The Effects of an Altitude Training Mask on Physiological and Perceptual Variables while at Rest and during Exercise

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The use of altitude training masks by the average person has increased in recent years with numerous endorsements by famous athletes, yet few studies can be found on the acute effects during exercise while wearing an altitude training mask (ATM). **PURPOSE:** To examine the acute physiological and perceptual effects of wearing an altitude training mask during exercise. **METHODS:** Ten participants (age=25.8±5.03 yrs., height=170.8±8.8 cm, weight=75.9±22.14 kg, BMI=25.6±4.8 kg/m²) completed two trials either wearing an ATM or not. Trial order was counterbalanced and randomized with the second trial approximately one week later. Participants were asked to not ingest a heavy meal or caffeine 3 hours prior to testing as well as complete a Physical Activity Readiness Form (PAR-Q) and consent form before testing. Variables tested were heart rate (HR), blood pressure measured in systolic blood pressure (SBP) and diastolic blood pressure (DBP), blood oxygen concentration (SPO₂) and rate of perceived exertion (RPE). Measurements were taken when the participant first entered (baseline), after a 10 minute sit (seated without movement), after a four minute walk (3.0 mph at level incline), after a four minute run (5.0 mph at level incline), and after a three minute recovery (standing in place). A 2 (trial) x 5 (time) factorial ANOVA, with repeated measures on both factors, was used to determine the differences with the alpha set at 0.05. **RESULTS:** There were no significant differences between trials for heart rate, blood pressure, SPO₂ at any of the time points, but significant differences were seen in RPE. **CONCLUSION:** The effect of the mask is not great enough to elicit significant changes in physiological variables.

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It has been estimated that between 20-28% of children in the U.S. are affected by some form of bullying (National Crime Victimization Survey, 2014). Bullying is described as a form of aggression in which a more powerful or dominant student repeatedly humiliates a weaker student using methods that can range from physical assault to verbal teasing to social ostracism. When students do not feel safe in school, they tend to be less engaged (Mehta, 2013). Bullying can occur in many places where teachers do not see it (Nickerson, 2013) and can have a negative effect on self-image and performance. Bullying can make school a brutal experience that could turn students off to what is supposed to be an opportunity for youth development, learning, and achievement (Konold, 2014). When bullying is not handled accordingly, it can depict a message that bullying is acceptable and appropriate in certain settings such as a Physical Education class (Unnever, 2003).

The purpose of this study was to determine if students perceived bullying in a Physical Education setting and if they felt bullying had an adverse effect on their athletic performance. The study was conducted at a local school in South Texas. Upon IRB approval, consent forms for participation in the study were sent home to the parents. Only students with informed consent forms were allowed to participate in the study. The School Climate Bullying Survey (Cornell, 2015) was then administered to students across all grades in the high school: 9th through 12th. There was a 32.8% return rate and 97% of the students with returned consent forms completed the survey. A total (N=138) participants (74 females; 64 males). The study consisted of 72% Latino, 20% White, 2% Black, and 6% Other. Students completed the survey in the library. The data was then entered using SPSS 21.0 with alpha a priori guidelines set at (p=.05). A General Linear Model yielded a significant difference \[ F(131,6)=1.58, p<.001, R^2=.056 \] for being bullied in P.E by gender and ethnicity. Significance was also reported for the variables bullied and affects performance, \[ F(131,3)=5.09, p<.05, R^2=.042 \]. Students reported being bullied in P.E. 34.8% of the time compared to 10.6% in a regular school setting. Results indicate bullying can affect student performance; therefore, P.E. teachers should be aware of bullying and devise strategies for dealing with it when it occurs. The effects of bullying can be exponential; therefore, schools should take an active role in examining the school climate. To reduce the detrimental effects of bullying, Nickerson (2013) recommends taking steps examining the prevalence, developing an anti-bullying policy, staff-wide training, prevention programs, strong leadership, and utilization of effective disciplinary practices. Construction of a working coalition of parents, teachers, and administrators working together to improve the school climate could provide a positive experience for students throughout education. Physical educators also play a crucial role in creating a climate that encourages all students to participate regardless of their level of performance.
Validity of Musculoskeletal Fitness Scores from Elementary Physical Education Teachers
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Introduction: Mandated physical fitness testing has been initiated in several states, including Texas, as a means to address increased childhood obesity (e.g., Kelder et al., 2009). Given the importance of physical fitness data as a reflection of children’s health risks, it is vital to obtain accurate fitness scores to inform both individual students and public health. However, musculoskeletal items tested by physical education (PE) teachers had shown lower validities scores due to improper test administration (Morrow et al., 2010). It is usually hard for PE teachers to see improper forms for student because of the test difficulty as well as large class sizes (Martin et al., 2010). Previous studies have examined the measurement errors by PE teachers in terms of Healthy Fitness Zone (HFZ) standards, but not the actual test scores (Morrow et al., 2010). The primary purpose of this study, therefore, was to investigate the disparities between the musculoskeletal test scores obtained by trained experts and elementary PE teachers. The secondary purpose was to investigate the grade and gender disparities among scores due to the pubertal changes.

Methods: Participants were 90 students (45 boys, 45 girls; 47 4th graders, 43 5th graders) from two suburban elementary schools in Texas. Curl-ups, push-ups, and trunk lift tests were used in the FITNESSGRAM® musculoskeletal assessment (Cooper Institute, 2007) by two PE teachers at each school for mandated yearly submission to the Texas Education Agency. One PE teacher got training from the school district and a state professional association, while the other three teachers had self-training only through the FITNESSGRAM® Manual and CD. Participants were retested within two months by a team of trained experts in FITNESSGRAM®. To study the validities of fitness data, paired sample t-tests were used as preliminary analyses to compare the scores assessed by the PE teachers with the scores assessed by the experts. As not all of the score disparities were correlated, a series of two-way ANOVAs was then conducted to examine the grade and gender effects on the score disparities.

Results: The results showed significant (p < .01) higher fitness scores in all push-ups (t(90) = -7.44), curl-ups (t(90) = -12.27), and trunk lift (t(89) = -7.54) tests obtained by PE teachers (M = 16.33, 52.29, and 10.57, respectively) than by trained experts (M = 9.82, 23.56, and 8.50, respectively). The two-way ANOVAs yielded significant results (p < .05) only in push-up validity, with a main effect for grade level, F(1, 87) = 13.51, η = .13, as well as a grade and gender interaction effect, F(1, 87) = 6.56, η = .07. The follow-up s analyses showed that 5th graders (M = 9.68) had significantly higher score disparity than 4th grader (M = 3.53). With regard to the interaction effect, boys’ score disparity (M = 4.54) was higher than girls (M = 2.29) for 4th graders, while girls’ score disparity (M = 12.24) was higher than boys (M = 6.32) for 5th graders.

Conclusion: The significant score disparities between the fitness data obtained by PE teachers and trained experts suggested that better teacher training is required for proper FITNESSGRAM® administration, especially for the musculoskeletal items. States and school districts should provide workshops for both elementary PE teachers to discuss the validities and reliabilities of the data as well as any administration difficulties. Additional training opportunities need to be provided for teachers at least once per year. The effects of grade and gender on the push-up score disparities may be due to growth in upper body strength and a change in body shape during the puberty (Isen et al., 2014). Overall, the validities of fitness data can be improved with quality training and increased practice. In doing so, students are more likely to get accurate feedback on their fitness, and decision makers are better informed to implement appropriate policy changes.
The Liink Project:
Year 2 attentional focus changes from multiple recesses in private school K-2 grades

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The literature shows repeatedly that recess is needed on a daily basis. Finland has shown that recess is needed multiple times daily. The Liink Project launched an intervention study in two private schools beginning spring 2014 and continuing through the spring 2015 semester focused on three to four recesses daily. The purpose of this study was to extend the preliminary results of grades K & 1 children by adding matching control schools and grade 2 to examine whether attentional focus and off-task behaviors changed in these children compared to their controls after implementing an intervention of three to four 15-minute recess periods throughout the school day for a year and a half.

Kindergarten (n=145), first grade (n=162), and second grade (n=167) students from two Dallas-Fort Worth area private schools participated in the intervention with two matching control schools. Data was collected on four schools in K-2 in early fall and late spring.

Two assessments were used to measure the impact of the intervention on classroom off-task behaviors and listening skills. The Listening Comprehension Curriculum Measurement assessed the student’s ability to actively listen and was measured by an experienced diagnostician one time per child in the Fall and Spring. A classroom behavior observation tool was used to measure the frequency of off-task behaviors (moving, stationary, vocal, or low tone) in a total of 29 K-2 classrooms for three observations per classroom pre and post times. This totaled approximately 87 sessions per semester. One trained observer was able to observe all students in the class over a 40 minute period with 10-10 second intervals per student. Overall adherence for the recess intervention was 87%. An ANOVA revealed that overall listening scores for intervention schools grades K-2 (n=198) significantly improved (p<.05) from pre (M=67, SD=18.65) to post-test (M=86.5, SD=13.27). Overall listening scores for control schools grades K-2 (n=269) did not significantly improve from pre (M=68.9, SD=21.94) to post-test (M=76.3, SD=15.26). A MANOVA revealed a significant interaction between group and time (p<.05) for total off-task behaviors. They were significantly lower (p<.05) for the intervention groups at the post-test (M=0.19, SD=0.12) when compared to pre-test (M=0.39, SD=0.13) whereas the control schools did not show a significant change (post M= 0.48, SD=0.19 vs pre-test M=0.48, SD=0.18). Recess appears to have significant impacts on student’s abilities to focus in the classroom and perform on listening tasks.

Furthermore, teachers were able to adhere to the intervention even with the encroachment into curriculum time. These results support previous research that physical activity and especially unstructured outdoor play can enhance student’s performance in the classroom. Recess is an undervalued tool in the improvement of children’s academic performance and overall well-being.
Context: Dancing is often considered to be a very demanding physical activity and one of the most demanding. The balance ability of dancers is of significance to members of the sports medicine team and dance instructors because of the performance and health implications of having good balance. Objective: To determine if dance majors who participate in an entry level ballet class will show a change in measurements of balance over the course of the semester. Design: Repeated-measures crossover design. Setting: University Laboratory. Participants: Thirteen healthy female, first year dancers (age: 19.3±1.3; height: 164.9±5.4 cm; weight: 59.1±7.4 kg) enrolled in an entry level ballet class completed the study. Interventions: Participants were enrolled in entry-level ballet class incorporating dance specific training 3x/wk. over 12 weeks as a part of a university’s structured dance curriculum. Subsequent measures of stability indexes were obtained initially, at 6 weeks, and 12 weeks. Main Outcome Measures: Stability indexes were calculated utilizing the Biodex Balance System SD at baseline assessment, mid-semester assessment (week 6), and final assessment (week 12). Measures were assessed for 1) Limits of Stability (LOS) test utilizing eight directional sway values, one overall sway assessment, and one time component; 2) Single Leg Stability (SLS) test completed in the passe position; and 3) Modified Clinical Test of Sensory Interaction on Balance test (mCTSIB) using four condition combinations of eyes open, eyes closed, firm surface, and foam surface. Results: The LOS average time demonstrated a significant (P<0.001) decrease in time (59 sec. to 56 sec. and finally to 51 sec.) over the course of the 12 wks. The LOS left also showed a significant (P<0.05) increase (40.08±11.55 to 49.38±15.59 and finally to 52.77±15.72) in the stability index over 12 wks. No significance was found for the LOS test, the SLS test, and mCTSIB test. Conclusions: While only LOS average time and LOS left stability index showed significant improvements, positive trends in balance scores for other tests were promising and may indicate that dance formal instruction is able to improve balance in amateur dancers.
Integrating Technology in Self-Check Teaching Style
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Background/Purpose: The value of technology in physical education has long been recognized. National Teacher Education Standards (NASPE, 2008; NCATE, 2008) require PE teachers to demonstrate technology competency in teaching. Physical Education Teacher Education (PETE) programs thus have the responsibility to prepare preservice teachers with technology knowledge and skills. In this study, we tested video-replay technique using iPods during a self-check lesson, so that PE preservice teachers had hands-on experience of technology use in physical education.

Method: Participants were 15 (5 females, 10 males) preservice PE teachers recruited from a major university in Texas, where they were completing a Physical Education Teacher Certificate Program. The participants aged 20-23 years old (mean = 22.13, SD = .99), including Caucasian and Hispanic Americans. Participants were first asked to compete 10 times of backhand Frisbee throwing using four teaching points with both dominant and non-dominant hands. They then rated their skills on a rubric. The second time they did the same task while being videotaped and rated their skills according to the video-replay. They also wrote down their thoughts about using video-replay.

Analysis/Results: Paired t-test was performed to examine the differences in their rating between the two times of throwing. Results showed either dominant or non-dominant hand had no statistically significant differences on each teaching point between Time 1 and Time 2, except non-dominant hand using “Cover & Uncover.” Rating on this point at Time 2 was statistically significantly lower than that at Time 1 (d = -.64, p = .01).

Content analysis of the written data generated two themes about the benefits and challenges of using video-replay in physical education. The benefits included video-replay made it possible for the participants to pause and watch detailed movements, identify specific errors in their skills and help with student learning especially for visual learners. The challenges would be using video-replay was time consuming, not budgetwise or might need extra instruction on operating the device, etc.

Conclusion/Discussion: Using video-replay technique, preservice teachers gained hands-on experience of integrating technology in physical education. Although no significant differences were found in most of the throwing points between the two times of rating, the teachers were able to observe the differences between their actual movements and the movement they imagined. Benefits and challenges of using technology in physical education were also discussed. Our results suggest PETE programs prepare preservice teachers with technology knowledge and skills as early as possible. This study was limited due to small sample size and short duration of experiment. Future research should address the limitations.
Influence of Parents and Previous Athletic Experience on Chinese Pre-service Physical Education Teacher Professional Identity

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Background: Teachers’ professional identity plays a critical role in teachers’ selection of instruction strategies and their attitudes toward education policy reform (Beijaard, Meijer, & Verloop, 2004). Pre-service teachers are at an early stage of constructing professional identity. It is important to understand factors that influence pre-service teacher’s professional identity so that teacher educators can effectively enhance their professional identity through teacher education program (Walkington, 2005). However, existent study on this topic is very limited, especially among pre-service physical education teachers. This study aimed to explore the influence of previous experience (i.e., parental influence and athletic experience) on teacher’s identity based on a sample of Chinese pre-service physical education teachers.

Methods: In total, 687 undergraduate students from four large universities in China participated in this study, with 524 male and 163 female students ($M_{age} = 21.28$, $SD = .58$). All students were pre-service teachers majoring in physical education teacher education.

Procedures: A self-reported survey was used to collect data, which was consisted of the following four components: a) a pre-validated Pre-Service Physical Education Teacher Professional Identity Scale, which utilizes a 7-point Likert scale with 30 items; b) survey of gender and age; c) K-12 athletic experience; and d) parents’ interests in sports and professional working experience in physical education. The average score of Pre-service Physical Education Teacher Professional Identity Scale was calculated to represent the extent to which students identified themselves as future physical education teachers. One-way ANOVA was performed to examine the difference in physical education teacher identity among students with various athletic experiences and among students whose parents have different interests and working experiences in physical education.

Results: Pre-service physical education teachers whose parents had interests in sports and whose parents worked as physical education teachers reported significantly stronger professional identity than those whose parents had no interested in sports [$F(1, 686) = 3.76, p < .01$], or have not worked as physical education teachers [$F(1, 686) = 3.85, p = .05$]. Moreover, non-athletic students showed significantly lower score in physical education teacher identity scale than those who have competed in sports in K-12 education [Welch’s $F_{ES}(6, 114.95) = 5.24, p < .001$; $F_{MS}(6, 687) = 4.88, p < .001$; $F_{HS}(6, 687) = 2.80, p = .01$].

Conclusion: Parents’ interests and working experience and students’ athletic experience before college helped pre-service physical education teachers develop stronger professional identity in China. Parents’ model and success in sports may foster positive attitudes toward the profession of physical education. Teacher educators should support pre-service teachers to reflect and understand how their early experience may influence their teaching practice and career. As the first empirical research about pre-service physical education teacher identity, more research is needed in future to validate these results in other countries.
Recruiting expenses tend to be in the millions for most NCAA Division I institutions. Over 50 percent of NCAA Division I schools have doubled or tripled the financial resources allotted to the recruitment of student-athletes since 1997 (Sander, 2008). Considering the escalating costs associated with recruiting Division I athletes, it is surprising to observe that minimal research attention has been paid to the identification and testing of factors that may lead high school athletes to select certain schools, conditional on a school offering a player a scholarship. Indeed, a variety of possible variables, such as school location, coach characteristics, and academic reputation (Magnusen, Kim, Perrewé, & Ferris, 2014), have been proposed as factors that may influence where a student-athlete commits. Even so, inadequate attention has been given to the actual empirical testing of variables that may influence the selection decision of student-athletes. Sport facilities, for example, are often touted by athletic department administrators as a key point of attraction for recruits. Virginia Tech Associate Athletic Director Tom Gabbard commented, “The folks you see building new facilities around the country know what a great recruiting tool they can be” (Broughton, 2012, p. 24a). In fact, billions have been spent on sports facilities in intercollegiate athletics over the past two decades (King, 2005). Although other factors (e.g., head coach characteristics, team win/loss record) may overshadow the influence of athletic facilities, such structures are still likely to have a noticeable impact on recruitment outcomes. Accordingly, the purpose of this study was to explore the connection between several sport facility variables and NCAA Division I men’s and women’s basketball recruits. Data were collected from ESPN Top 100 male and female basketball recruiting classes over a five year period (2010-2014). Key facility variables examined included: arena size measured by total spectator capacity, game attendance measured by the spectator attendance averaged over a five year period, and game atmosphere measured by arena percent capacity averaged over the season. Each facility variable corresponded to a specific recruiting class year. Key recruit variables included talent ranking (1-100) and star status (5 star or 4 star), both of which were derived from ESPN’s official basketball recruit ranking system. A total of 990 recruits were evaluated. Pearson’s correlational analyses revealed weak but statistically significant relationships between the variables of recruit rank to arena size ($r = -0.144$, $p < .01$), game attendance ($r = -0.194$, $p < .01$), and arena percent capacity ($r = -0.120$, $p < .01$). Given these significant relationships, a $2 \times 2$ ANOVA analyses (gender and star status) were conducted to examine if mean differences in arena size, game attendance, and arena capacity existed. For arena capacity, a significant main effect of gender on arena percent capacity was found ($F_{(1,986)} = 74.05$, $p < .001$) with the male total capacity ($M = 16,080$) significantly greater than the female total capacity ($M = 12,420$). A significant main effect of star status on arena capacity was also found ($F_{(1,986)} = 21.23$, $p < .001$) with the 4-star capacity ($M = 13,271$) significantly less than the 5-star capacity ($M = 15,230$). The star status x gender interaction reached a level of significance ($p = .019$); however, partial eta squared values indicated low amounts of variance were explained within the model variables or interactions: star status 2.1%, gender 7.0%, and star status x gender interaction 0.6%. Average game attendance demonstrated a significant main effect of gender ($F_{(1,986)} = 964.56$, $p < .001$) with the male attendance ($M = 13,525$) significantly greater than the female attendance ($M = 4,253$). The star status x gender interaction reached a level of significance ($F_{(1,986)} = 12.91$, $p < .001$); however, partial eta squared values indicated low amounts of variance were explained by either the variable interactions (1.3% or the star status (6.3%) while gender explained much of the model’s variance (49.5%). A significant main effect of star status on game attendance was found ($F_{(1,986)} = 66.74$, $p < .001$) with the 4-star attendance ($M = 7,669$) significantly less than the 5-star percent capacity ($M = 10,108$). A significant main effect of gender on arena percent capacity was found ($F_{(1,986)} = 804.22$, $p < .001$) with the male capacity ($M = 84.9$%) significantly greater than the female percent capacity ($M = 36.6$%). Similarly, a significant main effect of star status on arena percent capacity was found ($F_{(1,986)} = 21.60$, $p < .001$) with the 4-star percent capacity ($M = 58.9$%) significantly less than the 5-star percent capacity ($M = 63.5$%). The star status x gender interaction was not significant, and partial eta squared values indicate that 44.9% of the percent capacity variance is attributed to recruit gender. These results, though preliminary, make a contribution to the study and practice of sport management by showing that, when it comes to basketball arenas and top recruits, differences may indeed exist between men’s and women’s basketball programs.
Tornadoes and Parks and Recreation: Joplin and Moore Stories
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Introduction

The purpose of this study is to explore the stories of parks and recreation employees during times of great natural disaster. Joplin, MO and Moore, OK experienced the worst tornados this country has seen, both in terms of size (each one being F5 on the Fujita scale of Tornadoes) and in terms of loss of life and property. This study will describe before, during and after the events that changed the landscape of these communities through the lens of the parks and recreation directors and their employees. Parks and recreation practitioners are central in their role during emergencies and natural disasters; both in terms of first responder and as volunteer manager (Drabczyk & Schaumleffel, 2006). The Moore and Joplin parks and recreation departments were major players in planning, immediate response, and community rebuilding for natural disasters. This study considers communities after the event; what changes within the department have been made, and what suggestions they have for other communities were discussed. The holistic response to a natural disaster can and should include parks and recreation professionals. Relief events can serve two purposes: to raise funding and awareness of the disaster and to also provide valuable recreation opportunities for residents (Estes & McChesney, 2002). Parks and recreation employees have a useful skill-set paired with knowledge of the community’s infrastructure; making them uniquely qualified to serve as first responders during a disaster (Pannell, 2013). Natural disasters are becoming more common yet many communities have not changed their planned response. Parks and recreation departments are integral to the response to such disasters. We can learn from those who have experienced the worst as to what they now recommend and why. Both academic and practical applications of this study are considered in this study.

Methodology

Due to the case-study nature of this exploration, qualitative methods were utilized. IRB approval was obtained. A total of 10 semi-structured interviews of parks and recreation employees were conducted: 5 in Moore, and 5 in Joplin. Responses were recorded and transcribed. Ancillary, first-hand materials such as photographs, videos and personal journals were also provided by the study participants in order to provide depth and richness to the data.

The final step of the study consisted of placing the data into salient themes using Grounded Theory and open-coding methodology. Trustworthiness was ensured through the following qualitative devices: data triangulation, persistent engagement, prolonged engagement, confirmability, and the use of a researcher’s journal.

Findings

Eight overall themes were discovered. Three themes revealed the human experience of surviving a tornado: “Family”, “Pride in Resiliency”, and “Lasting Pain”. Three themes described the experience of being a Park and Recreation Practitioner during a natural disaster: “Power of Volunteers”, “Practitioner as First Responder”, and “Post-Disaster Facility Improvement”. Finally, two themes bridged the Human Experience and being a Parks and Recreation Practitioner: “New Parks” and “Return to Normalcy”.

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A Preliminary Analysis of SHAPE America All Member Forum Users
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Statement of the problem: SHAPE America has sponsored its All Member Forum to provide a multiple-way communication platform. This is especially helpful for those who are the only physical education teacher in the school where daily professional communication among colleagues is limited. To date, no information regarding the users of the forum is available. Thus, the study aims to examine the user profile in order to better understand the utility of the forum and salient issues concerning our profession in general and the current teaching practice in particular.

Methods: A quantitative method was used. All posts on SHAPE America All Member Forum posted from September 2014 to December 2014 were included.

Procedures: A coding sheet including gender, user affiliation, state, and the content of posts was developed. All coders (N=4) underwent an intensive training and reached 100% agreement prior to the actual data collection. The coding reliability was re-checked at the middle and the end of the data collection with acceptable reliability (inter-rater agreement > 91%). Chi-square tests were performed to examine the relationships between gender, affiliation, and post topics.

Results: Among the 186 posts, 53.23% were posted by K-12 PE teachers, 30.11% were posted by faculty members from higher education, and 16.67% were posted by others. The top five states with most posts were Washington (10.22%), California (8.60%), Virginia (8.60%), Illinois (5.91%), and Texas (5.91%). Furthermore, the posts were often related to the following topics: assessment (19.89%), instructional materials (17.20%), curriculum (11.29%), and promoting PE/PA (12.83%). Noticeably, questions related to policies, funding and grants were seldom posted. Significant relations were found between gender and affiliation, $X^2 (6, N=186) = 12.565$, $p = .05$; and between affiliation and topic, $X^2 (3, N=186) = 8.803$, $p < .05$. More specifically, there were more female users among K-12 teachers; and elementary teachers asked more technology-related questions.

Conclusions: The forum was mainly used by K-12 PE teachers. Meanwhile the majority of users were clustered in limited states. Surprisingly, facing decline and/or elimination of PE programs across the nation, policy and funding were not the center of the discussion. In general, the results provided a basis for the future professional development to be conducted by the states or SHAPE America. Efforts are needed in the future to promote the engagement of all members, especially administrators, coaches and policy makers in the organization.
Flipping out in the classroom: how departmental change and a flipped classroom saved our department

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While researchers adopt new methods to stay relevant in their field, teaching methods remain traditional and stagnant despite newer methods that better resonate with the technological era. Facing a potential closure of a department, a physical education program at a central Texas university opted to change their curriculum design to avoid loss of state funding. This department became the first in the state to mandate that all professors must teach with these newer methods, regardless of academic freedom. The coordinating board selected Team Based Learning, colloquially known as flipped classroom approach, to serve as the model for future courses to incorporate the physicality involved of PE courses, more technology in health lectures, and the four tenets of the Texas State Coordinating Board to qualify as a life science course by the state. One year after the initial adoption, this evaluation team formally assessed student evaluations, open ended questionnaires, enrollment numbers, and grade distributions to determine the level of improvement in overall learning outcomes. Findings indicated that, through the flipped classroom approach, enrollment numbers increased, students were more engaged with the material, and they appreciated the increased involvement required of them throughout the semester. Even with anticipated pushback from students and faculty, the transition was a success. The purpose, then, is to advocate for flipped-classroom approach in collegiate kinesiology courses by showcasing this department’s success in numbers. Though the change was forced, deviation from the status quo could pave way for other programs facing potential dissolution to institute similar change.
Student Narratives and Class-based Interventions

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Brief Description:
This research investigates the place of a class-based intervention within student narratives of sport and exercise.

Abstract:
The narratives people construct for themselves about their past sport and exercise participation can have a significant impact on their future participation. Many program directors, however, fail to take these participant-generated stories into account when examining the impact of their program. This research examined the sport and exercise narratives of 58 university students enrolled in a semester long wellness intervention class. The course features a 30 minute exercise session during each of the 32 class meetings in an effort to build participation skill and habit. As a class assignment each student completed a four stage narrative building worksheet that detailed his or her own narrative about how sport or exercise had come to occupy its place in his or her life. The narratives of students giving informed consent were subjected to a content analysis for the inclusion of the wellness course and activity portion of the class. Also an inductive analysis was conducted seeking general themes that group the narratives. The results of the content analysis revealed that only four of the student narratives referenced the wellness intervention class as part of his or her sport/exercise narrative. Five groupings of narratives emerged from the inductive analysis based on when in the narrative sport/exercise status changed (during the disruption or during the action stage) and the nature of that status change (addition or removal of sport/exercise). These categories are disruption event, disruption addition, disruption removal, action removal, and action addition. Further analysis showed that the four narratives referencing the wellness course all fell within the action addition group. This group contained individuals that added exercise as a way to relieve the tension created earlier in their narrative. Implications for program design and evaluation are discussed.
Bullying is a complex behavior involving a myriad of contributing factors and often occurs more frequently than reported. A person has been bullied when he/she has been exposed repeatedly (both verbally and physically) over time to negative actions on the part of one or more individuals (Olweus, 1993). Research consistently demonstrates that bullying occurs in childhood in the school environment and often continues into adulthood in the workplace (Cornell, 2015). A 2011 CDC nationwide survey found 20% of high school students reported being bullied on school property and approximately 16% of those students reported they were bullied electronically that school year. Workplace bullying has been defined as when one person or a group of people in a workplace single out another person for unreasonable, embarrassing, or intimidating treatment (Skogstad, et al., 2011) and approximately 20% of workplace bullying crosses the line into harassment. The purpose of this study was to examine the prevalence of bullying in an adult population. A focus group was conducted to determine the extent of bullying. A series of questions were posed on SurveyMonkey® and a total of 124 (N=124; females=90, males=34) individuals responded to the posted survey. Of the respondents, 74.2% was <25 years of age and 25.8% was >35 years. When asked, 66.1% stated they had experienced some form of bullying. A General Linear Model yielded \[ F(122,1)=16.854, \quad p=.000, \quad R^2=.018 \] for being bullied. Post hoc tests revealed: Who (individual, \( p=.062 \)), What (verbal bullying, \( p=.000 \)), Where (gym & classroom, \( p=.000 \)), and Why (physical appearance, \( p=.000 \)). Although the (WHO) specific individuals perpetrating the bullying was unclear, the classroom, gym, and cafeteria were identifiable locations for bullying to occur and physical appearance was why the bullying occurred. Participants reported bullying: Verbal (95.7%), Physical (26.1%), and Cyber (18.8%). The most common place for bullying to occur was at school (84.1%) in the classroom (65.2%), cafeteria (44.9%), and gym (40.6%) as specific locations. Alarmingly, 84.0% felt they could not tell a teacher or their boss about the bullying for fear of repercussions and additional bullying and 71.0% did not feel safe in the school or work environment. Research demonstrates bullying is an escalating issue at both school and workplace. The playground bully in school is often seen in the workforce as a coworker or a boss. Because many adult bullies were often either bullies as children, or bullied as children, warrants further investigation and additional intervention programs to better address this growing issue. In today’s ever-changing world, schools in particular, owe it to parents and children to provide a safe environment for learning to occur. Results of this pilot study provided necessary information that led to further exploration of the existence of bullying in a South Texas high school.
Title: Political Skill and Career Success in Sport: Examining the Mediation Effects of LMX and Perceived External Marketability

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Organizational politics in the business workplace can be understood as the competition for resources by individuals and work teams that is often influenced by those individuals (e.g., supervisors) who control the resources that organizational members require (Pfeffer & Salancik, 1978). This sort of workplace dynamic seemingly forces those who need resources to engage in regular social exchanges (political behaviors) with those who control resource. Certain individuals are undoubtedly better than others at navigating the politics of their organization and advancing their careers. Understanding what characteristics those individuals possess and how exactly those characteristics lead to desirable career outcomes is therefore of great value to current and aspiring sport professionals. Accordingly, the purpose of the present study is to advance the study of organizational behavior forward by exploring the mediation effects of leader-member exchange (LMX) and perceived external marketability in the relationships between intern political skill and career satisfaction. Political skill, as a predictor of career success, warrants consideration because it represents a comprehensive configuration of cognitive-affective-behavioral social effectiveness competencies that consist of social astuteness, networking ability, interpersonal influence, and apparent sincerity dimensions. Together these characteristics should equip individuals with the ability to effectively understand their co-workers and use such knowledge to influence them to act in ways that aid in the achievement of personal and/or group objectives. Study participants were undergraduate sport management students at multiple large universities in the southeastern and northeastern United States who had completed their required internship/practicum experience. This context was selected because internships are an essential part of a student’s educational experience and professional development. Moreover, if an intern is to achieve career success during such a pivotal time in their professional advancement, they must possess the requisite social and political acumen required for interpersonal effectiveness because sport organizations, similar to other business organizations, are political (Magusen et al., 2014). The sample was drawn by convenience within two weeks of the completion of the internship/practicum experience. Usable questionnaires were obtained from 201 out of 237 respondents (response rate of 85%). The sample was 30% female (n=60). Of the sample, 65% were Caucasian, followed by African American (19%), Hispanic (9%), Asian (4%), and multiracial (3%). To assess political skill 18 items (α = .93) were adapted from the Political Skill Inventory (PSI; Ferris et al., 2005). Three items (α = .74) were adapted from the Perceived External Marketability scale (PEM; Eby et al., 2003). To assess the strength of the intern-supervisor interpersonal relationship, seven items (α = .86) were adapted from Graen and Uhl-Bien’s (1995) LMX-7 scale. To assess career satisfaction, four items (α = .80) were adapted from a five item scale by Greenhaus et al. (1990). All survey items were measured on Likert-type scales. The overall fit indices for the initial confirmatory factor analysis (CFA) met commonly accepted standards [S-B χ²(df) = 1185.92 (455), S-B χ²/df = 2.61, p < .01; RMSEA = .08; CFI = .93; SRMR = .03]. The hypothesized measurement model exceeded the more stringent cut-off value for a well-fitting model (McDonald & Ho, 2002). The resulting overall fit measures indicate that the proposed model is a plausible representation of the structures underlying the empirical data [S-B χ²(df) = 1214.22 (456), S-B χ²/df = 2.66, p < .01; RMSEA = .09; CFI = .93; SRMR = .02]. Both hypotheses were supported, with parameter estimates significant at least at the 5% error level. As H1 predicted, the mediation effect of political skill on career satisfaction through perceived external marketability was significant [PS → PEM → CS; γ (indirect effect) = .491, SE = .08 p < .01]. Further, as H2 predicted, the mediation effect of political skill on career satisfaction through LMX was significant [PS → LMX → CS; γ (indirect effect) = -.195, SE = .08 p < .05]. These findings support the notion that politically skilled individuals are likely to maintain positive perceptions of their external marketability (i.e., attractiveness to other sport employers) as well as develop strong relationships with key organizational personnel, both of which should lead to better career outcomes.
Abstract

Recent evidence shows that more than 35 percent of adults across the USA are considered obese, with a BMI greater than or equal to 30. This percentage has been increasing at significant levels over the last 15 years. Results from the Behavioral Risk Factor Surveillance Survey of 2011 suggest that the greatest increases in obesity occur in individuals between the ages of 18 to 29 years. This is a period of transition from adolescence to adulthood and also college going phase of life. The purpose of this study was to establish the college students’ self-rated physical activity involvement over a 7-day period. The specific objectives of this study were to: establish the demographic details of the respondents, assess their self-perception of their level of physical activity participation on a weekly basis, establish a correlation between the demographics and level of physical activity and make recommendations. Knowledge of the physical activity patterns would help address their needs and therefore devise strategies for intervention. Additionally, knowing their pattern would help compare with the physical activity patterns for other college students or young adults around the world. The study utilized the survey method using the International Physical Activity Short Version of the Questionnaire (IPAQ). The purpose of the questionnaires is to provide common instruments that can be used to obtain internationally comparable data on health-related physical activity. The study was undertaken at a medium sized campus in the South Western part of USA, with respondents drawn from the College of Nursing and Health Sciences. A total of 220 students responded to the questionnaire. Most of the respondents, 182 (82.73%) commuted to campus; most, 128 (58.18%) were aged between 21 and 30; and the majority, 137 (62.27%) were females, 9 (4.09%) were freshmen, 39 (17.73%) sophomores, 114 (51.82%) juniors and 58 (26.36%) senior undergraduate students. Regarding the frequency of engaging in vigorous physical activity, the study established that 75 (34.09%) students did it less than two times a week, with 19 (8.64%) of them reporting zero involvement, 107 (48.64%) did between 3 to 5 days and 38 (17.27%) did it almost daily ie. more than six times a week. Regarding participation in moderate physical activity, 89 (40.45%) reported only for less than two days with 13 (5.91%) indicating zero participation; 96 (43.64%) reported participation between 3 to 5 days; and 35 (15.91%) did for more than six days a week. Students were also asked to indicate the number of days they managed to walk for at least 10 minutes at a time, and 47 (21.36%) indicated less than two times with 19 (8.64%) indicating no time at all; 66 (30%) indicated 3 to 5 days and 107 (48.64%) indicated doing it more than six times a week. Overall, the majority of the respondents regularly engaged in walking, moderate and vigorous physical activity on most days of the week. It can therefore be asserted that students from this medium college had a reasonably active lifestyle. This could be due to the fact that most students were drawn from the departments of Kinesiology and Nursing. These groups of students could be more sensitized to the need to lead physically active lifestyles. However, it is also noteworthy that a significant proportion (34.09%, 40.45% and 21.36%) of the students engaged in vigorous, moderate and minimal walking for less than twice a week. This could be attributed to students who rely on motorized transport to get to various locations of interest; centralized class locations where students do not have to walk much; and long study and work schedules. One limitation of this study is the fact that the data was self-reported by the participants. Self-reporting could entail either under-reporting or exaggerating. Additionally, there is need to study a more diverse student population drawn from multiple institutions and where possible drawn from different states and countries.