2023 NAKHE Annual Conference

Event Schedule

Wed, Jan 04, 2023

10:00 AM

Thirdspace Movement Model Pre-Conference Workshop

① 10:00 AM - 4:00 PM, Jan 4

♥ Frenchman I

Building on the work of social justice scholars in physical education and movement science, this workshop includes practical movement strategies that physical educators can use to promote self-awareness, self in relation to others, and strategies for engaging in critical dialogue with others for the purpose of understanding similarities and differences between all people. Activities include bodywork, breathing and grounding strategies presented by an international group of scholars. Participants will engage in activities and critical dialogues related to their own experiences with the bodywork.

Non-Attending Contributor: Emilia Patricia Zarco, Adelphi University

♥ Speakers



Kanae Haneishi

Associate Professor Western Colorado University



M. Esther Prados-Megías

Associate Professor University of Almería-Spain



Marcus Johnson

Assistant Professor of Kinesiology Jarvis Christian University

12:00 PM

Board of Directors Meeting

② 12:00 PM - 4:00 PM, Jan 4

♥ Frenchman II

1:00 PM

Registration

② 1:00 PM - 6:00 PM, Jan 4

6:00 PM

Praxis Lecture by Jared A. Russell, Auburn University

2 6:00 PM - 7:30 PM, Jan 4

♀ Treme

Lecture

Title: Passing the Torch: Perspectives on Effectively Preparing the Next Generation of Kinesiology Leaders Honoring: Dr. Jepkorir Rose Chepyator-Thomson

♥ Speaker



Jared A. Russell

Associate Dean for Academic and Faculty Affairs Auburn University

Thu, Jan 05, 2023

6:00 AM

Physical Activity

② 6:00 AM - 7:00 AM, Jan 5

Poydras

7:30 AM

Breakfast Buffet

② 7:30 AM - 8:30 AM, Jan 5

Algiers Foyer, Pre-Function Area

8:00 AM

Registration

② 8:00 AM - 3:00 PM, Jan 5

8:30 AM

Dudley Allen Sargent Lecture by Nathan Hall, Brock University

② 8:30 AM - 9:15 AM, Jan 5

Lecture

Ghosts in the Hallowed Halls: Have physical education scholars been done wrong, where have they gone, and where do they belong?

♥ Speaker



Nathan Hall

Associate Professor Brock University

9:45 AM

Education Meets Culture: Educational Leadership Strategies for Shaping More Equitable Experiences for Women and Girls in Sport

② 9:45 AM - 10:05 AM, Jan 5

Algiers A

Coaching

The needs of female athletes differ from those of male athletes, yet most coaches and teams adopt training programs and sport practices that are built around male physiology. The outcomes of favoring training methods shaped around male physiology range from suppressed performance outcomes, to increased risk of injury and burnout, to severe endocrine dysfunction. In this lecture, we discuss how to create sport spaces and training practices that support the health and well-being of female athletes while simultaneously supporting those female athletes in reaching their optimal level of performance.

Speaker



Marsa Daniel

Teaching Associate | Coach Developer University of Washington

Leading Through Understanding Utilizing Emotional Intelligence

② 9:45 AM - 10:05 AM, Jan 5

Algiers B

Administrat...

Coaches, teachers, and administrators alike are all leaders, and leading through understanding each individual's needs and helping them persevere can be challenging. Utilizing the four components of emotional intelligence; self-awareness, self-management, social-awareness, and relationship management, can help each individual's specific needs for optimal success, to be met. Strategies for both identifying the needs and implementation of EI skills will be shared and discussed. How do we meet the specific yet unique needs of each individual to help them to be the version of them they can be?

▼ Speaker



Joe Deutsch Professor - Physical Education Teacher Education North Dakota State University

Prevalence of Sexual Harassment Toward and Burnout Among Allied Healthcare Professionals and Students

② 9:45 AM - 10:05 AM, Jan 5

Algiers C

Athletic Train...

This program will discuss a survey-based study that was conducted among allied healthcare professionals and students. One hundred and seventy-three allied healthcare professionals and students completed an electronic survey designed to assess rates of burnout and experience with sexual harassment. On average, allied healthcare professionals and students were at risk of burnout. There was a significant positive correlation between levels of burnout and sexual harassment. Additionally, females were significantly more likely to report workplace sexual harassment than males. There was a significant positive correlation between sexual harassment and burnout among all participants (p < .001). This evidence suggests there is a need for employers and school administrators to enhance policies and procedures to reduce the occurrence of burnout in place of employment and education.

₹ Speaker



Stephen Andrew Cage, EdD, LAT, ATC

University of North Carolina, Greensboro; University of Texas at Tyler

Keeping Students in the Game: Restoring Confidence in the Sport Industry Through Virtual Mentorship

② 9:45 AM - 10:05 AM, Jan 5

Pelican I

Sport Managem...

As the sport industry stood still due to COVID-19, sport properties and collegiate athletic programs watched virtually every revenue stream dissolve. To mitigate financial hardship nearly half of all sport entities reportedly were forced to impose layoffs, furloughs, and mandatory salary reductions (Pierce, 2021). An estimated 1.5 million jobs in the sport sector were lost between March and October of 2020 (Drape, Chen & Hsu, 2020). For aspiring sport management professionals, the outlook appeared dire. Not only were college students forced to study remotely, but the lack of traditional on-campus activities and networking opportunities made it difficult to motivate and prepare students. Many considered changing their major, while others took a leave of absence. To revive enthusiasm for the sport industry the virtual mentorship initiative was established at California University of Pennsylvania. Mentors were recruited through LinkedIn and paired with students who had similar career aspirations. As a requirement, students also attended one virtual workshop each month presented by an industry professional. The outcomes of the virtual mentorship program were multifaceted. At the end of the eight-month program, students reported (a) stronger communication skills; (b) sense of community within the industry; (c) optimism for future opportunities in sport. Mentors expressed gratitude for the program as an opportunity to inspire and recruit future sport professionals, but also to connect with other sport professionals. References Drape, J., Chen, D., & Hsu, T. (2020, December 14). 2020: The year in sports when everybody lost. The New York Times. Pierce, D. (2021, May 3). Impact of COVID-19 on the Sports Job Market in the United States. Sports Innovation Institute. Retrieved August 10, 2022, from https://blogs.iu.edu/iupuisii/2021/05/03/impact-of-covid-19-on-the-sports-job-market-in-the-united-states/

▼ Speaker



Lindsay Hammond Pennsylvania Western University at California

Did I Get What I Asked For? Transitioning into the Role of Department Chair

② 9:45 AM - 10:05 AM, Jan 5

Pelican II

Administrat...

In August 2021, I was elected by my peers and approved by the administration as the chair of our department of Kinesiology. Due to a combination of the newness of our department and the hiring of only junior faculty for open positions, I was the first to be elected to serve in this capacity. It was a position I had spent time preparing to apply to for 2 years as I knew I would among the first faculty members to potentially receive tenure and promotion within the department and, thus, be qualified to serve in this role. I thought I was prepared. After one year serving in this capacity, has it proven to be all that I thought I was signing up for? Research focusing on the unique role of department chair tends to take a reflective standpoint at the conclusion of one's time serving as chair. There seems to be little that documents the developing knowledge, behaviors, and experiences of chair in real time. The purpose of this presentation seeks to remedy this by using journal entries, personal correspondence, and other documents to chronicle both expected and unexpected outcomes during his first year in this role. The presentation will focus on obstacles encountered in transitioning from being viewed as an associate to being viewed as more of an authority figure (despite intentions to not being viewed in that capacity). Themes discussed will include (a) learning my role, (b) finding my voice, (c) navigating relationships, and (d) steadying the ship.

▼ Speaker



Jeremy Elliott University of Alabama in Huntsville

10:10 AM

COVID and College Basketball: A Qualitative Analysis of Perceived Mental Health Implications

② 10:10 AM - 10:30 AM, Jan 5

Algiers A

Coaching

Coaching occurs in complex, dynamic environments that require professional, interpersonal, and intrapersonal knowledge (Abraham & Collins, 2011; Cote & Gilbert, 2009; ICCE et al., 2013). However, intrapersonal knowledge is often left under-addressed. This knowledge is crucial in college athletics because the higher the level that a coach or player competes, the greater the pressure they face (Fletcher & Scott, 2010; Frey, 2007; Olusoga, Butt, Hays, & Maynard, 2009; Moreland, Coxe and Yang, 2018; Norris, Didymus, & Kaiseler, 2017). Furthermore, the COVID pandemic was and is a life-altering period that added further stressors and challenges to intercollegiate athletics. While some research has investigated professional team responses (e.g., Bird, 2021), there is limited research on the impact of COVID on college sports. This presentation will share the results of a qualitative investigation into college basketball coaches' perceptions of the mental health implications of the COVID pandemic on their players and coaching staffs from 2020-2022. Qualitative methods generate rich descriptions of how people perceive their experiences and gain insight through relatively small sample sizes (Pitney & Parker, 2009). Participants included 25 American collegiate basketball coaches from all levels (2-year colleges, NAIA, and NCAA Division I, II, & III) and roles (head coach, assistant coach, and graduate assistant). Participants completed semi-structured interviews and member checked the transcripts for accuracy and clarification. Thematic analysis of the data generated four themes of changing landscape, uncertainty, unequal resources, and creative adaptation. Implications for stakeholders including administrators and coach educators will

Non-Attending Contributor: Lequez Spearman, St. John's University

♥ Speaker



Hal Wilson Associate Professor Georgia Southern University

Perceived Cultural Competency Among Athletic Training Students

② 10:10 AM - 10:30 AM, Jan 5

Algiers C

Athletic Train...

This program will describe the context, methodology, results, and conclusions of a study conducted on athletic training students. An electronic survey was used to assess the perceived cultural competency of athletic training students currently enrolled in professional athletic training programs. A total of 67 athletic training students completed the survey (51 female, 16, male). Participants answered 40 questions on a scale of 1 (Totally Disagree) to 5 (Totally Agree). Participants scored an average of 147.3 out of 200 on the perceived cultural competency scale used. Additionally, there were no significant differences between gender. These results suggest that on average, the surveyed athletic training students assessed their cultural competency as a score of 73.6%. This suggests a potential for further improvement through athletic training curriculum amendments to increase cultural competency among athletic training students.

♥ Speaker



Stephen Andrew Cage, EdD, LAT, ATC

University of North Carolina, Greensboro; University of Texas at Tyler

"I'm Done" - Steps to Limit Stress and Burnout in a World of More

② 10:10 AM - 10:30 AM, Jan 5

Pelican II

Administrat...

Stress is an ever-present problem in academe but has been a particular concern over the past few years. The abrupt introduction of COVID into our lives may have reduced stress for some but it exacerbated it for others. Less commuting and working in PJs was counterbalanced by trying to work in a home environment, experiencing "Zoom fatigue," and losing the connectivity of hallway conversations. All in academe at all levels were impacted by COVID in some way. Fast forward to today and the world has ramped up once more. Instead of perhaps learning from the reprieve many felt during our temporary isolation, leaders in academe, along with our own self-driven nature to succeed, have in many ways rebounded to demand more. So much time, opportunity, and productivity were lost; therefore, we must make up for it! Unfortunately, with increased demands also come increased stressors, and without methods to mitigate them, stressors lead to burnout. Leaving the profession or some form of required break or leave of absence often follows. The purpose of this presentation is to provide those in academe at all levels methods for mitigating stress and reducing the likelihood of burnout. Using examples across business and sports, attendees will learn multiple steps for self-care, maintaining relationships, and general strategies to ensure that stress, when it happens, can be mitigated. The presentation will provide suggestions for individuals as well as organizational leaders.

♥ Speaker



Timothy Baghurst

Director, FSU COACH: Interdisciplinary Center for Athletic Coaching Florida State University

10:35 AM

Athletic Justice: A Perspective from Saudi Arabian Male Athletes

② 10:35 AM - 10:55 AM, Jan 5

Algiers A

Coaching

Organizational justice—people's perceptions of fairness in the workplace (Greenberg, 1987)—is a prominent topic of study in sport management. The current study focused on athletes' perceptions of fairness toward coaches' behaviors, an approach we refer to as "Athletic Justice." Specifically, the current study investigated the following research questions: (1) What types of coaching behaviors do athletes perceive as (un)fair? and (2) What factors contribute to (un)fair coaching behaviors? Non-Attending Contributor: Majed Essa Alahmad, King Saud University

▼ Speakers



Seungmo Kim

Associate Professor Hong Kong Baptist University



Adam Love

Associate Professor University of Tennessee



Taeyeon Oh

Seoul Business School at aSSIST University

Being Department Chair: Year One

① 10:35 AM - 11:20 AM, Jan 5

Algiers B

Administrat...

The massive overturn taking place in academia has not only been seen among faculty and staff, but also amongst the management positions of academic department chairs. Increased expectations and the extra complexities being added to the job over the past decade has led to a change in the workloads of chairs due to business models driving the administration of higher education. However, in recent years the pandemic has completely altered the field of academia management and its needs. The more business-oriented considerations taking place like how to meet the financial needs of an institution, are being reformed as most institutions are dealing with dropping numbers in recruitment and retention. This move from moderating and development toward survivability, and predicting ways for future growth has created new targeting metrics that administrators are not prepared for, as well as stress and anxiety for the department chair. This has led to an increase in retirement or return to faculty status for many serving in these positions. Both presenters in this session have taken numerous leadership courses geared toward the chair position from institutions and national leading organizations in the field of kinesiology and have spent years as associate chairs to prepare for the positions. They will discuss the relevance of their training to the new metrics being created for chairs in this new era of higher education. This presentation will reflect on one presenter's first year as chair and their consistent shifting to address issues that were never discussed in preparation courses.

▼ Speakers



Daniel Burt

Texas A&M University-Kingsville



Bethany Hersman

Kinesiology and Health Wright State University

Expanding Online Labs During a Pandemic

② 10:35 AM - 11:20 AM, Jan 5

Algiers C

Athletic Train...

Understanding of material is gained from the ability of the student to independently apply themselves into complex meaningful situations instead of isolated skill sets. (Heinerichs et al, 2013) These constructs provide students to utilize their learning styles to support a better understanding of theory and its utilization in clinical assessment. This proposal considers the use of a 3d printed models coupled with various forms of online interactive platforms to allow students to work on practical skill sets while online. In addition, the use of casted anatomical model is relatively new in the health care academic setting, this proposal will allow attendees the ability to address visual learning and provide an opportunity for student hands-on dissemination within the online environment.

▼ Speakers



James SweetEastern Michian University



Frank J. FedelProfessor
Eastern Michigan University

Reprioritizing Our Profession's Core Values

② 10:35 AM - 10:55 AM, Jan 5

Pelican II

Philosophy

Health. Knowledge. Skill. Pleasure. These are considered the core values of our field. As core values, they shape all aspects of our engagement with the field. They inform how we teach. They inform the choices we make. They shape the way we understand and appreciate physical activity. Our values help us prioritize the initiatives we pursue and inform us about the role of physical activity to the good life. The pandemic has led to radical changes to all realms of our profession. The ways we teach. The ways students learn. The ways we engage in and promote physical activity. Our core values may not have changes, but we have been challenged in how we experience, express, and prioritize them. In light of these changes and challenges, and in the hope of emerging into a post-pandemic world, it is worth reconsidering our values. How do we conceptualize our core values? How do we best promote them? And, perhaps most importantly, how should we prioritize them? Properly prioritized, our core values can connect us. Properly understood, our values can address concerns related to our profession regarding fragmentation and silos. Our values can also address pandemic concerns such as isolation and disengagement. In this time of transition, it is important to take stock, reconnect with our values, and make sure that actions and initiatives reflect how we prioritize our values.

♥ Speaker



Douglas W McLaughlin

Professor California State University Northridge

11:00 AM

Practical Strategies to Welcome International Students Into Kinesiology Programs: International Students' Perspectives

② 11:00 AM - 11:20 AM, Jan 5

Algiers A

General Inter...

The presentation will provide an overview of common issues experienced by international students enrolled in programs in the field of kinesiology in the United States. It will also present practical strategies to promote internationalization and increase diversity in kinesiology programs. The presenters will discuss strategies for advising and teaching international students using key literature and lived experiences from international student perspectives. We will also engage attendees in a group discussion between faculty members and graduate students about working with international students. The learning objectives of the presentation will be: 1. Participants will learn about international students' difficulties in the kinesiology field. 2. Participants will gain knowledge of differences between diverse international student populations related to their race and cultural background. 3. Participants will find ways to facilitate positive experiences for international students and help them adjust to kinesiology programs in the United States.

♥ Speakers



Rio WatanabeThe Ohio State University



Myung Ha Sur Clinical Assistant Professor University of South Carolina

Looking for The Light to Lead for the Good

② 11:00 AM - 11:20 AM, Jan 5

Pelican I

General Inter...

This presentation, like the theme of the conference is connecting and leading for the good. The presentation is focused specifically on the finding the light in a pandemic world that seemed very dark. Sometimes when the light shines the brightest in the darkest places. During the pandemic educators and students were alike, were forced into difficult situations. Pre-existing issues regarding health and wellbeing such as anxiety and depression increased during the pandemic. In looking for the light, it was determined that no matter the educational setting, that 1. connection with one another; the teacher and the student needs to still be made and 2. strategies for assisting students in optimizing their health and wellbeing are just as necessary as the subject one teaches. The presentation will be told through the lens of a faculty member who employed different modalities to promote connection and ongoing health and wellbeing support to students. They will share their views and students views of what is still needed in a post-pandemic world to lead for the good.

▼ Speaker



Donna WoolardProfessor of Exercise Science Campbell University

New Faculty Orientation in a Post-Pandemic Era

② 11:00 AM - 11:20 AM, Jan 5

Pelican II

Administrat...

On-boarding of new university faculty is an overwhelming endeavor of information overload. But alongside of insurance information and promotion and tenure procedures, there exist a silent subset of needs of these new faculty members. COVID-19 has shown us that we need to continue to support all faculty in all things digital, but does there exist a unique set needs of new faculty that are not obvious. The purpose of this observational study is to research necessities of today's post-pandemic new faculty. This information will be presented along with possible solutions.

₹ Speaker



Resa Chandler Assistant Professor Western Carolina University

11:30 AM

Lunch

② 11:30 AM - 12:00 PM, Jan 5

12:00 PM

Delphine Hanna Lecture by Jesse Germain, West Point Military Academy

② 12:00 PM - 12:45 PM, Jan 5

Melpomene

Lecture

Pioneering Change: Leading the Way Toward a More Tolerant Society

♥ Speaker



Jesse Germain

Director of Kinesiology U.S. Military Academy at West Point

A 50-Year Retrospective: The 1973 Academy Papers and the Field Focus Debate

② 1:00 PM - 1:20 PM, Jan 5

Algiers A

History

50 years ago the field of physical education was undergoing a metamorphosis, moving from an overall focus on education to an academic discipline approach. One of the difficulties was that a discipline by definition is focused on a single area of study. After almost a decade of debate there was no consensus on what that focus was. The American Academy of Physical Education decided to devote part of its 1973 conference to debating the issue. A summary of their proposed focal areas was published in the 1973 Academy Papers and gives us a sense of how our predecessors viewed the field 50 years ago. Two topics were debated. The first topic was a resolution that "physical education is multi-theoretical rather than uni-theoretical". Arguments for the base (and their proponents) were: (1) multi-theoretical (Warren Fraleigh), (2) movement (Lois Ellfeldt), (3) fitness (Paul Hunsicker), and (4) sport (Edward J.Shea). The second topic of debate was "What designation should replace physical education?" Six terms were proposed, including an argument for retaining the term "physical education" (Robert O. Yolo). The terms (and their proponents) were (1) movement arts and sciences (Dudley Ashton), (2) kinesiology (Rosalind Cassidy), (3) developmental motor performance (Laura J. Huelster), (4) human physical sciences (Leonard Larson), (5) movement arts (N. P. Neilson), and (6) physical education and sport (Earl F. Zeigler). We will discuss those debates in the context of the significant changes in the field in that era and their connections to kinesiology today.

♥ Speakers



William Freeman Retired Professor Campbell University



Donna WoolardProfessor of Exercise Science
Campbell University

Effective Curriculum Advising and Relatable Experiences in a Post-Pandemic Kinesiology Program

② 1:00 PM - 1:45 PM, Jan 5

♀ Algiers B

Curriculu...

There is no secret that HBCU students face numerous challenges while matriculating through an interdisciplinary academic program such as Kinesiology. Lack of technology, professional development opportunities and partnerships, and a lack of relatable interest within the subject area are possible roadblocks a student may face that can delay or detour a student entirely from the academic program and from operating proficiently within a post-graduate setting. Some research highlights the importance of a curriculum design that not only prepares students to perform within the academic program but a curriculum design that provides experiences to enhance the learned skills within the program and build upon critical thinking skills necessary for the "real world." However, there is not enough research on curriculum and program organization that presents a steady growth, confidence, and professional development pattern in preparation for an HBCU student to pivot within the field after graduation, either into the field or into post-graduate work. Therefore, this correlational research seeks practical and direct curriculum advising options, within an HBCU, by obtaining feedback from current and previous students enrolled in Kinesiology/Kinesiology-related academic programs to provide students with the tools for success in their chosen career paths or post-graduate work. A correctional design utilizing a survey method would best fit this research as Kinesiology and/or Kinesiology-related program pivots in a post-pandemic world in learning experiences that will best suit the student for success.

Speaker



Patrese Nesbitt
Assistant Professor
Kentucky State University

Fostering Critical Thinking in Human Motion Analysis

① 1:00 PM - 1:45 PM, Jan 5

Algiers C

Critical thinking is a core component of advancing STEM disciplines, and well-trained individuals with critical thinking skills are in higher demand more than ever. These key skills are essential to prepare individuals for employment and success in a multitude of professions. Developing confidence levels in undergraduate students who are pursuing STEM health-related disciplines assists in fostering their engagement in research activities. The core goal of this project is to foster course based undergraduate research related to human motion analysis across a variety of Kinesiology courses, engaging three university campuses who engage underserved populations. The project aims to supply experiences in research to develop critical thinking skills and foundational experiences in human motion analysis of basic movements. This UNC Undergraduate Research Program project aims to introduce students to the basics of mobile biomechanical data collection and data analysis using open-source software programming, technical training, and hands-on experiences. The project includes developing learning modules for 4 movements (1) Squats, (2) Walking, (3) Bridge and (4) Jumping as the first phase, and implementing those modules across 3 universities as course based undergraduate research experiences (CUREs) for the second phase. The four learning modules will be refined into a lab manual and submitted for publication and an OER to further support the discipline. Practical implementation strategies will be discussed. Non-Attending Contributors: Cortney Armitano-Lago, University of North Carolina at Chapel Hill, Jennifer Brown, Elizabeth City State University

♥ Speakers



Resa Chandler Assistant Professor Western Carolina University



Vanessa Fiaud Associate Professor West Texas A&M University

Reviewing the School Health Partnership Model In Light of the Pandemic Experience

② 1:00 PM - 1:20 PM, Jan 5 ♥ Pelican II

Health

This presentation will review the tsunami of need experienced by secondary health educators during and through the pandemic in North Carolina. Initially, Health educators were on the front lines of COVID education for their schools. As time progressed their focus shifted to address an alarming increase in student mental health. We will review the mental health status and trends for 6-12th graders from March 2020 – present, and tell the story of regional health educators overwhelmed with mental health needs in Western North Carolina. Secondary school teachers partnered with peers, university health education programs, state agencies, professional associations and local health departments for support, meaningful learning materials, professional development and advocacy. The challenges, partnerships, resulting products and opportunities are reviewed and analyzed through the lens of previous university – secondary school health partnership models (Blank, 2015, Aten et. Al. 2013).

▼ Speaker



Amy Stringer
Assistant Professor - Health and Physical Education
Western Carolina University

Addressing the Mis-Education of the Athlete: A Disciplinary Commitment

① 1:25 PM - 1:45 PM, Jan 5

Algiers A

General Inter...

1:25 PM

In The Mis-Education of the Negro, Carter G. Woodson (1938) argued that the American education system served to teach Black people information that was inaccurate, incomplete, and ultimately harmful or selfdestructive for individuals and the collective African American culture. In this presentation, we make the case that athletes have been "miseducated" by elite sport culture, such that the lessons athletes learn that help them succeed according to the standards set in the sport environment (Hughes & Coakley, 1991) are ultimately detrimental to their efforts to engage in health (Theberge, 2007). Indeed, there is some evidence that elite sport participation may not have a positive impact on lifelong physical activity and, at worst, may create barriers to achieving healthy post-competitive lifestyles (e.g., Simon et al., 2021). Despite these concerns, kinesiologists have "forgotten" about athletes in physical activity and health research within our discipline (Tracey & Elcombe, 2004). As we move toward a post-pandemic world and reflect on cultural values around health and social justice, we have the opportunity to shift attention toward benefits of sport participation beyond those related to competition. As Woodson's text prompted a shift toward a more just education system (Strong-Leek, 2008), unpacking the "miseducation" of athletes may prompt ideas for how to integrate health promoting values and norms within sport culture and lead to more systematic ways of teaching athletes about their lifelong health while they are competing— a shift that will indicate a disciplinary commitment to treating athletes in a more just way. Non-Attending Primary Author: DeAnne Brooks, University of North Carolina Greensboro

₹ Speaker



Erin Reifsteck
Associate Professor
University of North Carolina Greensboro

Sport Specialization of Collegiate Athletes

② 1:25 PM - 1:45 PM, Jan 5

Pelican I

Coaching

Coach education programs should expose future coaches to relevant topics such as sport specialization, specifically early sport specialization in youth sports. One main reason youth give for specializing in one sport is to be "good enough" to compete at the collegiate level. However, are collegiate athletes specializing early? The results of this research increase our understanding of the frequency of early specialization of current collegiate athletes, which can be used to develop effective coaching philosophies and strategies for youth sports.

▼ Speaker



Melissa Jensen
Assistant Professor of Professional Practice
Texas Christian University

A Pilot – Study of Exercise Behavior Patterns Amongst University Varsity Athletes

① 1:25 PM - 1:45 PM, Jan 5

Pelican II

Health

The purpose of the study was to examine the prevalence of exercise dependence amongst varsity – level university athletes. Physical activity behavior patterns were measured amongst 62 participants (31 male and 31 female) from a mid – size University in Canada for the purpose of identifying problematic exercise through a questionnaire – based survey utilizing the Exercise Addiction Inventory (EAI). Total scores from the EAI questionnaires were tabulated to indicate the number of varsity athletes who scored either "at-risk", "symptomatic" or "asymptomatic" of exercise addiction, and percentages were determined for each of the EAI categories. Results indicate that 72.5% of the sample scored "symptomatic" while 19.5% recorded "at – risk" and 8% attained a score of "asymptomatic" on the EAI questionnaire. Interestingly, three times as many female athletes rated "at – risk" of engaging in problematic exercise compared to their male athlete counterparts, whereas males outnumbered females at a ratio of four to one with respect to scoring "asymptomatic" on the Exercise Addiction Inventory scale. People should be encouraged to embrace activity so that it enhances their life through sustainable long – term physical, psychological and social health versus exercising for deriving a sense of physical and psychological fulfillment. In addition, underlying causes such as anxiety, depression, difficulties with relationships or coping with personal hardship can be at the root of exercise addiction. Consequently, individuals who score in the "at – risk" category of the EAI might be best advised to seek counselling.

▼ Speaker



Emilio Landolfi Professor University of the Fraser Valley

1:50 PM

Passing the Baton: Voices from a New Generation of KIN Faculty

② 1:50 PM - 2:30 PM, Jan 5

Algiers A

General Inter...

Kinesiology (KIN) departments and programs, like the larger society, are becoming more diverse with increasing numbers of Black, Indigenous, and people of color (BIPOC) students and professionals. KIN faculty, however, remain predominantly white and do not reflect our students and communities. The new generation of KIN faculty are more diverse, bringing new and needed perspectives. If KIN programs are to move closer to DEI and social justice goals, we must listen to, and support, the new generation. In this presentation, our panelists, all early career faculty, will share their experiences and views as BIPOC faculty. After introductions, panelists will discuss: a) their backgrounds, early experiences and current KIN positions, b) their experiences/challenges/facilitators as KIN faculty, c) their views on DEI/social justice in KIN, and d) how KIN depts can best support/promote this new generation.

Non-Attending Contributor: DeAnne Brooks, University of North Carolina Greensboro; Alain Aguilar, University of North Carolina Greensboro; Mairym Villalobos Solís, University of Puerto Rico / University of North Carolina at Greensboro

♥ Speakers



Diane L. GillProfessor
University of North Carolina Greensboro



Lauren Griffin
Coordinator of Clinical Education/Assistant Professor
University of North Carolina Greensboro



Amanda Aguilar Assistant Professor of Kinesiology East Texas Baptist University



T J Exford
Assistant Professor of Exercise Science
North Carolina Agricultural and Technical State University

A Philosophic Critique of Social and Emotional Learning in Physical Education

② 1:50 PM - 2:30 PM, Jan 5

Algiers B

Philosophy

In recent years, there has been a flurry of literature regarding the need for physical education to adopt social and emotional learning (SEL) as its primary emphasis and objective. Even SHAPE America is moving increasingly closer to changing their national standards in order to advance this paradigm shift. However, such an emphasis is philosophically problematic for multiple reasons. First, from a MacIntyrean standpoint, social and emotional learning is fundamentally born out of a postmodern ethical framework known as emotivism, wherein our sense of ethics is derived entirely from our subjective feelings and emotions. Second, students are likely to be set up for failure because they are led to believe that they will be rewarded in life simply for managing their emotions, setting goals, and maintaining positive relationships rather than being rewarded based on results, outcomes, and merit. Lastly, social and emotional learning completely flies in the face of the actual point and purposes of physical education as an academic discipline. While there is nothing necessarily wrong with the objectives of social and emotional learning, it is philosophically problematic to endorse them as the primary objectives of any subject, let alone physical education. Rather, social and emotional outcomes should remain as the informal responsibility of all who are charged with the upbringing of our young people: parents, teachers, coaches, administrators, religious leaders, etc.

₹ Speaker



Clayton Whalen

Lecturer Mississippi State University Department of Kinesiology

Inclusive Instruction through Boundary Spanning

① 1:50 PM - 2:30 PM, Jan 5

Algiers C

Curriculu...

Wellness is complex and has different meanings for each student and intersects with each identity. As a result, it is difficult for any one unit to develop an inclusive curriculum. However, Kinesiology can be a catalyst on campus to stimulate a culture of well-being. This session will provide several models for boundary spanners to enhance the college curriculum and improve student well-being. A framework of typical Kinesiology collaborations will serve as a foundation for discussing new partnerships. The key is to create synergies with other units such as student life and the social sciences, athletics, and recreation on and off campus. The 20 -minute presentation will provide models for collaboration and share the benefits and challenges of interdisciplinary work, followed by a 5 minutes question and answer period. The session will conclude with 15 minutes of round table discussion. Finally, participants will share new ideas for partnerships to improve student well-being.

▼ Speaker



Carrie Sampson Moore Massachusetts Institute of Technology

The Power of Mindfulness on Sport Coaches' Communication: Teaching & Learning Mindfulness

② 1:50 PM - 2:30 PM, Jan 5

Pelican I

Coaching

At the core, mindfulness is keeping your mind focused on a task/situation on purpose but keeping judgmental or evaluative thoughts about the self or the task/situation out of the thought process (Kabat-Zinn, 2003). Basically, a person practices decentering (detaching from the event/moment and emotions involved) to reappraise the situation/event with a perspective not filtered by emotion (Hayes-Skelton & Graham, 2013). Mindfulness approaches have long been used to treat various clinical issues and have finally trickled into non-clinical aspects including sport psychology (Dorjee, 2010). As a foundational skill, mindfulness can be powerful for sport coaches for a variety of reasons. For example, research is branching into the study of mindful communication, and findings show positive connections. Studies on leader communication show mindful listening mediates follower satisfaction and well-being (Arendt et al., 2019). In sport coaching, mindfulness training may reduce job-related anxiety and improve emotional stability (Longshore & Sachs, 2015). In this presentation, attendees will learn how a certified mental performance consultant (CMPC) and coach education instructor structured mindfulness assignments within a fully online, asynchronous master's level course with the goal of teaching coaches how short-term mindfulness training can translate to both coaches and their athletes. Two active coaches (and current coach education students) will share what they learned about mindfulness, their coaching practices, and their communication skills through mindfulness training. Coaches will discuss how they will use these lessons learned in their coaching practice moving forward and the instructor will share training/assignment reflections.

₹ Speakers



Calyn Ohman Head Volleyball Coach Pensacola Christian College



Gunnar Gartner FSU



Megan Buning
Teaching Specialist I
Florida State University Full-time

Building Connections Through Conversations: Classroom Strategies for Addressing Complicated Diversity Issues in a Political World

② 1:50 PM - 2:30 PM, Jan 5

Pelican II

Health

In today's political culture, it can be difficult to bring issues such as racial inequities, poverty, and LGBTQ concerns into our classroom, yet these conversations are imperative to understanding health disparities in the US. Chronic health concerns such as obesity, food insecurity, and substance abuse as well as acute conditions such as COVID-19 are connected to these societal issues. Learning to think critically about these and other issues is an important skill students in kinesiology and related fields will need in their professions. Using historical analysis, data from research, literature from the field, and experiential learning activities, students can develop the ability to vocalize their own opinions, listen to the opinions of others, and develop strategies for addressing some of these issues in their own communities. Finding strategies for addressing these issues in our hyper-politicized culture can be challenging for faculty but developing critical thinking skills is one of our goals in higher education. Specifically, we need to address health issues in the context of science, politics, media, and socioeconomics. This presentation will outline strategies for addressing challenging issues in the classroom and in activity settings. Specifically, we will demonstrate ways to integrate discussions of diversity, equity and inclusion by looking at a kinesiology project related to the Cherokee Nation in Western North Carolina. Utilizing skills from faculty spanning two distinctly different areas of the state, we will lead a conversation on ways to engage students in the important work of critical thinking in difficult topics in the 21st century.

▼ Speakers



Gayle Maddox

School of Teaching and Learning Western Carolina University



Nick Castro

UNCW



Bob Beaudet

Assoc. Professor Western Carolina University

The Failure of Servant Leadership: Crises and False Dichotomies

② 2:35 PM - 3:20 PM, Jan 5

Algiers A

Administrat..

2:35 PM

Academia has seen a continued increase in administrative roles that have become more complex and susceptible to a host of external factors (e.g. legislation; global pandemic). Greenleaf's model of Servant leadership (1970) places emphasis on activities that upend traditional models where a leader is on top, to instead allow for constituents to significantly lead thought and decision-making. Keith (2008) argues that this shift has rendered the leader a person who provides guidance, empathy, and support to the needs of the students and the faculty. However, it has done very little to address the continuous intricate and demanding roles placed on the chair, dean, and additional higher education administration. Worse, it treats leadership as a dichotomous task, with the assumption that if an administrator is not engaged in coaching they must be one who is controlling. Upon initial view, faculty may be supportive of leaders who claim to utilize servant leadership, as believing in it gives their stake in the situation a stronger stance. However, historically followers of servant leaders have very little incentive to lend strong support, especially in crises (Kellerman, 2004), leading them to shun authority in lieu of survival. This presentation will contemplate the pitfalls of servant leadership in a historic time of institutional restructuring and consider possible alternatives that are sustainable for post-pandemic planning.

♥ Speakers



Daniel BurtTexas A&M University-Kingsville



Brian Culp
Professor
Kennesaw State University—WellStar College of Health and Human Services

Thirdspace Movement Model for Inclusive, Equitable and Just Practices in Physical Education

② 2:35 PM - 3:20 PM, Jan 5

Algiers B

Curriculu...

The purpose of this presentation is to build on the concept of the Thirdspace Movement as a curricular model for integration in PETE and K-12 Physical Education. Thirdspace Movement Concept (TMC) was originally introduced in Block et al. (2021) by expanding the movement landscape as did in Kleinman (1979) and applying feminist perspectives and humanization practices (Culp, 2021). TMC creates a environment "where students practice movements and engage in critical discourse that address embodied identity so that the following can be fostered; 1) self-awareness which can lead to self-identity and self-acceptance, 2) embodied movement experiences that can lead to inner peace, 3) humanization, 4) acceptance of self and others, 5) reconciliation, 6) growth in connection with others, and 7) justice" (Block, et at., 2021). The Thirdspace Movement Model (TMM) is introduced to the physical education practitioners with practical examples and implications (Haneishi, et al., in press). TMM can be integrated to an existing PE unit or introduced as a unit in itself which includes Expressing, Exploring, and Engaging movement concepts and strategies (Block, et al., 2021). Self-awareness and listening to the messages the body sends begins the learning experience. Students then explore and express through developmental progression and movement patterns with self and others or as a group. The experience culminates in students engaging with critical dialogue reflecting how body and embedded memories influence one's movements and actions. Through this presentation, we hope to improve TMM and further develop this concept for inclusive, equitable, and justice practices in physical education.

Non-Attending Contributor: Emilia Patricia Zarco, Adelphi University

♥ Speakers



Kanae Haneishi Associate Professor Western Colorado University



M. Esther Prados-Megías Associate Professor University of Almería-Spain



Marcus Johnson Assistant Professor of Kinesiology Jarvis Christian University

Leading with Esports in the Post-Pandemic World

② 2:35 PM - 3:20 PM, Jan 5

Algiers C

Curriculu...

What is Esports? Esports is the new sport that is over taking the Post-Pandemic World. In other words, Esports is the electronic sport field of business dealing with gaming: competitions, techniques, design, development, content creation, team management, event management, and community management. It is predicted that the Esports market will grow from \$73.5 billion dollars to 83.1 billion in 2023. Because of this growth, the Esports industry will need a combination of skilled workers who can be experts in Esports planning, organizing, managing, leading, directing, budgeting, marketing, and working Esports events and tournaments. Because of these skills, there is a major need to add an Esports Undergraduate Degree to prepare students to be able to work in this new coming Post-Pandemic Sporting Industry. In this presentation, we will discuss the following: 1) What is esports, 2) Benefits of offering an Esports Degree and an Esports Minor, 3) Transferable skills related to Esports, 4) Esports Curriculum Designs, and 5) Ways to collaborate with public schools, recreational centers, esports agencies, and etc. This exciting content aims to assist college and universities with designing a curriculum to offer an Esports Undergraduate Degree and/or Minor at their institutions.

♥ Speaker



Paula Shelby
Chair of Health and Sport Management
Benedict College

Redefining Athletic Standards: The Power of Mentorship and Black Male Student Athletes

2:35 PM - 3:20 PM, Jan 5

Pelican I

Coaching

The purpose of this study was to: (a) explore the meanings Black male student-athletes ascribed to their involvement in the Redefining Athletic Standards program—a mentorship-based student organization and (b) analyze interpretations of both the academic and athletic sides of their collegiate experience. The research design was multiple-case study using an interviewing approach positioned in a qualitative orientation. The participants were nine (9) Black male student-athletes at a National Collegiate Athletic Association Division I affiliated university. The sampling design was purposeful using the logic of criterion sampling. The primary data sources were individual, face-to-face interviews and a focused group interview. The data were analyzed using constant comparative analysis. Four complex and interrelated themes emerged, which were: (a) it takes a village; (b) student-athlete experience; (c) here for one thing, or more; and (d) race [still] matters. The themes and implications from the study's breadth of findings are discussed.

♥ Speakers



Robert Anthony Bennett III
Assistant Professor

Assistant Professor Denison University



Samuel Hodge The Ohio State University

3:25 PM

Round Table Discussions

② 3:25 PM - 4:10 PM, Jan 5

♥ Frenchman I

Round Table Discu...

- * Gaining Skill To Find and Gain Funding
- * Kinesiology: What's in a Name?
- * Modeling Social-Emotional Learning to Future Educators
- * Self-Efficacy of Pre-Service PE Teachers
- * The Utility of a Collaborative IPAP

Gaining Skill To Find and Gain Funding To Make My Goal/Program Awesome! I Can Do This- Working Together

② 3:25 PM - 4:10 PM, Jan 5

♥ Frenchman I

Round Table Discu...

Do you look at all the great equipment and supports other teachers and programs have in support of the learning and you think your budget can not afford? This session will offer you ideas, resources, and processes to be successful. The focus will be given on setting a goal for equipment wanted and then getting that equipment funded. Presenter has brought in over 7 plus million dollars for physical education and school programming. Learning Objectives: after attending this session attendee will be able to 1. Provide examples of finding funding in a post pandemic need when funding could be limited. 2. Share resources and ways to collaborate in the whole learning community. 3. Show how easy it can be to gain and be successful in the funding YOU CAN DO THIS!

▼ Speaker



Lori DunnSeattle Public Schools / University of Washington

Kinesiology: What's in a Name? Reflections from the Future Directions Committee

② 3:25 PM - 4:10 PM, Jan 5

♥ Frenchman I

Round Table Discu...

Kinesiology is a complex discipline. It has been described as diverse and encompasses areas that could certainly be housed in very different colleges. In North America, the term kinesiology has been widely used to name departments or academic units. However, it appears that its understanding varies among its users. In recent years, another trend has created a wave of renaming academic units to better attract the students. The search for an identity has often been reflected in the constant name. As there is no current unanimous name although kinesiology has been adopted in many professional organizations (NAKHE, AKA), it remains that kinesiology is largely unknown and misunderstood. Some are acquainting kinesiology with physical therapy or exercise science, excluding other areas such as philosophy, sport management, or even pedagogy. The perception of the word varies significantly according to the person we engage with and the location. NAKHE's purpose is to foster leadership in kinesiology administration and policy in higher education. As there are initiatives to develop relationships with international partners, there is a need to start thinking about our terminology use. Upon looking at the expansion of NAKHE's role in leadership development in the discipline, it is important to remain inclusive, especially considering international perceptions. Most non-north American locations are not using the word kinesiology. In fact, that word is often associated with different meanings and may even refer to other professions. The aim of this session is to discuss the perceptions of the term kinesiology through an international lens.

Non-Attending Contributor: Emilia Patricia Zarco, Adelphi University

♥ Speakers



Vanessa Fiaud Associate Professor West Texas A&M University



Desmond Delk Assistant Professor Langston University

Modeling Social-Emotional Learning to Future Educators

② 3:25 PM - 4:10 PM, Jan 5

♥ Frenchman I

Round Table Discu...

As students adapted to the new climate of the pandemic, efforts for greater connection through online engagement may have contributed to further isolation. While students can certainly engage in online environments, the Zoom screen may not tell the full story of what is occurring in a student's life. In addition, peer to peer contact is minimal and as such students may not have the mental and emotional support that they once previously experienced. As students transition back to face-to-face, instructors are challenged with finding ways to engage students, inspire learning, and tend to the growing emotional needs of students. In this session, we will discuss strategies for developing social-emotional skills in a methods of teaching and coaching course. Students enrolled in the methods course are made up of physical education teacher education majors as well as coaching majors. Within the course students create lesson plans for an on campus homeschool physical education program. The social-emotional learning activities that will be discussed include: rephrasing questions, self-awareness, communication, community building, and learning about student interests. Moreover, we will present the transfer of these strategies to student lesson plan development and present student reflection on these activities.

♥ Speaker



Christopher Kevin Wirth

Department Chair, Movement Sciences and Health University of West Florida

Self-Efficacy of Pre-Service Physical Education Teachers Toward Teaching Students with Disabilities

② 3:25 PM - 4:10 PM, Jan 5

♥ Frenchman I

Round Table Discu...

The purpose of the study was to examine the self-efficacy of pre-service physical education teachers toward teaching students with disabilities. The research design was phenomenological qualitative research, and the data sources were interviews, students' journals, and a review of Physical Education Teacher Education (PETE) program. The data were analyzed using a phenomenological reduction approach and exposed four themes, which were: (a) mastery experiences, (b) vicarious experiences, (c) social persuasion, and (d) construal of physiological and affective information. The study results revealed that the quality of Adapted Physical Education (APE) courses with constructive feedback from APE faculty and the quantity of engagement time in teaching students with disabilities were highly effective in increasing the self-efficacy of PETE students. However, limited hours of practicum, limited teaching experiences with students with various disabilities, and the COVID-19 PANDEMIC pandemic emerged as negative effects on determining students' competence in teaching students with disabilities.

▼ Speakers



Seo Lee

an assistant professor University of Wisconsin Superior



Samuel Hodge

The Ohio State University

The Utility of a Collaborative IPAP in the Face of Challenges to Student PA and Wellbeing

② 3:25 PM - 4:10 PM, Jan 5

Prenchman I

Round Table Discu...

During the COIVD pandemic many people saw their health and wellbeing diminish. IPAP courses at universities offered students, not only innovative ways to be physically active, but they also afforded students opportunities to work on other aspects of their wellness. This program will discuss the results of the wellness inventory scores that were administered (pre/post) each semester, over the 5 semesters of the pandemic, to students taking a wellness and physical activity course at the University of North Carolina Wilmington (UNCW). These courses offer a variety of physical activity classes, ranging from Aikido to Yoga. Students enrolled in WPA courses where everyone received the same educational material via an online delivery format, and they also selected which physical activity lab they would like to take. The results of this project show that change scores for wellness on the 12 dimensions assessed showed some significant and trending differences between semesters; Fall 2020, Spring 2021 and Fall 2021 showed the least amount of change, while Spring 2020 (start of COVID) and Spring 2022 ("end" of COVID). Rationale for these results will be discussed during the presentation. The results also showed that ALL semesters showed significant increases in wellness scores and motivation scores pre/post. Lastly, perceived health status showed that students that rated themselves as being in Poor or Fair health had some of the largest changes scores of wellness. However, all groups had significant increases in wellness scores. This shows that regardless of someone's health status, improvements is still possible.

♥ Speakers



John Lothes
Lecturer
University of North Carolina Wilmington



Lindsey Nanney Associate Director University of North Carolina Wilmington



Amy Olsen
Program Coordinator/Lecturer
University of North Carolina Wilmington

The Meritocracy Trap and Kinesiology

② 3:25 PM - 4:10 PM, Jan 5

♀ Algiers B

Philosophy

Meritocracy continues to dominate conventional thinking in the post-modern West. Yet, recently, an increasing number of critics have highlighted how meritocracy has gone wrong. One such critic is Daniel Markovits, author of The Meritocracy Trap (2019). In this presentation, we highlight the major themes of Markovits' book, identify how the ideology of meritocracy has infiltrated kinesiology and sport, and then propose how to reconceptualize and redirect kinesiology towards a more humane and morally sound discipline which can avoid the pitfalls of the meritocracy trap. Most notably, we propose that kinesiology should (1) recognize the frailty and temporality of humans, (2) embrace the wide middle of human skill performance capabilities, (3) value mid-level jobs and occupations such as physical education teaching and YMCA and/or city recreation department positions, and (4) redefine what counts as success. **Non-Attending Contributor:** Tyler Johnson, Boise State University, tylerjohnson6@boisestate.edu

♥ Speaker



Gregg Twietmeyer Associate Professor Mississippi State University

Pre, Mid, and Post-Pandemic Innovations Targeting Enhanced Student Engagement in the First-Year Seminar

② 3:25 PM - 4:10 PM, Jan 5

• Algiers C

Pedagogy

The COVID-19 pandemic disrupted virtually all aspects of college and university operations worldwide, prompting administrators, staff, and faculty to make an immediate pivot in the use of physical spaces, pedagogies, and technologies to meet rapidly evolving learner needs. Given its sustained duration, it is anticipated that the COVID-19 pandemic will excerpt a lasting influence on the academic preparedness of incoming college students as well, many of whom unfortunately experienced similar disruptions in their own K-12 education. The timing of the COVID-19 pandemic coincided with one academic unit's ongoing efforts to reinvigorate the first-year seminar as an important academic guidepost and transitional support for incoming university students. The purpose of this presentation is to examine the academic innovations lead by these university personnel who were engaged in the design, development, delivery, and evaluation of the first-year seminar across phases of the COVID-19 pandemic. The related forward-looking curricular innovations that resulted include the: (1) Renovation of a traditional space into a collaborative classroom that now serves as the permanent home for all first-year seminar sections. (2) Transition to a hybrid instructional teaching modality that merges online, asynchronous and face-to-face delivery formats using a flipped approach. (3) Building of all new online seminar content around curricular themes addressing academic and career readiness that are now systematically integrated across the remainder of the plan of study. Non-Attending Contributors: Dana Voelker, Colton Metzger, Hannah Miller; West Virginia University

▼ Speaker



Sean Bulger

Associate Dean for Online Education West Virginia University

4:15 PM

Hally Poindexter Young Scholar Lecture

② 4:15 PM - 4:45 PM, Jan 5

Melpomene

Lecture

4:45 PM

Break

② 4:45 PM - 5:30 PM, Jan 5

5:30 PM

Joanna Davenport Graduate Student Poster Award Competition / Reception

② 5:30 PM - 6:30 PM, Jan 5

Marigny Atrium

Digital Poster (Posted on Whova 48 hours before...

Submissions are digital posters. See the Whova app for posters in PDF format and 5-minute video presentations. Videos will be available 48 hours before the session starts.

- Achieving Authentic Diversity: Addressing African American Faculty Misrepresentation in Kinesiology Programs
- Latina-Latino Parents' Self-Reported Beliefs about Physical Activity Survey Psychometric Analysis
- Linguistic Differences: Exploring African American Vernacular English in Kinesiology Assessments
- PETE Majors' Perceptions of Exercise as Punishment in K-12 Physical Education
- Promoting College Students' Physical Activity Enjoyment and Motivation in a Virtual Zumba Fitness Course

Achieving Authentic Diversity: Addressing African American Faculty Misrepresentation in Kinesiology Programs

② 5:30 PM - 6:30 PM, Jan 5

Digital Poster (Posted on Whova 48 hours before...

The purpose of this study is to explore the experiences of African American faculty in Kinesiology programs at Predominantly White Institutions (PWI's), inspired by Occupational Socialization and Critical Race Theories. The aims of the study are to learn about the experiences of African American Kinesiology faculty within academe through the employment of life history methodology. Secondly, based on the findings, I aim to set the foundation for the development of a support program for African American Kinesiology faculty.

▼ Speaker



Marek Gaddy Graduate Student University of North Carolina at Greensboro

Latina-Latino Parents' Self-Reported Beliefs about Physical Activity Survey – Psychometric Analysis

② 5:30 PM - 6:30 PM, Jan 5

Marigny Atrium

Digital Poster (Posted on Whova 48 hours before...

The purpose of this study was to assess the validity and reliability of the Latina-Latino Parents' Self-Reported Beliefs about Physical Activity survey (19 items) analyzing the four factors of the Theory of Planned Behavior. There were 271 Latino parents (female n=208 [76.8%]; male n=63 [23.2%) from South, Texas who participated in the study. Data were collected using a convenience sample method as well as a snowball sampling technique. The psychometric properties were assessed using a maximum-likelihood extraction method. After running the initial analysis, the KMO test reported a result of .917 and Bartlett's test of sphericity returned a significant result ($\chi 2=2973$, p=.000). All communalities except two were above 0.4. Communalities ranged from .273 to .862. The table of eigenvalues reported four eigenvalues greater than one. All four accounted for 67.043 % of the variation in responses. With four factors suggested, a Principal Axis Factoring (PAF) analysis was conducted in SPSS Version 28 with an oblique rotation and four extracted factors. Reliability analyses were conducted on all four subscales. Cronbach's alpha for the "Attitude" subscale was .849 with a 95% confidence interval of .819 to .875. Cronbach's alpha for the "Subjective Norms" subscale was .835 with a 95% confidence interval of .652 to .766. Cronbach's alpha for the "Intention" subscale was .905 with a 95% confidence interval of .652 to .766. Cronbach's alpha for the "Intention" subscale was .905 with a 95% confidence interval of .884 to .922.

▼ Speaker



Omar Sanchez Graduate Research Assistant The Ohio State University

Linguistic Differences: Exploring African American Vernacular English in Kinesiology Assessments

② 5:30 PM - 6:30 PM, Jan 5

Digital Poster (Posted on Whova 48 hours before...

African American Vernacular English (AAVE), also known as ebonics, is Black speech that can include slang words or certain pronunciations and spellings. Acknowledging these linguistic differences in assessment could positively impact increasing the number of Black and African Americans in kinesiology. Inclusive assessments are a critical tool that helps students learn more about themselves, their limits, and their potential (Reay & William, 1999; Hay et al., 2015). The evaluation of these assessments is complex because racial identity and linguistic differences are embedded into students' communication styles but are often not realized. Language is vital in assessing and communicating subject matter (Reierstam & Hellstén, 2021), as cultural and social factors affect how students understand wording. Traditionally, instructors act through the dominant language, Standard American English, limiting their comprehension of students' work. This inclination can negatively impact the teaching, learning, and assessment process for diverse student populations as the use of the English sentence structure may differ based on cultural background, communication styles, and values (Kim & Zabelina, 2015; Solano-Flores & Nelson-Barber, 2001). This session will explore the use of AAVE and its role in the kinesiology assessment and evaluation processes.

♥ Speaker



Teah Rawlings

University of North Carolina at Greensboro

② 5:30 PM - 6:30 PM, Jan 5

Marigny Atrium

Digital Poster (Posted on Whova 48 hours before...

Physical educators play an important role in fostering an environment in which students develop the knowledge, skills, and behaviors to become a physically literate individual. While there are a variety of perspectives related to the ultimate goals of physical education, it is hoped that students have positive experiences in physical education and continue to have positive attitudes toward lifelong movement. Regrettably, inappropriate pedagogical practices have been utilized by physical educators, one being the administration of exercise as punishment (EAP), which may negatively impact student attitudes toward physical activity. While the national Society of Health and Physical Educators contends that administering physical activity as punishment is an inappropriate practice, the use of EAP is still happening. This study aims to explore physical education teacher education (PETE) majors' perceptions of EAP in physical education as it pertains to the development of pedagogical philosophies during socialization in PETE programs.

▼ Speaker



Lisa PaulsonUniversity of northern Colorado

Promoting College Students' Physical Activity Enjoyment and Motivation in a Virtual Zumba Fitness Course

② 5:30 PM - 6:30 PM, Jan 5

Digital Poster (Posted on Whova 48 hours before...

With the recent Coronavirus pandemic, virtual education has increased, and that is especially challenging for physical activity courses. Innovative approaches focused on intrinsic motivation and positive affect can help promote physical activity (PA) in a virtual environment. The purpose of this study was to implement and evaluate an online synchronous Zumba fitness college course to promote PA among college students. Participants (n = 16) completed pre- and post-surveys assessing leisure-time PA, intrinsic motivation, and exercise affect. Also, participants reported affect state, need satisfaction, and enjoyment at the end of the Zumba session six times throughout the semester. Results indicated an overall positive trend from the start to the end of the semester and within Zumba sessions. Although intrinsic motivation and exercise affect did not significantly increase, selfreported PA increased significantly with a large effect size (d=1.05). On the post-course evaluations, all students strongly agreed that they enjoyed the course, and all agreed or strongly agreed that the course increased their motivation for physical activity. Students reported that they enjoyed the upbeat music, fun moves, and informative lectures. These findings suggest strategies that other instructors can adopt to provide enjoyable PA experiences and promote continued PA participation. Additionally, Zumba fitness provides a unique opportunity to promote physical activity among the Hispanic female population. This study was conducted at a Hispanicserving institution and most participants identified as Hispanic females. Hispanic students may feel more inclined to try the Zumba class with Latin music that reflects the Spanish language and culture.

♥ Speaker



Isabel WoelfelUniversity of North Carolina at Greensboro

NAKHE Graduate Student Poster Award Reception,

② 5:30 PM - 6:30 PM, Jan 5

Mask Making! As part of the Graduate Student Poster Award Reception, you will be able to participate in this make-and-take Mardi Gras Mask experience to prepare for your New Orleans Adventure Arrive as Colleagues Leave as Friends #NAKHE #notthatkindofmask



2023 Annual Conference Connections: Leading for Good in a Post-Pandemic World



JOANNA DAVENPORT GRADUATE STUDENT POSTER AWARD COMPETITION / RECEPTION



Submissions are digital posters. See the Whova app for posters in PDF format and 5-minute video presentations. Videos will be available 48 hours before the session starts.

- Titles Achieving Authentic Diversity: Addressing African American Faculty Misrepresentation in Kinesiology Programs
 - Latina-Latino Parents' Self-Reported Beliefs about Physical Activity Survey Psychometric Analysis
 - Linguistic Differences: Exploring African American Vernacular English in Kinesiology Assessments
 - PETE Majors' Perceptions of Exercise as Punishment in K-12 Physical Education
 - Promoting College Students' Physical Activity Enjoyment and Motivation in a Virtual Zumba Fitness Course



2023 Annual Conference Connections: Leading for Good in a Post-Pandemic World





MASK **MAKING!**

AS PART OF THE DAVENPORT RECEPTION 5:30-6:30 PM

6:30 PM

Awards Banquet

@ 6:30 PM - 9:30 PM, Jan 5

♀ Treme

Fri, Jan 06, 2023

6:00 AM

Physical Activity

② 6:00 AM - 7:00 AM, Jan 6

♀ Poydras

7:30 AM

Editorial Board Meeting

② 7:30 AM - 9:00 AM, Jan 6

♥ Frenchman II

Sponsored by Taylor & Francis

Committee Meetings

② 7:30 AM - 9:00 AM, Jan 6

Melpomene

Past Presidents Breakfast

② 7:30 AM - 9:00 AM, Jan 6

Breakfast for all Attendees

2 7:30 AM - 9:00 AM, Jan 6

Melpomene

8:00 AM

Registration (As Needed: See Signage)

② 8:00 AM - 8:00 AM, Jan 6

9:00 AM

Pedagogical Training of Physical Education Alternative Certifications Programs

@ 9:00 AM - 9:20 AM, Jan 6

♥ Frenchman I

Pedagogy

One initiative to address teacher shortage is using alternative teacher certification programs (ATCP). ATCP, in general, is designed to provide bachelor's degree holders in non-educational majors with a shorter pathway to becoming certified teachers. Jung et al. (2022), however, pointed out that physical educators from ATCP may provide lower quality instruction compared to physical educators from traditional programs, particularly when teaching students with disabilities. It is possible that alternatively certified physical educators may not receive sufficient pedagogical training prior to starting their positions. However, it remains unclear how ATCP trains its Physical Education teacher candidates. Therefore, this study aimed to investigate the differences in training, including through teaching methods courses between alternatively and traditionally certified physical educators. This study examined data from the 2017-2018 National Teacher and Principal Survey. The analytic sample included 1,850 physical educators. Within the sample, 12.2% of respondents entered the teaching profession through ATCP. The results from seven separate logistic regressions suggest that alternatively certified physical educators were less likely to take teaching methods in all seven content areas before entering the profession, with odds ratios ranging from .15-.55. This study provides a potential answer to Jung et al.'s (2022)concern about lower quality instruction from alternatively certified physical educators. The lower likelihood of taking courses related to teaching methods may directly impact the quality of instruction. Moving forward, it will be important that ATCP develop and provide essential teaching methods courses to their trainees.

₹ Speaker



Jaehun Jung

Assistant Professor Northwestern State University

The Role of Career Goals in PETE Faculty Socialization

② 9:00 AM - 9:20 AM, Jan 6

Algiers A

Sociology

Clearer understanding of the occupational socialization of PETE faculty members has the potential to illuminate the development of subjective warrants (Lortie, 1975) and reveal understandings of the roles they have embodied throughout preparation and within their faculty role. Grounded in OST, the purpose of this study was to explore the socialization of an early career PETE faculty member who had adopted a professional goal of a career in higher education. Method: Using a retrospective case study design, one faculty member within higher education was selected and data sources included: semi-structured and unstructured interviews, critical incident accounts and document analysis. Results: Two themes emerged, one of which will be presented in this presentation of care ethic was present among the participant, teachers and mentors. This theme had four sub-themes: 1.1 personal hardships allowed for empathy and understanding, 1.2 apprenticeship of observation framed teaching as a caring role, 1.3 alignment with approaches to teaching by mentors and administrators provided space for care to be enacted, and 1.4 professional relationships are not just important but also evolve Conclusions: Our findings suggest that subjective warrant based in care may overshadow an individual's content knowledge and pedagogical competency in career decision making. Finally, the sustaining and evolution of professional relationships has benefits for all parties. Given this, kinesiology faculty may consider their own socialization across the five facets in relation to care and how they build relationships with their colleagues from their time as undergraduate students into later stages of life. Non-Attending Contributors: Xiaofen Hamilton, The University of Texas at Austin; Karen Gaudrauelt, The University of New Mexico

▼ Speaker



Robert Knipe III
Assistant Professor
Southern Connecticut State University

The Impact of Toxic Leadership on Intercollegiate Athletics Departments

② 9:00 AM - 9:20 AM, Jan 6

Pelican I

Administrat...

In recent years, a slew scandals have challenged the integrity of college sports. Several notable cases include Florida State University's academic cheating scandal (2006, 2007), Duke's lacrosse scandal (2006) and Baylor University's assault by players and mishandling by coaches and other administrators (2012 to 2016), as well as USC men's basketball bribery case (2017). The NCAA and other leading governing bodies have repeatedly been questioned by a seemingly ever-growing list of stakeholders in the investigation of allegations of corruption. While much of this behavior is conducted by individuals, the activity is tolerated and, in some cases, facilitated by those in positions of power. Destructive or toxic leadership may provide a contextual background for this work. The issue of destructive, or toxic, leadership in sport is a rich, relatively untapped area of academic research. For instance, little research (Powers, et al., 2016) has been done specifically with employees of intercollegiate athletic departments. The purpose of this research is to investigate the effects of toxic leadership on the employees (e.g., coaches, administrative staff, student employees, compliance staff) of intercollegiate athletic departments. The Toxic Triangle of Sport Management (TToSM, Roberts et al., 2018) will be used as the theoretical framework of this investigation. A major focus will be on NCAA Division I and II universities.

♥ Speakers



Tara Tietjen-Smith

Professor and Department Head, Health & Human Performance Northwestern State University



Haley Taitano

Assistant Professor of Health & Human Performance Northwestern State University

South Korean Adapted Physical Education Majors' Self-Efficacy

2 9:00 AM - 9:20 AM, Jan 6

♀ Fulton

Adapted

The purpose of the study was to examine the self-efficacy of South Korean adapted physical education (APE) majors in teaching physical education to students with disabilities. The research design was a qualitative descriptive case study. The participants were five university students (four men and one woman; aged 20-25). The data sources were in-depth semi-structured interviews, program curriculum, and a researcher's journal. The data were analyzed using a thematic analysis. Four themes emerged, which were mastery experiences, vicarious experiences, social persuasion, and construal of physiological and affective information. Findings expose that APE majors were more likely to gain confidence after volunteering for adults and/or children with disabilities and having a relationship with them. In addition, positive interactions with the faculty and people with disabilities, and a lack of social awareness toward people with disabilities emerged as important conditions in judging levels of self-efficacy among APE majors. In contrast, such conditions as the COVID-19 pandemic, lecture-based instructions, and a lack of teaching experiences directly impact students to have low-confidence.

▼ Speaker



Seo Lee

an assistant professor University of Wisconsin Superior

9:25 AM

Athletic Buoyancy and Adaptability: Staying Afloat During Uncertain Times

② 9:25 AM - 9:45 AM, Jan 6

Algiers A

Sport Psychol...

During times of uncertainty like the COVID-19 pandemic, it becomes apparent that some individuals are better able to handle setbacks and challenges than others, especially in performance settings like sports. Anxiety, fear of failure, and low social support typically have a negative impact on those in performance contexts, and this impact may be exacerbated as a result of the changes in expectations and social interactions presented by the COVID-19 pandemic. This program will focus on discussing research on athletic buoyancy, a term defined as "an athlete's ability to respond effectively to the daily challenges and setbacks encountered in athletic contexts" (Calhoun et al., 2019, p. 4). An athlete with higher levels of athletic buoyancy should more effectively handle everyday setbacks and challenges. Therefore, understanding the positive and negative influences on athletic buoyancy may help us learn more about adaptability. Research so far has focused on "typical" athletic settings and situations, and the pandemic has presented even more challenges and scenarios for everyone to consider when examining our "new normal." Research on athletic buoyancy will be related to concepts such as confidence, anxiety, fear of failure, social support, and feelings of control to discuss how each can impact our ability to navigate adversity, avoid burnout, and effectively navigate the challenges we face in a post-pandemic world.

♥ Speaker



Jackie Calhoun

Assistant Professor of Health & Human Performance Northwestern State University

Was It Worth It? Pandemic Reflections From an Outgoing Interim Chair

② 9:25 AM - 9:45 AM, Jan 6

Pelican I

Administrat...

Interim leaders have been defined as those who will serve for a duration through times of leadership transition within organizations. These transitions are often unplanned and are carried out in a crisis scenario. In March of 2020 at the outset of a global pandemic, the presenter of this session was asked to serve in the role of Department Chair within a school undergoing a Dean transition and an interim president. Over a 27-month period, the presenter encountered a host of challenges that included role conflict, social isolation, spectacle (Debord, 1988), surveillance, intergenerationality, necropolitics, and observing conflicting scenes of authority vs. leadership. The latter part of the session will attempt to answer the question of "Was leadership during this time worth the cost?" and provide thoughts regarding NAKHE's efforts in leadership development and if they assisted the presenter during this period of change.

▼ Speaker



Brian Culp

Professor

Kennesaw State University-WellStar College of Health and Human Services

Developing Leaders Through Brotherly Kinship: Contextualized by Black Male Faculty in PETE

② 9:25 AM - 9:45 AM, Jan 6

Pelican II

Pedagogy

Initiatives to diversify higher education faculty are becoming a ubiquitous component for institutions seeking to expand perspectives, pedagogical styles, and student engagement approaches of their leadership (Lund et al., 2019; Russell, 2020). Specific to the field of kinesiology, scholars have provided frameworks to ensure that Physical Education Teacher Education (PETE) programs equip future professionals with the skills needed to flourish as both faculty and administrators, all while higher education institutions attempt to manifest inclusive environments (Clark, 2020; Delk, 2022; Wallace et al., 2022). We present the deliberate and often times unconscious exchange of professional development ideas that happened among Black male faculty who completed bachelor's degrees at a Historically Black College (HBCU) and subsequently matriculated through master's and doctoral programs within kinesiology at a predominately White Institution (PWI). Using reflective journals, semi-structured interviews, and transcribed conversations with each other, we employed a collaborative autoethnographic approach. Through our reflection, we discovered themes that can be used as a means to both recruit and retain diverse students in kinesiology/PETE programs. The following themes represent the route in which we traversed to graduate from a PWI successfully: a) Making initial connections; b) creating clear pathways through relationship building; c) establishing holistic matriculation support. From these findings, we provide recommendations for leaders at PWIs that help in creating authentically inclusive environments, which can ultimately aid in increased diversity efforts in a manner that helps to increase retention and thus mitigate the attrition prevalence of students from diverse backgrounds.

Non-Attending Contributor: Cory E. Dixon, Rowan University, dixonc@rowan.edu

♥ Speakers



Desmond Delk Assistant Professor Langston University



Jerraco Johnson Assistant professor University of North Texas

"It's More About Building Trust": Physical Education Teachers' Experiences With Trauma-Informed Practices

② 9:25 AM - 9:45 AM, Jan 6

♀ Fulton

Pedagogy

In schools today, student trauma and toxic stress may impact students' ability to learn. Therefore, this inquiry explored the experiences and knowledge of 27 physical education (PE) teachers in the United States related to trauma and trauma-informed practices. Teachers' experiences were examined through semi-structured interviews informed by the literature. Employing interpretivist philosophical instructions, data analysis revealed that teachers utilized four general dimensions related to trauma-informed strategies in their gymnasiums: creating a physically safe and emotion-ally safe space, formulating positive and healthy relationships with students, developing student responsibility, and guiding students toward self-regulation. These strategies aligned with Souers and Hall's (2019) tenets of fostering resilient learners. Although the teachers did not have prior educational experiences with trauma and trauma-informed practices and minimal professional development, they demonstrated what is possible when working with students who experience trauma and/or toxic stress. By fostering resilient learners and engaging in trauma-informed practices, it is conceivable for P-12 students to have positive and inclusive experiences in PE.

♥ Speakers



Jennifer Walton-Fisette

Director of Educator Preparation / Professor of Physical Education Teacher Education Kent State University



Doug EllisonAssociate Professor Kent State University

9:50 AM

Development of Physical Education Materials Focusing on the Perspective of Symbiosis through Gateball

② 9:50 AM - 10:10 AM, Jan 6

♥ Frenchman I

Pedagogy

In Japan, while the Courses of Study are revised every 10 years, the new Courses of Study for elementary schools were announced in July 2017. One of its "Key Points for Revision of Physical Education" is as follows. "3) From the perspective of emphasizing diverse ways of interacting with exercise and sports, the content of instruction should be improved so that students can share various ways of enjoying exercise and sports regardless of their level of physical fitness and skills, age, gender, and disabilities. In doing so, improvements should be made with an emphasis on the perspective of symbiosis." Although attempts have been made to realize these ideas in physical education classes, such as devising exercise materials, they have not yet been widely implemented. Therefore, the authors have focused on gateball, which originated in Japan, as an exercise teaching material that emphasizes the perspective of symbiosis, and have attempted to develop and implement easy games appropriate to grade levels with reference to the game-based approaches (GBAs), and have clarified its educational value as a teaching material (AIESEP, 2022). On the other hand, the transformation in the teaching awareness of teachers involved in physical education classes toward a symbiotic perspective has not been clarified. In this presentation, we will explore the educational value of gateball teaching materials from the standpoint of teachers through their classroom practice, based on Andragogy's theory.

♥ Speakers



Tsuyoshi Matsumoto University of Tsukuba



Maho Fuchikami Assistant Professor Mejiro University

Preparing College Faculty and Students to Succeed in Online Learning Spaces: Lessons Learned During the COVID-19 Pandemic

② 9:50 AM - 10:10 AM, Jan 6

Algiers A

Online Educa...

The COVID-19 pandemic proved to be a major disruptor on college and university campuses worldwide, necessitating rapid transitions related to instructional planning, management, delivery, and assessment across a range of course modalities. This unprecedented challenge required university and college administrators, instructional designers and technologists, academic/non-academic support staff, and full-time/part-time faculty to find solutions to rapidly emerging instructional problems during the early stages of the pandemic. As our collective focus shifted from merely surviving to thriving in online learning spaces throughout the mid to latter phases of the pandemic, discretionary time and effort allowed for the further refinement of the various instructional supports put in place for faculty and students engaged in online, hybrid, and hyflex courses. The purpose of this presentation is to share several online instructional supports created in response to the COVID-19 pandemic and to describe their continued use to facilitate faculty development. These instructor supports include a system of open access, on-demand professional development modules targeting best practice in online course design, development, and delivery. Attendees will receive open access to a number of these resources for use in their own online instruction.

Non-Attending Contrinutors: Beth Bailey, West Virginia University; West Virginia University

▼ Speaker



Sean Bulger
Associate Dean for Online Education
West Virginia University

Using Agile Methods to Improve the Student Research Experience

2 9:50 AM - 10:10 AM, Jan 6

Pelican I

Administrat...

Agile, Lean, and Scrum (collectively referred to as Agile) are all frameworks used to help teams work together more effectively and transparently through complex projects. These frameworks were founded in business and information technology over 40 years ago and have since been adapted to teams across a variety of disciplines. Agile is centered on team collaboration, product delivery, and reflection on the process to then improve and innovate for the next product. The methods are based on iterative and incremental development where requirements and solutions evolve through collaboration between self-organizing, cross-functional teams, the end users, and stakeholders. This method of work allows teams to communicate openly about a project and meet timeline expectations more efficiently. An Agile-style framework used with conducting complex research enhances open communication, clarity of tasks and deadlines, opportunities to correct errors early, sharing of information and data, transparent progress, and helps to demystify the research process in general. The conceptual framework of Agile promotes adjustable and disciplined interactions throughout the research cycle. Students working on research projects are often novices to the entire or portions of the experience. Using an Agile framework provides clarity for their role and outcomes of the research project. Challenges in using this system are related to student buy-in and use of the communication platform. This presentation aims to introduce the use of Agile practices for managing research projects that include student contributors and discuss the challenges and benefits noted with working method.

▼ Speaker



Jennifer Bunn Associate Dean, College of Health Sciences Sam Houston State University

A 4-Year School-University Partnered Before-School Program: Lesson Learned through the Pandemic

② 9:50 AM - 10:10 AM, Jan 6 ♥ Pelican II

Pedagogy

Physical Education Teacher Education (PETE) programs in United States are positioned to prepare preservice teachers majoring in physical education to competently implement Comprehensive School Physical Activity Program (CSPAP) in schools. A middle school located in Northeast United States partnered with a university PETE program to implement an eight-week before-school 30-minute CSPAP program named "Fitness Funatics" from Fall 2018 to Spring 2022. However, the program was disrupted in Spring 2020, Fall 2020 and Spring 2021 due to the pandemic. The program was incorporated into two PETE program courses where the preservice teachers made three school visits during the 8-week period and assisted the physical education teacher in implementing the program as part of the university coursework. The preservice teachers engaged with and provided feedback to the middle school students (6th to 8th grade) during their visits, as well as documented their experience in a journal as an assignment. The preservice teachers who had the opportunity to participate in the onsite practicum felt that the program was a meaningful hands-on experience. In lieu of an on-site practicum during the pandemic, the preservice teachers created physical activity sessions and engaged their family or friends in a physical or virtual setting. When the program was reintroduced in Fall 2021, measures such as social distancing and mask-wearing were implemented for safe engagement in physical activity. The on-site practicum pre- and post-pandemic were valuable experiences for preservice teachers to acquire knowledge and skills to implement CSPAPs in the future. Non-Attending Contributors: Bryan Plona, McGee Middle School

▼ Speakers



Tan Leng Goh Associate Professor Central Connecticut State University



Carol Ciotto

Assistant Dean for Accreditation and Partnerships, edTPA Coordinator Central Connecticut State University

Post Pandemic Career Readiness: Exploring Career Readiness in a Capstone Experience Course

② 9:50 AM - 10:10 AM, Jan 6 ♥ Fulton

Curriculu...

According to the U.S Department of Labor employers regard "soft skills" as an important component to an employee's ability to do their job (U.S. Department of Labor, n.d.) These "soft skills" include professionalism, communication, teamwork skills and problem solving/critical thinking (U.S. Department of Labor, n.d.). Regardless of a student's program of study these soft skills transcend many professions. As educators how can we integrate these skills into our curriculum to help prepare students for a career in a post pandemic world? The National Association of Colleges and Employers (NACE) has developed eight career readiness competencies (Career Readiness Defined, 2019). The competencies include career & self-development, communication, critical thinking, equity & inclusion, leadership, professionalism, teamwork and technology (Career Readiness Defined, 2019). According to NACE's Job Outlook 2022 survey gaps were identified between a student's proficiency at performing these competencies and the employers perceptions of the importance of the competency. Over 98.5% of employers selected critical thinking and communication as being very to extremely important skills for college graduates; however, just over half of employers rated recent college graduates as "very proficient" or "extremely proficient" in communication (54.3%) and critical thinking (55.8%). Interestingly professionalism was not seen as an important competency, but it accounted for one of the largest gaps between importance and college graduate proficiency (42.7% differential) (Competencies: Employers Weigh Importance versus New Grad Proficiency, 2021). Why do you think that is and how can we as educators close the gap?

₹ Speaker



Erin Jordan

Health and Well Being Program Coordinator and Teaching Assistant Professor West Virginia University

10:15 AM

Exploring Culturally-Responsive Pedagogies in Kinesiology: Developing Classroom Best Practices Utilizing Student Perceptions

② 10:15 AM - 10:35 AM, Jan 6

♥ Frenchman I

Pedagogy

Culture impacts how we educate students, what we educate students on, our interactions with students, research participants, and production as well as our consumption and interpretation of research. Both an individual's culture and organizational culture impact students and student education. Additionally, culture as predominantly being associated with race brings up large inequities in higher education. Most professors have their doctorates, which is also disproportionately a White population. White recipients hold nearly 60% of doctoral and professional degrees. Due to social norms within education being predominantly White middle-class, those that do not ascribe to the White middle-class culture or norms are ultimately placed at a disadvantage. This means White folks are becoming teachers and maintaining the status quo of White middle-class norms, specifically in the realm of higher education. Thomas & Quinlan (2021) propose that we, as educators, need to reduce the engagement gap in higher education. This study intends to provide student-informed practices that can help professors/instructors cultivate more relevant practices that promote academic success for all students, specifically utilizing Ladson-Billings (1995) Culturally Relevant Pedagogies as a framework to explore and collect undergraduate students' perceptions of their professors/instructors regarding cultural relevance. Through the use of a web-based survey, student responses will be analyzed to understand and explore students' perceptions of their professors regarding their professors's ability to be culturally relevant within the kinesiology classroom.

▼ Speakers



Hannah Bennett

Associate Professor of Kinesiology and Program Director, BSK Augusta University



Brittany Pinkerton

Assistant Professor Augusta University

Making the Emergency Online Transition During the COVID-19 Pandemic: Effects of Prior Online Teaching Experience and Strategies Used to Learn to Teach Online

② 10:15 AM - 10:35 AM, Jan 6

Algiers A

COVID-19 Pand...

During the COVID-19 pandemic, university faculty experienced an emergency pivot to online instruction midway through the Spring 2020 semester. Many had no prior online teaching experience and struggled to adapt. This session will focus on a study of faculty during the emergency transition. Full-time faculty (n=455) from 4 public regional universities in the southern U.S. completed a survey at the start of the Fall 2020 semester. Items examined pre-pandemic online teaching experience and training, strategies used to learn or improve online teaching skills during the emergency transition, perceptions of change in online teaching ability, the pandemic's impact on perceived teaching effectiveness, and interest in future online teaching opportunities. Over 35% of faculty had no prior online teaching experience, while 43% had taught several online courses. During the transition semester, 13.4% sought peer mentoring, 31.9% completed a training program, and 34.9% both sought mentoring and completed training. While three-fourths of faculty perceived that the pandemic had negatively impacted their teaching effectiveness, those who had sought mentoring or formal training perceived a greater improvement in online teaching skills and a reduced negative effect of the pandemic on teaching effectiveness. Prior experience teaching online courses played a significant role in strategies sought to improve online teaching skills, as well as perceptions of teaching effectiveness. The results add to existent research on university faculty during the pandemic, provide support for the importance of faculty development and mentoring programs in developing online teaching skills, and help inform universities in planning for the future. Non-Attending Contributor: Ralph Wood, Southeastern Louisiana University; Kwonchan Jeon, Salisbury University; Ismatara Reena, University of Louisiana-Lafayette

♥ Speaker



Edward HebertProfessor
Southeastern Louisiana University

Let's Take This Outside! Designing Active Classrooms Without Walls!

② 10:15 AM - 10:35 AM, Jan 6

Algiers B

Instructional Physical Activity Progr...

If your school has sidewalks, a blacktop, and you are a K-12 educator, this session is for you! This presentation, intended for K-12 educators, will showcase a community engaged initiative to support Comprehensive School Physical Activity Programs. The development of outdoor play and learning spaces on blacktops/sidewalks that connect with science, social studies, language arts, math, music, and physical education will be highlighted.

♥ Speaker



Misti Mueller Associate Professor Virginia Commonwealth University

Parents' Involvement and Burden Perception in Children's Equine-Assisted Activities

① 10:15 AM - 10:35 AM, Jan 6

Algiers C

Other:

This study investigates the values of parents in sending their children to a riding club based on the Whole School, Whole Community, Whole Child (WSCC) model. The importance of family and community involvement in schools has been advocated by the Centers for Disease Control and Prevention (CDC) and proposed as the WSCC model. In this report, the importance of children's health and emotional education is mentioned, as well as the importance of parental involvement. The importance of private organizations such as local sports schools in improving children's learning, development, and health is an important learning opportunity for health promotion and emotional education outside of the school setting. In Japan, there are many private sports clubs for children, including swimming and soccer, and horseback riding is one of them. Horseback riding is popular among children and their parents because they can learn horsemanship, which is based on animal welfare and horse handling, as well as sportsmanship. However, parents must take their children to and from riding clubs located in the suburbs, far from their usual living areas. The high membership fees also increase the financial burden on parents. Even so, many parents want their children to participate in equine-assisted activities. This study reports the results of an interview survey of parents from the perspective of the WSCC model on the value of sending their children to horse riding clubs.

▼ Speakers



Maho Fuchikami

Assistant Professor Mejiro University



Tsuyoshi Matsumoto University of Tsukuba



Kanae Haneishi Associate Professor Western Colorado University

Leadership for Success in the Post-Pandemic World

② 10:15 AM - 10:35 AM, Jan 6

Pelican I

Administrat...

Leadership includes bringing out the best those around you, avoiding overcautiousness, volunteering and giving back, and reframing commitments (Franklin, 2022). Moving into the post pandemic and navigating the "ups" and "downs" that occur in life, a good leader and highly successful person-- according to Franklin (2022)-- views "setbacks" (i.e., Covid-19) as opportunities in disguise. We should "look at the good in people. Similarly, we should look at the worldwide Covid-19 pandemic health crisis and learn from how it disrupted our lives and what we absorbed about health care, education and leadership. According to Franklin (2022) successful people and leaders visualize their goals and think about them daily (even during the "downs times"). Mentoring others to understand goal setting and the importance of this concept as well as the potential for failure is critical. Leaders today must be good communicators and collaborate positive relationships with others. It is important to surround yourself with people who personify the qualities you seek – and you'll thrive (as a scientist, leader, professor, Franklin 2022). Often when we hire a new faculty, I share with my faculty "hire someone better (different) than yourselves, so you can become a better faculty, learn more, absorb more." To work together and learn something new every day the pandemic stretched our abilities as leaders and made us exponentially better as people. We continue to do our best every day to learn, serve and lead.

₹ Speaker



Ellen Glickman Ph.D., FACSM Author

Expansion of OER during the COVID Era

② 10:15 AM - 10:35 AM, Jan 6

Pelican II

Pedagogy

Open Educational Resources or OER's have been in existence throughout this decade, yet higher education has been hesitant to adopt OER's until more recently. COVID-19 has turned higher education on its end and programs have become increasingly digital to accommodate safety concerns. OER support, acceptance, and funding have expanded due to the ongoing effects of COVID-19 and the need for quality digital resources. As such, OER's are recognized as a foundational platform from which to launch effective online learning experiences for today's digital learner. The purpose of this presentation is to highlight the value and growing popularity of OER's and their role in higher education. Also presented is an example of a collaborative funded OER project among multiple underserved universities across the US. Strategies for practical implementation, and the development of OERs will be discussed.

Non-Attending Contributors: Cortney Armitano-Lago, University of North Carolina at Chapel Hill, Jennifer Brown, Elizabeth City State University

▼ Speakers



Resa Chandler Assistant Professor Western Carolina University



Vanessa Fiaud Associate Professor West Texas A&M University

10:40 AM

Teaching Future Teachers: Five Lessons Learned from COVID Chaos

② 10:40 AM - 11:25 AM, Jan 6

♥ Frenchman I

Pedagogy

COVID-19 surprised the world when it emerged in 2019, and the havoc created by the virus will be long-felt by societies across the world. As the virus created chaos across the country, schools were uniquely impacted. For decades, school has served as a central part of a child's upbringing. Furthermore, events at the school are an integral part of family life and serve as a link to the community. Suddenly, that physical component was shut down and moved to an online platform. This created challenges for teachers, students, and parents as all tried to navigate a new online reality. In higher education, faculty teaching future teachers also struggled with the hurdles of supervision of interns, mentoring EdTPA projects, and moving pedagogical techniques online. Since COVID-19 will not be the last challenge to our school setting, it is important to learn from these last two years. In this presentation, we will discuss some key lessons learned in higher education related to teacher preparation programs moving forward. These lessons will be discussed during the presentation, and members of the audience will be asked to share their own lessons learned. Here are five areas that the presenters will explore. Other lessons from the audience will also be discussed. * Kids (from Kindergarten to College Students) Matter * Structure in School Matters (importance of pedagogy, planning, and presentation) * Mental Health Matters (Social well-being is key) * Physical Activity Matters (movement is the key to health) * Teachers Matter (teachers are underpaid, under attack, and leaving the profession)

♥ Speakers



Bob Beaudet Assoc. Professor Western Carolina University



Nick Castro UNCW



Gayle Maddox
School of Teaching and Learning
Western Carolina University

Staying Connected in Higher Education Through the Use of Social Media

② 10:40 AM - 11:25 AM, Jan 6

Algiers A

Administrat...

This presentation will have kinesiology leaders consider the use of social media as a medium that can be used to stay connected and promote the mission and values of their college, department and program with future, current and past students, local community, university community, colleagues in kinesiology and alumni. To support attendees in their efforts to maximize their reach and efficiency, tools and strategies will be shared that can be utilized immediately. The importance of building a team and empowering others will be explored in efforts to distribute the work load and minimize the day-to-day involvement of those in leadership positions. Tactics for collecting and reporting on the engagement and reach of social media campaigns will also be described. Finally, using NAKHE as a case study participants will be given examples of campaigns that were utilized by the association and how they can be replicated within their program.

₹ Speaker



Robert Knipe III
Assistant Professor
Southern Connecticut State University

Instructional Physical Activity Programs for Connection: Using Language to Engage and Connect

② 10:40 AM - 11:25 AM, Jan 6

Algiers B

Instructional Physical Activity Progr...

Now is the time to seek opportunities for connection within higher education. With most quarantines in the rearview mirror, many of our students need opportunities for meaningful connection. Through explicit instruction and thoughtful use of language, instructors can create a learning environment that connects students to one another, to the instructor, to the material and builds community. In this session we will explore the application of theory to enhance learning through the use of intentional language in Instructional Physical Activity Programs.

♥ Speakers



Andrea Short

Health and Physical Activity Skills Coordinator University of Iowa



Lindsey NanneyAssociate Director University of North Carolina Wilmington

Implementation and Evaluation of an Historically Black College and University Health Fair

② 10:40 AM - 11:25 AM, Jan 6

Algiers C

Health

The purpose of this study was to evaluate the 2018 and 2019 Health Fairs. A convenient sample (N=176) of students, faculty and staff at a small southeastern private historically black college and university were utilized in the study. Data was collected using the Modified Health Fair Evaluation Form (Dulin, 2006). Data was also collected on the Modified Vendor Evaluation Form. Descriptive Statistics were utilized to determine the effectiveness of the Health Fair. Although limitations to the study exist, the results provide further evidence that the 2018 and 2019 Health Fairs were successful increasing health awareness to the JCSU and Charlotte community. More studies are needed to further examine the implementation and evaluation of health fairs among the African American community.

Speaker



Dr. Robert LindseyProfessor of Health Education
Johnson C. Smith University

Interviewing for a Department Head Position? A View from the Dean's Office

② 10:40 AM - 11:25 AM, Jan 6

Pelican I

Administrat...

Department heads play an important role in the function of effective institutions. These individuals not only attend to responsibilities such as class scheduling, budget management, and faculty performance evaluation; they also provide leadership for their units and collaborate with faculty, college leadership, and constituents across their institution. The interview process for potential department heads may be daunting, however, both for individuals seeking positions internally as well as those applying as external candidates. In this presentation, I provide a glimpse into the interview process with a view from the dean's office. Various aspects of this presentation include: the application process; preparing for the phone interview stage; preparing for the on-campus interview stage; going through the on-campus interview process. Having served as chair of department head searches, and by virtue of interviewing and hiring numerous faculty throughout my administrative career, I will share observations and insights regarding the search process for department head positions.

▼ Speaker



Douglas Hochstetler

Associate Dean, College of Health and Behavioral Studies James Madison University

Exploring Theoretical Frameworks for Supporting Justice, Equity, Diversity, and Inclusion (Jedi) In Game-Based Approach Lessons in Physical Education

② 10:40 AM - 11:25 AM, Jan 6

Pelican II

Pedagogy

A philosophical shift to moving toward affective domain of learning and social and personal development has been evident in Physical Education (PE), such as the Quality Health Education Teacher Education (HETE) and Physical Education Teacher Education (PETE) Guidance drafts (SHAPE America, 2022a) and the Guiding Principles and Student Attributes in the National Physical Education Standards public review (SHAPE America, 2022b). Practical implications of applying Game-Based Approach (GBA) to address Justice, Equity, Diversity, and Inclusion (JEDI) was presented at last year's NAKHE conference. In this presentation, we will provide a theoretical framework of promoting JEDI through GBA lessons in PE. When planned and delivered carefully and intentionally by teachers with GBA pedagogical principles, the PE space can promote JEDI where differences such as race, age, gender, sexual orientation, (dis)ability, religion, ethnicity, and socioeconomic status are addressed and the game learning space becomes inclusive, equitable, and just for all students. In this presentation, we address this topic through the lens of Democracy in Action (Butler, 2016), Thirdspace concept (Block, et al., 2021; Culp 2020), as well as the Social Justice Education framework (Hackman, 2005). Butler (2016) advocated Democracy in Action through Inventing Games, which address bullying, teach democracy, and promote social justice. Thirdspace is a psychological space (Block, et al., 2021) which applies the spatiality concept (Culp, 2020) and addresses the meaning of inclusion. Hackman's framework of Social Justice Education (Hackman, 2005) uses a social justice camera to introduce five lenses. Non-Attending Contributors: Teng Tse Sheng, The Physical Education and Sports Teacher Academy, Singamore; Bruce Nkala, Shipley School; Linda Griffin, University of Massachusetts Amherst

♥ Speakers



Kanae Haneishi Associate Professor Western Colorado University



Korey Boyd Assistant Professor Springfield College

11:30 AM

Digital Poster Session

① 11:30 AM - 12:15 PM, Jan 6

Frenchman I

Digital Poster (Posted on Whova 48 hours before...

Submissions are digital posters. See the Whova app for posters in PDF format and 5-minute video presentations. Videos will be available 48 hours before the session starts.

- Digital Paradigm Shift: HBCU Sport Management Programs Transformational Challenges
- Effects of Precision Training on Aiming Stability: An Ecological Approach
- Examining Pre/Post Scores on the Wellness Inventory for Fall 2021 Wellness and Physical Activity
- Exploring Change Scores Differences throughout the COVID Pandemic: 5 Semesters of Change Score Differences
- Loss of University Comradery Among College Professors Post Pandemic
- Motor Performance and Learning Under Memory Interference: Proactive and Retroactive Effects

Digital Paradigm Shift: HBCU Sport Management Programs Transformational Challenges

@ 11:30 AM - 12:15 PM, Jan 6

♥ Frenchman I

Digital Poster (Posted on Whova 48 hours before...

Sport Management as an academic field has experienced a significant expansion and transformation over the last four decades. With an increased influence of advancements such as new learning technologies and virtual learning, educators in the field have been forced to adapt instructional design, course delivery, and realign sport management curriculum with the demands of the present-day sport industry. This paradigm shift has fostered significant growth in sport management degree programs at both the undergraduate and graduate levels. Leaders of these programs aim to meet the evolving needs of students in the areas of academic preparation and career readiness. However, Historically Black Colleges and Universities (HBCUs) that serve marginalized populations have experienced challenges as they strive to maintain robust academic sport management programming that foster student engagement and prepare students for careers in the sports industry. These challenges are heightened in part due to various institutional disparities experienced by HBCUs. The purpose of this theoretical paper is to examine the impact that the paradigm shift has had on HBCU sport management programs and to discuss the outlook of these programs in lieu of advancements within sport management as both a profession and academic field. **Non-Attending Contributor:** N. Jonas Ohrberg, Bowie State University; Alex Anderson, Bowie State University

₹ Speaker



Jason Perry Howard University

Effects of Precision Training on Aiming Stability: An Ecological Approach

② 11:30 AM - 12:15 PM, Jan 6

♥ Frenchman I

Digital Poster (Posted on Whova 48 hours before...

Postural stability plays an important role in precision sports such as archery and shooting. Athletes have to control posture finely to achieve excellent performance in competitions. Previous research suggested that body sway enhanced the perception of external information that isn't just the noise in motor control mechanism. This study was designed to examine effects of body sway, fluctuation of aiming sight, and the trace of aiming point on aiming stability in experts and novices in different precision sports. Thirty-nine (7 archers, 16 shooters, and 16 healthy adults) were recruited to perform the aiming task in two standing positions. The six-degrees-of-freedom magnetic tracking system was used to measure body sway and the fluctuation of the laser pointer during aiming task. We found the correlations among the three dependent variables were affected by the type of the participants and the aiming postures. In aiming performance, shooters performed better than healthy adults. The standing posture difference was found in the group of shooters, they had better aiming accuracy with lateral standing posture. Besides, the analysis of body sway showed interaction of the participant type and aiming posture in antero-posterior direction and only condition main effect in medio-lateral direction. Larger amplitude of body sway was found in lateral aiming condition. In conclusion, the type of precision sports and aiming posture impact on the correlation of body sway, aiming sight, and the trace of aiming point. Specific precision training is also found beneficial to aiming performance in the same standing conditions. Non-Attending Contributors: Chih-Mei Yang, National Taiwan Normal University; Chang-Chih Shih, National Taiwan Normal University; Jui-Hsi Hung, National Taiwan Normal University

▼ Speaker



Chia Sheng Huang (Shawn)

PE teacher National Taiwan Normal University

Examining Pre/Post Scores on the Wellness Inventory for Fall 2021 Wellness and Physical Activity Courses

② 11:30 AM - 12:15 PM, Jan 6

♥ Frenchman I

Digital Poster (Posted on Whova 48 hours before...

This poster will examine Wellness Inventory data (pre/post) from Fall 2021 Wellness and Physical activity classes at UNCW.

♥ Speakers



John Lothes

Lecturer

University of North Carolina Wilmington



Lindsey Nanney

Associate Director

University of North Carolina Wilmington



Amy Olsen

Program Coordinator/Lecturer University of North Carolina Wilmington

Exploring Change Scores Differences throughout the COVID Pandemic: 5 Semesters of Change Score Differences

② 11:30 AM - 12:15 PM, Jan 6

♥ Frenchman I

Digital Poster (Posted on Whova 48 hours before...

This poster will examine Wellness Inventory change scores data from pre to post for each semester of the pandemic Spring 2020 through Spring 2022.

₹ Speakers



John Lothes

Lecturer

University of North Carolina Wilmington



Lindsey Nanney

Associate Director University of North Carolina Wilmington



Amy Olsen

Program Coordinator/Lecturer University of North Carolina Wilmington

Loss of University Comradery Among College Professors Post Pandemic

② 11:30 AM - 12:15 PM, Jan 6

Digital Poster (Posted on Whova 48 hours before...

Despite the fact that most pandemic regulations have been lifted nationally, college professors time on campuses still wanes. This impacts connections with other facutly and students. The lack of connections hurts sharing of ideas and negatively impacts a variety of university issues such as curriculum development, research, and cooperative conference attendance and presentations. The concern is will university life ever return to prepandemic levels which included human connetions and the sharing of ideas and opinions. This lack of comradery also negatively impacts moral among faculty.

▼ Speaker



Motor Performance and Learning Under Memory Interference: Proactive and **Retroactive Effects**

② 11:30 AM - 12:15 PM, Jan 6

♥ Frenchman I

Digital Poster (Posted on Whova 48 hours before...

Motor skill learning often occurs in rapid succession, leading to competition in consolidating memories. Especially when a new motor skill is in the course of acquisition, memory expression is attenuated. Moreover, this constant aggregation of new motor skill can interfere with past and future learning experience. Proactive interference (PI) exists when past motor skill learning interferes with new skill learning, while retroactive interference (RI) is the attenuation of memory for previous skill learning as a result of new one. Thus far, despite the numerous literatures on both PI and RI, factors that determine which of these two different types of interference affect motor learning and how they affect it are less understood. This study aimed to examine the effects of practice under PI and RI conditions in learning two similar sequences of discrete movements on motor performance and learning. Thirty-six participants (Mage = 20.0 ± 2.4 years) were randomly assigned into one of proactive interference in recency (PR), retroactive interference in primacy (RP), and summary knowledge of results (SKR) groups. Putting golf ball to a target with self-pace was used as experimental task. All participants practiced 54 trials during the acquisition phase, and a 24 hours retentions test were administered. The results showed that PR group and SKR group had significantly higher accuracy than that of RP group in acquisition phase. Furthermore, significant difference was found among three groups on accuracy in retention test, and SKR group was significantly higher AE than that of PR and RP groups. Findings from this study suggest that proactive interference can play an important role in skill acquisition, but it cannot make motor learning resistant to interference. Non-Attending Contributors: Hank J. Jwo, National Taiwan Normal University; Chia-Sheng Huang, National Taiwan Normal University

♥ Speaker



Elvse Shih-Wei Wu Tamkang University

NAKHE Leader-Mentor Grant Panel

② 11:30 AM - 12:15 PM, Jan 6

♥ Frenchman I

Round Table Discussion | Comparative/International

This presentation is part of the NAKHE Leader-Mentor Grant panel. Drs. Hodge and Bennett will share in their experiences at the Convencion Asociación de Educación Física and Recreación de Puerto Rico (AEFR-PUR). The AEFR-PUR convention is to be held the 26th through 30th of October 2022 in Puerto Rico. Our discussion focuses on the shadowing experience that included a physical activity workshop conducted by Dr. Hodge and research collaborators. The physical activity workshop is titled, Preadolescents - Teaching, Encouragement, Exercise, Nutrition, and Support [P-TEENS] and is nested within a larger randomized waitlist control trial afterschool research intervention, targeting Puerto Rican families with children who are obese or at-risk of obesity, ages 7-11 years old. The overall purpose of this research is to examine the immediate and continued effects of the P-TEENS afterschool program (ASP) intervention at ASP sites in the greater municipality of Mayagüez, Puerto Rico on physical activity and dietary habits, and sociocultural (e.g., counternarrative to racism/colorism and marginalization) and individual factors as requisites to weight management (i.e., reduction) and improved cardiometabolic outcomes. Further, we will discuss future research collaborations and professional development opportunities associated with this project.

▼ Speakers



Robert Anthony Bennett III

Assistant Professor Denison University



Samuel HodgeThe Ohio State University

12:30 PM

Lunch

② 12:30 PM - 1:00 PM, Jan 6

1:00 PM

Amy Morris Homans Lecture by Jerono Rotich, Indiana University

① 1:00 PM - 1:45 PM, Jan 6

Melpomene

Lecture

Title: Redefining International Connection in a Post-Pandemic World Amy Morris Homans Lecture Sponsored by Camille O'Bryant

♥ Speaker



Jerono Rotich

Professor of Kinesiology & Associate Dean for Organizational Climate, Inclusion, & Belonging in the Public Health Indiana University

2:00 PM

Creating Weight-Inclusive Climates in Fitness Spaces

2:00 PM - 2:20 PM, Jan 6

Algiers A

Equity, Diversity and In...

Research shows that exercise professionals perpetuate weight stigma and discrimination in their practices by holding anti-fat attitudes. Given the adverse outcomes associated with weight stigma and discrimination (including physical activity avoidance), researchers and fat activists have proposed and implemented various strategies to reduce weight stigma and cultivate inclusive exercise settings. This session will summarize and organize research-informed strategies for reducing weight stigma and creating weight-inclusive climates in fitness spaces. We will use a socio-ecological model to organize various strategies for improving weight inclusivity in fitness spaces at the intrapersonal, interpersonal, and structural levels. From staff training to adjusting the physical space, the strategies proposed in this session aim to dismantle limited and harmful weight-centric narratives and practices that keep fat individuals marginalized from exercise settings. Non-Attending Contributors: Saemi Lee, California State University Los Angeles; Juliana Leedman, California State University Chico; Dawn Clifford, Northern Arizona University

₹ Speaker



Luciana ZuestAssociate Professor
Towson University

Motor Development and the Active Flex Learning Model; Optimizing Online Learning in Kinesiology in a Post-Pandemic World

2:00 PM - 2:20 PM, Jan 6

Algiers B

Motor Developm..

Athens State University is an upper-division university in Athens, Alabama, that serves over 3,000 students of junior and senior status with a mean age of twenty-nine. To meet the needs of an ever-changing student population, Athens State's unique student demographic, the Health and Physical Education program implemented courses using an Active Flex learning model for online education. HPE 431, Motor Development, was the pilot course using the Active Flex Learning Model. Active flex is a student-centered model focusing on synchronous and asynchronous content delivery to offer flexibility to students while adhering to and meeting course outcomes. This session will discuss the process for creating and implementing Active Flex in an online Motor Development and the role of the Active Flex in moving the program forward to serve an ever-evolving student population.

♥ Speakers



Jamie Mikell Assistant Professor Athens State University



William Davis

Assistant Professor of Kinesiology/Head of Kinesiology Department Athens State University

Incorporating Communities of Practice into Online Graduate Internship Experiences

② 2:00 PM - 2:20 PM, Jan 6

Pelican II

Coaching

The number of online master's degree programs has increased over the past decade (Blagg, 2018). While programs commonly incorporate 'anytime start' and asynchronous design to provide maximum accessibility and flexibility and to appeal to university leadership and working adults, these programs typically lack the critical interactive and cooperative learning opportunities to support the development of a modern professional identity. This void of opportunities for collaborative learning, critical thinking guidance, and supported reflection practice leaves a gap in student development. Coaching, as a learner-centered profession, requires not only content knowledge but also essential 'how to' skills of high-quality teaching (ICCE, 2013). To support socialization into and long-term learning strategies within the profession, a stranded curriculum approach (Bulger et al., 2001) was used in the re-design of an existing asynchronous athletic coaching education master's program. Role clarity, industry responsibilities, personal values clarification, self-reflection, and other core concepts are introduced through an initial course and stranded throughout programming. The capstone course utilizes a Community of Practice design (CoP; Wenger, 1998) to support the application of program concepts and professional learning strategies in alignment with the student's internship experience and adult learning theories. Breaking from the asynchronous design of the degree, the capstone course uses flexible small discussion groups to explore common challenges and experiences through the identification of shared objectives and peer lead conversations. This session will discuss the design structure of the CoP approach and lessons learned through the implementation of this approach across seven cohort groups, pre-, during, and post-pandemic. Non-Attending Contributors: Kristen Dieffenbach, West Virginia University; Peter McGahey, West Virginia University

₹ Speaker



Christina Villalon Assistant Professor Tarleton State University

Symbiotic Relationships Between IPAP Classes and Club and Intramural Sports Programs

② 2:25 PM - 2:45 PM, Jan 6

Algiers A

2:25 PM

Instructional Physical Activity Progr...

The purpose of this presentation is to illustrate how potential symbiotic relationships can be fostered between IPAP classes and university/college club sport as well as intramural programs. In essence, highly motivated students enrolled in IPAP classes may pursue avenues to develop and enjoy the skills they are honing within more challenging environments. On the other hand, students who are involved in club or intramural sports may seek additional knowledge and skill development through enrollment in an IPAP class setting in an attempt to improve their overall sport competence, so that they can participate with a higher degree of mastery and confidence. Case studies of these types of successful relationships between these various university/college entities will be discussed in terms how they can be promoted and facilitated. The opportunities the building these types of successful programs are plentiful and are primarily influenced through faculty, administrative, and student leadership. However, sustaining such relationships over long periods of time can prove challenging because of turnover of key student leadership as students graduate. Being aware of the transient nature of student leadership and how to ameliorate potential negative effects is a phenomenon that IPAP, club sport, and intramural leaders need to be cognizant of so that they may be proactive planning and cross-marketing efforts. Finally, this session will conclude with a discussion on how these symbiotic relationships might have a positive effect on the retention, progression, and graduation of university students.

Non-Attending Contributors: Grant Hill, California State University-Long Beach

₹ Speaker



Bernie Goldfine

Professor Kennesaw State University

Experiences and Perspectives of College Students with Disabilities Toward Integrated Physical Education in South Korea

② 2:25 PM - 2:45 PM, Jan 6

Algiers B

Adapted ...

The purpose of the study was to analyze South Korean college students with disabilities' recollections about their experiences in specially designed (i.e., special education) and integrated physical education classes during elementary, middle, and/or high school in South Korea. The research design was retrospective multiple-case study. The participants were five South Korean college students matriculating at a university in South Korea. The primary data sources were semi-structured interviews and researcher's journal entries. The data were analyzed using thematic analysis and exposed four interrelated themes, which were: (a) isolated, (b) felt not supported, (c) segregated from peers, and (d) felt relieved and safe. Overall, the findings exposed challenges the participants all had experienced in integrated physical education classes, including feeling isolated and excluded from meaningful participation in-class activities. In contrast, they reflected on their experiences in the specially designed—special education—classes with a sense of belonging and acceptance.

♥ Speakers



Seo Lee

an assistant professor University of Wisconsin Superior



Samuel Hodge

The Ohio State University

Policy Change in Action: The Colorado PE Pilot Program

② 2:25 PM - 2:45 PM, Jan 6

Algiers C

Policy

Physical education (PE) policy varies widely across the world, and in the United States, Colorado is one of only four states without K-12 PE requirements. As a result, in 2019 legislation was passed at the state-level to create a pilot project that required selected schools to implement the Colorado Model PE Policy. The Model Policy includes the following 15-elements: required instructional time; appropriate class size; safe indoor and outdoor spaces; standards-based curriculum; 50% moderate to vigorous physical activity; regular assessment; student progress monitoring; student outcomes/changes in student behavior; a prohibition of withholding students from PE; PE taught by a certified specialist; teacher professional development program; and the development of a three-year comprehensive QPE instruction action plan. The legislation mandated that an evaluation of the Pilot be undertaken in order to determine how successful the Pilot was within each grantee school. The evaluation included multiple data sources collected across four schools over a 3-year time frame. This presentation will overview the legislation, requirements of the Pilot, and development of the associated evaluation. Additionally, practical suggestions and lessons learned will be shared so that attendees can implement the tools necessary to engage in similar state-level policy work within their own settings. Non-Attending Contributors: Brian Dauenhauer, Jennifer Krause, Taemin Ha, Veronica Adams, Bryanna Mieles; Jessica Peña; University of Northern Colorado

♥ Speakers



Jaimie McMullen University of Hawai'i



Lisa PaulsonUniversity of northern Colorado

PETE/HETE Teacher Preparation Shifts in COVID Times: Purposeful Progressions in Courses

② 2:25 PM - 2:45 PM, Jan 6

Pelican I

Pedagogy

COVID times have impacted education at all levels, including higher education. The preparation of quality future teachers is extremely important, and the shift from fully face-to-face (at most institutions) to remote or hybrid learning has been a priority. While redesigning courses to integrate digital technologies, the rigor and the objectives of the courses maintained stability (Zhang & Yu, 2021). This session aims to highlight how content delivery and teaching pedagogies have changed rapidly since COVID-19 forced faculty to rethink course design. Alongside faculty shifts, students have been asked to take more responsibility for constructing, applying, and demonstrating their knowledge in innovative and autonomous ways (Colville et al, 2021). Evidence and anecdotes from institutions of higher education in the United States will be highlighted while addressing several themes in the constructs of digital pedagogy (Zhang & Yu, 2021).

Non-Attending Contributors: Eve R. Bernstein, Queens College, City University of New York; Ingrid Johnson, Grand Valley State University; Ulana Lysniak, Bronx Community College

▼ Speaker



Tess ArmstrongAssociate Professor
Grand Valley State University

2:50 PM

A Post-Pandemic Challenge: Physically Developing Our Nation's Next Generation of Leaders

② 2:50 PM - 3:10 PM, Jan 6

Algiers A

Instructional Physical Activity Progr...

Both health-related and functional physical competencies of our nation's youth have been in decline for years. West Point's mission of developing leaders committed to a career of professional excellence necessitates a creative but standards-based approach to overcoming that physical decline. When our young men and women arrive at the Academy from all over the United States, they are challenged with a rigorous and progressive physical program that prepares them for officership. This presentation will outline those challenges and highlight how one young woman has assumed the leadership responsibility of physically developing 4,500 West Point cadets in preparation for their commissioning as Second Lieutenants.

▼ Speakers



Jesse Germain

Director of Kinesiology U.S. Military Academy at West Point



Alexis Martin

Cadet U.S. Military Academy at West Point

"It Feels Like a Prison!" – The Effect of Physical Environment on Students' Motivation to Learn

② 2:50 PM - 3:10 PM, Jan 6

Algiers B

Administrat...

Students within the Department of Kinesiology expressed the depressing nature of their classroom space in the previous academic year. Previous research indicates the physical environment where learning takes place is a contributing factor in students' ability to be successful in the classroom (Demir-Yildiz, 2020). During this summer, the department invested into transforming the two primary classroom spaces utilized most by students. Rooms were painted to increase the amount of light, individual traditional classroom desks were replaced with more collaborative furniture, and additional white boards were added to increase opportunities for collaboration. This presented a unique action research opportunity to gauge if returning students are more motivated to learn given the changes to classroom space they will be using in the coming semester. The purpose of our study was to determine if a change in physical learning environment increases perceptions of motivation to learn in college students. Our primary research questions were (1) Does a change in physical classroom environment alter students' motivation to learn? (2) Are students more motivated to learn in a traditional classroom arrangement versus a flexible classroom arrangement? These questions were utilized in two focus groups consisting of a semi-structured discussion asking if (and potentially how) the new design of the classroom space affects their motivation to learn. Focus groups began with a simple question: "What do you think of the new classroom design as it pertains to your motivation to learn?"

♥ Speakers



David Kyle

Clinical Assistant Professor The University of Alabama in Huntsville



Jeremy Elliott

University of Alabama in Huntsville



Noemi Zaharia

UAH

Concerns, Preventive Behaviors, and Barriers to Success Among University Students and Faculty/Staff During the COVID-19 Pandemic

② 2:50 PM - 3:10 PM, Jan 6

♀ Algiers C

COVID-19 Pand...

This session will focus on a study that is part of an ongoing multi-university line of research on perceptions of and experiences during the COVID-19 pandemic. The purpose of this study is to describe and compare students and faculty/staff concerns, preventive behaviors, and perceived barriers to success during the pandemic-induced university closure and emergency transition to online instruction. Participants (738 undergraduate students and 461 faculty/staff) were from a mid-sized regional public university that closed campus and transitioned all classes online during the Spring 2020 semester, then resumed on-campus activities and instruction in Fall 2020. Data were collected during the Fall 2020 semester using an online survey. Survey sections focused on (a) concerns during the pandemic, (b) engagement in preventive behaviors, and (c) barriers to success in academics/work during the Spring 2020 semester. Sections presented lists which were rated on scales (concerns rated as low/moderate/high; frequency of behaviors indicated as never/sometimes/often/always; barriers to success indicated as not a problem/a moderate problem/a significant problem. Data analysis includes descriptive characteristics of responses among students and faculty/staff, and comparison of student vs. faculty/staff responses using Chi Square and odds-ratio. Our data add to existing research on the COVID-19 pandemic, and a strength of this study is the simultaneous collection of data among students and faculty/staff from the same university. This study not only adds to research on the pandemic, but provides data useful to university leaders as they maneuver the pandemic and plan for the future. Non-Attending Contributors: William Hey, University of Louisiana-Monroe; Sabrina Hickey, Southeastern Louisiana University; Kwonchan Jeon, Salisbury University; Matt Lovett, University of Louisiana-Monroe; Kayla Noll, Southeastern Louisiana University; Andrea Peevy, Southeastern Louisiana University; Ismatara Reena, University of Louisiana-Lafayette; Penny Thomas, Southeastern Louisiana University; Ralph Wood, Southeastern Louisiana University

▼ Speaker



Edward Hebert Professor Southeastern Louisiana University

Pressure to Conform to Gender Norms: The Influence of Societal Factors on Girls' Physical Activity Engagement

2:50 PM - 3:10 PM, Jan 6

Pelican I

Pedagogy

Even though physical education (PE) is focused on providing opportunities for all students to engage in physical activity (PA), the curriculum and methodology can produce and reproduce gendered discourses about the body and movement, which can be particularly limiting for female students' physical identity and holistic development. There is a lack of research on girls' PA in secondary schools in East Asian contexts, and in South Korea in particular, where the PA rates of adolescents are considerably low, especially for females (Oh et al., 2019). Thus, employing the theory of planned behavior (TpB) (Ajzen, 1991) and a qualitative research design, this study investigated South Korean PE teachers' and female secondary school students' beliefs about what influences girls' PA participation with a particular focus on societal factors. Data were collected from six PE teachers and 12 female students in public middle schools and high schools in South Korea through demographic questionnaires, a series of semi-structured interviews with teachers and students, and non-participant observations of the PE teachers' classes. Using thematic analysis with TpB to guide the coding, the major findings of this study suggest that socially constructed gender norms influenced girls' engagement in PA. In particular, pressure to conform to gender norms and stereotypes as promoted by the media had a strong influence on their perceptions of gender appropriateness and self-efficacy when engaging in different types of PA. As a result, the teachers intentionally incorporated media in their PE classes to try to promote higher PA engagement among female students. Non-Attending Author: Mijoo Kim, Towson University

♥ Speaker



Christian Martinez-Rivera Disease Intervention Specialist

CDC Foundation

To Adjunct, or Not to Adjunct, That Is the Question

② 2:50 PM - 3:10 PM, Jan 6

Pelican II

Curriculu...

Covering classes with quality faculty is a constant problem across the country. Administrators must decide if the best option to solving their courses is hiring an adjunct or looking for full time instructors or faculty. Many universities are moving towards cost cutting measures. Does this lead us down a road to a reduction in academic quality? Should Universities look at ways to combine programs and run more efficiently? Staffing quality faculty is a challenge we all go through.

▼ Speaker



Ken Bia

Chair Department of Early, Elementary, Middle & Physical Esucation University of Central Missouri

3:15 PM

Applying Brain Science to Mental Performance: An Instructor's Application to Help Combat the COVID Mental Drain

② 3:15 PM - 4:00 PM, Jan 6

Algiers A

Sport Psychology or Mental Per...

Educators have persevered through the ever-changing states of the world during COVID without pause. They have managed to provide instruction, social, and emotional support for students almost seamlessly all while trying to manage the effects of COVID on their personal lives yet often not taking adequate time for self-care and personal well-being. As we enter the "post-pandemic" era, educators may now realize how fatigued they are as the effects of mental stress "catch up". From a mental skills perspective, educators perform cognitively for long stretches of time each day and can benefit from techniques used in the sport psychology field to help them feel more prepared for optimal performance. One way to enhance overall well-being is to help the brain rest & function optimally (barring any clinical mental health disorders). The Healthy Mind Platter (HMP, Siegal, 2012) provides a framework to facilitate optimal brain performance. The HMP provides a practical approach to apply research from the neuroscience field and is used in both the clinical and non-clinical settings for mental skills training. However, for people to make changes, including to well-being and mental skills a priority, they must be internally motivated to do so (Norris et al., 2017). One way to build self-determination is through competence, autonomy, & support (Deci & Ryan, 2012). This presentation will provide each by following a workshop approach to teach attendees the elements of a rested brain, how to implement the HMP, and provide strategies for enhancing each area of the HMP.

₹ Speaker



Megan Buning

Teaching Specialist I Florida State University Full-time

Super Winner for OPTIMAL Learning

② 3:15 PM - 4:00 PM, Jan 6

Algiers B

Motor Learning/Co...

Wulf and Lewthwaite (2016) proposed several key factors for obtaining Optimal Performance Through Intrinsic Motivation and Attention for Learning. Trying to teach these foundational concepts online/virtually is very difficult. As we return to the classroom – offering hands-on tactile practice implementing the OPTIMAL tenants is a great way to instill these habits into the practice of undergraduates. Using the tabletop fast sling puck game – Super Winner students consider ways of applying Autonomy Support, Enhanced Expectations, and External Focus to a novel motor learning situation. This program will summarize the OPTIMAL concepts, provide participants the opportunity to use the concepts (or be trained with them), and we will finish with a tournament to see what has been learned. Wulf G, Lewthwaite R. Optimizing performance through intrinsic motivation and attention for learning: The OPTIMAL theory of motor learning. Psychon Bull Rev. 2016; 23: 1382–1414. doi: 10.3758/s13423-015-0999-9, 26833314

₹ Speaker



James Howard

Associate Professor of Kinesiology University of North Georgia

Teaching a Holistic Wellness Course As a Means of Coping With the Pandemic

② 3:15 PM - 4:00 PM, Jan 6

Algiers C

General Inter...

A colleague and I developed a course titled 'Christianity and the Balanced Life' to meet the needs of students who were struggling to cope with Covid. We sought to find ways to assist them in how they view their lives and develop adaptive coping. Students explored a variety of areas of wellness in their lives to help them learn the importance of understanding and caring for the life and body. The results were better than we expected, and students reported greater awareness and connection to themselves and their faith. This class focused on mind, body and spiritual wellness in a post pandemic time, and those 3 areas were broken down into 8 more specific wellness areas throughout the semester.

♥ Speakers



Shari Jurgens

Assistant Professor of Physical Education Trinity Christian College



Deb Majewski

Associate Professor/Clinical Placement Coordinator Trinity Christian College

Intra-active Policy Work in Ohio: Curriculum, Pedagogy, and Assessment

② 3:15 PM - 4:00 PM, Jan 6

Pelican I

Pedagogy

Expanding on our previous work considering the impact of physical education policy on curriculum within the United States of America, we undertake a critical reflection of the influence of policy work at the state level. Specifically, we focus on the impact of physical education policy (e.g., standards) within Ohio on curriculum, pedagogy, and state-mandated assessment. SB 210, signed into law in 2010, established the measurement of student success in attaining the benchmarks outlined in the Ohio Physical Education Academic Content Standards. We consider the impact of this legislation and resulting policy documents on the intra-active nature of curriculum, pedagogy, and assessment in the current socio-political environment in Ohio. We highlight the tension between developing socially just physical education curriculum and practices at a time when the state legislature is passing more conservative legislation within education and beyond.

♥ Speakers



Jennifer Walton-Fisette

Director of Educator Preparation / Professor of Physical Education Teacher Education Kent State University



Sue Sutherland

The Ohio State University

Implementing Diversity, Equity, and Inclusion CAATE Standards in Athletic Training Curriculum

② 3:15 PM - 4:00 PM, Jan 6

Pelican II

Athletic Train...

This program will feature a panel on implementing and upholding the DEI standards set forth by CAATE. Panel members will include individuals who have served on professional committees related to diversity and inclusion, published on the topic, and have presented on the topic in the past. Panel members will also be educators and preceptors working for/with CAATE accredited programs. This program will seek to broaden the perspectives of attendees and create greater understanding of how to best implement these standards in their setting. Participants in this panel will be able to ask further questions to gain better understanding of how best to use these standards to improve the experience of their patients.

Non-Attending Contributor: Brandon Warner, Grand Canyon University

₹ Speaker



Stephen Andrew Cage, EdD, LAT, ATC

University of North Carolina, Greensboro; University of Texas at Tyler

4:30 PM

Coffee / Town Hall

② 4:30 PM - 5:30 PM, Jan 6

♥ Frenchman Foyer

5:30 PM

Memorial

② 5:30 PM - 6:00 PM, Jan 6

♥ Frenchman Foyer

Sat, Jan 07, 2023

6:00 AM

Physical Activity

2 6:00 AM - 7:00 AM, Jan 7

Poydras

8:00 AM

Breakfast / Business Meeting

② 8:00 AM - 10:30 AM, Jan 7

♥ Frenchman I & II

Sponsored by Donna Woolard