

Feasibility of a Moving Classroom Learning Environment

Mary L. Barnes, Liette B. Ocker, Kakali Bhattacharya , Alison M. Murray
Department of Kinesiology, Texas A&M University – Corpus Christi
6300 Ocean Drive, Unit 5820, Corpus Christi, TX 78412-5820
Phone: (361) 825-2670 Fax: (361) 825-370
Email: mary.barnes@tamucc.edu

Abstract

Obesity in the United States is at an all time high of 30% in most age and sex groups (Flegal, 2010). Contributing factors include changes in nutrition, exercise, and activities of daily living. The purpose of this pilot study was to examine the feasibility of transitioning from a traditional lecture course in which students are sedentary into an innovative moving classroom environment. This moving classroom utilized stationary bikes with a custom fit desk. The 23 undergraduate participants were enrolled in a kinesiology lecture course during the spring 2010 semester. Participation in the study was voluntary as alternate seating options were available. For modeling purposes, the instructor participant also rode on a stationary bike while lecturing. A nine item survey was created to identify environmental attributes specific to the moving classroom learning environment. Descriptive items including learning style, age, sex, and current GPA were collected. An exploratory factor analysis (EFA) was used to examine construct validity. Initial inspection of the EFA revealed two factors with eigenvalues greater than one and accounted for 59.91% of the variance. Further examination of the data revealed one factor indicating that the nine survey items represented a single factor: environmental attributes. The moving classroom environmental attributes survey is considered to be an instrument with construct validity. Moreover, 56.5% of the student participants strongly agreed that they had a favorable overall experience and 52.2% reported that they were able to process course information more effectively than in the traditional classroom environment. Future studies are needed determine the effects of the moving classroom on the learning experiences and overall health of students.

Flegal, K. M., Carroll, M. D., Ogden, C. L., et al. (2010). Prevalence and Trends in Obesity Among US Adults. *JAMA*, 303(3), 235-241. doi: 10.1001/jama.2009.2014

Knowledge, Attitudes, and Perceived Academic Preparation

Related to HIV/AIDS among Health Science

University Students in North Texas

Statement of the problem: In 2008, approximately 33.5 million people lived with HIV globally. Healthcare practitioners must provide culturally competent services to those infected. Universities can prepare 21st century health science students to work in a world with HIV/AIDS. The purpose of this study was to assess the knowledge, attitudes, and perceived academic preparation of health science students related to HIV/AIDS.

Methods: The volunteer, purposeful sample comprised (n=179) health science students attending Texas Woman's University and University of North Texas. Participants were recruited by university and student list serv. Electronic versions of the AIDS Attitude Survey developed by Froman & Owen (1997), HIV-Knowledge Questionnaire -18 developed by Schroder & Carey (2002) and the Perceived Academic Preparation survey developed by the investigator, were hosted on Pschydata.com.

Procedures: Participants were placed into three groups: Health education, allied health, and nursing. Variables studied were knowledge (transmission), attitudes (empathy and avoidance), if they had a friend/relative with HIV/AIDS, current enrollment status and age. Cross-tabulations with Pearson chi-square, Pearson product moment correlations, ANOVAs, MANOVAs and multiple linear regressions were used to analyze data.

Results: Results showed participants had high knowledge scores, graduate students had higher empathy scores and less avoidance, more undergraduates perceived their academic curricula has prepared them to provide services to PLWHA than graduate students, and students believe that more HIV/AIDS education needs to be added to their curriculum in order to decrease stigma and discrimination among their sero-positive clients. Health education majors possessed more knowledge although nursing majors had more friends/relative afflicted with HIV/AIDS than others.

Summary of findings: The results of this study underscore the need for university health science programs to prepare students to deliver competent, non-discriminatory services to PLWHA.

DeAundre' Cherry, BS, CHES - Texas Woman's University
16118 Darwood Ct. Houston, TX 77083
Cell Phone: 281 793 4716 Home Phone: 281 302 5482
Email: dcherry021@aol.com

Heart Rate Response in Individuals While Playing the Nintendo Wii™ Sports Boxing Game

Authors: Kimberly A. Coffman, Kayla Peak, Ph.D, Joe W. Gillespie, Ph.D, Joe Priest, Ph.D, and Jennifer Blevins, Ph.D
Tarleton State University, Department of Kinesiology
Stephenville, TX. 76402
Phone: (254) 968-9186 Fax: (254) 968-9831
E-mail: Kimberly.coffman@go.tarleton.edu

Statement of the Problem: The purpose of the study was to determine if the Nintendo Wii™ Sports game of boxing has the ability to raise the players' heart rates into their target heart rate (THR) zone. The significance of the study was to identify the possibility of the Nintendo Wii™ boxing game being considered as an acceptable form of moderate-intensity physical activity thereby satisfying the American College of Sports Medicine recommendation.

Methods and Procedures: The subjects in the study were volunteers affiliated with Tarleton State University. These volunteers included undergraduate students, graduate students, and faculty/staff. The subjects for the study ranged in the ages of 18 to 48. The subjects in the study were asked to participate in two distinctive testing sessions. The first session was a stress test using the Maximal Graded Exercise Test (Maximal GXT) utilizing the Bruce Protocol. The score of each subjects' Maximal GXT determined their placement in one of the six fitness categories. The second session involved the subjects' participation in a 30-minute boxing game on the Nintendo Wii™ Sports. Data was analyzed using a statistical software package (SigmaStat for Windows, version 2.03).

Results: Of the subjects (N=75), 52 (69%) reached their target heart rate (THR) zone while 23 (31%) did not reach their THR. Of the 52(69%) subjects that achieved their THR, 24(46%) went above their THR threshold during the boxing session while 28(54%) of the subjects did not elevate their heart rate above their THR zone. There was not an equal distribution of subjects between the six fitness categories. Therefore, the first three fitness categories (*Superior, Excellent, Good*) were combined to make Group 1 and the last three fitness categories (*Fair, Poor, Very Poor*) were combined to make Group 2.

Conclusion: The significance of the study was to identify the possibility of considering the Nintendo Wii™ boxing game as an acceptable form of moderate-intensity physical activity. The results of the study revealed that over two-thirds of the subjects (69%) were able to reach their THR zone while participating in the Wii™ boxing game. However, the statistical analysis revealed that there was no significance difference between the two groups as related to 'time in' the THR zone. Since there was a significant difference between Group 1 and Group 2 on the variable of Bruce treadmill time and body mass index, the implication is that the Nintendo Wii™ Sports boxing game provides a training effect regardless of the fitness category.

An Examination of Perceived Stress among Collegiate Intramural Basketball Officials

John Collins, Ph.D. and Jon Wilson
Recreation and Leisure Studies Program
University of North Texas
Denton, TX 76203
940-565-3422 (office) and 940-565-4904 (fax)
johnr.collins@unt.edu

Work-related stress accounts for over a third of all new incidences of ill health. Each case of stress-related ill health leads to an average of 30.9 working days lost. Collegiate intramural officiating can be very stressful due to the limited amount of training most campus recreation programs offer. This training typically instructs the potential student-official how to officiate, where to position him-/her-self, basic mechanics, and penalty enforcement. While this training covers the basics of officiating, there is not much if any that addresses how to deal with the stresses that are related to officiating. Anecdotal evidence suggests that intramural officials frequently complain of frustration, anxiety, and burnout from negative confrontations with players and/or coaches. Also, they usually have the additional pressure of officiating their own peers.

The purpose of this study was to examine the variety and level of perceived stress student basketball officials reported related to officiating intramural basketball. The subjects in the study were 33 college students that attended an Intramural Sports basketball officials training session. There were 29 male and 4 female officials. The officials training required the students to attend two, 3-hour classroom training sessions, one on-court training, and officiate in a pre-season basketball tournament. The Intramural Officials Stress Survey (IOSS) was modified for basketball to assess the different levels of stress perceived by the basketball officials. The IOSS is a 29 item instrument that assesses how much each item contributes to the perceived stress of the official. The items utilized a 4-point Likert-type scale, where 0="Did Not," 1="Mildly," 2="Moderately," and 3="Strongly." The IOSS is a six factor model that includes: interpersonal conflict with 7 items, fear of physical harm with 5 items, time pressure with 4 items, peer conflict with 4 items, role-culture conflict with 3 items, and fear of failure with 6 items. Socio-demographic information was also collected. The questions included the years of officiating experience, participants' age, intramural basketball officiating experience, overall officiating experience, number of course hours currently taking, marital status, classification in school, and gender. The entire questionnaire was approved by IRB. The IOSS was administered weekly over the 6-week season. Repeated measures analysis of variance was used to examine perceived stress levels on a weekly basis.

Results indicated that there were significant types of stress perceived by the student officials. Specifically, there was a significantly higher level of Interpersonal Conflict reported by the Novice Officials than the Veteran officials that occurred at week 6. Likewise, there was a significantly higher level of Fear of Personal Harm by the Novice Officials during weeks 4, 5, 6. Peer Conflict was also significantly higher for the Novice Officials during week 5. Finally, Overall Stress was significantly higher for the Novice Officials during weeks 5 and 6. The Time Pressure factor, Role-Culture Conflict factor, and Fear of Failure factor did not produce any significant difference across the six weeks. In addition, there was no significant differences in any type of stress between the Veteran and Novice officials during the first three weeks of the season.

Athletic Trainers' Beliefs toward Working with Special Olympic Athletes

Phillip Conatser, University of Texas Brownsville, Brownsville, TX 78520

Phone (956) 561-1825 Fax: (956) 882-7348

Email: phillip.conatser@utb.edu

Objective: To examine athletic trainers' beliefs toward Special Olympic athletes using the Theory of Planned Behavior model; and, examine the influence of moderator variables. **Design:** Cross-sectional survey design. **Setting:** Accredited athletic training education programs (ATEP); 43 states; 120 cities. **Subjects:** 120 directors of accredited AT programs; 44 females, 76 males, return rate = 82%. **Interventions:** Athletic Trainers Beliefs Toward SO Athletes questionnaire. **Main Outcome Measures:** Attitudes toward behavior (4 = "favorable" to 1 = "unfavorable"); and Subjective norm, Perceived behavioral control, and Intentions (4 point scale, "strongly agree" to "strongly disagree"); Behavior ("many times" to "never"); Competence ("very much" to "not at all"). **Results:** Stepwise multiple regression: "subjective norm," "attitude," and "perceived behavioral control" significantly predicted "intention," ($R = 0.697$, $R^2 = 0.486$, $F(3, 112) = 35.3$, $p < 0.001$); "intention" predicted athletic trainers' actual behaviors ($R = 0.503$, $R^2 = 0.253$, $F(1, 118) = 39.995$, $p < 0.001$). Moderator variables for "attitude:" "more years experience working with SO athletes," "one or more courses in adapted physical activity," "athletic trainers' competence," "one or more special education courses," "gender" ($R = 0.589$, $R^2 = 0.347$, $F(5, 111) = 11.780$, $p < 0.001$). Moderators for "subjective norm:" "more experience working with SO athletes" more "SO certifications" ($R = 0.472$, $R^2 = 0.222$, $F(2, 112) = 16.009$, $p < 0.001$). "Perceived behavior control" had multiple moderators: "athletic trainers' competence," "more years experience working with SO athletes," and, "a higher educational degree" ($R = 0.462$, $R^2 = 0.412$, $F(4, 113) = 19.793$, $p < 0.001$). **Summary:** Certified Athletic Trainer's had favorable attitudes toward working with SO Athletes; however, their normative, control, and intentions were unfavorable. ATCs reported they did not feel competent to work with SO athletes. Moderator variables that increased favorable beliefs were ATCs with more experience working with SO athletes, course work in adapted physical education and special education, Special Olympic certifications, and ATCs that currently working with SO athletes. Unfortunately only 14 certified athletic trainers currently working with SO athletes and half never having any experience working with SO athletes and most having minimal to no SO training and educational training.

Development of the Houston Area Sports Survey

James G. Disch, Channing Grigsby, Casey Michel, and Taylor Wardlow
Rice University

Introduction: There are few things that tie a community together more than a shared interest in sport. Whether as a participant or a spectator, sport is a part of many people's life. Clearly, there is some type of intrinsic value to sport — but why is it that a certain sports franchise is more valuable than another? Houston is home to four major league franchises — the Astros, Texans, Rockets, and Dynamo — as well as the minor league hockey Aeros. The fourth-largest U.S. city has options aplenty for its citizens. Houston also has one of the most diverse populations in the nation, in terms of both race and class. As such, the city is a prime source for examining what draws people to sports venues, what business models and practices are successful, and why certain franchises can sell out their venues while other teams are struggling to attract fans at all.

Statement of the Problem: The problem of this study was to create a Houston Area Sports Survey that combines research questions about all professional sports teams within Houston to create a comprehensive image of the Houston sports fan. The survey will examine how different franchises are perceived and how demographics are associated with the various organizations. With the results of the survey, organizations can better focus their resources not only on increasing revenue streams, but also on improving their brand throughout the city.

Procedures: A survey was created using Survey Monkey. This survey was then distributed via e-mail to a convenient sample of Rice affiliates. Two hundred and forty nine respondents, approximately a 25% response rate, completed and returned the survey.

Results: For the sample: 1) 75.3% of the respondents were male, and 24.7% of respondents were female, 2) The average age was 54 for males and 51 for females, 3) 93.6% of the respondents were white, 2.8% were Hispanic, and 1.6% were black. 3.2% were other, 4) although there were slightly more Astros fans than Texans fans, a much larger percentage preferred Minute Maid Park to Reliant Stadium, 5) the correlations for most questions were high, ranging from .560 to .873. This indicated that all of the sport fan interest questions were measuring basically the same factor.

Summary of Findings: None of the sport fan interest questions were substantially related to the selected variables of gender, age, and willingness to pay. Although minor differences existed in magnitude of means in terms of level of interest in sports, there were no significant differences between genders. Because a convenient sample was used, the study doesn't generalize beyond the respondents surveyed, but the results do indicate that the survey can be used to provide information on sports fan interests, preferences, and demographics.

College Students' Motivation in Physical Activity Classes: A Self-Determination Theory Perspective

Jacqueline Dunn and Tao Zhang, University of North Texas
Denton, Texas 76203-5017
Phone: 940-565-3436; Fax: 940-565-4904
E-mail: JacquelineDunn@my.unt.edu

Background/Purpose: Self-determination theory (SDT) proposes that satisfaction of the basic psychological needs for autonomy, competence, and relatedness facilitates self-determined motivation and is central to motivational outcomes (Deci & Ryan, 1991, 2007). Further, creating a supportive environment to satisfy these psychological needs is the mechanism through which individuals move toward higher levels of self-determined motivation (Deci & Ryan, 2000; Ryan & Deci, 2002). According to this theory, self-determined motivation includes intrinsic motivation, identified regulation, introjected regulation, external regulation, and amotivation, which can be calculated as a unidimensional index, known as the relative autonomy index (RAI). The purpose of this study, therefore, was to determine the extent to which a supportive environment (autonomy support, competence support, relatedness support) and need satisfaction (autonomy, competence, relatedness) predict college students' self-determined motivation (RAI) in physical activity classes. **Method:** Participants were 181 college students ($M_{\text{age}} = 21.0$; 78.5% White) enrolled in college physical activity classes at a southeastern university. Data were collected during student's regularly scheduled physical activity classes. They completed previously validated questionnaires measuring social factors (autonomy support, competence support, relatedness support), need satisfaction (autonomy, competence, relatedness), and self-determined motivation (RAI). **Analysis/Results:** Correlational analyses revealed that there were significant relationships among the variables. A hierarchical regression analysis, entering need satisfaction (autonomy, competence, relatedness) in the first block, followed by the social factors (autonomy support, competence support, relatedness support) in the second block, indicated that competence ($\beta = .31, p < .01$), autonomy ($\beta = .41, p < .01$), and autonomy support ($\beta = .31, p < .05$) were significant predictors of RAI, accounting for 42.4% of the variance. **Conclusions:** The findings suggested that social environmental factors and need satisfaction significantly contribute to self-determined motivation in college students. These results supported the notion that the higher students' satisfaction and support received is, the more likely they will feel they are in a motivated state. Based on these findings, providing a supportive physical activity environment may promote higher levels of self-determined motivation in college students.

A Developmental and Component Approach to the Basketball Free-Throw Skill

Weston Durham, Brandi Egert, Elizabeth Juarez, Dean Culpepper; Lubbock Christian University

Statement of the Problem

Many skills have component based patterns of development. Little research has been done to determine the component base for the basketball free-throw skill. This lack of research has led to a gap in the teaching materials available to the professional teaching the basketball free-throw skill.

Purpose

The purpose of this study is to evaluate different stages of movement of a basketball free-throw shot and determine their role on the development of the skill.

Methods and Procedures

Subjects (n=21) were videotaped at school based basketball camps. The videos were reviewed and subjects scored on a scale formed from the component development system. These scores were used to group subjects into 4 stages of development. The videos were then viewed by a panel of 3 experts and scored on the same system to insure reliability and validity.

Results

This study has resulted in the development of a component base for the basketball free-throw skill. The skill is easily broken down into three components regarding the lower limb, the torso, and the upper limb. Using these three components, ~~it is~~ the skill was broken divided into four developmental stages.

Summary

This study evaluated the basketball free-throw shot to determine its developmental components. It is important to break motor skills down into components so that teaching and coaching recommendations can made to professionals. These recommendations can be used by physical educators and coaches to develop a reliable program to teach students the proper mechanics of the basketball free-throw skill.

H1N1 Vaccination among African American College Students: What Communication Source and Methodologies Motivate Uptake

Dr. Kentya Ford – Prairie View A&M University kcford@pvamu.edu

Statement of Problem: Little effort has been made to develop communication messages that influence African American young adults, specifically college students, to obtain H1N1 immunization. To better understand the communication sources that are most influential in their decision making, the following study was undertaken.

Methods: Study participants were 540 students attending Delaware State University, a historically black university located in Dover, Delaware. Cross-sectional data were collected using self-report during the fall of 2009 on information sources that motivate H1N1 vaccination uptake. Data were analyzed using logistic regression to control for potential confounding variables.

Results: Findings indicate students who had been immunized were more likely to check for health information online (OR= 1.72, 95% CI: 1.04-2.86, $p \leq .05$) and received H1N1 information from healthcare professionals other than doctors (OR= 5.227, 95% CI: 3.06-8.92, $p \leq .05$), physicians (OR= 2.19, 95% CI: 1.36-3.52, $p \leq .05$) and parents (OR= 2.05, 95% CI: 1.26-3.33, $p \leq .05$) compared to students who did not receive the H1N1 vaccination.

Summary of Findings: These findings provide information that may inform intervention methodologies that colleges and health practitioners can operationalize to motivate H1N1 immunization uptake among African American, college-aged students.

Key Words: H1N1, vaccinations, African Americans, college students, disparities

College Physical Activity Courses: Are We Failing Our Students?

Stacey A. Gaines, Ph.D. and Judy K. Bloomquist, M.S., Texas A&M University-Kingsville
Kingsville, TX 78363

Phone: (361) 593-3058 Fax: (361) 593-2141

stacey.gaines@tamuk.edu

Physical inactivity has been linked with a number of chronic and life threatening health problems. One goal of many college kinesiology departments is to develop physical education teachers who themselves are physically educated, and who maintain health-enhancing levels of fitness. In an effort to encourage students in this objective, college physical activity courses have long existed as a means to help future physical educators develop and maintain physical fitness across their college career. However, the effectiveness of these courses in actually developing or maintaining fitness levels has rarely been examined. As a result, the purposes of this study were threefold: a) to examine fitness levels of students enrolled in a college swimming course across the semester; b) to track fitness gains or losses as a result of participation in the course; and c) to compare the results based on course length. It was hypothesized that as a result of the course, students' fitness levels would positively increase, and that students in the long-semester session would experience greater gains across the semester. Students (n=77) enrolled in four beginning swimming courses were contacted at the beginning of the semester and asked to participate in two fitness testing sessions, one each at the beginning and end of the semester. Two courses were over 15 weeks (long-semester) and two courses were over 4 weeks (short-semester). The testing session included body measurements (height, weight, arm, leg, chest, waist, and hip girth), body composition by bioelectric impedance, and a short physical activity questionnaire to determine and control for physical activity participation outside of the course (adapted from Kowalski, Crocker, & Kowalski, 1997). Contrary to our hypotheses, results indicated no significant changes in participants' physical fitness levels for those in the long-semester program, and a low but significant change in participants' physical fitness levels for those in the short-semester program. Participants' activity levels outside of the course were also significantly and negatively related to reported increases in physical fitness. The results from this study indicate that the current 15-week structure of physical activity courses in colleges perhaps do not effectively meet the need of future physical educators to develop or maintain acceptable physical fitness levels to be considered health-enhancing. Future directions for research and recommendations for program and curriculum development will also be discussed.

Title: A Comparison of Olympic and Paralympic Media Coverage in Sports Illustrated between the years of 1984-2010

Sebrina Graves and Ronald Davis, PhD, Texas Woman's University, Denton, TX.

Phone: (940) 898-2589 Email: rdavis4@twu.edu

Statement of Problem

Athletic accomplishments of athletes without disabilities are documented in print, digital, or cable broadcast media. The magazine Sports Illustrated (SI) is considered to be a leading print media source for traditional sporting competitions played by athletes without disabilities. What about SI's coverage of athletes with disabilities? While competitive opportunities and accomplishments of athletes with disabilities are increasing in sports such as basketball, swimming, soccer, and track and field, mainstream print media reporting of their accomplishments is not. At the 1996 Atlanta Olympics and Paralympics, the media representation and coverage favored the Olympics 8:1. Despite this unbalanced distribution of media coverage, most athletes with disabilities accept some coverage rather than having no coverage at all (Coakley, 2008). Coverage of athletes with disabilities performance is not always positive or sport related. After analyzing over 60 articles in the British newspaper covering the 2000 Paralympics in Sydney, Australia, Thomas and Smith (2003) reported that media coverage emphasized and reinforced stereotypical perceptions of disability. Photographs seemingly hid athletes' impairments and male athletes were more likely than women to be photographed in active poses (Thomas & Smith). Closer examination of print media documentation would contribute to identifying a need for establishing balanced coverage of athletic accomplishments for athletes with and without disabilities in the mainstream media. Therefore, the purpose of this study was to compare the media coverage of the Olympics and Paralympics in the magazine Sports Illustrated over the last 25 years.

Methods and Procedures

Key word searches of the Sports Illustrated data base, or *vault*, were used to identify articles, photo galleries, and cover pictures between 1984-2010 for the sporting events of the Olympics and Paralympics (retrieved from <http://sportsillustrated.cnn.com/vault/gallery>). Key words included: Paralympics and Olympics; Wheelchair Basketball and Basketball; Summer Paralympics and Summer Olympics; Winter Paralympics and Winter Olympics.

Results

Articles related to Olympics appeared almost 110:1 compared to Paralympics. In the compilation of photos called *photo galleries*, photos covering Olympic events favored Paralympic by a 70:1 ratio, while cover pictures of the magazine favored Olympics 65:1. Similar ratios and data were identified for categories of *sport* (e.g., basketball), as well as *summer and winter games* for the years 1984-2010.

Summary

It appears SI does not provide equal Olympic and Paralympic media coverage. These findings support the literature and appear to promote a media bias related to sporting accomplishments of athletes with disabilities. How will mainstream society ever learn about these accomplishments if they are continually subjected to such biases? More needs to be done to help balance the media coverage of athletes with and without disabilities.

Acculturation Outcomes in a Border Latino Population

Bobby Guinn, Ph.D., Vern Vincent, Ph.D., Lin Wang, Ph.D., and Paul Villas, Ed.D.

The University of Texas-Pan American, Edinburg, TX 78541

Phone: (956)381-3509 FAX: (956)381-3502

E-mail: rguinn@utpa.edu

The process of acclimating to a new culture is recognized to be both complex and multidimensional. Rather than a simple progression away from the minority culture to the new host majority culture, acculturation can involve varying degrees of retaining new values and practices (Benet-Martinez et al., 2002; Chun et al., 2003). Thus while there do not appear to be unidirectional outcomes of acculturation, strong evidence points toward certain belief, behavior, and demographic tendencies; the more prominent of which include self-esteem, marriage, perceived health, physical activity, and education. Much of the acculturation research among Latinos has been conducted with national data bases, migratory populations, and urban center dwellers; however, little investigation has been done solely among persons residing in a Latino population-dense border area. Therefore, the purpose of this study was to extend the acculturation outcome research through identification of investigated variables which distinguish more acculturated versus less acculturated Latinos living in the Texas-Mexico border region. Data were gathered through a self-report instrument, printed in both English and Spanish, composed of acculturation, self-esteem, age, gender, ethnicity, health, education, activity level, and marital status measurement items. The study sample was comprised of 109 males and 329 females (sample M age 36.1 years; SD=8.50; range 20-61 years). To identify factors that distinguished between more and less acculturated persons, the polar extremes approach (Hair et al., 1998) was used to place participants into high- and low-acculturated groups and descriptive discriminant analysis employing stepwise regression analysis was used to ascertain what variables made the greatest contribution discerning between groups. The discriminant function model produced a statistically significant Wilks' lambda, .54 ($\alpha=.001$), indicating a difference between groups. The analysis retained education ($p<.001$), self-esteem ($p<.01$), and marriage ($p<.01$) as the only statistically significant discriminators of membership in the high- and low-acculturated groups. In other words, among the border Latinos studied, those who have higher educational attainment, better self-esteem, and are currently married tend to be more acculturated than those less educated, of lower self-esteem, and unmarried. Findings indicating similarities and inconsistencies with other Latino populations suggest differences in acculturation outcomes across subgroups.

Teaching Cultural Awareness, Sensitivity and Competence through Service Learning

Jeff Housman, Karen S. Meaney, Arnoldo Cavazos, Michelle L. Wilcox
Texas State University – San Marcos
San Marcos, TX 78666
Phone: (512) 245-1314 Fax: (512) 245-8678
E-mail: housman@txstate.edu

Statement of the Problem. As the Texas population becomes more diverse, the need to incorporate cultural awareness, sensitivity, and competence into all aspects of health education and promotion continues to grow. The purpose of this study was to assess the impact of service learning on students' cultural awareness, sensitivity, and competence.

Methods and Procedures. Social-cognitive theory served as the framework for this study and a mixed methods approach was used to collect data. Students enrolled in an undergraduate community health class participated in service learning activities with minorities from low socioeconomic backgrounds. Of 42 students enrolled in the course, 20 chose to participate in service learning. Service learning activities consisted of students conducting a needs assessment and using needs assessment data to develop culturally and economically appropriate health education and promotion. To assess changes in students' cultural awareness and sensitivity (CAS) and cultural competence behavior (CCB), students completed a survey before and after service learning activities. Participants also described their experiences through weekly reflections and focus group interviews. Paired t-tests were used to compare changes in students' CAS and CCB scores (service learning participants vs. non-participants) from before and after service learning activities. Content analysis of student reflections was used to determine overriding themes of students' service learning experiences.

Results. Results of the paired t-test indicated that changes in students' CAS ($t = -11.5$, $p < 0.00$; $M = -35.93$, $SD = 17.17$) and CCB ($t = -6.79$, $p < 0.00$; $M = -19.14$, $SD = 15.19$) were significantly greater for those who participated in service learning than those who did not. Furthermore, content analysis of qualitative data indicated that students participating in service learning broadened students' understanding of low socioeconomic populations, changed their preconceived stereotypes, and improved their communication skills.

Conclusion. Findings suggest service learning programs can positively impact students' cultural awareness, sensitivity, and competence for health education and promotion.

Dangerous Dieting Behaviors among College Students: Drunkorexia and Alcholemlia

Rosanne S. Keathley, Ph.D., Sam Houston State University, Huntsville, Texas 77341

Office Phone: (936) 294-1171, Office Fax: (936) 294-3891, hpe_rsk@shsu.edu

Judy R. Sandlin, Ph.D., Texas A & M University, College Station, Texas 77843

Office Phone: (979) 862-7963, Office Fax: (979) 862-4347, jrsandlin@tamu.edu

Statement of the Problem:

Drunkorexia is defined as restricting daily caloric intake in order to consume more alcoholic beverages. Alcholemlia is defined as purposefully purging after consuming food or alcohol in order to consume more alcoholic beverages. Approximately 35 percent of alcohol abusers also report having an eating disorder. College students obsessed with their weight tend to consume greater amounts of alcohol more frequently than college students in the general population. The purpose of this study is to determine the knowledge of and participation in drunkorexia and alcholemlia among college students.

Methods:

A convenience sample of 709 college students (354 males and 355 females) participated in the study. Subjects were undergraduates who attended either a community college or large four-year state university. Subjects responded to a 12-item survey associated with the purpose of the study. Survey questions included demographic information, campus organization involvement, parental alcohol consumption behaviors, alcohol consumption behaviors in high school, knowledge of drunkorexia and alcholemlia, participation in drunkorexia and alcholemlia, and consumption of energy drinks.

Procedures:

Data were collected during a three week period in spring 2010. Frequencies and the chi square test for goodness of fit were used to analyze the data. Data were analyzed using SPSS 17.0.

Results:

Just over half of the subjects (55.2%) had heard of drunkorexia, while 21.2% ($N = 189$) admitted to drunkorexia themselves. Of those, the average number of times of drunkorexia was 5.22 ($SD = 6.71$). Forty-one participants disclosed that they had participated in drunkorexia 10 or more times in their lifetime. Again, just over half of the participants (53.2%) had heard of alcholemlia and 13.6% ($N = 96$) admitted to alcholemlia. The average rate of participation in alcholemlia was 4.83 ($SD = 11.93$). Twenty-three subjects admitted that they had vomited 10 or more times in order to consume more alcohol. Chi-square indicated a difference in drunkorexia based on membership in a sorority/fraternity, $\chi^2(1, N=707) = 14.97, p = .000$. Not surprisingly, members of a sorority/fraternity were more likely to participate in drunkorexia. Chi square analyses indicated that students who participated in intramurals were more likely to consume energy drinks, $\chi^2(1, N = 507) = 7.15, p = .007$. A significant number of males indicated that they had consumed alcohol in high school. Similar findings were indicated for parents' consumption, $\chi^2(1, N = 505) = 17.56, p = .000$. A significant number of those who consumed alcohol in high school indicated that their parents consumed alcohol in their presence. Seventy percent stated that both parents consumed alcohol, 26% reported that only their father consumed alcohol and 8% reported only their mother consumed alcohol. Not surprisingly, differences were found for current consumption, $\chi^2(1, N = 505) = 35.37, p = .000$. A significant number of those who reported high school consumption reported current consumption.

Summary:

While participation in drunkorexia or alcholemlia may be low, those who do participate do so at a high rate. Programs should be initiated to educate college students, particularly sorority/fraternity members, about the dangers of these behaviors.

Energy Drink Consumption Patterns of College Students

Rosanne S. Keathley, Ph.D., Sam Houston State University, Huntsville, Texas 77341

Office Phone: (936) 294-1171, Office Fax: (936) 294-3891, hpe_rsk@shsu.edu

Judy R. Sandlin, Ph.D., Texas A & M University, College Station, Texas 77843

Office Phone: (979) 862-7963, Office Fax: (979) 862-4347, jrsandlin@tamu.edu

Michael Sandlin, Ph.D., Texas A & M University, College Station, Texas 77843

Office Phone: (979) 862-4667, Office Fax: (979) 847-8987, msandlin@tamu.edu

Statement of the Problem:

Energy drink consumption has increased significantly over the past decade particularly among college students. College students represent viable targets for manufacturers of energy drinks in regard to their academic, social, work, and lifestyle schedules. The purpose of the study is to examine the health related behaviors of college students who consume energy drinks.

Methods:

A purposive sample of 189 college students who reported to currently consume energy drinks participated in the study. Subjects were undergraduates who attended a large four-year state university. Subjects were administered a 10-item questionnaire which assessed a variety of health-related behaviors. Questionnaire items included student demographic information, alcohol consumption patterns, daily and weekly sleep habits, and weekly exercise patterns. Additional questions assessed the subjects' knowledge of the correct caffeine content of coffee, soft drinks, and energy drinks.

Procedures:

Data were collected during a one week period in fall 2009. Frequencies were used to analyze the data. Data were analyzed using SPSS 17.0.

Results:

The average of age of first consumption of energy drinks was 17.53 ($SD = 1.90$). Interestingly, the majority (84%) reported that they consumed three or fewer energy drinks per week. The majority of energy drink consumers (82%) admitted to current alcohol consumption. Of those, most (31%) consume alcohol 2 to 3 times per week. Energy drink consumers stated that they got an average of 5.59 hours of sleep each night during the week ($SD = 2.73$) and an average of 6.14 hours of sleep per night during the weekend ($SD = 3.36$). Participants stated that they took an average of 2.17 naps per week ($SD = 1.84$) and averaged 2.52 hours of napping per week ($SD = 3.02$). Participants averaged 3.38 hours of aerobic exercise per week ($SD = 2.92$). Only 19% and 10% could correctly identify the caffeine content of 12 ounces of coffee and a soft drink, respectively, while 35% could identify the caffeine content of 12 ounces of an energy drink.

Summary:

This research provides a comprehensive view of the health profile of college students who consume energy drinks in regard to alcohol consumption, sleep habits, and exercise patterns. One interesting finding suggests that students are more knowledgeable about the caffeine content of energy drinks than the caffeine content of coffee and soft drinks, although the later are widely consumed in this population. Additional research should be directed toward investigating energy drink consumption, academic performance, and frequency of illness within the college student population.

THE CORRELATION OF THE FUNCTIONAL MOVEMENT SCREEN AND KEY SPORT PERFORMANCE FACTORS

Misty R. Kesterson, Ed.D, C.S.C.S., Mary Barnes, MA, ATC, LAT, Jerry Hilker, MSED, ATC, LAT, Dan Huffman, Med, ATC, LAT

Department of Kinesiology, Texas A&M University–Corpus Christi, 6300 Ocean Drive, Unit 5820, Corpus Christi, Texas 78412-5820, Phone: (361)825-3299 Fax: (361)-825-3708 Email: misty.kesterson@tamucc.edu

ABSTRACT:

The Functional Movement Screen (FMS) is a set of seven movement tests developed by Gray Cook used to evaluate functional movement quality in regards to the dynamic mobility and stability of the different body segments (Cook, 2003). The purpose of this investigation was to determine the correlation between the balance, mobility and stability tests of the FMS and the key sport performance factors of power, agility and flexibility. Nineteen athletes (10 male, 9 female) from the sports of basketball, volleyball and tennis, approximately (20.16 ± 1.46 years) of age performed the screens and performance tests. The athletes performed the 7 screens of the FMS, namely, 1) the deep squat, 2) the hurdle step, 3) the lunge, 4) the shoulder stretch, 5) and the active straight leg raise, 6) push up, 7) rotary stability. The sport performance tests were the 1) t-test, 2) the hexagon test, 3) the rotational medicine ball throw (right and left), 4) the overhead medicine ball throw, 5) the vertical jump, 6) the bilateral sit and reach, and 7) the unilateral sit and reach test (right and left). Each athlete was allowed 3 trials for each test, except the t-test in which 2 trials were permitted. Analysis of the data ($p, 0.05$) showed the following bivariate associations: 1) the deep squat and the hexagon test ($r = .52$), 2) the active leg raise and unilateral sit and reach (right) ($r = .46$), 3) the shoulder stretch and unilateral sit and reach (right) ($r = .48$), and unilateral sit and reach (left) ($r = .56$), and 4) the push-up test and hexagon test ($r = .47$). Coefficients of determination were used to examine the practical significance of the findings. The results suggested that there is a significant relationship between the functional movement screen tests that measure flexibility, such as the active leg raise and the shoulder stretch and the unilateral sit and reach. Relationships between the FMS screens (deep squat and push up tests) and the hexagon test, an agility measure, were also noted. It was concluded that the FMS is a tool that can be used to measure dynamic flexibility and perhaps agility, but it may not necessarily be a strong predictor of performance of power.

Behavioral Characteristics of Division I Collegiate Baseball Players

Lorraine Killion, Lamar University¹
killionle@my.lamar.edu
409.880.7748

Dean Culpepper, Lubbock Christian University²
Toby Rogers, Lubbock Christian University²

It is a popular belief that sport develops character. The Hellison Personal and Social Responsibility Model (Hellison, 2003) has been utilized to develop behavior that is based on ethics and moral reasoning. Hellison's Model operates from five levels (each having its own respective set of goals and strategies) of social responsibility. The levels range from "0" (having no respect for others) to "4" (having respect for self and others). Coaches strive for teams that are comprised of players who exhibit a variety of social as well as physical skills. The purpose of this study was to examine the levels of responsibility displayed by collegiate varsity baseball players. Questioning and data collection followed Esterberg's (2002) interview and coding protocol. The researchers read a series of 14 scenarios and the players were given time to answer fully. Responses were taped and played back for coding. A second session was then utilized to review the responses to compare level assignments for agreement and coding purposes. The study was comprised of 2 collegiate teams in Texas. There was a total number (N=76) of players [school #1, (n=41)] and [school #2, (n=35)]. Demographics of the collapsed data yielded: *Mean age*=21.0 yrs., 60 White, 14 Hispanic, 1 Black, and 1 Non-Resident Alien. The results of the semi-structured interviews showed that 5.2% players answered at the Irresponsible level, 20.5% at the Self-Control level, 34.8% at the Involvement level, 30.3% at the Self-Responsibility level, and 9.2% at the Caring level. While approximately 75.0% of the athletes demonstrated moral responsibility, over one fourth of the collegiate athletes responded at a level that does not exemplify what the model strives to accomplish – responsible behavior. The National Association for Sport and Physical Education (NASPE) recommends the development of personal and social behavior in Standard 5. While time is limited in all practices, when situations do arise, the coach should use the situation as a teachable moment to help his/her athletes take personal and social responsibility. Recent occurrences in sport settings have initiated a resurgence of the importance of teaching moral character through sport (Sage, 1998). While it is risky to assume that sport builds character (Shields & Bredemeier, 1995); sport participation should foster holistic development that challenges athletes socially as well as physically.

Transfer Status and Racial Influence upon Student-Athlete College Choice

Morgan Mercer, Master's Student, Baylor University, Waco, TX 76798

Phone: 301-922-8951 Fax: 254-710-3527

Email: Morgan_Mercer@baylor.edu

Jeffrey C. Petersen, Ph.D., Baylor University, Waco, TX 76798 (Advisor)

Phone: 254-710-4007 Fax: 254-710-3527

Email: Jeffrey_Petersen@baylor.edu

Every year thousands of young adults all across the United States make one of the most important decisions of their lifetime in selecting where to attend college. While significant past research has focused upon the college selection decision (Hossler, Braxton, & Coopersmith, 1989; Hossler, Schmit, & Vesper, 1999; Hoy, 1967; McDonough, 1997; and Paulsen, 1990), there is much more limited literature on the college choice process of student-athletes (Letawsky, Schneider, Pederson, & Palmer, 2003). Although studies have been made of specific sports like basketball and softball (Croft, 2008; and Pauline, Pauline, & Allen, 2009), no studies to date assess multiple sports within the same student population. The purpose of this study was to examine the college selection process for all first-year student-athletes at a Division I institution in the Southwestern United States. A 35-item online survey was distributed to qualified subjects from all seven male sports and all nine female sports with 209 complete responses obtained. The survey included demographic items followed by 27 choice factors assessed on a 5-point Likert scale for perceived importance. A significant difference was noted for the size of school ($F_{(2, 203)} = 3.82, p = .023$) with a post hoc analysis revealing that student-athletes transferring from another four-year institution were significantly lower ($M = 2.40$) than for either junior college transfers ($M = 3.25$) or non-transfers ($M = 3.30$). A total of 17 of the 27 factors demonstrated a significant difference ($p < .05$) in mean values based upon the four racial/ethnic groups represented (African American, Caucasian, Hispanic, and mixed). These factors included: high school coach recommendation, coach comfort, player comfort, sport program reputation, championship opportunity, conference reputation, first year starting, schedule strength, pro potential, official visit, head coach, travel opportunity, win/loss record, and television exposure. These initial results indicate the need for further research to expand the application of these types of results in assisting student-athletes, parents, coaches, and recruiters with guidance in navigating the college selection process.

100% Me - What's Inside Curriculum: Knowledge of Steroids and Supplements among 5th Grade Students

Kasidy Modlin, Health Undergraduate Student, Sam Houston State University

Cell Phone: (979) 204-7571, Office Fax: (936) 294-3891, kmm016@shsu.edu

Judy R. Sandlin, Ph.D., Texas A & M University, College Station, Texas 77843

Office Phone: (979) 862-7963, Office Fax: (979) 862-4347, jrsandlin@tamu.edu

Rosanne S. Keathley, Ph.D., Sam Houston State University, Huntsville, Texas 77341

Office Phone: (936) 294-1171, Office Fax: (936) 294-3891, hpe_rsk@shsu.edu

Statement of the Problem:

The illegal use of steroids by athletes has been increasingly documented during the past decade. Evidence also suggests that many athletes consume supplements in order to increase athletic performance. With this in mind, teachers and coaches must increase efforts to teach athletes about the potential dangers of such substances. One curriculum that may be utilized is sponsored by the United States Anti-Doping Agency (USADA). Among the missions of USADA is to inspire true sport for all athletes. Included in their educational resources is the free middle school curriculum *100% Me-What's Inside*, which focuses on the multi-faceted aspects of participating in sport and life activities while abstaining from supplements, drugs, and steroids. The purpose of this study was to determine the effects of selected sections of the *100% Me-What's Inside Curriculum* on the knowledge of steroids and supplements of 5th grade students.

Method:

Subjects ($N = 54$) responded to a 10-item knowledge test prior to, immediately after, and two-weeks after instruction using two sections of the *100% Me-What's Inside Curriculum*. The specific sections of the test dealt with steroids and supplement knowledge, sport and energy drinks, hydration issues, as well as advertising tactics targeting young consumers.

Procedures:

Data were collected during the fall 2010 year. The instructional module focusing on steroids and supplements was implemented during a 50 minute 5th grade Physical Education class. Subjects were administered a pre-test one week before the instructional module of the curriculum was presented. A post-test was administered to subjects upon completion of the module. An additional post-test was administered to subjects two weeks following the instructional module to determine the retention of knowledge dealing with steroid and supplement use. Frequencies and one-way repeated measures ANOVA were used to analyze the data. Data were analyzed using SPSS 17.0.

Results:

A one-way repeated measures ANOVA revealed significant differences among the test means, $F(2, 51) = 21.45, p = .000$. Post hoc analysis indicated a significant difference between the pre-test scores and both post-tests scores. The average pre-test score was 5.27 ($SD = 1.96$) while the average post-test scores were 7.07 ($SD = 1.33$) and 6.76 ($SD = 1.78$), respectively.

Summary:

USADA's *100% Me-What's Inside Curriculum* is an effective tool that teachers and coaches should utilize to increase students' knowledge about steroids and supplements. This study demonstrated that students increased their knowledge when the *100% Me-What's Inside Curriculum* was utilized and were able to retain the information during the two-week retention period. USADA's educational resources, web-site, and curriculum ancillaries are free to parents, coaches, teachers, and administrators and would serve as a valuable resource in Health, Science, and Physical Education classes taught at the middle school level.

Media Preferences of Spectators from Minor League Baseball in South Texas

Liette B. Ocker, Mary L. Barnes, Misty R. Kesterson, Alison M. Murray, Tarmo Jallai

Department of Kinesiology, Texas A&M University – Corpus Christi, 6300 Ocean Drive, Unit 5820, Corpus Christi, TX 78412-5820, Phone: (361) 825-2670
Fax: (361) 825-3708

Email: Liette.Ocker@tamucc.edu

Television (TV) viewing is a favorite pastime of many Americans. Not surprising, greater than 80% US households subscribe to cable TV (Materalexis, Barr & Hums, 2009). However for sport organizations, the cost of airing events on TV can be so expensive that radio is still a popular choice. The purpose of this research was to examine the media preferences of spectators participating in minor league baseball. The spectator surveys were provided before and during several minor league double-A affiliate baseball games. The researchers purposefully avoided interfering with any aspect of the game. Surveys were accepted when fully completed by consenting adults over the age of 18 years. This constituted 170 surveys reflective of a nine percent subject mortality rate. The majority of subjects were male, $n = 93$ (54.7%). Caucasians, (51.8 %) were the highest ethnic group, followed by Hispanics (44.1 %). The remainder 4.1% was made up by the other ethnicities participating in the study. Examination of participant consumption preferences revealed that 87.5% preferred to watch TV for their news consumption needs; likewise, 83.0% preferred to watch TV over listening to the radio for entertainment. A 2x2 Chi-square for independent samples was analyzed between TV and radio consumption by news and entertainment preferences. The Chi-square was significant for news preference for TV, $\chi^2(1, N = 170) = 49.50, p = .00$, and for entertainment preference for TV, $\chi^2(1, N = 170) = 38.23, p = .00$. As such, the participants much preferred TV to radio for both their news and general entertainment media consumption needs. Despite such intuitive findings, it remains imperative that sport organizations periodically examine the dynamics and opportunities surrounding TV viewing. Future sport managers ought to consider more potential TV opportunities. That stated, minor league baseball has recently increased their TV viewing opportunities by airing select games on Minor League Baseball TV (MiLB.TV) thus providing another media outlet for spectators.

Masteralexis, L.P., Barr, C.A., & Hums, M.A. (2005). *Principles and practices of sport management* (2nd ed). Sudbury, MA: Jones and Barlett.

Assessing Fitness Center Accessibility: A Reliability Analysis for the AIMFREE Survey Instrument

Jeffrey C. Petersen, Ph.D., Baylor University, Waco, TX 76798
Phone: 254-710-4007 Fax: 254-710-3527
Email: Jeffrey_Petersen@baylor.edu

David A. Pierce, Ph.D., Ball State University, Muncie, IN 47306
Phone: 765-285-2275 Fax: 765-285-4235
Email: dapierce@bsu.edu

Prior studies have shown a lack of accessibility in fitness and recreation centers (Cardinal & Spaziani, 2003; Figoni et al., 1998; and Rimmer et al., 2004). One primary step in the development of more accessible recreational facilities is a willingness to examine and assess the current facilities from an accessibility perspective. However, many fitness professionals and facility managers may not be fully aware of the numerous and often detailed components of the ADA guidelines. The development of the Accessibility Instruments Measuring Fitness and Recreation Environments (AIMFREE) Fitness Center and Swimming Pool Accessibility Professional Version survey created a new tool to provide a detailed facility assessment. However, there is a need to study the reliability of this tool when utilized by multiple individuals. A group ($n = 26$) of individuals were trained in the use of this survey and then conducted individual analyses of the same facility in order to assess inter-rater reliability. Results of kappa analyses for the 310 questions from the 11 facility-related sections of the AIMFREE survey revealed a moderately low level of reliability with 41% of all questions exceeding the 0.70 kappa level as a standard for inter-rater reliability. An item analysis of results for each section of the survey exceeding the 0.70 kappa level were as follows: hot tubs, whirlpools, saunas, and steam rooms, 13/17 (76%); bathrooms, 18/33 (55%); locker rooms and showers, 21/40 (53%); equipment, 26/58 (45%); elevators, 10/24 (42%); swimming pools, 14/38 (37%); access and entrances, 14/45 (31%); water fountains, 3/10 (30%); information and signage, 6/24 (25%); telephones, 1/7 (14%); and parking, 0/14 (0%). The moderately low reliability of this survey as a whole demonstrates a need for continued development of the AIMFREE instrument and processes to improve the inter-rater reliability. A first recommended course of action involves revision of low-reliability survey items, and a second course of action involves additional and improved training of survey users. Either action or a combination of both actions deserves consideration for increasing the survey reliability.

The Self-Regulated Learning of 8th Graders Using the 100% Me-What's Inside Curriculum

Judy R. Sandlin, Ph.D., Texas A & M University, College Station, Texas 77843
Office Phone: (979) 862-7963, Office Fax: (979) 862-4347, jrsandlin@tamu.edu
Jeff Burke, Anderson-Shiro CISD, Anderson, Texas 77830
Office Phone: (936) 873-2061, Office Fax: (936) 873-2673, jburke@ascisd.net
Betsy Douglass, U.S. Anti-Doping Agency, Colorado Springs, CO 80906-4651,
Office Phone: (719) 785-2015, Office Fax: (719) 785-2001, bdouglass@usada.org

Statement of the Problem:

A critical element in engaging in healthy behaviors is personally valuing the healthy behavior. According to self-regulated learning theory, three styles of endorsement exist. The autonomous regulatory style reflects when one personally supports a behavior, the controlling style suggests external regulation, and amotivation style refers to being unmotivated about a behavior. Engagement is also dependent on one's confidence in being able to make a health related decision. The purpose of this study was to determine the effects of the 100% Me-What's Inside Curriculum on the self-regulated learning of middle school students. 100% Me-What's Inside Curriculum is a middle school curriculum sponsored by the United States Anti-Doping Agency (USADA).

Methods:

Subjects ($N = 49$) responded to the Treatment Self-Regulation Questionnaire (TSRQ) and the Perceived Competence Scale (PCS) prior to and after instruction using 100% Me-What's Inside Curriculum. The TSRQ measures three subscales, autonomy, controlling, and amotivation. The PCS assesses the degree to which one feels confident about being able to make a health related decision. For the purposes of this study, the TSRQ and PCS asked subjects about their decision to abstain from using exercise supplements.

Procedures:

Data were collected during a two month period during spring 2010. The TSRQ and PCS were administered to subjects before and immediately following instructional presentations using the 100% Me-What's Inside Curriculum. Data were analyzed using SPSS 17.0.

Results:

Significant differences were found between the pretest and posttest scores for autonomy, $t(42) = 2.303, p = .026$, for controlling, $t(42) = 2.389; p = .021$, and for perceived competence, $t(42) = 3.698; p = .001$. Autonomy and competence increased significantly and controlling decreased significantly as a result of 100% Me-What's Inside Curriculum instruction.

Summary:

USADA's curriculum 100% Me-What's Inside Curriculum is an effective tool that teachers and coaches should utilize to increase students' ability to take personal responsibility and gain confidence for their decision to abstain from using performance enhancing drugs.

Health and Physical Educators' Self-Perceptions of Body Image Compared to B.M.I.
P. Sherblom, Ph.D., University of Texas at Permian Basin; & G. James, Ph.D., Texas
Woman's University, Denton, Texas 76204
Phone: 940-898-2831 Fax: 940-898-2859
E-mail: gjames@twu.edu

The purpose of this study was to compare health and physical education professionals' body image based on their self-perceptions and their calculated BMI category. A fifteen - item survey was posted on Survey Monkey, and members of a professional state education organization were sent an invitation via email to participate in the confidential and anonymous online survey. After two weeks an email reminder was sent to the membership. Two hundred professionals completed usable surveys, with missing data ranging from 1 to 6 on variables. The sample consisted of 157 females and 42 males (1 did not self identify); 26 of whom were between 20 and 30 years of age, 41 of whom were between 31 and 40 years of age, 65 of whom were between 41 and 50, and 68 of whom were between 51 and 99. One hundred and seventy-seven participants self-identified as Caucasian, 18 as Hispanic, 2 as Native American, 1 as African American, 1 as Asian, and 1 as other.

One hundred and seventy-three of the participants were certified teachers. One hundred and seventeen of the participants indicated they have a regular physical activity and have had one for five years or more. In addition, participants were asked to rate themselves using male and female figures with '1' representing extremely thin individuals and '7' representing extremely obese individuals on the scale. One hundred seventy-nine of the participants rated themselves in the range of 3 to 5 on the scale.

The four BMI values used in the analysis were: "underweight" ≤ 18.5 , "normal weight" = 18.5 to 24.9, "overweight" = 25-29.9 and "obese" ≥ 30 . There were 6 participants missing data and so not usable, 4 "underweight", 96 of "normal weight", 72 "overweight", and 22 in the "obese" category. A chi square analysis indicated that significantly more participants were classified in the "normal weight" category and significantly fewer participants fell into the "obese" category than appear in the general population based on results from the 2006 National Health Interview data.

The Saegert 6th Grade Center Wellness Initiative: Three Year Follow-up

Pete Silvius¹, Erik Silvius¹, Steven Awoniyi⁴, William G. Squires², James Eldridge³, and Tinker D. Murray⁴; Saegert 6th Grade Center, Seguin, TX¹, Texas Lutheran University, Seguin, TX², University of Texas of the Permian Basin, Odessa, TX³, and Texas State University, San Marcos, TX⁴
Psilvius@seguin.k12.tx.us, 830-379-3218 (Phone), 830-379-6281(Fax)

Texas Senate Bill 530 (2007) mandated fitness assessment as part of the annual K-8 Physical Education (PE) curricula, yet few studies have reported about interventions designed to improve and quantify student passing rates. **Problem:** In 2008, students (N = 516, > 60% Hispanic and economically disadvantaged) in PE classes at the Saegert 6th Grade Center in Seguin, TX were initially tested on the state mandated FITNESSGRAM[®], and only 4.5% of female and 3% of male students reached the Healthy Fitness Zone on all six tests as compared to the state average of > 20%. **Purpose:** The purpose of this study was to determine how Saegert 6th graders fared in 2009 and 2010 following PE and wellness interventions to improve FITNESSGRAM[®] scores, specifically for the mile run. **Methods/Procedures:** Students (Total 2008-2010 N=1484; 729 females, 755 males; mean age = 11.5 years; mean BMI > 90%-tile, obese) participated in regular PE classes (including campus wellness center activities) with a once a week focus (FITNESSGRAM[®] Friday) on improving mile run scores and other assessment scores. Students were provided random drawing incentives for MP3 players, and the school staff, and local university students (TLU) served as cheerleaders for students, as well as their running partners. Students practiced and learned individual pacing techniques with their instructors on a school trail developed by the Sequin ISD to promote increased school and community levels of physical activity. Cross-sectional fitness data for all students (2008-2010) were analyzed using multivariate comparison techniques. **Results:** Both female and male students in 2009 and 2010 had significantly ($p < 0.05$) better mile times (2009 female mean = 11.98 mins; 2010 female mean = 12.98 mins; 2009 male mean = 11.19 mins; 2010 male mean = 11.78 mins) than their 2008 classmates (female mean = 17.65 and male mean = 15.5 mins). **Conclusions:** PE interventions like regularly scheduled use of the Saegert Wellness Center, time spent walking and jogging on the campus fitness trail, practice mile-run events, university mentor jogging-partners, and motivational rewards helped students improve (2009) and maintain (2010) significantly better scores on the FITNESSGRAM[®] mile run as compared to 2008. This study provides a potential model for fitness success in other middle school PE interventions, in Texas.

Group Cohesion, Self-Efficacy, and Motivational Responses in College Students

Kayla Smith and Tao Zhang, University of North Texas
Denton, Texas 76203-5017
Phone: 903-244-4532; Fax: 940-565-4904
E-mail: KaylaSmith@my.unt.edu

Background/Purpose: Promoting college students' physical activity motivation and behavior is a public health priority (ACHA, 2000; USDHHS, 2008). Given the fact that participating in an organized physical activity class or group exercise program is an important vehicle to develop college students' physical activity motivation and behavior, it is vital to create a supportive class climate to promote students' motivation and engagement. Guided by the theory of group cohesion (Carron et al., 1985, 2004), the purpose of this study was to examine the relationships among group cohesion, exercise self-efficacy, perceived interest, and exercise behavior in college students. **Method:** Participants were 143 college students ($M_{\text{age}} = 21.0$) participating in group exercise classes at a southeastern university. They completed the Group Environment Questionnaire (GEQ) assessing four subscales of group cohesion: individual attractions to group-task (ATG-T), individual attractions to group-social (ATG-S), group integration-task (GI-T), and group integration-social (GI-S) (Blanchard et al., 2000). In addition, they also completed previously validated surveys assessing their perceptions of exercise self-efficacy, perceived interest, and exercise behavior.

Analysis/Results: Pearson correlation and regression analyses were used to determine the relationships among the variables. There were positive correlations among the group cohesion, exercise self-efficacy, perceived interest, and exercise behavior (r 's ranging from .18 to .62). Hierarchical regression analyses, entering exercise self-efficacy first, and group cohesion constructs in the second block, revealed that exercise self-efficacy and GI-S were positive predictors of perceived interest ($R^2 = 29.4\%$; $\beta = .17, .23$ respectively, all $p < .05$). For exercise behavior, positive predictors were exercise self-efficacy and ATG-T ($R^2 = 15\%$; $\beta = .29, .20$, $p < .01, .05$, respectively). Further, regression analysis also indicated that ATG-T was a positive predictor of exercise self-efficacy ($R^2 = 5.6\%$; $\beta = .25$, $p < .01$). **Conclusions:** The findings indicated that group cohesion variables and exercise self-efficacy were associated with college students' interest and exercise participation in group exercise programs. The results supported that GI-S and ATG-T play a significant role in promoting college students' exercise interest and behavior beyond exercise self-efficacy. Constructing a supportive group environment can potentially lead to students' motivation and active engagement.