TEACHERS WILL ENCOUNTER IN THEIR PROFESSIONAL PLACEMENTS ARE RESPONSIBLE AND APPLAUDED. GRADUATES FROM ACCREDITED PROGRAMS THAT ARE GUIDED BY PROFESSIONAL STANDARDS FORWARDED FROM NATIONAL COUNCILS SUCH AS THE COUNCIL FOR THE ACCREDITATION OF PROFESSIONAL EDUCATORS (CAEP) REPORT THAT PREPARATION EXPERIENCES ALIGNED CLOSELY WITH "REAL WORLD" CAREER EXPECTATIONS ARE MOST VALUABLE (CAEP, 2014).

HIGHER EDUCATION INSTRUCTORS OFTEN HAVE P-12 TEACHING EXPERIENCE THAT SERVES THEM WELL WHEN DIRECTING STUDENTS' TEACHER PREPARATION EXPERIENCES. THOSE EDUCATORS WHO WORK CLOSELY WITH ASPIRANT AND PRE-SERVICE TEACHERS ARE CHARGED WITH DELIVERING BOTH PEDAGOGICAL CONTENT AND OPPORTUNITIES FOR PRACTICES THAT HELP PROMOTE AND ADVOCATE FOR THEIR RESPECTIVE ACADEMIC DISCIPLINE. THIS IS PARTICULARLY CRITICAL FOR ACADEMICS THAT ARE NOT CONSIDERED CORE SUBJECTS AND HAVE BEEN REDUCED IN IMPORTANCE AND RESOURCES IN LIGHT OF INCREASED

EMPHASIS ON MATH, SCIENCE, AND LANGUAGE ARTS. EDUCATORS IN TEACHER PREPARATION PROGRAMS FOR NON-CORE SUBJECTS WHO INTEGRATE PROJECTS AND OPPORTUNITIES THAT PROMOTE PROFESSIONAL ADVOCACY ENABLE THEIR STUDENTS TO PRACTICE AND HONE ADVOCACY SKILLS THAT WILL SERVE THEM WELL IN THEIR CAREERS.

PHYSICAL EDUCATORS HAVE BEEN RELEGATED TO SHARING RESOURCES (I.E., TIME AND FUNDING) WITH OTHER COLLEAGUES IN BOTH ACADEMIC CORE AND SPECIAL SUBJECTS, ARE OFTEN REQUIRED TO SPEND PREPARATION AND CLASS TIME ASSISTING WITH COMMON CORE (MATHEMATICS AND LANGUAGE ARTS) ASSESSMENT SUBJECT MATTER, AND ARE ATTEMPTING TO TEACH CRITICAL PHYSICAL LITERACY SKILLS IN LIMITED SPACE AND TIME. THESE EDUCATORS OFTEN EXPERIENCE ADMINISTRATORS AND COLLEAGUES REINFORCING DIMINISHED IMPORTANCE OF PHYSICAL EDUCATION THROUGH SCHEDULING OF SCHOOL DAY EVENTS (E.G., PICTURE DAY, ASSEMBLIES, HOLIDAY AND FUNDRAISING EVENTS) IN THE PHYSICAL EDUCATION CLASSROOM (I.E., GYMNASIUM). ALTHOUGH THESE PRACTICES MAY SEEM INNOCUOUS TO MANY SCHOOL PERSONNEL, ASKING A MATH OR READING EDUCATOR TO GIVE UP TIME AND SPACE FOR NON-ACADEMIC EVENTS IS EXTREMELY RARE. THESE PRACTICES ALSO IMPACT PHYSICAL EDUCATORS' FEELINGS OF COLLEGIALITY AND WORTHINESS AMONG THEIR PEERS (MACDONALD, 1995; O'SULLIVAN, 1989; TEMPLIN, 1988). LUX (2010) HIGHLIGHTS THE NEED FOR STRATEGIES TO INCREASE VISIBILITY AND PERCEPTIONS OF VALUE FOR PHYSICAL EDUCATION PROFESSIONALS. THIS PROJECT FOCUSED SPECIFICALLY ON ADVOCACY EFFORTS THAT ARE EASILY ACCESSED AND UTILIZED BY YOUNG PROFESSIONALS IN THEIR PREPARATION PROGRAMS. EFFICACY FOR DEVELOPING AN ADVOCACY SKILL SET THAT MAY BE CARRIED INTO THEIR CAREER IS POSSIBLE THROUGH EXPOSURE TO, AND ENGAGEMENT IN, ADVOCACY PROJECTS. PROJECTS HIGHLIGHTED IN THIS STUDY INCLUDE DIRECT STUDENT INTERACTIONS (E.G., PLANNING AND ASSESSMENT), COMMUNITY OUTREACH, AND PROFESSIONAL DEVELOPMENT.

OVERALL PARTICIPANT EFFICACY WAS HIGHEST FOR POE CATEGORY, A FINDING THAT COULD BE EXPECTED FOR STUDENTS IN THIS PARTICULAR PROGRAM, AS ALL TEACHER PREPARATION MAJORS ARE REQUIRED TO ATTEND A PROFESSIONAL CONFERENCE AS A PART OF THEIR DECISION POINT REQUIREMENTS (I.E., A SET OF BENCHMARKS FOR COMPLETION OF COURSEWORK AND OTHER PROFESSIONAL REQUIREMENTS). CONFERENCE ATTENDANCE OFTEN INCLUDES PROFESSIONAL MEMBERSHIP FOR MANY ORGANIZATIONS. SEVERAL OF THE STUDENTS MEET THIS REQUIREMENT EARLY IN THEIR PROGRAM AND ALL STUDENTS WOULD HAVE MET THIS REQUIREMENT BY THEIR FINAL YEAR OF THEIR PROGRAM. THE COP CATEGORY WAS SECOND HIGHEST FOR OVERALL MEAN EFFICACY. THIS FINDING IS SURPRISING IN THAT MANY OF THE OUTREACH PRESENTATIONS TO PARENT GROUPS AND ADMINISTRATORS ARE DEVELOPED AND DELIVERED IN THE 300 OR 400 LEVEL COURSES AND PLANNING AND IMPLEMENTING OF COMMUNITY EVENTS IS ALSO A LATE PROGRAM REQUIREMENT. HOWEVER, DIFFERENCES IN THE TEACHER GROUPS WERE EVIDENT AS PRE-PROFESSIONALS RATED THEIR CONFIDENCE FOR ENGAGING IN COMMUNITY OUTREACH 10% HIGHER THAN EARLY MAJORS. ALTHOUGH THIS DIFFERENCE IN EFFICACY WAS NOT SIGNIFICANT, IT STILL SHOWCASES THE IMPORTANCE OF EXPERIENCE IN DEVELOPING CONFIDENCE FOR ABILITY TO ENGAGE IN ADVOCACY OUTREACH AS STUDENTS ENTER INTO THEIR PROFESSIONAL CAREERS (BANDURA, 1997).

FINALLY, THE CATEGORY OF SPA HAD THE LOWEST OVERALL EFFICACY SCORES. THIS FINDING EMERGES AS A TARGET FOR TEACHER PREPARATION PROGRAM FACULTY. STUDENTS IN THIS PROGRAM BEGIN LEARNING ABOUT STANDARDS-BASED PLANNING AND ASSESSMENT IN EARLY COURSES BUT DO NOT BEGIN DETAILED, PROGRESSIVE LESSON PLAN-

NING UNTIL 300-400 LEVEL COURSEWORK. HENNINGER AND CARLSON (2011) IDENTIFY THE IMPORTANCE OF PERSISTENT AND CONSISTENT STANDARDS-BASED CURRICULUM PLANNING (INCLUDING UNIT AND LESSON PLANNING) AND ASSESSMENT OF LEARNING OUTCOMES AS STRATEGIES TO INCREASE THE VALUE OF K-12 PHYSICAL EDUCATION. THEY SEE THIS PLANNING AND ASSESSMENT SKILL SET AS AN IMPORTANT CONTRIBUTOR TO TEACHER EFFICACY AND REDUCED BURN OUT AS WELL AS DECREASED MARGINALIZATION OF PHYSICAL EDUCATION AS AN ACADEMIC SUBJECT.

SOLID SUGGESTIONS TO GUIDE YOUNG PROFESSIONALS THROUGHOUT THEIR COURSEWORK AND INTO THEIR CAREERS INCLUDE,

1. COMMUNICATING THE IMPORTANCE OF PLANNING AND ASSESSMENT,
2. INTEGRATING PLANNING AND ASSESSMENT INTO EARLIER COURSEWORK,
3. PROVIDING CRITICAL, CONSTRUCTIVE FEEDBACK ON PROJECTS THAT INCLUDE PLANNING AND ASSESSMENT AND
4. MODELING EFFECTIVE PLANNING AND ASSESSMENT BY PROGRAM FACULTY (SELF-EFFICACY TENET, BANDURA, 1986).

ALTHOUGH GROUP MEAN DIFFERENCES WERE NOT STATISTICALLY SIGNIFICANT, DESCRIPTIVE RESULTS REINFORCE THE INFLUENCE OF EXPERIENCE AS THE MEANS FOR THE PRE-SERVICE GROUP WERE HIGHER ON ALL THREE ADVOCACY CATEGORIES. THIS FINDING REINFORCES THE PRINCIPLES OF SELF-EFFICACY THEORY (BANDURA, 1986) FOR ENHANCED CONFIDENCE IN PROSPECTIVE ACTIVITIES AS A YOUNG PROFESSIONAL. STUDENTS IN THE PRE-PROFESSIONAL GROUP WERE PROVIDED MASTERY EXPERIENCES/PERFORMANCE ACCOMPLISHMENTS VIA MULTIPLE OPPORTUNITIES IN UPPER LEVEL COURSEWORK FOR LESSON PLANNING AND ASSESSMENT AND GUIDED IN COMMUNITY PRESENTATIONS FOR PARENTS AND ADMINISTRATORS. STUDENTS WERE DIRECTED IN GRANT WRITING FOR PROGRAM FUNDING DURING IN-CLASS WORKSHOPS (SOCIAL PERSUASION) AND INTERACTIVE CLASS DISCUSSION WITH SUCCESSFUL GRANT RECIPIENTS (MODELING). EARLY MAJORS DO HAVE PROFESSIONAL DEVELOPMENT REQUIREMENTS WITH PROFESSIONAL ORGANIZATION MEMBERSHIP AND ENGAGEMENT AND ARE EXPOSED TO LESSON PLANNING BUT DO NOT GET THE BREADTH OR DEPTH OF ADVOCACY EXPERIENCE UNTIL UPPER LEVEL COURSEWORK.

THE RELATIONSHIP BETWEEN SPA AND COP IS ENCOURAGING AS THE STUDENTS WHO FEEL HIGH EFFICACY FOR STANDARDS-BASED PLANNING AND ASSESSMENT ALSO FEEL THEY CAN EFFECTIVELY COMMUNICATE THE VALUE AND NECESSITY OF THEIR HEALTH AND PHYSICAL EDUCATION PROGRAMMING WITH PARENTS AND ADMINISTRATORS. THIS RELATIONSHIP SUPPORTS THE NECESSITY OF COURSE ASSIGNMENTS AND PROJECTS THAT TARGET PLANNING AND ASSESSMENT SKILLS. STUDENTS IN TEACHER PREPARATION PROGRAMS SHOULD ALSO BE EXPECTED TO DEVELOP TEACHING AND ASSESSMENT PHILOSOPHIES, POSITION STATEMENTS (VIA DEBATES), AND PROFESSIONAL, SHOWCASE MATERIALS (E.G., PROGRAM BROCHURES, BULLETIN BOARDS, PTO PRESENTATIONS) ALL WHICH COULD BE SHARED WITH ADMINISTRATORS AND PARENTS. THE NATURE OF THESE TYPES OF PROJECTS SHOULD ALIGN WITH STATE AND NATIONAL STANDARDS AND COMPLEMENT PROGRAM PLANNING (CURRICULUM, UNIT, LESSON).

THE STRONG ASSOCIATION BETWEEN COP AND POE COULD ALSO BE EXPECTED. STUDENTS WHO HAVE ENGAGED IN COMMUNITY OUTREACH PRESENTATIONS AND PROGRAMMING HAVE BEEN ENCOURAGED TO PRESENT THESE PROJECTS AT PROFESSIONAL CONFERENCES. PERHAPS EARLY MAJORS ATTENDING PROFESSIONAL CONFERENCES SEE THEIR PEERS PRESENTING MEANINGFUL OUTREACH PROGRAMS (MODELING)

AND ASPIRE TO OR FEEL EMPOWERED TO PRESENT AS THEY PROGRESS THROUGH THE MAJOR. FINALLY, THE MODERATE RELATIONSHIP BETWEEN SPA AND POE SUGGESTS THAT THERE ARE OTHER VARIABLES THAT IMPACT THAT RELATIONSHIP. ONE EXPLANATION MAY BE THAT STUDENTS PERCEIVE THESE AS INDEPENDENT SKILL SETS AND HAVE NOT YET EXPERIENCED HOW PROFESSIONAL ORGANIZATION ENGAGEMENT COULD DEEPLY ENHANCE THEIR DAILY PLANNING AND ASSESSMENT. THESE ASPIRANT TEACHERS MAY NOT YET UNDERSTAND THE RESPONSIBILITY THEY WILL HAVE AS PHYSICAL EDUCATORS TO BE A MAJOR PUBLIC HEALTH RESOURCE FOR YOUTH IN THEIR COMMUNITIES (SALLIS ET AL., 2012). FURTHER EXAMINATION OF THESE RELATIONSHIPS IS WARRANTED.

LIMITATIONS OF THIS STUDY INCLUDE A SMALL, HOMOGENEOUS SAMPLE SIZE. ALL STUDENTS WERE FROM A SINGLE PROGRAM AT A CENTRAL MIDWEST UNIVERSITY. THE SURVEY CAPTURED A CROSS-SECTIONAL, TWO GROUP COHORT THAT WERE ASKED TO SPECULATE ON HOW CONFIDENT THEY MAY FEEL IN THEIR EARLY CAREER TO ENGAGE IN ADVOCACY EFFORTS. FINALLY, ALTHOUGH THE SURVEY WAS DEVELOPED ACCORDING TO BANDURA'S (1986) GUIDELINES FOR MEASURING SELF-EFFICACY, THE SURVEY ITEMS WERE NEWLY DEVELOPED FOR PURPOSES OF THIS STUDY AND MORE RIGOROUS PSYCHOMETRIC INTEGRITY SHOULD BE PURSUED IN FUTURE RESEARCH WITH SUCH A MEASURE OF EFFICACY FOR PHYSICAL EDUCATION ADVOCACY.

Table 1
Overall Efficacy: Means and Correlations

| Professional Efficacy | 1 | 2 | 3 |
|---|-------|-------|-------|
| 1. Standards-based Planning & Assessment (SPA) | - | | |
| 2. Community Outreach & Promotion (COP) | 0.91 | - | |
| 3. Professional Organization Engagement (POE) | 0.64 | 0.71 | - |
| Mean | 64.62 | 67.44 | 68.17 |
| S.D. | 26.03 | 22.95 | 21.71 |

Pearson product moment correlation values of $r \geq 0.70$ are considered strong, $r \geq 0.69 - r \geq 0.30$ are considered moderate, and Pearson $r \leq 0.29$ are considered weak.

MANY EDUCATORS ARE ENGAGING IN ADVOCACY EFFORTS THROUGH DAILY EMPLOYMENT OF EVIDENCE-BASED PLANNING USING NATIONAL AND STATE STANDARDS. TEACHING WITH INCREASED EMPHASIS ON ASSESSMENT OF PHYSICAL AND ACADEMIC OUTCOMES ALSO LENDS CREDIBILITY AND VALUE TO THE PHYSICAL EDUCATION DISCIPLINE. SALLIS AND COLLEAGUES (2012) APPLAUD THESE EFFORTS BUT CHARGE THE NEW GENERATION OF EDUCATORS TO ADVOCATE THROUGH PRACTICES THAT INCREASE ACCEPTANCE OF PHYSICAL AND HEALTH EDUCATION AS THE KEY TO YOUTH HEALTH ISSUES AND CONCERNS. EDUCATORS WHO ARE WILLING TO PROMOTE THEIR DISCIPLINE AT THE SCHOOL, COMMUNITY, STATE, AND NATIONAL LEVELS HAVE POTENTIAL TO CONTRIBUTE TO THE PROMISE OF "HEALTH-OPTIMIZING PHYSICAL EDUCATION."

FINALLY, PHYSICAL AND HEALTH TEACHER EDUCATION PREPARATION PROGRAMS SHOULD ALSO SHARE THE RESPONSIBILITY TO PROVIDE ASPIRANT TEACHERS ADVOCACY OPPORTUNITIES AND PRACTICE. PROGRAM FACULTY NEED TO MODEL EFFECTIVE ADVOCACY IN TEACHING AND COMMUNITY OUTREACH WITH TEACHING PRACTICUM AND ASSESSMENT LAB EXPERIENCES. COURSEWORK SHOULD INCLUDE RIGOR-

OUS PROGRAM PLANNING AND DELIVERY, DEVELOPMENT AND IMPLEMENTATION OF HEALTH/FITNESS PROGRAMS TO UNIVERSITY PEERS, COMMUNITY INVESTORS (PARENTS, TEACHERS, SCHOOL ADMINISTRATORS, SCHOOL BOARD MEMBERS), AND COMMUNITY YOUTH. GRANT WRITING AND ENGAGEMENT IN PROFESSIONAL ORGANIZATIONS AT MULTIPLE LEVELS (E.G., CONFERENCE ATTENDANCE AND PRESENTATIONS, LEADERSHIP POSITIONS) ARE ALSO PIVOTAL EXPERIENCES IN PRE-SERVICE PROGRAMS. WHILE TEACHER PREPARATION PROGRAMMING IS DESIGNED TO DELIVER SOLID PRACTICE AND GUIDED DEVELOPMENT IN PEDAGOGY SKILLS, FACILITATING GRASS ROOTS ADVOCACY EFFORTS AMONG PRE-SERVICE TEACHERS IS ABSOLUTELY CRITICAL IN IMPROVEMENT AND ADVANCEMENT OF THIS PROFESSION AND ACADEMIC DISCIPLINE INTO THE 21ST CENTURY.

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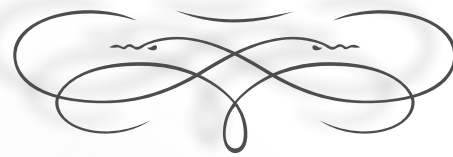
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HOW TO SURVIVE TEACHING AND COACHING:

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

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INTRODUCTION

NEGLIGENCE, AS OUTLINED IN PART I, 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. ACCORDING TO SAWYER AND GIMBERT (2014) THERE ARE VARIOUS LEVELS OF NEGLIGENCE IMPORTANT TO PHYSICAL ACTIVITY TEACHER AND SPORT PROFESSIONAL ARE: (A) A COMMISSION OF AN UNLAWFUL ACT, (B) AN IMPROPER PERFORMANCE OF SOME LAWFUL ACT, (C) THE FAILURE OF A PERSON TO ACT, (D) AN INTENT TO COMMIT AN ACT BUT WITH NO INTENTION TO HARM ANYONE, (E) AN INTENTIONAL ACT OF AN UNREASONABLE CHARACTER IN TOTAL DISREGARD FOR HUMAN SAFETY, (F) THE FAILURE TO USE EVEN SLIGHT CARE OR THE OMISION TO USE ORDINARY CARE AND DILIGENCE TO AVOID A DISCOVERED OR APPARENT DANGER, AND (G) 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.

WHAT DOES THE EXTENT OF INJURIES/DAMAGE HAVE TO DO WITH NEGLIGENCE?

WHAT IS THE EXTENT OF ACTUAL INJURY OR DAMAGE? IS THERE A PRESENCE OF ACTUAL INJURY OR DAMAGE? IF A YOUNG QUADRIPLEGIC GIRL OR BOY IS WHEELED INTO THE COURTROOM THAT WAS SEVERELY INJURED WHILE PARTICIPATING IN A SPORT, YOU CAN IMAGINE THE DRAMATIC EFFECT ON A JURY. HOWEVER, IF THE DAMAGE IS EMOTIONAL STRAIN OR HARASSMENT, THE DAMAGE WILL NOT BE AS APPARENT, BUT STILL CAN BE DETERMINED TO BE PRESENT.

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DEFENSES FOR NEGLIGENCE

CARELESSNESS IS A FACT OF LIFE. WE ALL MAKE MISTAKES IN OUR PROFESSIONAL CAPACITIES AND SOMETIMES, THOSE CARELESS ERRORS CAUSE INJURY TO OTHERS. IT IS HELPFUL TO UNDERSTAND THE APPROPRIATE DEFENSES FOR NEGLIGENCE JUST IN CASE YOU ARE SUED. THERE ARE FOUR COMMON DEFENSES FOR NEGLIGENCE. THEY INCLUDE ASSUMPTION OF RISK, CONTRIBUTORY NEGLIGENCE, COMPARATIVE NEGLIGENCE, AND GOVERNMENTAL IMMUNITY.

WHAT IS ASSUMPTION OF RISK?

WONG (2010) SUGGESTED THE DOCTRINE OF “ASSUMPTION OF RISK” HAS BEEN RECOGNIZED AS A DEFENSE AGAINST LIABILITY IN ACTIVITIES SUCH AS COMPETITIVE SPORTS AND EXERCISE TESTING AND PRESCRIPTION. IT IS BASED ON THE THEORY THAT PEOPLE WHO KNOW, UNDERSTAND, AND APPRECIATE THE DANGER INVOLVED IN AN ACTIVITY AND VOLUNTARILY ENGAGE IN IT WILLINGLY EXPOSE THEMSELVES TO CERTAIN PREDICTABLE INHERENT RISKS. FURTHER, WONG (2010) SUGGESTS THE DEFENSE OF ASSUMPTION OF RISK IS, IN FACT, QUITE NARROWLY CONFINED AND RESTRICTED BY TWO REQUIREMENTS: FIRST, THAT THE PLAINTIFF MUST KNOW, UNDERSTAND, AND APPRECIATE THE RISK BEING INCURRED AND SECOND, THAT THE CHOICE TO INCUR IT MUST BE ENTIRELY FREE AND VOLUNTARY. SINCE IN THE ORDINARY

CASE THERE IS NO CONCLUSIVE EVIDENCE AGAINST THE PLAINTIFF ON THESE ISSUES, THEY NORMALLY GO TO THE JURY AND SINCE JURIES ARE NOTORIOUSLY UNFAVORABLE TO THE DEFENSE, THE PERCENTAGE OF CASES IN WHICH THE PLAINTIFF HAS ACTUALLY BEEN BARRED FROM RECOVERY BY HIS ASSUMPTION OF THE RISK IS QUITE SMALL.

SAWYER AND GIMBERT (2014) INDICATE “KNOWLEDGE OF THE RISK” IS THE WATCHWORD OF ASSUMPTION OF RISK. UNDER ORDINARY CIRCUMSTANCES, THE PLAINTIFF WILL NOT BE TAKEN TO ASSUME ANY RISK OF EITHER ACTIVITIES OR CONDITIONS OF WHICH HE/SHE IS IGNORANT. FURTHERMORE, THE PLAINTIFF MUST NOT ONLY KNOW OF THE FACTS WHICH CREATE THE DANGER BUT MUST COMPREHEND AND APPRECIATE THE DANGER ITSELF. IF, BECAUSE OF AGE OR LACK OF INFORMATION OR EXPERIENCE, HE/SHE DOES NOT COMPREHEND THE RISK INVOLVED IN A KNOWN SITUATION, HE/SHE WILL NOT BE TAKEN TO CONSENT TO ASSUME IT. THE STANDARD TO BE APPLIED IS, IN THEORY AT LEAST, A SUBJECTIVE ONE, GEARED TO A PARTICULAR PLAINTIFF AND SITUATION.

AT THE SAME TIME, IT IS EVIDENT THAT A PURELY SUBJECTIVE STANDARD OPENS A VERY WIDE DOOR FOR THE PLAINTIFF WHO IS WILLING TO TESTIFY THAT HE/SHE DID NOT KNOW OR UNDERSTAND THE RISK. IT IS IMPERATIVE THE HEALTH/FITNESS/RECREATION/SPORT PROFESSIONAL TAKE THE TIME TO EDUCATE THE CLIENTELE OF ALL INHERENT RISKS INVOLVED IN TESTING PROCEDURES AND EXERCISE PRESCRIPTIVE PROGRAMS.

EVEN WHERE THERE IS KNOWLEDGE AND APPRECIATION OF A RISK, THE PLAINTIFF MAY NOT BE BARRED FROM RECOVERY WHERE THE SITUATION CHANGES TO INTRODUCE A NEW ELEMENT, SUCH AS INCREASING THE INTENSITY IN A PRESCRIBED EXERCISE PROGRAM WITHOUT INFORMING THE CLIENT. THE FACT THAT THE PLAINTIFF IS FULLY AWARE OF ONE RISK DOES NOT MEAN THAT HE/SHE ASSUMES ANOTHER OF WHICH HE/SHE IS UNAWARE.

ANOTHER LIMITATION FOR THE DEFENSE OF ASSUMPTION OF RISK, ACCORDING TO NOHR (2009), IS THAT THE PLAINTIFF IS NOT BARRED FROM RECOVERY UNLESS THE CHOICE IS A FREE AND VOLUNTARY ONE. THERE MUST FIRST BE SOME MANIFESTATION OF CONSENT TO RELY THE DEFENDANT OF OBLIGATION OF REASONABLE CONDUCT; BUT, EVEN THOUGH THE CONDUCT MAY INDICATE CONSENT, THE RISK WILL NOT BE TAKEN TO BE ASSUMED IF IT APPEARS FROM HIS/HER WORDS OR FROM THE FACTS OF THE SITUATION THAT HE/SHE DOES NOT, IN FACT, CONSENT TO RELEASE THE DEFENDANT OF THE OBLIGATION TO PROTECT THE CLIENT. IT IS CLEAR THAT THE SPORT MANAGEMENT PROFESSIONAL MUST MAKE SURE THE CLIENT CONSENTS BEYOND A SHADOW OF A DOUBT TO PARTICIPATE IN EXERCISE TESTING AND A PRESCRIPTIVE EXERCISE PROGRAM.

WHAT IS CONTRIBUTORY NEGLIGENCE?

ACCORDING TO SPENGLER, ANDERSON, CONNAUGHTON, AND BAKER III (2009) DEFINE CONTRIBUTORY NEGLIGENCE AS CONDUCT ON THE PART OF THE PLAINTIFF CONTRIBUTING AS A LEGAL CAUSE TO THE HARM SUFFERED. IT IS CONDUCT WHICH FALLS BELOW THE STANDARD TO WHICH THE PLAINTIFF IS REQUIRED TO CONFORM OF HIS/HER OWN PROTECTION. UNLIKE ASSUMPTION OF RISK, THE DEFENSE DOES NOT REST UPON THE IDEA THAT THE DEFENDANT IS RELIEVED OF ANY DUTY TOWARD THE PLAINTIFF. RATHER, THE PLAINTIFF IS DENIED RECOVERY BECAUSE HIS/HER OWN CONDUCT DIS-ENTITLES HIM/HER TO MAINTAIN THE ACTION EVEN THOUGH THE DEFENDANT HAS BREACHED HIS/HER DUTY, HAS BEEN NEGLIGENT, AND WOULD OTHERWISE BE LIABLE. IN THE EYES OF THE LAW, BOTH PARTIES ARE AT FAULT AND THE DEFENSE IS ONE OF THE PLAINTIFF’S ERROR RATHER THAN THE DEFEN-

WHAT IS COMPARATIVE NEGLIGENCE?

THE HARDSHIP OF THE DOCTRINE OF CONTRIBUTORY NEGLIGENCE UPON THE PLAINTIFF IS READILY APPARENT. IT PLACES UPON ONE PARTY THE ENTIRE BURDEN OF A LOSS FOR WHICH TWO ARE, BY HYPOTHESIS, RESPONSIBLE. THE NEGLIGENCE OF THE DEFENDANT HAS PLAYED NO LESS A PART IN CAUSING THE DAMAGE; THE PLAINTIFF'S DEVIATION FROM THE COMMUNITY STANDARD OF CONDUCT MAY EVEN BE RELATIVELY SLIGHT AND THE DEFENDANT'S MORE EXTREME. RECENTLY, HOWEVER, SOME STATES HAVE MODIFIED THESE HARSH INTERPRETATIONS AND HAVE ADOPTED COMPARATIVE NEGLIGENCE LAWS. ACCORDING TO WONG (2010), IN THESE STATES, THE NEGLIGENCE OF THE PARTIES IS COMPARED ON A PERCENTAGE BASIS. ALTHOUGH THERE ARE EXCEPTIONS, GENERALLY, UNDER A COMPARATIVE NEGLIGENCE STATUTE, A PLAYER CANNOT RECOVER IF HIS OR HER NEGLIGENCE CONTRIBUTES 50% OR MORE TO THE ACCIDENT.

WHAT IS GOVERNMENTAL IMMUNITY?

GOVERNMENTAL IMMUNITY, ACCORDING TO SAWYER AND GIMBERT (2014), IS A COMMON-LAW THEORY WHICH HOLDS THAT SINCE THE STATE AND ITS AGENCIES ARE SOVEREIGN, THEY CANNOT BE SUED WITHOUT THEIR CONSENT AND SHOULD NOT BE HELD LIABLE FOR THE NEGLIGENCE OF THEIR EMPLOYEES. IN RECENT YEARS, THIS DOCTRINE HAS BEEN WIDELY CONDEMNED BY LEGAL WRITERS AND AN INCREASING NUMBER OF STATE COURTS OR LEGISLATURES HAVE ABOLISHED GOVERNMENTAL IMMUNITY. IN OTHER STATES THAT SUPPORT THE CONCEPT, THE COURTS OR LEGISLATURE HAVE FOUND THAT THE PURCHASE OF LIABILITY INSURANCE ELIMINATES THE DEFENSE TO THE EXTENT OF THE INSURANCE COVERAGE OR THEY HAVE CREATED EXCEPTIONS TO THE DOCTRINE BY ADDING THE CONCEPTS OF DISCRETIONARY DUTIES (THOSE DUTIES THAT ARE NOT PRESCRIBED BY LAW BUT ARE DISCRETIONARY IN NATURE) AND MINISTERIAL DUTIES (THOSE DUTIES THAT ARE PRESCRIBED BY LAW). IN THE LATTER CONCEPT, A GOVERNMENTAL OFFICIAL OR EMPLOYEE CAN BE SUED, BUT NOT IN THE FORMER.

SUPERVISION A KEY DEFENSE FOR LITIGATION

WHAT IS MEANT BY SUPERVISION?

SAWYER AND GIMBERT (2014) SUGGEST SUPERVISION IS VIEWED BY THE COURTS AS AN IMPORTANT AND ESSENTIAL LEGAL DUTY FOR THE SPORT MANAGEMENT PROFESSIONAL. HOWEVER, MAY TIMES, THIS DUTY IS GIVEN THE LEAST AMOUNT OF ATTENTION BY THE PROFESSIONAL. IT IS IMPORTANT TO DOCUMENT WHAT ONE DOES RELATING TO SUPERVISION OF CLIENTS. IF THE PROFESSIONAL CAN SHOW HE/SHE IS CONCERNED ABOUT THE CLIENT AND HAS REASONABLE SUPERVISION PLAN, THE COURTS WILL LOOK FAVORABLY UPON THE PROFESSIONAL AS ONE WHO CARES FOR THE WELL-BEING AND SAFETY OF THE CLIENT.

SPENGLER ET AL. (2009) SUGGEST SUPERVISION MEANS YOU ARE IN CHARGE OF OTHERS AS THEY PERFORM SOME ACTIVITY. AS A SPORT MANAGEMENT PROFESSIONAL, IT MEANS YOU ARE IN CHARGE OF YOUR CLIENTS AND, POSSIBLY, OTHER SPORT MANAGEMENT PERSONNEL. SUPERVISION MEANS YOU ALSO HAVE RESPONSIBILITIES TO YOUR CLIENTS.

YOUR RESPONSIBILITY TO SUPERVISE INVOLVES TWO DIFFERENT BUT RELATED FORMS OF SUPERVISION, GENERAL AND SPECIFIC. GENERAL SUPERVISION IS THE SUPERVISION OF ALL AREAS AND ACTIVITIES RELATED TO THE ACTIVITY AT HAND. FOR EXAMPLE, IF YOU ARE IN CHARGE OF THE TESTING, STRENGTH TRAINING, AND CARDIOVASCULAR TRAINING AREAS THAT ARE ON THE SAME FLOOR, YOU ARE RE-

SPONSIBLE FOR ALL CLIENTS, ACTIVITIES, AND EQUIPMENT IN THESE AREAS, NOT JUST IN YOUR IMMEDIATE AREA OR VICINITY. SPECIFIC SUPERVISION IS THE CLOSE SUPERVISION OF AN ACTIVITY WHEN YOUR CLIENT IS PERFORMING A SPECIFIC ACTIVITY. FOR EXAMPLE, YOU HAVE SPECIFIC SUPERVISORY DUTIES TO YOUR CLIENT WHEN PERFORMING A TREADMILL TEST; HOWEVER, YOU ALSO HAVE GENERAL RESPONSIBILITIES TO OTHER CLIENTS EXERCISING IN THE STRENGTH AND CARDIOVASCULAR TRAINING AREAS.

WHAT IS A QUALIFIED SUPERVISOR?

A QUALIFIED SUPERVISOR IS A PERSON WHO HAS ADEQUATE EDUCATION AND CERTIFICATION TO PERFORM THE SPECIFIC TASK(S) ASSIGNED (E.G., A COACH ASSIGNED TO SUPERVISE THE WEIGHT TRAINING PROGRAM HAS GAINED AND MAINTAINED A "STRENGTH TRAINING CERTIFICATION" FROM THE NATIONAL STRENGTH AND CONDITIONING ASSOCIATION [NSCA]). ACCORDING TO SAWYER AND GIMBERT (2014) AND SPENGLER ET AL. (2009) THE DUTIES COMMONLY ASSIGNED TO A COACH OR STRENGTH TRAINING COACH REGARDING SUPERVISION CONSIST OF THE FOLLOWING:

1. SUPERVISE EXERCISE TESTING AND/OR EXERCISE,
2. PLAN APPROPRIATE EXERCISE PROGRAMS,
3. PRESENT CLEAR WARNINGS OF INHERENT RISKS WITHIN EXERCISE TESTING AND/OR EXERCISE PROGRAMS,
4. ASSIST IN PROVIDING A SAFE TESTING AND EXERCISE ENVIRONMENT,
5. BE ABLE TO EVALUATE INJURY OR INCAPACITY,
6. PROPERLY MATCH PARTICIPANTS TO APPROPRIATE EXERCISE PROGRAMS, AND
7. ADMINISTER FIRST AID, C.P.R., AND ACTIVATE THE EMERGENCY MEDICAL SYSTEM.

WHAT IS CONSIDERED PROPER SUPERVISION?

SUPERVISION IS A LEARNED SKILL. SPORT PROFESSIONALS MUST BE TRAINED TO SUPERVISE PROPERLY. THE WORK SITE MUST HAVE A DEVELOPED WRITTEN PROCEDURE FOR SUPERVISION FOR ALL PERSONNEL. WHEN PROVIDING IN-SERVICE TRAINING AND DEVELOPING A SUPERVISORY PLAN, THE PROFESSIONAL MUST TAKE INTO CONSIDERATION THE FOLLOWING ASPECTS, ACCORDING TO NOHR (2009), SAWYER AND GIMBERT (2014), AND SPENGLER ET AL. (2009):

1. WHAT SHOULD THE SUPERVISOR LOOK FOR,
2. WHAT SHOULD THE SUPERVISOR LISTEN FOR,
3. WHERE SHOULD THE SUPERVISOR STAND,
4. HOW SHOULD THE SUPERVISOR MOVE AROUND,
5. WHAT SHOULD THE SUPERVISOR DO IF A PROBLEM ARISES,
6. IDENTIFY ALL POTENTIAL DANGEROUS ACTIVITIES,
7. HOW CLOSE SHOULD THE SUPERVISOR BE TO THE ACTIVITY,
8. UNDERSTAND THE WARNING SIGNS OF IMPENDING TROUBLE DURING AN ACTIVITY OR IN A CLIENT, AND
9. ESTABLISH A "STOP SIGNAL" THAT CAN BE USED WHEN THE SUPERVISOR MUST IMMEDIATELY SUSPEND ACTIVITY.

SAMPLE SUPERVISION PLAN FOR A STRENGTH TRAINING AREA

ACCORDING TO NCSA (2014) AND SAWYER AND GIMBERT (2014) THE STRENGTH TRAINING AREA SUPERVISOR HAS THE FOLLOWING RESPONSIBILITIES WHILE ON DUTY IN THE STRENGTH TRAINING AREA:

1. CHECK TO SEE THAT ALL WEIGHT BARS, COLLARS, AND PLATES ARE FUNCTIONAL AND SAFE FOR USE.
2. CHECK ALL PULLEYS, CABLES, AND PINS IN EVERY WEIGHT MACHINE.
3. CHECK TO MAKE SURE THAT TREADMILLS ARE SET ON 0% INCLINE AND 0 MPH.

4. CHECK TO SEE THAT ALL WEIGHT RACKS (SQUAT, ETC.) ARE SECURED TO THE FLOOR AND WALL FOR GREATEST STABILITY FOR LIFTERS.
5. BE PREPARED TO PROVIDE SPOTTING ASSISTANCE WHEN NEEDED.
6. BE PREPARED TO PROVIDE EMERGENCY ASSISTANCE.
7. ASSIST ALL CLIENTS IN PROPER LIFTING TECHNIQUES.
8. WATCH ALL LIFTERS AND CORRECT IMPROPER LIFTING TECHNIQUES WHEN POSSIBLE.
9. HELP THE CLIENTS ESTABLISH THEIR MAXIMUM AND TARGET HEART RATES.
10. INSTRUCT ALL FREE WEIGHT LIFTERS TO USE COLLARS AND REPLACE WEIGHTS WHEN FINISHED LIFTING.
11. INSTRUCT ALL MACHINE USERS TO SECURE THE SELECTOR PIN BEFORE LIFTING THE WEIGHT SELECTED.
12. INSTRUCT TREADMILL USERS TO RESET TREADMILL AT 0% INCLINE AND 0 MPH.
13. INSTRUCT TREADMILL USERS TO PLACE FEET ON BOTH SIDES OF TREADMILL BEFORE STARTING THE TREADMILL THEN STEP ON THE TREADMILL.
14. RECOMMEND TO ALL FREE LIFTERS THAT A SPOTTER BE PRESENT WHEN USING HEAVY WEIGHTS (WEIGHTS GREATER THAN BODY WEIGHT).
15. INSTRUCT ALL FREE LIFTERS TO USE WEIGHT RACKS (SQUARE, ETC.) WHEN LIFTING HEAVY WEIGHTS.

RISK MANAGEMENT CONSIDERATIONS

SAWYER AND GIMBERT (2014) SUGGEST A SUPERVISION PLAN SHOULD INCLUDE THE FOLLOWING CONSIDERATIONS RELATING TO SUPERVISION:

1. DEVELOP A DETAILED GENERAL AND SPECIFIC SUPERVISION PLAN TO BE UTILIZED BY ALL PERSONNEL INVOLVED WITH CLIENTELE,
2. MAKE SURE THAT ALL SUPERVISORS ARE QUALIFIED, COMPETENT, AND HAVE THE APPROPRIATE CERTIFICATIONS NECESSARY TO SUPERVISE THE ACTIVITY,
3. NEVER LEAVE A TESTING OR EXERCISE AREA UNATTENDED,
4. MAKE SURE THAT EVERY SUPERVISOR UNDERSTANDS ALL ASPECTS OF THE EXERCISE PROGRAMS BEING PERFORMED, AND
5. DO NOT BE TOO CLOSE TO THE ACTIVITY NOR TOO FAR AWAY.

PLANNING FOR SAFETY

PLANNING SHOULD AND MUST PRECEDE EVERYTHING A SPORT MANAGEMENT PROFESSIONAL DOES WITH A CLIENT. PLANS MUST BE REASONABLE, WELL THOUGHT OUT, AND BASED ON THE PAST EXPERIENCES, TEST RESULTS, AND READINESS OF THE CLIENT. ALL PLANS SHOULD BE UPDATED CONTINUOUSLY. IN ADDITION, TESTING PROCEDURES, EXERCISE PRESCRIPTION, AND EXERCISE PLANS SHOULD BE WRITTEN AND RETAINED. THE PLAN SHOULD CONTAIN PROPERLY WRITTEN PERFORMANCE OBJECTIVES AND DOCUMENT A LOGICAL SEQUENCE AND PROGRESSION.

COMPONENTS FOR AN ADEQUATE EXERCISE PLAN

ACCORDING TO NOHR (2009), SAWYER AND GIMBERT (2014), AND SPENGLER ET AL. (2009) WHEN DEVELOPING AN ADEQUATE EXERCISE PLAN, THERE ARE A FEW KEY POINTS TO BE CONSIDERED, INCLUDING:

1. ARE YOUR GOALS REALISTIC AND ATTAINABLE?
2. HAVE YOU CONSIDERED SUCH ASPECTS AS
 - CLIENT'S MEDICAL BACKGROUND,
 - CLIENT'S ABILITY LEVEL,
 - CLIENT'S INTEREST,
 - CLIENT'S ATTITUDE(S) TOWARD HEALTH/FITNESS/RECRE-

ATION/SPORT AND YOU, AND

- YOUR OWN INTEREST AND ENTHUSIASM FOR THE PLAN?
3. DOES YOUR PLAN PROVIDE FOR:
 - AN INITIAL LEVEL OF DIFFICULTY WITH AN APPROPRIATE SEQUENCE OF INCREASING DIFFICULTY,
 - DID YOU MAKE ALLOWANCES FOR VARIETY IN THE PROGRAM, AND
 - IS THE PROGRAM INTERESTING AND MEANINGFUL FOR THE CLIENT?
 4. DID YOU CONSIDER THE FOLLOWING ORGANIZATION AND ADMINISTRATIVE ASPECTS FOR IMPLEMENTING THE PROGRAM
 - WERE YOUR EXPLANATIONS AND DIRECTIONS CLEAR AND CONCISE,
 - DID THE CLIENT UNDERSTAND EXACTLY WHAT WAS EXPECTED OF HIM/HER,
 - DO YOU HAVE EMERGENCY PLANS IN CASE OF A MEDICAL EMERGENCY, AND
 - IS ALL EQUIPMENT READY AND IN GOOD REPAIR WHEN NEEDED?

PERFORMANCE OBJECTIVE FOR AN EXERCISE PLAN

NO EXERCISE PLAN IS COMPLETE WITHOUT WELL WRITTEN PERFORMANCE OBJECTIVE. MANY EXERCISE PROFESSIONALS DO NOT WRITE GOOD PERFORMANCE OBJECTIVES. WHICH OF THE FOLLOWING IS A PERFORMANCE OBJECTIVE, A OR B?

A. "I WILL TEACH YOU HOW TO MONITOR YOUR HEART RATE."

B. "DURING THIS EXERCISE SESSION, EACH PARTICIPANT WILL TAKE HIS/HER HEART RATE AT REST, AFTER THE WARM UP SESSION, EVERY FIVE MINUTES DURING THE CARDIO SESSION, EVERY MINUTE DURING THE COOL DOWN, AND AT TWO AND FIVE MINUTES AFTER THE EXERCISE SESSION HAS CONCLUDED. THIS EXPERIENCE WILL BE REPEATED DURING EACH EXERCISE SESSION SO THAT THE PARTICIPANT UNDERSTANDS THE ROLE OF HEART RATE IN EXERCISE INTENSITY."

THE LATTER STATEMENT IS WRITTEN AS A PERFORMANCE OBJECTIVE; HOWEVER, STATEMENT B CAN BE IMPROVED AS ILLUSTRATED BELOW:

DURING THE EXERCISE SESSION:

1. EACH PARTICIPANT SHALL TAKE THEIR HEART RATE AT THE FOLLOWING INTERVALS: AT REST, AFTER THE FIVE MINUTE WARM UP, EVERY FIVE MINUTES DURING THE CARDIO-RESPIRATORY SESSION, EVERY MINUTE DURING THE COOL DOWN, AND AT TWO AND FIVE MINUTES AFTER THE EXERCISE SESSIONS IS CONCLUDED.
2. THE INSTRUCTOR SHALL EXPLAIN THE IMPORTANCE OF HEART RATE IN ESTABLISHING EXERCISE INTENSITY AND THE IMPORTANCE OF HEART RATE AND THE TRAINING ZONE.
3. BEFORE THE PARTICIPANTS LEAVE, THE INSTRUCTOR WILL DISCUSS WARNING SIGNS OF HEART DISTRESS AND WHAT TO DO IF THESE SYMPTOMS APPEAR.

PERFORMANCE OBJECTIVES ARE A CRITICAL COMPONENT OF ANY PLAN. THE WRITING OF THE PERFORMANCE OBJECTIVES SHOULD NOT BE TAKEN LIGHTLY. THE OBJECTIVES SHOULD BE REVIEWED AND MODIFIED ON AN ANNUAL BASIS.

SEQUENCE AND PROGRESSION

EVERY EXERCISE PLAN MUST HAVE AN APPROPRIATE SEQUENCE AND PROGRESSION. IF A PLAN DOES NOT CONTAIN SUCH INFORMATION, IT WILL BE DEEMED AN INADEQUATE PLAN. ACCORDING TO SAWYER AND GIMBERT (2014) EXERCISE PLANNERS SHOULD CONSIDER AND UNDERSTAND THE "LAW OF READINESS". FURTHER, THIS LAW BASICALLY SAYS

A PLAN IS NOT READY FOR IMPLEMENTATION UNTIL IT AFFIRMATIVELY ANSWERS THE FOLLOWING QUERIES:

1. ARE THE PARTICIPANT(S) ABLE TO PERFORM THIS ACTIVITY SAFELY?
2. WHAT LEAD-UP ACTIVITIES ARE NECESSARY?
3. WHO CAN PERFORM SAFELY UNDER WHAT CONDITIONS?
4. WHEN MAY THE 22 YEAR OLD PARTICIPATE WITH THE 55 YEAR OLDS?
5. WHAT ABOUT NEW PARTICIPANTS - THOSE WHO JOIN THE CLASS AFTER IS HAS BEGUN?

SAWYER AND GIMBERT (2014) AND SPENGLER ET AL. (2009) SUGGEST THE FOLLOWING ARE RECOMMENDATIONS FOR SEQUENCE AND PROGRESSION THAT SHOULD BE CONSIDERED WHEN DEVELOPING THE EXERCISE PLAN:

1. FIND OUT WHAT THE TYPICAL, USUAL, OR RECOMMENDED SEQUENCE AND PROGRESSION OF AN ACTIVITY IS,
2. BE SURE TO REVIEW THE PERTINENT LITERATURE, ESPECIALLY BOOKS AND PERIODICAL LITERATURE CONCERNED WITH A GIVEN ACTIVITY,
3. BE SURE TO CONSULT ANY EXISTING PLANS, AND IF CHANGES IN THOSE PLANS ARE MADE, THE CHANGES SHOULD BE PROVED BY YOU IMMEDIATE SUPERVISOR, AND
4. HAVE THE PLAN FOR SEQUENCE AND PROGRESSION APPROVED BY YOUR SUPERVISOR.

EXCULPATORY AGREEMENT

AN EXCULPATORY AGREEMENT IS AN AGREEMENT SIGNED BY A PARTICIPANT IN AN ACTIVITY IN WHICH THE PARTICIPANT AGREES NOT TO HOLD THE PEOPLE IN CHARGE OF THE ACTIVITY RESPONSIBLE FOR ANY INJURY(IES) WHICH THAT MIGHT RESULT FROM PARTICIPATION IN THE ACTIVITY. ACCORDING TO NOHR (2009) AND SAWYER AND GIMBERT (2014) THE COMMON TYPES OF EXCULPATORY AGREEMENTS ARE WAIVERS AND INFORMED CONSENT.

WHAT IS A WAIVER?

WONG (2010) SUGGEST A WAIVER IS A FORM OF AN EXCULPATORY OF FAULT-FREE AGREEMENT BETWEEN PARTIES. THE PURPOSE OF AN EXCULPATORY CLAUSE IS TO RELIEVE ONE PART OF ALL, OR A PART OF, ITS RESPONSIBILITY TO ANOTHER. IT IS CONSIDERED A CONTRACT AND, AS SUCH, IS IN CONFLICT WITH THE FUNDAMENTAL PRINCIPLE OF NEGLIGENCE LAW THAT STATES THAT ONE SHOULD BE RESPONSIBLE FOR NEGLIGENT ACTS WHICH CAUSE INJURY TO OTHERS. CONTRACT LAW STATES THAT ALL PERSONS WITH CONTRACTUAL CAPACITY SHOULD HAVE THE FREEDOM TO CONTRACT AS THEY WISH; THEREFORE, A PROFESSIONAL SHOULD NOT RELY TOO HEAVILY ON THESE WAIVERS FOR PROTECTION FOR A NUMBER OF REASONS.

THE BASIC EFFORT OF A WAIVER IS TO RELIEVE ONE PARTY OF ALL OR A PART OF ITS RESPONSIBILITY TO ANOTHER. COURTS, IN GENERAL, HAVE TENDED TO CAREFULLY SCRUTINIZE THESE AGREEMENTS. THE AGREEMENTS TEND TO CREATE DANGEROUS CONDITIONS. WHILE SOME EXCULPATORY CLAUSES HAVE BEEN UPHELD, THEY HAVE USUALLY BEEN UPHELD IN CASES INVOLVING EXPERIENCED ADULT PERFORMS PARTICIPATING IN A HAZARDOUS ACTIVITY.

THERE ARE A NUMBER OF FACTORS THAT MAKE THE VALUE OF AN EXCULPATORY CLAUSE QUESTIONABLE OR EVEN NONEXISTENT. THEY ARE AS FOLLOWS, ACCORDING TO NOHR (2009) AND SPENGLER ET AL. (2009):

1. A STRONG PUBLIC POLICY WHICH PROHIBITS SUCH A CLAUSE,
2. ONE PARTY BEING IN A CLEARLY DOMINANT POSITION, SUCH AS

AN EMPLOYER-EMPLOYEE RELATIONSHIP,

3. THE PRESENCE OF ANY FRAUD OR MISREPRESENTATION IN THE CLAUSE,
4. ANY AGREEMENT WHICH IS SIGNED UNDER DURESS,
5. THE CLAUSE OR THE CONDITIONS IT CREATES ARE UNREASONABLE,
6. THE AGREEMENT IS AMBIGUOUS,
7. THE SIGNATURE FOR SUCH AN AGREEMENT DOES NOT IMMEDIATELY FOLLOW THE AGREEMENT, AND
8. PRESENCE OF WANTON, INTENTIONAL, OR RECKLESS MISCONDUCT.

FOR ALL THESE REASONS, EXCULPATORY AGREEMENTS, WAIVERS, AND RELEASES OF LIABILITY BE USED WITH GREAT CARE. IN THE EVENT OF NEGLIGENCE, DO NOT RELY TOTALLY ON THEM AS A MUST DEFENSE.

WHAT IS A WARNING?

WONG (2010) INDICATES A WARNING IS ANY DEVICE THAT INFORMS ONE IN ADVANCE OF IMPENDING OR POSSIBLE HARM/RISK. BEFORE A PERSON CAN ASSUME A RISK, HE/SHE MUST BE MADE AWARE OF THAT INHERENT RISK. THE PERSON MUST BE AWARE THAT IMPROPER, DANGEROUS TECHNIQUES, IF USED, INCREASE THE RISK OF INJURY.

ACCORDING TO NOHR (2009) AND WONG (2010) THERE ARE THREE LEVELS OF COMPREHENSION: KNOWING, UNDERSTANDING, AND APPRECIATING THE RISK. EACH OF THE THREE LEVELS OF COMPREHENSION MUST BE CLARIFIED. A ONE-TIME BRIEF SUMMARY OF THE INHERENT RISKS WITHIN AN ACTIVITY IS NOT SUFFICIENT WARNING FOR CLIENTS. YOUR WARNING SHOULD BE THOROUGH, CLEAR, AND REPEATED. REMEMBER, A BEGINNER DOES NOT HAVE THE SAME COMPREHENSION OR APPRECIATION AS DOES AN INTERMEDIATE OR ADVANCED PARTICIPANT. COMPREHENSION OR APPRECIATION ONLY COMES WITH A GREAT DEAL OF EXPERIENCE IN THE PARTICULAR.

GENERALLY, ACCORDING TO WONG (2010), AN INHERENT RISK IS A RISK INCURRED PARTICIPATING IN A NORMAL EXERCISE TESTING AND/OR EXERCISE PROGRAM IN A SAFE FACILITY UNDER THE SUPERVISION OF A QUALIFIED PROFESSIONAL WORKING WITH CLIENTS WHO HAVE HAD QUALIFIED INSTRUCTION AND WHO KNOW, UNDERSTAND, AND APPRECIATE THE RISKS OF THE ACTIVITY. IT IS POSSIBLE FOR THE CLIENTS TO ASSUME THE RISK OF A SPRAINED ANKLE IN AN AEROBIC DANCE CLASS; BUT, THEY SHOULD NOT ASSUME THE RISK OF RUNNING INTO AN OPEN DOOR OR SUPPORT POST. HOWEVER, INHERENT RISKS SOMETIMES CHANGE, DEPENDING ON IMPROVEMENT IN DIFFERENT EXERCISE STANDARDS, TESTING PROTOCOLS, FACILITIES, AND EQUIPMENT. YOU SHOULD REMEMBER YOUR CLIENTS CAN ONLY ASSUME THOSE RISKS WHICH ARE AN INHERENT PART OF THE ACTIVITIES AND YOU MUST DO WHATEVER YOU CAN ONLY ASSUME THOSE RISKS WHICH ARE AN INHERENT PART OF THE ACTIVITIES AND YOU MUST DO WHATEVER YOU CAN TO ASSURE THEY KNOW, UNDERSTAND, AND APPRECIATE THOSE RISKS.

ACCORDING TO NOHR (2009) AND SPENGLER ET AL. (2009) A WARNING SHOULD:

1. SPECIFY THE RISKS PRESENTED BY THE ACTIVITY OR TEST,
2. BE CONSISTED WITH THE ACTIVITY OR TEST,
3. PROVIDE A REASON(S) FOR THE WARNING,
4. ATTEMPT TO REACH FORESEEABLE PARTICIPANTS,
5. BE SPECIFIC AND CLEAR SO THAT IT CREATES KNOWLEDGE, UNDERSTANDING, AND APPRECIATION IN THE PARTICIPANT'S MIND, AND
6. BE WRITTEN, AND EXPLAINED ORALLY IF POSSIBLE.

FURTHER, THEY SUGGEST AN ADEQUATE WARNING IS:

1. CONSPICUOUS, SO IT ATTRACTS THE USERS EYE,

2. SPECIFIC, SO IT IS UNDERSTOOD BY THE USER, AND
3. FORCEFUL, SO IT CONVINCES THE USER OF THE RANGE AND MAGNITUDE OF THE POTENTIAL HARM.

WHEN DEVELOPING A WARNING, ACCORDING TO SAWYER AND GIMBERT (2014), SPENGLER ET AL. (2009) AND WONG (2010), THE TEACHER AND SPORT MANAGEMENT PROFESSIONAL NEEDS TO TAKE INTO CONSIDERATION THE FOLLOWING POINTS:

1. ESTIMATE THE PHYSIOLOGICAL DEMANDS,
2. REQUEST MEDICAL CERTIFICATION,
3. ENCOURAGE SAFE PERFORMANCE,
4. EMPHASIZE ANY MAJOR STANDARD WARNING(S), IF PRESENT,
5. HIGHLIGHT ANY MAJOR UNIQUE INHERENT RISK(S),
6. UNDERScore OTHER COMMON RISKS RANGING FROM MAJOR TO MINOR, AND FREQUENT TO RARE,
7. EXPLAIN ANY INHERENT SAFETY RULE(S) PROTOCOL(S),
8. CLARIFY EQUIPMENT RECOMMENDATIONS AND USE,
9. DESCRIBE NECESSARY ETIQUETTE,
10. SOLICIT AND ENCOURAGE QUESTIONS,
11. SUMMARIZE THE KNOW, UNDERSTAND, AND APPRECIATE STATEMENT,
12. REQUEST THAT THE WARNING STATEMENT BE SIGNED AND DATED (DO NOT REQUIRE THAT THE FORM BE SIGNED), AND
13. FILE THE WARNING STATEMENT.

THE FINAL PART, PART III OF THIS SERIES, WILL COVER MAKING FACILITIES AND EQUIPMENT SAFE, FIRST AID AND EMERGENCY MEDICAL PROCEDURES, AMERICANS WITH DISABILITIES ACT, CONTRACTS, RISK MANAGEMENT, INSURANCE, AND MOST ASKED QUESTIONS IN RISK MANAGEMENT.

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American Heart Association®



We Jump. We Shoot. We Save!



HEART HERO

Diego, age 8

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

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

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

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

Hoops For Heart helps students:

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

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

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



American Alliance for Health, Physical Education, Recreation and Dance

AAHPERD is a proud program partner of Hoops For Heart.

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.

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

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"This scholarly inquiry is not part of a larger study."

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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

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(PLEASE PRINT/TYPE)

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- SOLICIT PROGRAMMING FOR THE STATE CONFERENCE/REGIONAL WORKSHOPS
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- AQUATICS
- COUNCIL FOR FUTURE PROFESSIONALS
- DANCE
- FITNESS
- HEALTH
- HIGHER EDUCATION/RESEARCH
- JUMP ROPE AND HOOPS FOR HEART
- PHYSICAL EDUCATION: ELEMENTARY SCHOOL
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