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**STRONGER
TOGETHER**

**Alabama State Association for Health,
Physical Education, Recreation and
Dance**

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About the Cover

Stronger Together, this year's theme selected by President Ginger Aaron-Brush, is a simple statement that reminds us that when we work collectively, we can accomplish greater things than when working alone. We must recognize that individually we do not have to be great or perfect at everything but instead when we leverage our strengths, we can enhance our effectiveness and overall success. By working together, we can ensure that our efforts of today grow into an even stronger tomorrow.

Policy Statement

The *ASAHPERD Journal*, a refereed and blind peer reviewed journal, is the official publication of the Alabama State Association for Health, Physical Education, Recreation and Dance and is published two times annually in the fall and spring. Manuscripts, photos, and news items are invited and should be submitted in accordance with the Author's Guidelines found on page 30. The authors' opinions are their own and do not necessarily reflect the attitude or views of ASAHPERD, its officers, or the editors of the *Journal*.

Message from the President

Ginger Aaron-Brush, Pelham Oaks Elementary

Hello ASAPERD Colleagues and Friends!

Our Fall Conference was very successful, and I would like to thank everyone involved. A conference of our size is no small feat and would be impossible without the help of many individuals. We truly appreciate all presenters, presiders, volunteers, vendors, and conference planners. We also value each person that attended. I hope you all found our conference to be informative and inspiring. Our Spring Conference is right around the corner and we invite you to attend. Our Conference planners are actively seeking conference presentation proposals and we encourage you to share your expertise. If interested, you will find the proposal form on our website.

We were eager to launch our redesigned website. Please take a moment to explore all that it offers. We are especially excited about the social connection features and the member only resources. Be sure to visit often to stay up to date on important information. Please follow ASAPERD on Facebook, Instagram, and Twitter and share the great things happening in your schools, programs, and organizations. One thing I have learned during my many years in this profession is that advocacy is not a one-time event but something we should all do often. Sharing your highlights is a great way to build excitement and offers an easy opportunity to advocate for our profession.

Our theme for this year is “Stronger Together”. When we work collectively, we can accomplish greater things than when working alone. As individuals, we do not have to be great or perfect at everything but instead, when we leverage our strengths, we can enhance our effectiveness and overall success. When the individuals and organizations within our profession work together, we can ensure that our efforts of today grow into an even stronger tomorrow.

Many, many years ago as I sat in my first board meeting in the role of elementary council chair-elect I was impressed with the professionalism, work ethic, and passion that each board member possessed. I immediately knew this was a group of people I easily admired and respected. Throughout the years I have served on the board, the passion and energy reflected in each individual board member have been contagious. Serving on the ASAPERD Board of Directors has been a professional highlight and I encourage you to consider serving in an ASAPERD leadership role.

Respectfully,

Ginger Aaron-Brush

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Peer-Reviewed Articles

A Review of a Developmental Physical Activity Mindfulness Model to Increase Physical Activity in College Students

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Introduction

Physical Activity Levels of University Students

Studies have shown that, as young adults enter college, their level of physical activity is greatly diminished (Kwan, Cairney, Faulkner, & Pullenavegum, 2012). In fact, it has been estimated that one third of students who are active in high school become inactive upon adapting to university life (Bray and Born, 2004). In *Healthy Campus 2010: Making It Happen*, the American College Health Association outlined physical activity (PA) goals and body mass index (BMI) goals for university students, and studies have shown that PA and BMI have actually deteriorated in many students after entering college (Deng, Castelli, Castro-Pinero, & Guan, 2011). Physical activity reduces the risk of injury and assists in maintaining a healthy weight, reducing stress and anxiety, and promotes an overall sense of wellbeing (Chobanian, Bakris, Black, Cushman, Green, Izzo, Jones, Materson, Oparil, Wright, & Roccella, 2003; El-Gylany, Badawi, El-Khawaga, & Awadalla, 2011).

Mindfulness-Based Stress Reduction: Meaning and Origin

Mindfulness meditation is a westernized secular development of the Buddhist practice of mindfulness meditation. The strategies of the Mindfulness-Based Stress Reduction

(MBSR) program were developed from the Buddhist principles of mindfulness meditation--to alleviate suffering and cultivate compassion in the universe. Mindfulness refers to a meditation practice that cultivates moment to moment awareness of internal and external conditions. This moment to moment awareness incorporates the disengaging of oneself from attachment to thoughts and emotions developing a greater sense of emotional balance and well-being. Mindfulness is supported by the premise that attending to physical and emotional experiences in a nonjudgmental way fosters greater attention capacity, clear thinking, and compassion. Mindfulness involves an awareness of internal and external foci including thoughts, emotions, physical sensations, actions, and reactions. Mindfulness diminishes impulsive reactions by allowing our senses to enter into awareness of what is taking place in a nonjudgmental facet. When engaged in mindful awareness, an individual is aware of thoughts as simply thoughts; actions as actions to be observed. This promotes the cultivation of insight into self, others, and the human condition. Mindfulness can only be understood from the inside out. It is not one more cognitive-behavioral technique to be deployed in a behavior change paradigm, but a way of being and way of seeing that has profound implications for understanding the nature of our own minds

and bodies, and for living life as if it really mattered (Kabat-Zinn, 2011).

Buddhist meditative practices are concerned with attention, awareness and the cultivation of compassion. The secular, westernized contemporary MBSR program is concerned with the same principles. Jon Kabat-Zinn stated, "For me, one primary and compelling reason for attempting to bring mindfulness into the mainstream of society was to relieve suffering and catalyze greater compassion and wisdom in our lives and culture." The Mindfulness-Based Stress Reduction program was developed by Jon Kabat-Zinn over 30 years ago in the Stress Reduction Clinic at the University of Massachusetts Medical Center in Worcester, Massachusetts. Kabat-Zinn developed the preliminary program in 1979 to train patients in self-regulation of chronic pain through attentional meditation. Participants reported over a 50% reduction in perceived pain and 60% reported a reduction in negative mood experiences. Using this landmark study and other behavioral science disciplines as a foundation, the MBSR has been used in empirical studies examining psychological distress reduction, well-being, coping mechanisms, and in substance abuse programs. As a result of increased interest in mindfulness, empirical assessment tools have been developed to measure perceived stress, mindfulness, self-compassion, and quality of life. The *Perceived Stress Scale* is a 10 item Likert scale that measures how a person appraises situations in his or her life as stressful. The *Mindfulness Attention Awareness Scale* (MAAS) measures an individual's attention to and awareness of what is occurring internally and externally (Carlson and Brown, 2005). The *Self-Compassion Scale* (SCS) measures the cultivation of compassion to oneself and the human condition (Raes, Pommier, Neff, & Van Gucht, 2011).

Mindfulness Training

The mindfulness teacher training certification process combines professional teaching accreditation from a mindfulness

training program, transformational development of an individual's personal mindfulness practice, and systematic development of their teaching capacity. Proper training for instructors of mindfulness-based stress reduction programs for community application, and also for instructional physical activity programs (CUIPAP) in colleges and universities, could include mentoring from a practitioner of mindfulness meditation; participation in a mindfulness stress reduction program; attendance of retreats; and the development of one's personal practice. Additionally, students who plan to become instructors of a PHED stress reduction course will need to be given sample syllabi, a course outline with listings of supplemental readings (for facilitation of group discussions), and a list of auxiliary materials (Russell 2011). Kabat-Zinn reinforces the necessity of maintaining the highest standards of understanding and practice in delivering programs. Mindfulness is not a method of meditative practices to be taught; it is a way of gracefully living in nonjudgmental awareness, self-compassion, and compassion for the human condition. Instructors would benefit immensely from attending retreats at Buddhist centers or retreats offered by the MBSR clinic. The University of Massachusetts Center for Mindfulness, Medicine, Healthcare and Society does not hire instructors that do not meet their strict criteria of extensive mindfulness practice. For endorsement by the MBSR Clinic, a teacher must meet the standards of practice reflected by the Center for Mindfulness, Medicine, Healthcare and Society. The following are a few examples of the standards enumerated by the Center for Mindfulness at UMass: participation in a MBSR in Mind-Body Medicine; a 7 Day Residential Training/Retreat taught by Center for Mindfulness (CFM) teacher trainers; participation in and completion of the 8-week or 9-day *Practicum in Mindfulness-Based Stress Reduction*, taught by CFM

teacher trainers (or their equivalent as recognized by the CFM); and full teaching responsibility for a minimum of fifteen 8-week MBSR program cycles over a minimum of three years.

Mindfulness Models

Mindfulness-based intervention models have been used in college and community settings, Mindfulness Based Stress Reduction (MBSR), and in Acceptance and Commitment Therapy (ACT). In the MBSR program mindfulness cultivation is the central focus of the intervention whereas with ACT, mindfulness is a part of several fundamental points of the intervention. Shapiro, Schwartz and Bonner (1998) reported that premedical and medical students randomly assigned to mindfulness training, compared with a wait-list control group, showed reduced psychological distress and increased empathy. Oman, Shapiro, Thoresen, Plante and Flinders (2008) evaluated the effects on stress, rumination, forgiveness, and hope on college undergraduates in the MBSR program and Easwaran's Eight-Point program, as well as a wait list control group, and found that the treatment groups demonstrated significant benefits for stress reduction and increased capacity of forgiveness. The ACT program has been used in a study by Tapper, Shaw, Ilsley, Hill, Bond and Moore (2009) examining the effects of an acceptance commitment therapy and mindfulness-based weight loss intervention for women. This randomized controlled study showed greater reductions in body mass index (BMI) and increased physical activity relative to controls.

The MBSR model offers flexibility in design and implementation using mindfulness as the central focus of the program. This novel approach using mindfulness meditation as an intervention to increase physical activity warrants investigation. Future directions for research will be based on findings of an empirical study examining the effectiveness of mindfulness in increasing physical activity

and reducing stress. At present there is no published empirical research cited in the literature that examines the use of a MBSR–Exercise intervention to increase physical activity levels in college students or in the community.

Rationale

College and University Instructional Physical Activity Programs: An Avenue to Engage Students

The American College Health Association has reported that on average, 35% of college students are overweight or obese. The Center for Disease Control (CDC 2006) reports that only 36.6% of college students participate in regular, leisure time activity. The National Association for Sport and Physical Education (NASPE) and the College and University Physical Education Council (CUPEC) supports the position for all colleges and universities to uphold a physical activity instructional program for students as a strong and integral part of the academic curriculum (National Association for Sport and Physical Education, 2007). NASPE posits that offering programs that teach empirically supported behavior change methods, college physical activity programs can provide opportunities for college students to acquire skills needed to succeed in self-directed activity.

The status of College and University Instructional Physical Activity Programs (CUIPAP) in the United States was researched in 1998, and profiled public and private institutions with student enrollment greater than 500 (Hensley, 2000). The enrollment categories included (1) 500-1000 students, (2) 1,001-2,500 students, (3) 2,501-5,000 students, (4) 5,001-10,000 students, (5) 10,001-20,000 students, and (6) over 20,001 students. Three-fourths of the institutions reported offering an undergraduate Physical Education or Kinesiology major and 32% reported offering advanced degrees (masters and/or doctorate). Hensley's study indicated that sixty-three percent of institutions require

instructional physical activity programs (IPAP) as a graduation requirement. While one-third of the institutions with an enrollment greater than 10,000 require IPAP as a graduation requirement, 70% of the institutions examined have fewer than 10,000 students. Students enrolled in the IPAP courses were mostly freshmen (42%) and sophomores (25%). The most popular IPAP courses indicated by institutions were, in order of popularity, (1) fitness or aerobic activities, (2) weight training, (3) golf, (4) tennis, (5) bowling and (6) racquetball. While some students are required to take IPAP courses, other students may be motivated to enroll in a course for health and fitness related reasons; to learn or practice a sport skill; or to take advantage of social opportunities offered in an activity course (Engstrom, 1999; Armstrong, O'Bryant, & Costa, 2002; Leenders, Sherman & Phillip, 2003). Further, the literature on IPAP has revealed that men and women take classes for different reasons. Armstrong et al. (2002) and Lackman (2015) found that males' primary motives include obtaining regular exercise, competition, achieving a good grade, and obtaining lifelong activity skills. For female students, primary motives ranged from maintaining a desirable weight or body composition, having fun, and developing social opportunities.

According to the American College Health Association (2007), 31.8 percent of college students describe their general health as good but only 16.1 percent rate their health as excellent. Thirty-three percent of college students surveyed consider themselves overweight, and 51.1 percent of students claim that they would like to lose weight. When asked if they had participated in twenty to thirty minutes of exercise within the previous week, most students admitted that they had not exercised at all; 15.2 percent claimed to have exercised once; 17.1 percent exercised twice; 15.3 exercised three times; and only 3.3 percent of students participated in daily exercise.

Mindful walking is a simple and effective exercise method for all people and can be especially helpful for those just beginning to exercise. There is considerable research that supports why mindfulness training may be beneficial to implement in higher education physical and health education programs. Empirical evidence shows that mindfulness awareness produces beneficial outcomes of psychological well-being, reduction in perceived stress, improved quality of life, and enhancement of cognition in individuals who function within a level of mindfulness (Indivero, 2017; Grossman, P, Niemann L, Schmidt S, & Walach H. (2010; Flugel Colle, Vincent, Cha, Loehrer, Bauer & Wahner-Roeddler, 2010).

Mindfulness Physical Activity Model Design: Format and Structure

Mindfulness can be used in a college physical activity stress reduction, walking, jogging, yoga, or weight training course to promote stress management, physical activity, and health behaviors using the foundational elements of the MBSR program (body scan, breathing meditation, yoga, mindful walking and small group discussion) with adaptations to the MBSR program to complement the physical activity engage. The participants of the proposed study will include college students enrolled in a Physical Health Education Walking Course. Students will be enrolled in a 15-week walking course that meets for 3 sessions a week for 50 minutes each session. Students will be randomly assigned to an intervention or control group. The control group will receive a walking for fitness curriculum while the intervention group will receive modified mindfulness-based stress reduction instruction and a walking for fitness curriculum. The stress reduction course design will be a modified model of the Mindfulness-Based Stress Reduction (MBSR) program created by Jon Kabat-Zinn. The intervention group will receive MBSR instruction from an instructor

experienced in teaching mindfulness course. Practice assignments to be complete at home will be given. Students currently participating in a MBSR program would be excluded from data analysis. The walking fitness program will be a basic instruction physical activity course curriculum stressing the development and maintenance of cardiorespiratory functioning through a walking exercise program. Students will complete questionnaires (including the Self-Compassion scale, Perceived Stress Scale, and Mindful Attention Awareness Scale) at the beginning and end of the course. Physical activity levels will be monitored using pedometers worn for seven consecutive days during baseline, mid, and post.

The goal of MBSR intervention is to help someone be able to take responsibility for his or her own life choices and to become more aware of the consequences of decisions made on a daily basis. If we can teach individuals how to reduce stress more effectively, eat healthier, engage in physical activity and stay motivated, we can ease some of that burden. Unfortunately, there are no published studies examining the effects of mindfulness-based physical activity instructional college programs nor are there any published studies investigating mindfulness-based meditation as a component of interventions designed to increase physical activity in any population. An alarming 57% of college students surveyed, using the National College Health Assessment (American College Health Association, 2006), reported that they did not engage in moderate exercise for at least 150 minutes a week for developing and maintaining cardiorespiratory and musculoskeletal fitness (Garber, Blissmer, Deschenes, Franklin, Lamonte, Lee and Swain, 2011). This, combined with the lack of information on the employment of a mindfulness-based stress reduction physical activity at a college level, suggests a need to better understand the effects of such

interventions.

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Reaching All Girls: Using Girls' Participation Patterns to Increase Engagement in Physical Education

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Introduction

In 1972 the federal regulation Title IX was passed, effectively prohibiting the assigning of students to physical education by sex. It was meant to make physical education more equitable, as girls now had access to the same curriculum, equipment and environment as boys. The reality of integrated classrooms leaves a lot to be desired. In a groundbreaking article, Patricia Griffin (1984) discussed some of the fundamental issues girls faced in physical education, and how they are responding to "traditional" physical education. She argued that, despite Title IX, inequality still exists, particularly within team sports. She discussed six styles of female participation and how these gender roles are affecting girls in physical education class. Although this article was written over 25 years ago, many of these same participation styles currently hold true. Therefore, following more recent research indicating these female participation styles still currently exist (Bennett, 2000; Wagler, 2013), the purpose of this article is to review Griffin's (1984) gender roles, examine the issues of inequity that are present in physical education settings, and provide solutions on how to address the varied learning and participation styles of girls.

Griffin's Female Participation Styles

The purpose of Griffin's (1984) article was to examine the participation of girls in

coed classes so that physical education teachers can better understand how females participate in the physical education setting. This research uncovered six participation styles that were common amongst girls (Griffin, 1984). The figure below (figure 1) describes the common characteristics for each participation style. In this study, the majority of girls showed non-assertive sports behaviors, (JV Players, Cheerleaders or Lost Souls), while others, such as Femme Fatales and System Beaters, were characterized by their refusal to participate or disruptiveness. Only a small portion of the class was depicted as fully participating and thriving within physical education classes. More recently, researchers have described females as, "low skill avoiders," "overreactors," and "minimalists," all within different physical education contexts (Bennett, 2000; Neels & Curtner-Smith, 2012; Romar, Nygard, Smedman & Williams, 2015)

Implementation Strategies

Since the publication of Griffin's article, many girls entering adolescence are still struggling in physical education for various reasons (Romar et al., 2015). The following section highlights some issues middle school girls face, along with strategies teachers can implement which may lead to a more favorable responses in the physical education setting.

Less Competition, More Skills

One of the ways in which physical education can be made more equitable and hospitable for girls is to create a less competitive and more skills-based environment (Azzarito, Solmon & Harrison, 2006).

Researchers often describe how most of the girls have problems participating fully in team sports. Certain females often attempt to be an active part of the game, but are discouraged from playing easily. “Lost Souls, Femme Fatales, and System Beaters” usually do not make an effort to participate at all. Researchers have suggested that girls are more likely to participate when the focus is on self-esteem, skill building, and teamwork (Neels & Curtner-Smith, 2012). When teaching team sports, competition should be kept to a minimum, as most girls do not view competition as the primary reason for their participation in sports. Hastie (1998) suggests, girls place more emphasis on fun and friendship, and that girls are more mastery-involved, whereas boys are more ego-involved, therefore, girls are more likely to have negative attitudes towards highly competitive physical education units or classes.

When creating a less competitive environment, the overwhelming consensus in the literature is to focus on skills development much more than full competitive games (Solmon, 2006). Some girls lack confidence in sports because they do not have the skills required to compete properly. Therefore, focusing on skill developing can help nonassertive girls gain competence leading to more assertiveness in team sports. Too often, skills are taught quickly and teachers advance to gameplay rather quickly, before many girls are ready for that level of competitiveness (Gibbons, 2008). When girls are allowed more time for skills development, they are more confident in their skills and therefore feel more self-assured in their abilities. This allows girls to have more fun during the game, instead of worrying as much about their lack of skill (Hastie, 1998).

For the majority of girls, a less competitive, skills-based environment can be an accepted change from traditional methods being

employed in many physical education settings. In most classes, some “femme fatales” or “lost souls” regularly exclaim, ‘I can’t’, or ‘I’m not good enough’ (Griffin, 1984; Olafson, 2002; Neels & Curtner-Smith, 2012). While others simply stay out of the way or refuse to participate. Researchers have noted that oftentimes, females lack the confidence and competence to get involved, which can stem from a lack of practice or skill repetition (Wagler, 2013). Although certain females have a high level of enthusiasm, increasing skill attempts during practice could give these girls the self-confidence needed to participate fully. In the case of Lost Souls and Femme Fatales, a focus on more skills and less competition may have varying degrees of success. Since skills work will be more individual, partner and small group, that might appeal to Lost Souls, who seem to be the girls least likely to socialize during class. Perhaps these girls would prefer individual skills work or small group interaction, instead of feeling on the spot in front of the whole class during competitions. Femme Fatales may benefit from this sort of environment because it makes them less able to show off in front of the whole class. They would have access to fewer people, which could either lead to less distraction for them, or it could lead to even more slacking off. It would probably depend on their level of interest in the sport being taught and possibly would require the teacher to assign groups or pairings in order to separate the Femme Fatales from one another.

Girl-Friendly Curriculum

Physical education teachers can provide equitable classes by employing more female friendly content. One solution to the gender-bias in traditional team sports is to offer more “girl-friendly” activities. Gibbons (2008) suggests more noncompetitive activities and an emphasis on lifelong physical fitness. Lifetime activities such as walking, tennis, aerobics, dance, swimming, skating, yoga and cycling are often referenced as activities females enjoy, and can be easily implemented into a physical education school curriculum (Neumark-Sztainer et al., 2003). A stronger

emphasis on such lifelong activities and noncompetitive options may lead to higher levels of female engagement and enjoyment in physical education classes.

Several programs have been designed to specifically target the curricular needs of the adolescent and teenage girl. The Vibrant Faces program in Canada was designed to promote healthy and active lifestyles to adolescent girls (Olafson, 2002). This program focused on circuit training, muscular strength and endurance, multi-cultural, cooperative games, nutrition, and self-image. New Moves was another physical activity program centered on the female perspective. While this program targeted obese and at-risk girls, it's content focus included many of the same aspects as lifetime fitness, listed above. In New Moves, physical activity sessions concentrated on promoting life-long activities suitable for girls of different shapes, sizes, and skill levels, within a supportive and noncompetitive environment. This program incorporated different aerobic dances, self-defense, kickboxing, water aerobics, and yoga, all of which girls participate in on a regular basis. Further, girls were taken out into the community on field trips to better familiarize themselves with local gyms, snow-shoeing courses at a local park, or group exercise classes at the YWCA.

Although these programs were school wide initiatives, including even one of these ideas into a curriculum can help provide further support for females (Neumark-Sztainer, 2002). Special programs similar to these can help increase and improve activity levels for both males and females, while also being easy to implement. Physical education teachers could integrate certain ideas in order to create a more inclusive curriculum. The non-competitive nature of such programs works well for girls in a middle school physical education class and can be offered as an alternate option to some of the more traditional competitive sports. If there are multiple physical education teachers at a school, youth could be given the option of participating in a team sport or practicing fitness-based activity.

Incorporating Co-Ed Classes Successfully

One of the biggest reasons females feel the effects of gender inequity within physical education is due to the influences of males. Research demonstrates that oftentimes boys tease, ignore, name-call and intimidate during team sport classes leading to discomfort and feelings of inadequacy (Romar et al., 2015; Wagler, 2013). While some girls chose to ignore these actions and continue to participate, others may limit participation and chose to skip classes or get doctors notes in order to circumvent these potential interactions (Olafson, 2002).

One of the main purposes of Title IX was to ensure that schools were equitable and improved, but some question the benefits specific to physical education. Even though girls are in the same physical education classes as boys, does this make the experience equitable? Some believe that female only classes may foster higher levels of comfort among females as there is little threat of males "watching," "commenting," or teasing." However, many expert agree that single-sex physical education courses are not ideal and that skill practice and advancement of skills can occur in the co-ed setting (Women's Sport Foundation, 2007).

Several pedagogical models, including Sport Education and Sport for Peace call for coeducational classes that are inclusive, student-centered, and team driven (Ennis, 1999; Hastie, 1998). Not only are these classes coed, but they involve boys and girls working closely together toward a common goal. Students are put into equally skilled and mixed gendered teams, where they spend time learning skills and cooperatively preparing for gameplay. Certain students assume leadership roles for their team and assist with skill improvement and strategy. Each student takes on roles other than that of a traditional player, and performs duties such as warm up leader, equipment manager, statistician, newspaper reporter or scout (Siedentop, 1999), which allows students to be fully participatory in their team and immersed in the unit. Research shows that girls who participate in Sport Education seasons express higher levels of

satisfaction with this type of physical education than with “traditional” physical education (Hastie, 1998; MacPhail, Kirk, Kinchin, 2004).

Conclusion

It has been over thirty years since Griffin examined middle school girls’ participation styles, and many of these same patterns of participation still occur. Females still struggle to enjoy the “traditional” team sports and competition-based curriculum being offered at many middle schools unless it is taught appropriately. To assuage some of the aforementioned issues, teachers should consider having more skills-based classes with

less competition and more “girl-friendly” options added to their curriculum. When competition is integrated into the learning environment, doing so by using Sport Education or other pedagogical models can assist in making a safer, more friendly learning environment for all students, not just the females. It would be impossible to wave a magic wand and resolve all of these issues of inequality, but with a combination of these different approaches, teachers can make physical education a far more enjoyable and beneficial experience for all females regardless of their participation style.

Figure 1. Girls’ Participation Patterns in Team Sports Units (Griffin, 1984)

Athletes	<ul style="list-style-type: none"> • Well Skilled, Assertive • Participate fully, not intimidated by boys
JV Players	<ul style="list-style-type: none"> • Average or Low Skilled, sometimes assertive • Mixed involvement, intimidated by boys
Cheerleaders	<ul style="list-style-type: none"> • Low skilled, vicarious involvement • Enjoyed the game but did not participate fully • Willingly acquiesced to the boys
Lost Souls	<ul style="list-style-type: none"> • Low skilled, invisible noninvolvement • Ignored by others in game play, rarely spoke or participated
Femme Fatales	<ul style="list-style-type: none"> • Low, average, or high skilled players, but refused to participate • Interest in game low, presented discipline problems • More concerned with their appearance and the impression they were making on boys
System Beaters	<ul style="list-style-type: none"> • Usually absent • Found a "legal" way to get out of class- notes from parents, or doctor, special programs, etc.

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The Effectiveness of Social Media on the Recruitment of Kinesiology Students

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Introduction

Social media marketing is a relatively new concept for promoters, advertisers, and marketers. There is very little field experience as well as academic literature available pertaining to this topic. Despite this lack of knowledge and proof that social media marketing is an effective strategy, the number of commercial organizations that are embracing platforms such as Twitter, Facebook, and Instagram, as part of their marketing regime is steadily growing. In 2015, the “Millennials”, which include individuals between the ages of 18 and 34, surpassed the Baby Boomers as the nation’s largest living generation (Fischer, 2015). With this takeover, the percentage of internet users in America has simultaneously increased. As of January 2017, 99% of American adults aged 18-29 were internet users and 89% of those were social media users (Internet Broadband Factsheet, 2017). With this data in mind, it is no wonder that an increasing number of universities are using this marketing and recruitment strategy over time. Although colleges and universities showed an increase in the use of social media by admissions offices from 61% in 2007 to 85% in 2008 (Barnes & Mattson, 2009), the idea of social media marketing is relatively new and there are few studies that have measured its effectiveness.

Review of Literature

A study by Barnes and Lescault (2013) revealed the following results and inferences: over two-thirds of US colleges and universities had some official school blogging activity on their campus; 98% of the schools that participated in the study had an official Facebook page, 94% had Twitter, and 92% had YouTube; 41% of school officials believed they could directly attribute an

increase in enrollment to their social media efforts; and when asked about the value of specific tools for recruiting, school administrators cited Facebook as valuable by 93%, YouTube by 79%, Twitter by 71%, and downloadable mobile applications by 40%. Additionally, a study by Hayes, Ruschman, and Walker (2009) describes how a university successfully adopted a customized social networking system as a marketing tool. The study found a significant relationship between those who logged on to the network and their likelihood of applying to the university. Although this literature is a step in the right direction, there is still more to be uncovered about the effectiveness of social media in actually recruiting students. Therefore, the purpose of this study was to explore the effectiveness of social media in recruiting students to a kinesiology program at a medium-sized university in the southeastern US through the use of a modified social media instrument (Bayne, 2011).

Methodology

Subsequent to IRB approval (IRB #2015-022), a modified social media instrument (Bayne, 2011) was distributed in the form of a survey. Using a generated link created in Survey Monkey, 273 undergraduate and graduate kinesiology students were sent emails containing this link. Of these students, 79 actually took the survey. Participation was completely voluntary and the participants were kept anonymous through the use of the electronic data collection. The survey included questions pertaining to the students’ frequency of social media use, awareness of official school and departmental social media accounts, degree of which these accounts were instrumental in the students’ enrollment

at the university, and demographic information.

More specifically, the survey included questions to gauge awareness of the various departmental and main campus social media accounts managed by school administrators or graduate assistants. These included 7 departmental accounts (Sport Management Facebook, Twitter, and Instagram; Physical Education Facebook; Exercise Science Facebook and Twitter; Kinesiology Club Facebook) and 3 main campus accounts (A main campus Facebook, Twitter, and Instagram account).

A question pertaining to enrollment was also asked; did social media in any way contribute to their decision to enroll at the university? The format for this question was a 6-point Likert Scale, where students were asked to answer Strongly Disagree, Disagree, Somewhat Disagree, Somewhat Agree, Agree, or Strongly Agree.

Results

Collected data was analyzed using SPSS software. The results from the study are displayed as percentages in table 1. A noteworthy finding was 15% of the students surveyed agreed that social media did play a role in their decision to enroll at the university. Further, the majority of these students spent their time more on Facebook, Instagram, and YouTube compared to other social media outlets.

Additionally, 38.5% “liked” the sport management Facebook page; 25.6% “followed” the sport management Instagram account; 23.1% “liked” the physical education Facebook page, exercise science Facebook page, and kinesiology club Facebook page.

Discussion

There is little debate regarding the significance of social media with it comes to college and university enrollment numbers. Conversely, even if all the steps are taken to properly maintain a specific social media account, it may still be difficult to get the attention of potential students for recruiting purposes. Only 15% of the students surveyed in this study agreed that social media played a role in their decision to enroll

at the university. This somewhat contradicts the reported result of Ruschman, and Walker (2009) who found a significant relationship between those who logged on to the network and their likelihood of applying to the university. However, one problem with the current results is that most of the social media accounts that were included in this study have only been active for a few years, meaning that many of the current students were already enrolled or had already decided to enroll prior to the creation of the accounts. Given this information, 15% may not be an insignificant percentage given the short amount of time that the accounts have been active. Therefore, it can be inferred that social media could be somewhat effective in the recruitment of college students.

The study also presented the fact that college students had more of a preference for Facebook, Instagram, and YouTube compared to other social media platforms. Given this result and the fact that “Millennials” have surpassed Baby Boomers (Fischer, 2015), it may be beneficial for school administrators and admissions offices to take advantage of these platforms as well as other social media sites to generate awareness of the various programs offered at their universities. However, the results of the questions pertaining to awareness of the various social media accounts managed by the administrators of the university used in this study may show that creating an avid following for these accounts may be more difficult than it would seem. Simply creating an account for a specific program is not enough to generate awareness and create a following. This is supported by the study of Barnes and Lescault (2013) where only 41% school administrators believed that enrollment increases were attributed to their social media efforts. While this may have been the case, there was no way to effectively measure this relationship. For this reason, special care should be taken to ensure that marketing and social media specialists are selected to manage program, departmental, and main campus accounts. There should be campaigns focused specifically on social media and proper time should be allotted at regular intervals each

day for the maintenance of social media accounts.

Limitations, Future Research, & Conclusion

As mentioned previously, one limitation of this study is that the social media accounts involved have only been active for a few years. This could mean that the majority of the current students at the college were already enrolled or had already decided to enroll prior to the creation of the accounts. That being said, an obvious direction for future research is to recreate this same study in 5-10 years and compare the results with those of this study. It is hypothesized by the researchers in this study that the percentage of students who agreed that social media did play a role in their decision to enroll at the school would increase if such a study was performed again at a later date.

Another limitation of the study is the fact for most of the students surveyed; it has been over a year since they first enrolled at the school. This time gap may have caused the students to forget if social media did in fact contribute in any way to their decision. In the future, it may be more useful to survey students as they enroll at the school. This could be done by the use of an entrance survey. This would allow for enrollment to be fresh in the new students' minds, which would enable them to answer the question more accurately.

Also, there was not a specific question in the survey that asked about awareness of the social media accounts. It was just assumed that the students were aware if they "liked" or "followed" the account, but that is not always the case. It could be that some of the students are aware of the accounts, but see no reason to "follow" or "like" them if they do not pertain to their major or area of study. Therefore, in the future, a question specifically addressing awareness of the various social media accounts should be added to the survey.

Finally, the relatively small sample size used could have interfered with the accuracy of the results. A final direction for future research that will be discussed here is to survey the entire campus in regards to the

effect of the main campus social media accounts on student enrollment across all levels and disciplines. A study such as this may yield more accurate results due to the fact that the campus accounts are more generalized to all students and have been active longer than the individual program accounts that were used in this study.

The purpose of this study was to explore the effectiveness of social media in recruiting students to a kinesiology program at a medium-sized university in the southeastern US through the use of a modified social media instrument (Bayne, 2011). Given the short amount of time that the social media accounts have been active, and the fact that 15% of the current students at least somewhat agreed that social media played a role in their decision to enroll at the university, it can be inferred from the results that social media is at least mildly effective as a student recruitment tool. That being said, social media should not be ruled out as an effective means of not only recruiting students, but also generating student involvement and awareness. Therefore, more refined research is needed to determine whether or not social media is in fact effective specifically in the recruitment of college students.

Table 1 Percentage of Students who Frequently Utilize Social Media

Platform	%	%
Facebook	77.4	56.9*
Twitter	33.3	27.7*
Instagram	71.8	25.4*
LinkedIn	9.0	
Google+	15.4	
YouTube	51.3	
Other	9.0	
Totals (N=79)		

*Percentage of students aware of main campus social media accounts

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Description of a Weight Reduction Program to Promote Health in a Historically Black College and University

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Introduction

Obesity greatly increases risk of chronic disease morbidity namely disability, depression, type 2 diabetes, cardiovascular disease, certain cancers – and mortality (Hruby, 2015). The number of adults, who are obese along with related disease rates, are on course to increase dramatically in the United States over the next 20 years. Obesity is vastly becoming a bigger health crisis globally than hunger (CDC, 2011). Obesity rates exceeded 35% in four states, 30% in 25 states and are above 20% in all states. The lowest rate was 20.2% in Colorado (Behavioral Risk Factor Surveillance Survey, 2015). Obesity remains one of the biggest threats to the health of our children and our country, putting millions of Americans at increased risk for a range of chronic diseases and contributing to more than \$147 billion to \$210 billion dollars in preventable healthcare spending (Cawley, 2012).

Nationally, nearly 38% of adults are obese with nearly 8% of adults being extremely obese (BMI greater \geq 40.0 kg/m²). Obesity rates are higher among women (40.4%) compared to men (35.0%) (NHANES, 2013-2014 data). Between 2005 and 2014, the difference in obesity among women was 5.1% higher among women and 1.7 % higher among men. Women are also almost twice as likely (9.9 %) to be extremely obese compared to men (5.5%). In addition, rates are the highest among middle-age adults (41% for 40- to 59-year-olds), compared to 34.3% of 20- to 39-year-olds and 38.5% of adults ages 60 and older (Flegal, 2016).

There are significant racial and ethnic inequities (NHANES, 2013-2014 data).

Obesity rates are higher among Blacks (48.4%) and Latinos (42.6%) than among Whites (36.4%) and Asian Americans (12.6%). The inequities are highest among women: Blacks have a rate of 57.2%, Latinos of 46.9%, Whites of 38.2 % and Asians of 12.4%. For men, Latinos have a rate of 37.9%, Blacks of 38.0% and Whites of 34.7 % (Flegal, 2016).

Factors contributing to Alabama's obesity rate are: Nutrition - Alabama has a higher food insecurity rate of 17.7%. Food insecurity rate show the percentage of Alabama's population that experiences limited or uncertain access to adequate healthy food at some point during the year. Physical Inactivity - Alabama is ranked 6th in physical inactivity rates among adults, with 29.4% of Alabamians not engaging in physical activity or exercise (ADPH, 2016). This supports the importance of the Alabama Department of Education adopting a physical education policy requiring high school student to participate in a minimum amount of time in physical education.

Alabama's Statewide Address of Adult Obesity

In 2007, the Alabama Hospital Association and Blue Cross and Blue Shield of Alabama joined with the Alabama Department of Public Health to sponsor the Scale Back Alabama program to help combat obesity in Alabama. This free weight loss competition, geared toward the workplace, has facilitated a combined weight loss of participants of more than 1 million pounds (Scale Back Alabama, 2017).

Scale Back Alabama is a free statewide weight-loss contest designed to encourage Alabamians to get healthy and

to have fun while doing it. The health promotion campaign draws people in from almost every county in the state. The campaign is geared toward adults and is primarily operated with the help of local employers (companies with 10 or more employees), hospitals and health departments. The program is organized for teams of 4 members to participate in a 10-week weight loss competition in the workplace. Scale Back runs from January to April of each year. Participants are encouraged to move more and eat less. Teams compete for a chance to win monetary prizes on the state level. Local workplaces are allowed to provide incentives as well. Each team must have 4 members for weigh in and the same 4 members for weigh out. The prizes on the state level are structured for team prizes (all 4 members must lose at least 10 lbs.) and individual prizes for individuals losing at least 10 lbs and individuals losing at least 1lb. Each team with all four members losing at least 10 lbs. are entered into a drawing for prizes of \$1000, \$500, \$250 per member of the team. Individuals who lose at least 10 lbs. are placed in a drawing for one of fifty \$100 prizes. All individuals who lose at least 1 lb. are eligible for a drawing of five \$50 prizes. Blue Cross and Blue Shield of Alabama provides the support for the prize structure. During 2016, the Scale Back Alabama program included over 21,000 individuals, who achieved a total weight loss of 76,000 lbs.

Each organization appoints one person to serve as the coordinator for the contest, and individuals compete on teams of 4 to win the chance at cash prizes. There is no charge for participating in the program. The program is dependent on “grassroots” coordinators who provide a place for teams to weigh in and weight out. The coordinators also enter the data into the statewide program database.

Methods

Participants

Approval from the University’s Institutional Review Board for Human subjects was granted prior to data collection. Subjects were solicited via university email announcement. The HBCU participated as a weigh in designated site for the area community. A coordinator from the university oversaw the activities of the worksite program. This type of approach to corporate wellness could not only serve as a catalyst to lose unwanted weight, but also to increase actual and perceived levels of health. According to the American College of Sports Medicine, this type of program may also lead to an improved attitude toward work and health, increase work productivity, and decrease absenteeism (ACSM, 2016). Twenty-four faculty and staff members in the HBCU enrolled in the program during the January statewide enrollment period. All of the participants identified their race as Black/African American this population is traditionally an overrepresented group in obesity. Conditions for participation in the program were teams must consist of exactly four (4) members, including the team’s captain. Teams completed the beginning and ending weigh in together at the same weigh-in site and with the same individuals. If a team member dropped for any reason, the team was disqualified for the final grand prize drawings however, individuals who lost at least 10 lbs were eligible for the drawing for one of 50 achievement prizes. Teams were not allowed to substitute members for any reason while team members and team captains were not allowed to be on more than one team. Teams had one (1) week to weigh in and one (1) week to weigh out for the contest. Participants wore normal business attire for weigh in. Bulky items such as overcoats, purses, work boots, etc., were not allowed and participants removed shoes during weigh in. Those who had a weight-loss surgical procedure were not eligible to participate. The program was

intended for adults and no one under the age of 18 was allowed to participate. Those who were pregnant, or who became pregnant, were not eligible. Only those individuals who lived or worked in Alabama were eligible to participate.

Weekly health tips were sent via email and seminars presented by health promotion professionals were made available for participants and the campus community. This information provided tips focused on physical activity, stress management, and nutrition.

Results

A descriptive analysis was conducted examining mean statistics. There was a total of 6 teams registered for the Scale Back Program; 18 females (75%) with 6 males (25%); all participants identified as African American. Of the 24 participants 20 (83%) who signed up to participate in the Scale Back Program completed the 10-week initiative. Those who completed the program had a weight total of 173 lbs. lost (M = 8.7 lbs., range = +6.2 to -18 pounds). Seven of the participants who completed the initiative (35%) lost 10 or more pounds.

Conclusion

A systemic review and meta-analysis by Penalvo, et al (2017) examined the impact of worksite wellness programs (WWP) in improving dietary behaviors and fat. The results of the study reported that WWP significantly reduced body mass index and waist circumference in the 48 studies assessed. The current study demonstrated a 10-week worksite-wide weight program can be successfully implemented. Future studies should seek involvement from university, corporate, and community stakeholders. Worksite-wide intervention strategies aimed at facilitating supportive interpersonal environments and offering health literacy programs could conceivably improve obesity control among at-risk ethnically diverse populations. The

findings from this case report implemented at an HBCU provides feasibility data for the development of a University-wide worksite wellness effort using the Scale Back initiative as the platform. A University worksite-wide effort should include administration, faculty and staff providing the campus community with health education seminars and workshops offered during each week of the 10-week program. The incorporation of educational seminars focusing on active living, weight management, chronic disease management and prevention and sponsored incentives for participation in the worksite-wide health promotion program using the Scale Back Alabama platform should be researched.

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What Happens in Sports Stays in Sports: Hazing in Athletics

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Introduction

Although various definitions exist, hazing is often defined as “any activity expected of someone joining a group that humiliates, degrades, abuses, or endangers, regardless of a person’s willingness to participate” (Hoover & Pollard, 1999, p. 8). The present study explores how the media portrays hazing punishments and motivations by using explanations of tradition, acceptance, ritual, and initiation.

Various hazing definitions encompass a variety of acts and behaviors and are found across a variety of organizations including sports, school groups, bands, university organizations, ROTC, and the military (McGlone, Shaefer, & Foo, 2017; Chin & Johnson, 2011). Hazing activities are meant to humiliate and degrade and can involve physical abuse, verbal abuse, psychological torture, and dangerous or illegal behaviors. Examples include hitting, slapping, kicking, name-

calling, being screamed and cursed at, or being humiliated (Allan & Madden, 2008). Hazing can also include psychological torture such as sleep and food deprivations, kidnapping, and abandonment (McMullen, 2014). Dangerous, deviant, or illegal behaviors can include rape, beatings, drinking alcohol to the point of getting sick or passing out, enduring harsh weather conditions without appropriate clothing, or performing deviant or sexual acts (Allan & Madden, 2008; Nuwer, 2004). Hazing can also have negative effects on bystanders or the individuals that initiate the hazing (McMullen, 2014). As McMullen (2014) notes, “young people who witness hazing are more likely to be depressed or anxious, use alcohol or drugs, and miss school” (p. 189).

Typical penalties for hazing include fines, suspension or expulsion from the team or school, having diplomas withheld, being fired, or even legal action resulting in community service, probation, jail, or prison

time (Crow & MacIntosh, 2009; Chin & Johnson, 2011; McMullen, 2014; Van Raalte, Cornelius, Linder, & Brewer, 2007). Schools and colleges may also face legal action or be held liable in cases where personnel knew (or should have known) hazing was occurring (Chin & Johnson, 2011).

Hazing is often unreported for a variety of reasons (Finkle, 2004). Hoover and Pollard (1999) found that only 12% of the 61,258 athletes surveyed reported being hazed. However, when the athletes were asked about involvement with specific activities (instead of hazing per se), 80% reported being subjected to typical hazing behaviors as part of an initiation process. Many victims do not report hazing due to peer pressure or fear of being ostracized (Van Raalte, Cornelius, Linder, & Brewer (2007). Similarly, Allen and Madden (2008) found that nine out of ten students who experienced hazing in college did not actually consider themselves victims. Instead, they only identified activities as hazing if the acts or behaviors involved physical force. They did not consider acts or behaviors to be hazing if the individual(s) consented to the activities or if the activities were viewed as productive.

Hazing Explanations

Many individuals consider hazing to be a tradition and normal part of the initiation process in athletics. Campo, Poulos, and Sipple (2005) and Robinson (1998) found that group cohesion, the desire to belong, and wanting to be part of something bigger were all contributing factors of hazing. Holman (2004) maintains that joining a team is not the same thing as being accepted by the team. Consequently, many athletes believe that “experiencing initiation is the only way to be accepted” (p. 53). Caperchione and Holman (2004) found that coaches reported that athletes often participated in hazing as a way to gain acceptance from teammates.

Methods

The current research evaluates how the media explains hazing using the TAIR Model (Mathers and Chavez 2018), which explains hazing as the result of **T**radition, **A**cceptance, **I**nitiation, or **R**itual. Data was gathered from 2016 to 2017 of newspaper and media reports of high school and college hazing events from with an N=35. The sample represents a purposive design to focus on the punishments of hazing events. Each article was validated by an independent content and textual analysis by both researchers and any discrepancies of categorization into the model were resolved. The following explanations were used to classify hazing events into the four categories represented by the TAIR Model.

Tradition: An article where a hazing event is categorized as *tradition* explicitly states and/or mainly discusses how tradition is the main reason for the hazing event. An article about *tradition* will focus on how generations of people in the community were both the subjects of and perpetrators in hazing events and such events were therefore continued.

Acceptance: An article where a hazing event is categorized as *acceptance* explicitly states and/or mainly discusses hazing as a way for acceptance of new members into the organization. This type of source focuses on the community and culture of the student body, administration, and/or coaching staff. In particular, a hazing event that is explained by *acceptance* discusses the rationalizations and ideas that support hazing as desirable or a way to accept new members into the organization in question.

Initiation: An article where a hazing event is categorized as *initiation* explicitly states and/or mainly discusses situations in which a team or program uses a specific event as a form of formal or informal membership. These sources discuss how hazing is used to signify how “people really join the team” or “become part of the program”. With *initiation* the hazing event is

a one-time event for new members. Unlike acceptance, the important criteria for the explanation *initiation* is that after the hazing conclusion there are no regularized future hazing events since individuals are now viewed as a team member.

Ritual: An article where a hazing event is categorized as *ritual* explicitly states and/or mainly discusses situations in which a team or program has regular hazing events as part of its basic functions. These hazing rituals reinforce certain things deemed important by the team. Although rituals are often seen during initiations, some organizations continue these rituals long after new members have been initiated.

Findings and Discussion

Table 1 shows the demographic characteristics of both offenders and victims of hazing. In this research sample of 35 news articles, the majority of hazing perpetrators and victims were male (25 perpetrators and 21 victims,). A small number of articles did not specifically indicate the sex of either perpetrator or victim (3 perpetrators and 9 victims, respectively).

Many articles portrayed offenders as good kids. For example, one article portrayed hazing as a matter of typical play in which boys engage, stating: *“For many middle-aged patrons, mostly men, according to Chaffee, the dominant opinion held that too much was being made of an incident that, when they were younger, would have been overlooked, or treated as **boys just being boys**”* (Ithaca Journal 2014).

Similarly, articles also portrayed incidents as pranks: *“All the students stated they were not forced and most **everyone laughed** about the incident before dispersing”* and *“A good guy, but like all of us, you want to have your fair shake of **pranks** and stuff like that...I would just say he’s a **jokester** kind of guy”* and *“some Prosser players on Monday told WLS-TV*

*that the incident was merely **horseplay** between the players, adding that the 14-year-old wasn’t hurt or bruised in the incident”* (Lee 2011). Unfortunately, such portrayals may serve to reinforce misconceptions that hazing is not a serious issue.

Table 2 displays the primary explanations or motivators for the behaviors that were illustrated in the news articles.

Fifteen (42.9%) of the hazing explanations were attributed to initiation, 12 (34.3%) to acceptance, 6 (17.1%) to ritual, and 2 (5.7%) to tradition. As these numbers suggest, initiation and acceptance are the greatest used explanation for hazing in the media. The following selected texts offer examples of a typical narrative used to classify each article.

*Tradition: “Swimmers were forced to participate in a **tradition** called the “freshman fight club” and beat each other while upperclassmen watched”* (ZwemZa, 2016).

Acceptance: “But he denied feeling as if he had been bullied, “hazed” or attacked, and suggested he instead felt as though he was being welcomed to the team” (Hunter 2016).

*Initiation: “Clarion Police Chief Steve TerHark told KCCI that a group of three older football players would grab a younger player and take the player into a room near the locker room at the school, hold him down and use their fingers to assault him. After every incident they said that it was **initiation**, your freshman **initiation**”* (Peng 2015).

*Ritual: “Eight students were arrested and seven expelled after a new teammate was injured in a hazing **ritual**. Police say the victim, a student with learning disabilities, was stuffed inside a locker, slammed into a wall and sodomized with a plastic knife handle in a series of attacks”* (ESPN 2002).

Table 3 describes the various hazing related punishments listed in the news articles. When analyzing the news articles

on hazing, it appears there is little consistency with respect to punishments.

Results indicate that the media often downplays the seriousness of hazing. Comparing Tables 2 and 3 reveals that newspapers spend more time focusing on motivations than punishments. When the media minimizes the negative impact of hazing it can lead to the notion that hazing is an acceptable behavior. The nonreporting of punishments may further allude to the fact that hazing is acceptable or a normal part of athletics and thus give the impression that students can engage in hazing without consequences.

Conclusion

There is little consistency between hazing definitions. Further confusing the issue is the fact that researchers and the media often use concepts such as initiation, tradition, and rituals interchangeably (Crow & MacIntosh, 2009). Punishments also vary and are often inconsistent for similar incidents and behaviors. Athletes may find themselves suspended or expelled from their team, school, or place of employment (McMullen, 2014). Perpetrators, coaches, and administrators may also face legal ramifications (Crow & MacIntosh, 2009). It is important for coaches and school officials to clearly communicate expectations for

appropriate team behavior and to implement anti-hazing policies. Further, they must stress the importance of coming forward to report incidents of hazing (McMullen, 2014). It is vital that they supervise pro-social team and trust building exercises that are effective and safe (McGlone, Shaefer, & Foo, 2017). Although there is controversy over zero tolerance policies and the types of punishments that are appropriate, students must be aware of their school’s policy and the corresponding punishment for those who engage in hazing. Given the serious consequences of hazing, education and anti-hazing policies are key for deterring hazing.

Limitations and Future Directions

Only information provided by selected news articles from the period of fall 2016 to spring 2017 were analyzed. With respect to news coverage, Wang and Rife (2010) found that a week’s sample size was effective enough to represent one year’s worth of content of the New York Times. Similarly, the researchers believe that these cases effectively represent common explanations and punishments for hazing events. Future research should examine how well the TAIR Model explanations are suited to the facts of extreme hazing cases.

Table 1. Demographic Characteristics

Demographics	Total Number	Percent (%) of Total
Perpetrator Sex		
<i>Male</i>	25	71.4
<i>Female</i>	7	20
<i>N/A</i>	3	8.6
Victim Sex		
<i>Male</i>	21	60
<i>Female</i>	5	14.2
<i>N/A</i>	9	25.8
Perpetrator Age		
<i>High School</i>	20	57.2
<i>Professional</i>	2	5.7
<i>N/A</i>	13	37.1

Table 2. Primary Hazing Explanations

Hazing Explanations	Total Number	Percent (%) of Total
Initiation	15	42.9
Acceptance	12	34.3
Ritual	6	17.1
Tradition	2	5.7

Table 3. Punishments for Hazing

Punishments	Total Number	Percent (%) of Total
One Game Suspension	4	10.8
Kicked Off Team	2	5.4
Season Canceled	2	5.4
In-School Suspension	1	2.7
Warning	1	2.7
Investigation	1	2.7
Expulsion	2	5.4
Lawsuit	2	5.4
Recruit Dropped	2	5.4
Arrest	3	8.2
Charged with Sexual Assault	2	5.4
Two Game Suspension	1	2.7
Forfeit One Game	1	2.7
Coach Fired	2	5.4
Coach Resigned	1	2.7
N/A	10	27

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ASAHPERD Research Poster Abstracts Fall Conference November 6, 2018

Title: Discovering the Positives and Negatives of Resistance Training

Authors/Affiliations: Sluder, J.B., Green, M.S., Howard-Shaughnessey, C., Kimmel, C.S., & Westry, S.D., Troy University

Purpose: The purpose of this study is to educate middle & high school coaches on the positives and negatives of lifting in preteens. The authors wanted to investigate the positives and negatives of weight training in preteens. **Methods:** The researchers reviewed a large body of the latest research on weightlifting in preteens as it relates to the physical, mental and psychological effects on the resistance training in preteens. **Results:** The results of the investigation revealed more positive than negative characteristics with weightlifting in preteens. The collective literature illustrates that in the most ideal environment with proper teaching, weight training helped increase confidence, self-esteem, and body awareness in preteens. **Conclusion:** Adopting a more positive and supportive approach to weightlifting in preteens can positively affect self-esteem, confidence and body awareness. As preteens grow they will increase in strength, and in some cases prevent injury. However, the most important factors with any child beginning a weight training program is that their instructor have the appropriate knowledge and teach proper technique.

Title: Correlation between Physical Activity and Academic Performance

Authors/Affiliations: Sluder, J.B., Green, M.S., Howard-Shaughnessey, C., Cox, R., & Chaudhari, Z., Troy University

Purpose: The purpose of this study is to examine the correlation between physical activity and academic performance. This study describes the importance of physical activity in children between the ages of 13 and 18. **Methods:** The researchers reviewed the most recent collection of literature involving physical activity interventions. These studies compared students' academic performance between those who had organized physical activity and those who did not. **Results:** The collective results indicate a positive correlation between physical activity and academic performance. This includes improved grades, improved coordination skills, improved attention, and improved reading skills. **Conclusion:** This link is globally known in the field of Kinesiology; however, they are still cutting time in physical education and recess in order to provide more time in other academic areas (e.g. Math & science). If this isn't reversed, this trend will prove to have a negative impact on children's physical health as well as academic performance. Physical Education needs more strong advocates now more than ever if we are to reverse this trend.

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