

Attend American Alliance for Health, Physical Education, Recreation, and Dance National Convention

Report

Professional Development Grant

By

Shelia L. Jackson, Ph.D.

May 1st, 2008

Attend American Alliance for Health, Physical Education, Recreation, and Dance National Convention

The purpose of attending the conference was to enhance my professional growth by attending professional sessions in the disciplines I teach, maintaining professional contacts, and networking.

I attended twelve sessions and participated in two workshops while at the American Alliance for Health, Physical Education, Recreation, and Dance April 7-12. Below is a summary of the workshops and sessions and how I will and/or have already used the information from them to enhance my classes, department, and/or scholarship.

NASPE/NCATE Initial PETE Program Report Preparation and Assessment Development Workshop

This all day workshop provided a great deal of information on the new NASPE standards that our department will have to address in the 2010 accreditation report. By attending this workshop, Dr. Holeyfield, Ms. Strasner, and I were able to identify assessments that we'll need to add in order to meet the new criteria and begin collecting data in the fall.

NASPE/NCATE Program Reviewer Training for Initial PETE Standards Workshop

I have been a reviewer in the past but not with the new format and new standards. Being a reviewer allows me to better understand the evaluation process that our own report/program will go through and gives me a different perspective as to how we can better prepare as well as serve my profession. By attending this workshop, I was able to identify another assessment that we should use to satisfy the criteria for one of the new standard outcomes and report back to my department chair what we should add.

Biomechanics Academy Forum: Focus on Undergraduate Research (kinesiology and biomechanics)

This session ended up being combined with the Exercise Physiology session on undergraduate research. Although the speaker was addressing Exercise Physiology undergraduate research, it was broad enough to be able to generalize the principles to any undergraduate research area. Following the presentation, the Biomechanics Academy members had their annual meeting, and the major biomechanists who teach biomechanics and kinesiology around the country had a brain storming session regarding what the academy wanted to support and have for the next national convention. I have been a member of this group for almost twenty-five years, and it is a good place for me to interact and get some new ideas from my colleagues around the country.

Adapted Sport (adapted physical education)

There were three presentations during this session. Joseph Winnick, one of the most renowned adapted physical educators in the world, presented on how to incorporate adapted sport into the public school curriculum. In

the second presentation, a group of middle school teacher and college professors spoke on increasing Paralympics' awareness and gave some handouts and websites for middle school lesson plans. The introductory video clip they showed on the Paralympics, *Amazing Awaits*, I showed to both of my adapted classes when I got back. The video clip depicts Paralympics athletes' performances in volleyball, skiing, basketball, track and field, swimming, and a variety of other sports. The last presentation in this session was entitled, "Sitting Volleyball...not just a Paralympics Sport but a way of Inclusion." I have my students play sitting volleyball in my adapted classes so they get an idea of this Paralympics game, but the main contribution this presentation gave to me was an idea for a national presentation at next year's convention, "Rollin' Round the Rim with the Rollin Razorbacks." I will submit the proposal for this program to AAPHERD in June.

Issues Surrounding Athletes and the Athletic Environment (sport psychology)

There were four different research presentations in this session regarding sport psychology. Each of the presentations gave me ideas to share with my graduate students who are interested in conducting research in sports psychology. In addition, I was able to obtain a website, Badjocks.com that I can show to my class. The sessions were as follows:

"If you want to be on the team, you've got to do it: Hazing in Sport"

"Assessing Character During the Recruitment of Student-Athletes"

"Factors Influencing Perceived Fit of Athletes Endorsing Women's Athletic Events"

"Collegiate Athlete Comfort with Same and Opposite Sex Athletes Training Care"

The next session I attended was one that my colleague, Elizabeth Bowles, conducted on **Hoops for Heart**. Many of our students were there, and she had four of them come up in front of the audience and talk about the class project she has them do to raise money for the American Heart Association. This session, along with the **Superstars** session and the **NASPE Major of the Year** (Micah Higgins and Thomas Guhr were two of our students who received this award); I attended to support and encourage my colleagues and our students in their professional development.

NASPE Sport (adapted)

The speaker of this session was John Register who ran track for the University of Arkansas and was a finalist at the Olympic trials twice before breaking a main artery in his leg during his third Olympic trials and having to have it amputated. He competed in the 1996 Paralympics in swimming, in 1999 held the American long

jump record, and won the silver in the 2000 Paralympics in that same event. I was able to gather much information from his talk and his website about his story and other Paralympic athletes to share with my students in the adapted classes.

Goal Setting via Performance Profiling: Enhancing Athletic Performance (sport psychology)

The presenters of this session sent me the PowerPoint of their session with permission to show it to my sport psychology class. They also had handouts and worksheets on how to profile and set SMART (Specific, Measurable, Attainable, Realistic, and Timely) goals. I showed the PowerPoint and went through profiling and goal setting with my graduate students in sport psychology the week I got back from the convention and will continue to use this information in the future.

The Study and Assessment of Activity and Performance Across Disciplines (measurement & evaluation)

This was a poster session in which the persons conducting the research stood in front of a poster which described their research, and they were there to answer any questions that someone might have. There were over twenty different posters but two of particular interest. In PE 4523: Measurement and Evaluation, I have our students perform a variety of psychomotor assessments on their peers. I select assessments they based on each instrument's validity, reliability, objectivity, and administrative feasibility. One assessment for upper body strength they use is the medicine ball throw. The most difficult component of administering this test is to prevent the subject from using his/her back/torso to hurl the ball forward instead of just her/his arms. In order to prevent this, the test calls for the subject to sit in a chair and have someone stand behind holding a rope around the subject's chest. I do not particularly like this because (1) you really need a trained adult to hold the rope/band/belt you use to restrain the subject and (2) it's difficult to determine how much to restrain. One research study that I read was looking at how many trials and how far apart they should be in order to have the most valid and reliable results while administering the medicine ball push. I was not so much interested in the research question as I was how they had the subjects perform the test. They had the subjects sit on the floor against a wall, and I think that's a much better method than what the measurement and evaluation book describe, and I will use that technique in my future classes. The second study (thesis) I was particularly interested in was one regarding tennis players and heat prevention techniques. One of the significant differences the researcher (not a tennis player) found was that tennis players (junior players 12-16 years old) were much more likely to use preventive heat measures during competition than they were in practice. This researcher's committee (I doubt if they were tennis players) didn't think this was an important finding (there

were several research questions), but although the subjects couldn't articulate why this was, the players thought it was important. Having played competitive tennis for over 40 years and coached three collegiate teams, two of which were conference champions, I gave this possible explanation. The players and/or their coaches are concerned about building the players' "heat tolerance" in practice and therefore are staying out in the sun longer and taking fewer breaks to prepare for competition. During competition, they try to do everything they can to prevent heat performance problems, so they'll use umbrellas, find shade, take more frequent breaks, etc.

Sport and Exercise Psychology Forum: Hitting Past the Block (sport psychology)

The speaker of this session, Bernie Holliday, was the winner of the Sport Psychology Dissertation of the Year and presented the findings of his research entitled, "Periodized Mental Skills Training Can Overcome Mental Training Obstacles and Maximize Volleyball Mental Toughness." It was an extremely complex study. He used nine different psychological instruments to collect data four different times during the course of a season of a Division I women's volleyball team, he had four different research questions, used a variety of intervention methods, and he used both quantitative (MANOVA) and qualitative measures (single subject case, cross-care analyses, interviews). It was interesting and valuable to me in that I got to see how many of the instruments I discuss in class were used to collect data, and the varied statistical techniques used to analyze the data. Most of the results he found agreed with the sport psychology literature.

Integrating Motor Learning Concepts into Physical Education (exercise and motor behavior)

This was a participation session but included extremely well-developed handouts complete with references, lesson plans, and assessments. I teach a graduate motor learning class and will incorporate many of the activities and assessments that were demonstrated in this session into my classes as well as share the material with my colleagues who teach elementary and secondary methods since the activities were developed to be used for grades K-12.

A Treasure Chest of Activities for Children with Disabilities & Strategies for Inclusion (adapted)

This was a participation/lecture session. The presenters were all adapted physical education teachers from the San Antonio. During the first half of the session, the presenters taught a variety of rhythmic activities using many different types of equipment (parachutes, sitting balls, Lummi sticks, etc.). Handouts included directions to all the moves and music needed. The presenters also stated that if we sent them a pre-paid mailer, they would send a copy of the music they used (I'm going to do this). We have recently purchased the therapy balls used in many of the activities, and I will definitely incorporate them into my adapted classes the next time I teach. During the second

half of the session, the speaker presented a PowerPoint on techniques she uses to include students with disabilities into the regular physical education class. This is a major emphasis in both of my adapted classes, and although she didn't show any new principles that I haven't already covered in my classes, she gave many specific examples with pictures of her kids using these adaptations in the classes she teaches. Because a picture is worth a thousand words, I asked and she sent me her PowerPoint presentation that I have already shown to both of my adapted classes.

In summary, this conference was very beneficial to my overall development. I was able to network with professionals in the areas of adapted, biomechanics, pedagogy, and sport psychology, support our students in their professional development, get presentation and research ideas, incorporate new information into my classes, and find ways to contribute to the accreditation of our program. I appreciate very much the support and funding I received to attend.

Respectfully submitted,

A handwritten signature in cursive script that reads "Shelia L. Jackson". The signature is written in black ink and is positioned below the typed name.

Shelia L. Jackson, Ph.D.