The Virginia Journal

UAHPERD

Virginia Association for
Health, Physical Education,
Recreation, and Dance

TABLE OF CONTENTS

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President's Message
H. Kay Schiltz

We are looking forward to another successful VAHPERD Convention at the Hyatt Regency Reston. The convention dates are November 7-9. You are sure to find topnotch local, state, and national presenters, many exciting and enlightening sessions, and endless networking possibilities. There will be something for everyone, and so much to see, you will need to bring colleagues and split up to cover as many sessions as possible. There will be over 10 sessions per hour. This location has proven to be one of our most popular venues. The Hyatt is a very comfortable and accommodating hotel with awesome meeting and session rooms. It takes a full year of hard work from the Board of Directors, the convention manager, Judy Johnson, Past President Kerry Redican and Bob Davis as exhibits manager and many other colleagues, to plan and organize our convention. I'm thankful to have such outstanding professionals to work with.

The theme for the convention is "Step Up and Take the Lead". As professionals, we know our worth and our mission. We must take the steps to show our districts that our discipline area affects all other disciplines, and is the only one that is sure to affect our students for the 'rest of their lives'. We are one of the major defenses in our nation's obesity epidemic and the health of future generations.

I am very excited that Delegate John O'Bannon will be joining us as our keynote speaker. Dr. O'Bannon will catch us up on issues related to the obesity epidemic, and will update us on past and present legislature concerning the Health and Physical Education profession in Virginia. I urge you to come to the opening general session and be inspired.

Please take the time to seek out and congratulate our past and present TOY's (Teachers of the Year). We are proud of this year's National TOY, Cathy Hawkins (K-12 Health) and our Southern District student, Jennifer Hamlet (Future Professional). These women received their awards in April during the SD/AAHPERD combined convention. At our convention, look for ribbons on participant badges that indicate past and present award winners. Introduce yourself and ask about their accomplishments that lead to their awards. Then take the time to nominate someone you know. See the VAHPERD website for nomination forms.

I also urge you to get involved in your organization. Your board of directors and section chairs are all professionals just like you. They are college/university professors, high school, middle school, and elementary school teachers who give back to their profession. Being a part of VAHPERD is very rewarding; it is another step in being a professional. Take that step and volunteer. Go to a division meeting during the convention and volunteer to serve as a VAHPERD section chair. You will be surprised at how much fun and how rewarding it is.

See you in November!

President-Elect's Message
David Sallee

The leaves are tuning. Each morning I feel the temperature drop just a bit more. All the signs are here that it is time for a change in the weather. Those signs also indicate to me that it is time to step forward in my duties to VAHPERD. In November I will take the Presidential office. I have a great team behind me and we are ready to implement our plans to lead the organization forward. In the next year we will focus on communication and outreach.

Communication is a big issue for our organization. If you take a look at all of the fine people who serve the organization, you will find that there are more than a hundred people in leadership positions. We have an army of soldiers waiting to carry the organization forward. We just need a better way for everyone to get the information they need. For me that is job number one. We need to develop a clear plan of what we want to accomplish. Each person needs access to information and support for what they are trying to achieve. I think we can go a long way if we have a clear plan and formulate effective communication. We can start with email and web pages, but we need to stay open to new ideas like Internet meetings and focus groups. If we need to meet in person that is fine, but we have to keep our expenses and time in focus. I know very few people who don't have more work than they can handle. Communication is the key to moving forward while placing the least economic and time pressure on our volunteers.

The second issue relates to communication with the membership. We have made some great strides in our publications and web site, but we need to do more. I am handing off my role as journal and newsletter editor to Dr. Michael Moore. He will bring a fresh approach that will elevate our publications to the next level. The publications live and die based on the submis-

Past-President's Message
Kerry J. Redican

We are looking forward to another exciting convention in Reston (November 6-9, 2008). "Step Up and Take the Lead" is the convention theme and if you review the wide array of presentations this theme is certainly reinforced. Literally every minute of convention time is full. In addition to our colleagues from the community, K-12, and higher education making presentations, we have guests from across the country who will deliver important and exciting programs.

Your VAHPERD leadership has done an outstanding job in procuring, reviewing, and planning the programs. By the time you read this report the program should be posted on the VAHPERD website (http://www.vahperd.org). Please take a few minutes and see what your leadership has planned. Looking forward to seeing you in Reston.

An Examination of Direct Spending Patterns and Economic Impact Figures Associated with the 2007 XTERRA World Championship

By Serena Reese, Ph.D., Virginia State University

Each year thousands of sporting events are hosted by cities located throughout the United States. The benefits for cities and surrounding communities that host sporting events can be significant (Turco and Navarro, 1993; Li & Eschenfelder, 2007). Determining the economic impact of sporting events for sponsoring cities can help to justify the hosting of future sporting events (Wang and Irwin, 1993).

Over the years, a number of economic impact and direct spending studies have examined "spectator oriented" sporting events (Ayers, 1997). These studies have primarily focused on surveying out-of-town spectators who attend sporting events. Money that is spent in the community by out-of-town sport spectators is considered to be "new" money that has a ripple or multiplier effect in the community. Very few economic impact studies have examined "participant oriented" sporting events. A growing number of "participant oriented" sporting events are being recruited to communities in order to generate tourism dollars. With the increase in the number of "participant oriented" sporting events where hundreds and sometimes thousands of participants travel great distances to compete, a need exists to study the potential economic impact of these sporting events on local communities.

Norfolk, Richmond, Roanoke, Virginia Beach and other cities in Virginia have realized the potential that sporting events provide in generating an economic impact. Cities and communities throughout the State of Virginia continue to host national and regional sporting events with the hopes of attracting tourism dollars. In Virginia Beach, for example, a large number of the sporting events are hosted by the Virginia Beach Convention and Visitor Bureau's Sport Marketing Division. It is felt that sporting events and tournaments in activities such as basketball, field hockey, track and field, volleyball, and youth soccer will attract not only young participants but also parents of the participants. Money spent by parents and other members of the travel party on food, lodging, transportation and entertainment contribute to the direct spending and economic impact that takes place during sporting events.

Purpose of Study

The purpose of this study was to examine selected demographic, direct spending and economic impact data associated with the 2007 Xterra World Championship that was held in Maui (Hawaii). As a "participant oriented" sporting event, the Xterra World Championship is the sister event to the Ironman triathlon that is held a week earlier in October. The Xterra event is an "off-road" triathlon where participants compete in mountain biking, running on volcano trails and hills, and an ocean swimming segment.

The Xterra event is considered to be the world's foremost "off-road" triathlon. Participants who compete in the event travel from countries located throughout the world. The World Championship is the culminating event in a series of qualifying events that are part of the Xterra triathlon circuit. Although most of the participants come from the United States, it is truly an international sporting event.

Methodology

A web based direct spending survey instrument was created for use in this study. The survey instrument was divided into a series of demographic, direct spending, and economic impact questions. The instrument has been used in other economic impact studies and it has been proven to be comprehensive and accurate. Organizers of the Xterra World Championship sent an e-mail invitation to event participants seven days after the conclusion of the event and requested their participation in the web survey.

A total of 255 out-of-town event participants responded to the survey for a 34% response rate. The total potential sample for the Xterra World Championship events totaled 760 participants. This included the trail run events as well as the World Championship triathlon.

The survey instrument used in this study was a thirty question survey. The heart of the survey contained questions pertaining to direct spending patterns. For example, questions about spending on lodging, food and beverage, transportation, retail shopping, tourist attractions, entertainment, and recreation were included on the survey. Questions related to demographic information such as age, gender, race, education, income level and state or country of residence were also included.

Results

Demographic data revealed that the respondents were primarily Caucasian males in their late 30s or early 40s. Participants traveled from many foreign countries including Australia, Austria, Brazil, Canada, Costa Rica, Czech Republic, England, France, Germany, Italy, Japan, Mexico, New Zealand, South Africa, and Spain. Most of the participants came from the United States mainland. They were well-educated with a majority of the respondents reporting that their household income level was above $75,000. On average, the respondents stayed seven nights in Maui with a travel party of approximately three people. They reported using two hotel rooms per night. They also traveled over 7,000 round-trip miles to compete in the Xterra event.

Event participants indicated that the highest level of spending was directed toward lodging. A total of $345,432 was spent on lodging by the respondents which equates to an average of $1,355 per respondent. Food and beverage was the second highest category listed at $161,068 followed by retail shopping at $100,730. The total direct spending for the 255 respondents as identified on the survey was $773,014. If these figures are projected to the total number of participants (N=760) in the Xterra World Championship events (including the Xterra Championship race and the trail runs), then an overall direct spending for the event was estimated at $2,303,560. If a local Maui multiplier is calculated for

the total direct spending figures, then the final economic impact for this event was estimated at $5,758,900.

Conclusion

The results of this study clearly show that "participant oriented" sporting events do have a tremendous potential to generate direct spending dollars and economic impact for local communities. It has long been known that "spectator oriented" sporting events create a huge economic impact for host communities. But, it is now clear from the figures reported in this study that "participant oriented" sporting events do create a significant amount of direct spending and economic impact for host communities.

Although the Xterra World Championship was held in Hawaii, figures from the Hawaii event suggest that "participant oriented" sporting events hosted in Virginia communities do have the potential to produce tourist spending. The Shamrock Marathon (12,000 participants) and the Rock-and-Roll Half-Marathon (20,000 participants) in Virginia Beach are good examples of "participant oriented" sporting events. Richmond and the Richmond Sports Backers have hosted a number of "participant oriented" sporting events including several Xterra East Coast Championship events. The City of Norfolk in conjunction with the Hampton Roads Sports Commission recently hosted the Amateur Athletic Union's Junior Olympic Games that attracted over 15,000 partcipants. In the past, Roanoke has hosted a number of participant oriented sporting events including the hosting of multiple Bike Virginia events.

As this Xterra study shows, hosting a "participant oriented" sporting event is an excellent way to stimulate tourism and create economic impact for host communities. Several Virginia communities are building new sport facilities with the hopes of bringing future "participant oriented" sporting events and tournaments to Virginia. Eventually, these new sport facilities will pay dividends through increased sport tourism dollars and positive economic impact for Virginia communities.

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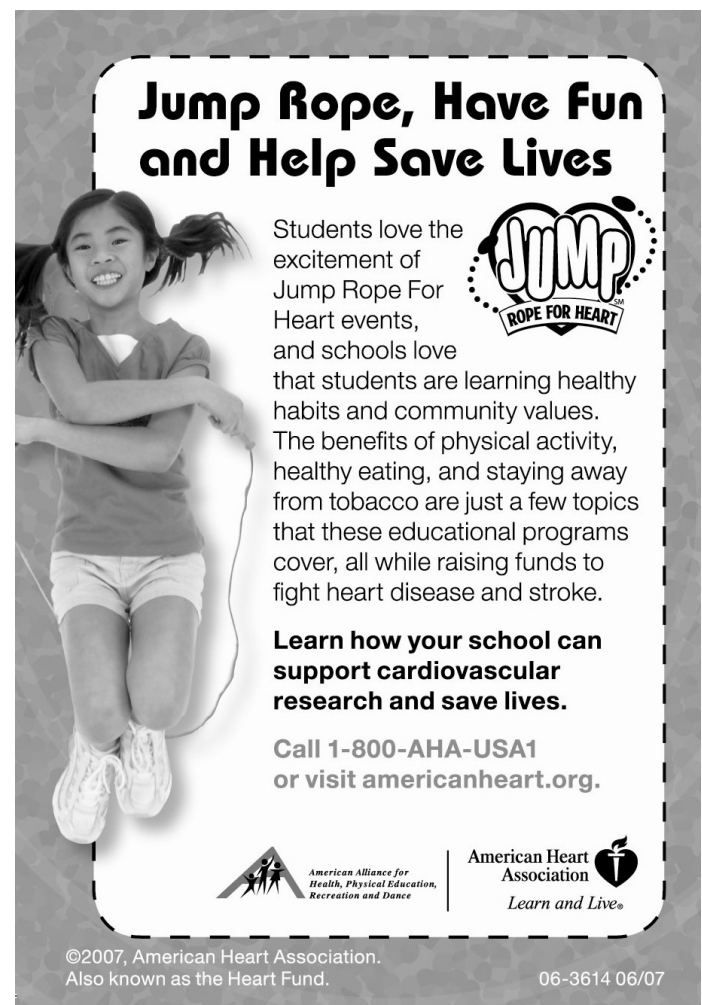## *Past Presidents Message* —
continued from page 2

sions from the membership. He will need your help to make the excellent changes he has planned. Please share your wealth of knowledge. Together we are so much more than we can ever be individually.

The second issue I want to focus on is outreach. Our major outreach effort is the convention. Next year we will be in Virginia Beach. With a struggling economy and our state and school budget under extreme pressure, we need to do everything possible to produce an attractive convention for our membership. People have to see a return on their investment of coming to the convention. If you are going to pay four dollars a gallon for gas, we better offer a program you want to attend. That is our mission. We want to offer the best convention you have ever attended. This is not the time to focus on our past accomplishment. We have to make a convention you will never forget. I know we can do it with your help.

We also need to continue to support smaller localized educational opportunities for our membership. The Southwestern Virginia Conference has been a big success thanks to a very dedicated team of individuals who put it all together for peanuts. We need to continue to offer this type of programming. I would love to see the time when we are holding multiple mini conventions all over the state. If you can't come to the convention, than we bring the convention to you. If we can do it in Southwest Virginia, we can do it other places as well. I believe this is what we should be investing in and I want to make it happen. Together, we are the future of this organization and our profession. Together we will succeed.
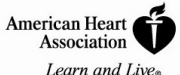
Hey . . . You in the Green! Knowing the Names of Your Students for Classroom Management

By Eric A. Turrill, Round Hill Elementary

Picture this scenario. You're outside with 48 second graders. The lesson for the day is striking a ball with your feet. Every child has a soccer ball that they are dribbling around the field. Some of the students are performing as you demonstrated, while others are performing at their own pace. You spot a student at the far end of the soccer field performing the skill exactly as you taught it. You want to praise him and at the same time provide a peer model for the rest of the class, but…you don't know his name. You yell out, "Hey, you in the green!" Some stop, others continue, but the moment, in a blink of an eye, is lost. The boy you wanted to praise and hold up as a model for everyone else didn't realize you were talking to him.

It doesn't matter if you are a classroom teacher with 20 students, an itinerant at a school with three classes, or the full time teacher at the school who oversees all 750 students. Learning the names of the students is an important classroom management tool. For some teachers remembering names is a gift -- for others it's a daily challenge. We have all heard of name-learning techniques (e.g., alliteration, using the name several times in conversation, name tags, having the children tell you their names when they enter and leave the gym, and taking photos of the children (Williams, 1995). Laney's Success Model for First Year Students suggests, "To further advocate student transition and academic success, teacher's plans should include such items as learning students' names" (Gardenhire, 1996). Granted, Gardenhire's target audience is college professors aiding in the transition of college students, but with this insight you can better understand the benefits of a classroom teacher's plans including, learning student's names at the beginning of a new school year.

In our article we're going to take a look at four areas of classroom management that will be improved simply by knowing the students names - providing feedback in a timely manner, quickly dealing with inappropriate behavior, on-task time, and creating a positive environment. Another area where knowing the student's name is important, is building rapport with the child's parents.

When a student performs a task correctly we should be able to instantly praise that child for his/her accomplishments. By knowing his/her name, it makes the compliment more sincere and genuine. As you are walking around the gymnasium or field you should be able to provide feedback every 30 seconds. When providing task-oriented feedback, remember to provide positive feedback for his/her most recent trial, then provide some constructive feedback based on the cues for the skill, and finally, put the two pieces together. Encourage the student on his/her next attempt to continue with whatever he/she did well but now focus on the aspect of the skill that needs to be improved.

When a student misbehaves in your class, you will have two choices -- either ignore the situation or deal with the situation. If you ignore the situation or testing behavior the problem will only continue and other students will enthusiastically follow along. If you deal with the situation in a proper manner, the student(s) will gain a better respect for you and the testing behaviors will cease. Knowing the names of the students involved also aids in your ability to deal with the situation. Through time, I have also discovered when to call out the names of my students and when to let the inappropriate behavior ride itself out. As long as the behavior is not harming the student, others, or the lesson, good learning can come from experimental play.

On-task time is an area of classroom management in which I am a firm believer. I am very fortunate to have my students for 30 minutes for physical education class. From the moment my students walk through my door until they walk out that door at then end of class, they are actively involved in the lesson. In an instant activity if a child doesn't understand part of the warm up I can call out his/her name, pull him/her off to the side, and explain how the activity is played. If a student comes in late I can call him/her to me by name and explain what we are doing. I have certain hand signals for my students when they are too far away or the gymnasium is too noisy. I can call out their name, give them a hand signal, and off they go again. In transition, I can call out names of different students to be the next taggers, to put the red balls away, to bring over the green hula-hoops, and to sit on the blue line.

Knowing the names of your students will facilitate feedback, the flow of your class with on-task time, and improve how discipline issues are handled. Put these all together and you have created a positive environment where the students feel safe and that they belong. Before school, after school, and any time in between, talk to the kids. When you pass a student, first call him/her by name and ask, "Susan, how are you doing?", "Rachel, how was your softball game?", "Amanda, what's for lunch today?" The student who knows they are special enough for you to remember their name will indeed feel special. I am currently in the process of breaking an old habit and replacing it with a more productive teaching method. The next time that you need to get the attention of a student, call out the student's name first and then follow it up with what ever you have to say. Example, "Eric, how was lunch today?"; "Todd, that was a wonderful throw you just made!" Instead of, "Please put that ball over there, Shannon."; "Lead with your front foot, Ricky." I have discovered through observation that if I lead with the student's name first, I have his/her attention and I have a much better chance of success with the student hearing my comment. If I end with his/her name then I don't get his/her full, undivided attention until after I have given the instruction. It is a tough habit to break, but I have found great success with it.

Here is a wonderful study for teachers to perform on themselves to determine how often they are using the names of the children. Video tape, voice record, or have a colleague tally the amount of times you use your male student's names and how many times you use your female student's names. Do this throughout six classes. After every class analyze the data into two categories: (1) total number of names used in a class, and (2)

your ratio of name usage between boys and girls. The numbers don't lie. Every successive class, try to improve upon the previous class (Boyce 2003). Another way to analyze your teaching when dealing with inappropriate behavior is checking for differential treatment. Repeat the process of tallying the amount of names you call out in a single class, except this time break those names down into two different categories; (1) reprimand and (2) positive interaction (Graham (2001). Analyze this data to see that you are not always calling out the same students' names for reprimand. Every school, every grade, and almost every class has the student(s) whose reputation has preceded him/her. It is our job to put a stop to that. In elementary school, we have the opportunity to develop these children over a five-year span. Classroom teachers only see them for one year. Find something positive in the child who is always having his name called out for inappropriate behaviors and latch onto it. Remember, first name first (subliminal message). Turn those negative attention-getting behaviors into positive interactions. I'm not telling you to ignore the negative behaviors, just don't focus on them as much. Find something positive and make it known (i.e. peer model).

During our school's Family Putt-Putt Night as Allison's family was leaving I asked Allison how she shot and if she had a good time. I thanked her parents for coming. I then asked Allison what her little sister's name was. Allison told me and I thanked her sister for coming and asked her how she played and if she also had a good time. The little sister then said, "Mr. T., I know your name why don't you know my name." Very cute statement, but a very revealing statement. All we want is to be known and recognized. As adults our greatest fear when we first walk into a room is that no one is going to know our names. Take the time, show you care, call the students by their names. Katie, Kate, Katelyn, Kayla, and Kylee are all different, individual people with their own likes and dislikes. It is important to recognize them for who they are.

The other area of teaching where knowing the student's name is important is rapport with the child's parents. When I am walking the halls or sitting in the lunchroom in my own children's school, it's a good feeling to be referred to as Conner's dad or Alex's dad. I take that same feeling and extend it towards the parents of the students at my school. When I pass a parent in the hall I always make an attempt to acknowledge him/her with, "Hey, going to help out in Jimmy's class today?" or "How did Michael do in his basketball game last night?" This builds trust between my parents and me and my program. My parents know that I care about their children's health and well-being. If a problem ever comes up with a student my parents are comfortable enough to talk, call, or e-mail me and we are able to resolve the issue.

As if the individual kids aren't hard enough to remember, consider twins or even triplets! These are the hardest. I'll admit that I have a set of 5th grade boys and a set of 4th grade girls that I still can not tell apart. I am proud to announce that I have mastered my 3rd grade set and my 1st grade set. Multiples are also individuals with their own likes and dislikes. A little easier than multiples, but sometimes just as difficult to tell apart are the siblings. I am okay with not mixing the genders, but I will occasionally call someone by their older or even younger sibling's name. That's okay as long as they know you are trying.

Remember, when talking to an individual say his name first and then follow it up with your thought or instruction. If you do, then your classroom management will improve, you will have created a safe, fun, positive environment where learning will occur, the parents of your students will support you and your program, and most importantly your students will love coming to school. After all we don't want to be known as, "The kid in the green". My name is Mr. T.

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Integrating the Family into the Camp Experience: Exploring the Impact of Residential Diabetes Family Camp

By Eddie Hill, Ph. D., Assistant Professor, Old Dominion University; Ron Ramsing, Ph.D., Assistant Professor, Western Kentucky University; Laura C. Hill, Ph. D., Assistant Professor, Norfolk State University

Abstract

Organized camping programs serving families with an adolescent living with diabetes are uniquely positioned to enhance management of the disease. Autonomy support has been found to be an essential nutriment for internalization of self-management skills necessary to limit severe complications of poor diabetes control. Therefore, the purpose of this study was to two fold: to explore adolescent and parent satisfaction with a family diabetes camp and to assess perceptions of autonomy support while in camp. Using a mixed methods approach, the findings suggest adolescents and parents were pleased with the camp experience, and researchers found congruence in adolescents' and parents' perceptions of autonomy support. These findings aid recreation and camp professionals in better meeting the needs of families in camp.

Background and Significance

Diabetes is considered to be one of the most psychologically and behavioral demanding chronic illnesses facing adolescents (Cox & Gonder-Frederick, 1992). With no cure for diabetes on the forefront, self-management has become the cornerstone of type 1 diabetes treatment (Mensing, et al., 2000; Ruggiero, et al., 1997). The ultimate goal for an adolescent diagnosed with type 1 diabetes is effective self-management or interdependent management. Yet, with nonadherence to appropriate regimens approaching 90% (Coates & Boore, 1998), effective diabetes management necessitates a team effort or support network. In the most global sense of the word, support for diabetes management with adolescents makes it a family disease (Anderson, Miller, Auslander, & Santiago, 1981) where the responsibility of day-to-day control involves many different people or significant stakeholders (e.g. family, health care team, recreation professionals, educators). This family approach (Solowiejczyk, 2004) to diabetes management is emerging as a critical model as the number of adolescents diagnosed with diabetes increases.

The implications of poor metabolic control are severe. Adolescents who lack diligent and continuous self-management skills, support, or motivation for diabetes control risk developing significant complications (American Diabetes Association, 2002; Brown, 1999) that may impact overall quality of life (Hoey, et al., 2001). Control of blood-glucose to near-normal levels has been shown to slow the onset and progression of complications such as eye, kidney, and nerve disease (American Diabetes Association, 2002; Brown, 1999; National Diabetes Information Clearinghouse, 2001; National Institute of Health, 2003). Moreover, research has shown that family structure may increase adherence to diabetes management due to the need for near-constant management of type 1 diabetes (Lerner & Lerner, 2001). Similarly, research has shown that better metabolic control is seen when youth evaluated their mothers as collaborating with, as opposed to controlling, their child when dealing with the problems associated with diabetes management (Wiebe et al., 2005). While adolescents assume more responsibility for the self-management of their diabetes as they grow older, parents continue to make contributions which may lead to family conflict (Schilling, Knafl, & Grey, 2006). Yet, Anderson (2004) found that family conflict can have a debilitating effect on metabolic control and therefore is a cause for concern for positive youth development. Furthermore, strained family dynamics that yield less effective diabetes management can also lead to immediate problems at school and other social setting (e.g. recreation programs).

In addition to family dynamics influencing diabetes management, adolescent behavioral problems such as aggression and antisocial conduct have been highly correlated with poor metabolic control during adolescence and young adulthood (Bryden, et al., 2001). These behavioral challenges sometimes require special services in school and possible psychotherapeutic services outside of school. In addition, adolescents with diabetes are diagnosed with more psychiatric disorders than their nondiabetic peers (Blanz, Rensch-Riemann, Fritz-Sigmund, & Schmidt, 1993; Mayou, Peveler, Davies, Mann, & Fairburn, 1991). Recent evidence also indicates an increase in emotional problems such as anxiety and depression with poor glycemic control (Bryden, et al., 2001; Diabetes Forecast, 2008). Thus, the psychological and social ramifications of poor diabetes management are just as important to address as the physiological.

Autonomy Support

Practitioners have successfully applied self-determination theory as a way to significantly influence individual motivation for diabetes self-management, resulting in increased metabolic control (Williams, Freedman, & Deci, 1996, 1998; Williams, McGregor, Zeldman, Freedman, & Deci, 2004). Self-determination theory postulates that individuals whose behaviors originate from volition or choice as compared to control or pressure are more prone to long-term adherence to particular goal-oriented behaviors (Williams, Freedman, & Deci, 1998). Autonomous support appears to be a critical element in achieving self-determination. Autonomy support is identified as the environments needed for individuals to take ownership of their behavior (Deci & Flaste, 1995; Deci & Ryan, 2000). When autonomy support is provided by significant others or stakeholders such as health-care personnel, parents, or adult role models, self-initiation is often increased, leading to more autonomous regulation (Deci, Eghrari, Patrick, & Leone, 1994). Autonomy support, when viewed as a prerequisite for fostering particular behavioral outcomes, has

been shown to increase the effectiveness of the intervention such as for glycemic control (Williams, Freedman, & Deci, 1998); weight loss (Williams, Grow, Freedman, Ryan, & Deci, 1996); smoking cessation (Williams, Cox, Kouides, & Deci, 1999); or diabetes management (Pelletier, Fortier, Vallerand, & Briere, 2001).

Autonomy support may be perceived as providing choice, perspective taking, and rationale provision (Sheldon, Williams, & Joiner, 2003). A few selected choices about behavior (at the practitioners' discretion) offer some ownership to the individual making the decision. Practitioners, physicians, recreation professionals, or educators can offer perspective taking through a paradigm shift. Taking a step back and thinking about tasks from the participants' viewpoint offers a sense of understanding and empathy for individuals with diabetes. Providing a rationale for suggestions or requests is important to limit real or perceived of control; an important nutriment for internalization (Deci & Flaste, 1995). Providing a rationale also helps the individual make a well thought-out decision based on the information provided. Autonomy supportive teams, where practitioners, parents, and adolescents collaborate on diabetes education, appear to be promising for adolescents' improvement in diabetes self-management. Furthermore, such a collaborative approach is essential to ensure a successful transition from adolescence to young adulthood where diabetes self-management is the primary treatment in conjunction with a more supportive pediatric environment for younger patients (Wolpert & Anderson, 2001).

Benefits of Recreation

Although various interventions have been shown to be promising in addressing the psychological challenges of adolescents with diabetes (e.g., Hill & Sibthorp, 2006), they are still "a forgotten group, whose special needs seem to fall outside the primary focus of both pediatric and adult medicine" (Sawyer, et al., 1997 p. 36). Organized recreation programs appear to be uniquely positioned to fill the chasm for youth. The benefits of recreation programs have long been assumed, and in many cases documented, a paradigm shift has occurred resulting in increased accountability for particular outcomes. The benefits of organized camps serving adolescents with diabetes are not the exception. The benefits movement, spearheaded by Driver and colleagues, has charged the recreation professionals to not only evaluate, but intentionally program for specific needs (e.g., youth with diabetes) (Driver, Brown, & Peterson, 1991). In the 1990s, the National Parks and Recreation Association (NRPA) initiated the "Benefits are Endless" campaign to address the benefits received by recreation participation (e.g., increase in self-esteem). Moore and Driver (2005) further identified the criteria for recreation benefits: 1) change in condition or state viewed as more desirable than previous; 2) maintenance of a desired condition and thereby prevention of an unwanted condition; and 3) realization of a satisfying recreation experience. These criteria can assist recreation professionals while working among youth with diabetes, whether it be in organized camping or during an after school recreation program.

Organized Family Recreation Camps

Organized camping has been around for more than 150 years, and the benefits of participating in camps seem to be promising (McAuliffe-Fogarty, Ramsing, & Hill, 2007). Organized camping provides opportunities for skill acquisition (e.g. diabetes self-management) and overall development (e.g. autonomy, sense of self) (Caldwell, et al., 2001; Hill & Sibthorp, 2006; Hill, Ramsing, Hill, 2007; Marsh, 1999). A subset of organized camping, family recreation camps, also have a long history. Recent studies have explored this type of camp through a family systems framework (Taylor, Covey, & Covey, 2006). This approach was grounded in the idea that the family is a dynamic and complex unit where family members influence and are influenced by one another, within particular environments (Whitchurch & Constatine, 1993). Organized camping is a unique approach to strengthening family relationships where learning occurs informally and formally through participation in healthful activities as a unit. For this reason, family diabetes camp is an excellent forum to explore and embrace diabetes management in a supportive family oriented setting.

Although the research on diabetes camps is growing (e.g., Hill & Sibthorp, 2006; Hill, Ramsing & Hill, 2007, Sibthorp, Paisley & Hill, 2003; Ramsing & Hill, 2007; Ramsing & Sibthorp, in press), there has been a limited focus on family diabetes camps and the impact programs may have on families and youths' diabetes management. Yet, it is hypothesized that family diabetes camp, through intentional programming, can enhance communication and trust among family members. In addition, a traditional weekend family camp can provide many teachable moments under the guidance of recreation and healthcare professionals that enhance skills necessary for effective diabetes management. The family camp setting also allows for "practice" of positive parenting (e.g., autonomy supportive environments). Family camp provides an opportunity to learn about "new or more effective" ways to parent and support an adolescent with diabetes, and then apply that newly learned skills while at camp. A model for success in organized family camping may be viewed from a holistic perspective that embraces a seamless approach of support unites for the benefit of diabetes management among youth (Ramsing & Hill, 2006). See Figure 1. This model is typically well-represented at family diabetes camp and is proposed to be an effective approach. Therefore, within the Holistic Model for Diabetes Family Camp, the purpose of this study was to explore adolescent and parent satisfaction for camp and to assess perception of autonomy support while at camp.

Methods
Camp Experience

The Triple R Ranch, established just over 50 years ago, is a multipurpose camp located in Chesapeake, VA. Family Diabetes Camp has been held at the Triple R Ranch for 13 years and was co-sponsored by Chesapeake General Hospital and Lion's Club. This is a special retreat for young people with diabetes between the ages of 6-18 and their families (e.g., siblings, parents, grandparents). Because of the nature of the family camp, each

adolescent had to be accompanied by at least one family member. The goals of the weekend were to learn more about diabetes self-management and to share experiences with other families, and to have fun. The weekend was full of diabetes education workshops, family-oriented recreation, and endless teachable moments.

Figure 1. Holistic Model For Diabetes Management Among Adolescents at Family Camp (Ramsing & Hill, 2006)
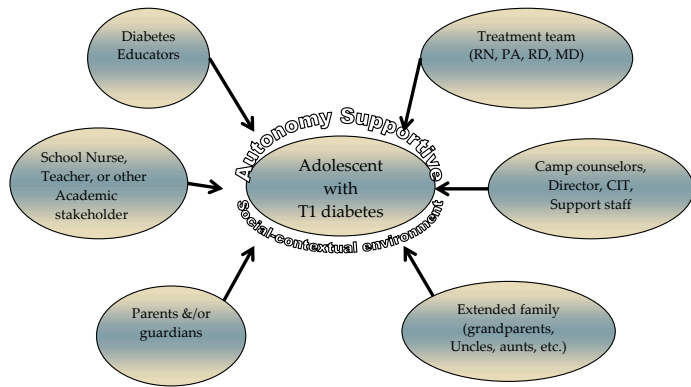
Camp activities were pre-planned based on the ages and developmental needs of campers. For example, teens could participate in more age appropriate High Challenge Course activities whereas the younger campers would start with rock climbing. All adolescents had the opportunity to participate in traditional camp activities such as horseback riding, canoeing, and archery. The more traditional camp components were programmed to create teachable moments for adolescents with diabetes. For example, mealtime was structured as family style dining, and had carbohydrates posted on a flip chart – for the purpose of determining insulin dosage. This allowed campers to eat, count carbohydrates, and adjust insulin, as necessary, under adult supervision. Other components of the camp included diabetes education sessions, vendor displays, and open discussions related to living with diabetes.

One unique aspect of the family diabetes camp was the parent support groups. The "Parents only" discussion was facilitated for all parents by diabetes experts (e.g., Endocrinologist, Diabetes Educators, Register Dieticians, Researchers) in an effort to address questions and provide different perspectives to working with their children. The approach to the training was theoretically driven (Sheldon, Williams, & Joiner, 2003) and modeled the necessary components to foster autonomy support. The components used during the training included: providing choice, perspective taking, and rationale provision. The support group time was also valuable for sharing, with other parents, the challenges, difficulties, and successes they encounter on a daily basis.

Data Collection

During the summer of 2006, data were collected at the family residential diabetes camp. Counselors, parents, and campers completed qualitative and quantitative questionnaires to determine the impact of diabetes camp, both on the management of their diabetes and the satisfaction of the camp experience. This was completed through two measures. The camp was assessed through the Diabetes Camp Effectiveness Scale (DCES); and the level of autonomy support was assessed through the Health Care Climate Questionnaire (HCCQ-M).

Diabetes Camp Effectiveness Scale

The DCES, created specifically for the Triple-R Diabetes Camps, targeted three different constructs: diabetes competence, social/relatedness, and camp satisfaction. The three constructs were operationalized as: Diabetes Competence, the degree of camp information that will lead to better diabetes management; Social/Relatedness, the connectedness fostered by camp staff and other campers; Camp Satisfaction, how much they enjoyed and would like to return to camp.

The campers and parents completed the 10-item, six-point Likert type scale, camp evaluation (DCES) followed by several qualitative items. Each questionnaire targeted the same outcome, but from different perspectives (i.e., parent and camper perspective). See Table 1 for an example questions. The second component of the camp evaluation was the qualitative portion. This allowed campers and parents to provide written feedback about what they enjoyed most and least while at camp. A camper and parent version were administered.

Health Care Climate Questionnaire-Modified

The Health-Care Climate Questionnaire-Modified (HCCQ-M) measured campers' perceptions of the degree of autonomy support offered by parents. The measure of autonomy support, conducted through the six-item, six-point Likert type scale HCCQ-M, was exploratory in nature suggesting that no formal training was provided for parents to foster autonomy supportive contexts. Autonomy support was examined to determine the amount and differences, if any, that existed among campers and parents. This was conducted on two levels: the amount of autonomy support of parents as perceived by youth and the amount of autonomy support offered by parents from the parents' perspective. Table 2 provides an example of the questions asked of each group.

Table 1. Example statement from the Diabetes Camp Effectiveness Scale [DCES] (camper version)

Camper Version	**Not True**		**Somewhat True**			**Very True**
1. I learned something at camp to help manage my diabetes.	1	2	3	4	5	6

Table 2. Example statement from the Health Care Climate Questionnaire-Modified (youth, parent version, and camp staff)

These questions are about your parents' influence on your diabetes management.	Not True					Very True
1. I feel that my parents provide choices and options about managing my diabetes.	1	2	3	4	5	6

These questions are about your influence on your child's diabetes management.	Not True					Very True
1. I feel that I provide my child with choices and options about managing his or her diabetes.	1	2	3	4	5	6

These questions are about your influence on campers' diabetes management at diabetes camp.	Not True					Very True
1. I feel that I provide campers with choices and options about managing their diabetes.	1	2	3	4	5	6

Results

The data were analyzed using SPSS 14.0. Due to this data set only being at post-test, descriptive statistics were explored. T-tests were used to determine, if any, a significant difference between campers and parents with the level of autonomy support. The average age of a camper was 11 years. The average duration of diabetes diagnosis was 5.5 years. The average HbA1c level, a marker of diabetes management achieved by providing a snapshot of average glucose levels over a previous 2- to 3- month period of time, (self-report) was 8.7. Female campers made up 64% (n= 18) of the camper population. Mothers at camp made up 70% (n=19) of the "parental component."

The camp evaluation (DCES) was comprised of ten quantitative items, followed by a qualitative portion that was completed by the campers and parents. A total of 28 questionnaires were collected from campers and 27 from parents. Each questionnaire (i.e., DCES and HCCQ-M) targeted the same outcome, but from different perspectives (i.e., parent and camper perspective). A total of 10 questionnaires (HCCQ-M only) were collected from camp staff/healthcare providers.

Diabetes Camp Effectiveness Scale

The DCES targeted three different constructs: Diabetes Competence (four items), Social/Relatedness (three items), and Camp Satisfaction (four items). Reliability coefficients for the three constructs were between medium to high (.53 - .73). The items were summed to calculate the construct score. The following are the basic statistics for the constructs from the campers and the parents. See Table 3.

Table 3. Descriptive Statistics of the DCES among Campers and Parents.

	N	Minimum	Maximum	Mean	SD
Diabetes Competence *Camper*	28	1.50	6.00	4.38	1.27
Diabetes Competence *Parent*	27	2.25	6.00	4.64	0.94
Social-Relatedness *Camper*	28	2.67	6.00	5.32	0.85
Social-Relatedness *Parents*	27	3.67	6.00	5.35	0.73
Satisfaction of Camp *Camper*	28	2.33	6.00	5.54	0.80
Satisfaction of Camp *Parent*	27	4.00	6.00	5.60	0.60

Qualitative Data

Qualitative methods were utilized to target additional perceptions of camp effectiveness. Campers' response to the question regarding "likes and dislikes" allowed campers and parents to give written feedback about what they enjoyed most and least at camp. The top three "likes" included horseback riding, rock climbing, and archery, respectively. The least enjoyed components of camp included bathroom conditions, rock climbing, and raffle, respectively. Having rock climbing as an "enjoyed" and least enjoyed was produced to the equal number of camper responses. It was observed that many of the smaller campers struggled on the rock wall, resulting in a less enjoyable experience. Similarly, parents were asked what activities they perceived their child to enjoy the most and least. Parents indicated horseback riding, meeting and rejoining friends, and being among other youth with diabetes, as being most important to their child, respectively. Parents perceptions of their child's least important components of camper were the bathroom conditions, education lectures, and canoeing, respectively.

The camp effectiveness questionnaire also gave insight as to how parents heard about camp. Although this question needs further clarity (as it did not ask what was the first time you heard about camp), the responses were still insightful. Most parents responded that they heard about camp from the school nurse. The second most recorded response was that parents were informed of camp through Children's Hospital of the Kings' Daughters, The Lifestyle of Chesapeake General Hospital, or they were previously involved in camp.

Health Care Climate Questionnaire-M

The construct of Autonomy Support (AS) from the HCCQ-M was measured by summing the responses of the 6-point Likert type scale. Higher scores indicated the degree the statement applied to the individual. This was conducted on three levels: the amount of AS of parents as perceived by youth; the amount of AS offered by parents from the parents' perspective; and the amount of AS offered by camp staff from the camp staffs' perspective. Table 4 provides the mean of the perceptions from each group were very close (Camper = 4.8; Parent = 5.1, and Counselor = 4.8). None of the groups were statistically significant from one another.

Table 4. Descriptive Statistics from the HCCQ for campers, parents, and camp counselors.

	N	Minimum	Maximum	Mean	SD
Campers' Perception of Autonomy Support from Parents	28	3.50	6.00	4.83	0.78
Parents' Perception of Autonomy Support provided to their child	27	2.67	6.00	5.06	0.77
Counselors' Perception of Autonomy Support provided to their campers	10	2.50	6.00	4.82	0.99

Discussion

The purpose of this study was to explore adolescent and parent satisfaction for camp and to assess perceptions of autonomy support, an essential nutriment to enhance self-determined behavior for diabetes self-management. Examination of adolescent and parent satisfaction was important for the foundation of family camp is based on the ability to engage and meet the needs of all participants. Organized camping is uniquely positioned to foster a sense of belonging and comfort for adolescents living with a chronic illness such as diabetes. By better understanding adolescent and parent satisfaction, recreation professionals will be better suited to assist in the development of healthful living skills (e.g. diabetes self-management) and lasting relationships with others (Kaufman, Schatz & Silverstein, 2007). Exploring participant satisfaction in camp is also essential to substantiate educational programming, both informally and formally.

Autonomy support was investigated in an effort to better understand and gauge a baseline of skills that parents and staff use while interacting and supporting adolescents with type 1 diabetes. Autonomy support has been shown to be a critical element necessary to promote internalized and healthful behaviors (e.g., McAuliffe-Fogarty, Ramsing, & Hill, 2007; Sheldon, Williams, & Joiner, 2003).

The Diabetes Camp Effectiveness scale was utilized to assess knowledge or competence of diabetes while at camp. While diabetes competence increased while at camp, there were differences between campers and parents. The difference between campers and parents could be explained in a multitude of ways. Historically, the family camp is intended to be recreational and fun, thus, campers may not have realized that diabetes education was an underlying theme throughout the program. The realization that diabetes education occurred at camp may not have dawned on the adolescents until well after the completion of the camp. In addition, the level (e.g., age specific) at which information was presented at camp could have been above that of the comprehension of the average camper. This may have resulted in adults understanding and internalizing the information, but not the campers.

Social-relatedness within camp was examined to better understand the role of relationships in the camping environment. The slightly higher score of Social-Relatedness from parents is difficult to explain. One would speculate that campers would score higher because for one weekend the norm all adolescents participating in camp were diagnosed with diabetes. Therefore, it is reasonable "to assume that they [campers] have benefitted not only form the camp experience but also from the friendships that have developed from being in an environment where the norm is to have diabetes." (American Diabetes Association, 2007, p. 76).

Finally, the high scores of Camp Satisfaction could be interpreted as excellent customer service. Although each of the three quantitative con-

structs is important, nothing can be accomplished in camp if the campers and parents dislike or did not want to return. In addition to a specific question regarding participants' intention to return, the findings from this particular outcome reinforces the notion that nearly all campers and parents will return.

The Health Care Climate Questionnaire (Modified) was utilized to ascertain perceptions of autonomy support that occurred in camp. The results, although not statistically significant from one another, supports the need for further exploration of autonomy support in camps, specifically, family camp programs. The findings indicate that perceptions of autonomy support from the parent of the child and perception from the parent of autonomy support provided by the parent are close to the same. This is helpful because it eliminates discontinuity in perceptions. In other words, the camper is accurately interpreting what the parent is attempting to communicate with regard to diabetes management. The camp counselors' perception was not compared to the campers' perception to logistics; an attempt was made to limit the possible overwhelming number of questions on the instruments. However, as the results indicate, the camp counselors perceive the level of autonomy support they provide is close to the level provided by that of the parents. The future direction should be the development and implementation of ways to increase levels of AS from all groups (e.g., parent training on autonomy support).

A possible limitation and explanation to these findings on perceptions of autonomy support could be attributed to some parents and campers completing the questionnaires together. Some of the terminology used on the instrument was too advanced for younger campers. Thus, some parents were asked to assist their child in interpreting the statement which may have influenced the camper's response. In addition to adjusting instrument questions for age related readability, it would be advised to separate the adolescents and parents for the completion of this questionnaire and utilize camp staff to help explain questions to campers that may be deemed as being unclear or overly complex. Future research should continue with the exploration of autonomy support in camps with particular focus on how to enhance or increase levels of autonomy support.

Conclusion

In general, the Triple R Ranch/Lion's Club/Lifestyle Center's Family Diabetes Camp was a great success suggesting that campers and parents were pleased with camp content and intend to return to the program. Participants also learned about diabetes to include expanding their management strategies. These findings support the notion that "using the active camping environment as a teaching opportunity is an invaluable way for children with diabetes to gain skills in managing their disease within the supportive camp community" (American Diabetes Association, 2007, p. 76). The findings also support the rich social environment of a camp. The campers and parents felt a sense of community and connectedness through participation in the program. This point was articulated as being very important to parents for the development of their child(ren). In regard to satisfaction, overall, the campers and parents were pleased with the content of the camp. The findings suggest that camp can be fun as well as educational when working with adolescents living with diabetes. Finally, au-

tonomy support, a critical factor for enhancing diabetes management (Weibe, et al, 2005), was perceived to be present by both the adolescents and parents. These findings are critical for the antithesis of autonomy support is control. Adolescents' perception of high control by parents has been shown to be a disservice for long-term management (Sheldon, Williams, & Joiner, 2003). Further research should focus not only on the degree on autonomy support, but on the impact or helpfulness of this motivational approach. The findings from this study, although exploratory in nature, provide support for the benefit of family oriented camp programs to adolescents, parents, and staff alike.

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PARTY SMART: An Intervention to Promote Healthy Partying Among Youth

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Annually, more than 1400 college students die as a result of alcohol related incidents (CORE Institute, 2006). Results of the CORE Alcohol and Drug survey indicate that more than ten problems occur as a result of alcohol and drug use during college including fights, sexual assaults, falls and injuries, and arrests. With the exception of fraternity parties, few studies have been done regarding drinking settings of college students.

What high school and college students don't know about partying can hurt them. Several horrific events that have occurred while partying have headlined the news during the past five years. Natalee Holoway, the high school student who disappeared three years ago during her senior graduation trip to Aruba has likely received the most press. However, additional events have occurred that emphasize the need to raise awareness regarding the issues surrounding youth and parties:

- In Chicago, 21 youth were crushed to death during a stampede, while trying to escape an illegally operated nightclub after someone sprayed mace to disperse a fight.
- In Chicago, 13 young adults were killed as they fell from a third story porch that collapsed during a party at an apartment.
- In Rhode Island, 100 young adults were killed by a fire that occurred during a rock band's performance. Pyrotechnics used by the heavy metal band Great White ignited the inferno.
- In Florida, 3 college students were arrested for setting off dynamite in a hotel following heavy drinking.
- Duke's Lacrosse team members were accused of sexual assault during a house party. Several of the team members were suspended from college as a result.

Both high schools and colleges share information with youth regarding alcohol, drugs, and sexual health. However, additional information must be provided regarding safe partying. Ohio State University launched a program called Party Smart which promotes party planning, logistics, and provides guidance for handling emergency situations. Their party smart training consists of a kit for organizations that are hosting parties, registration guidelines for alcoholic beverages, provisions for sober hosts, and information regarding symptoms of alcohol poisoning. The purpose of this paper is to discuss advice that high school and colleges health professionals can provide to their students regarding safe partying choices.

Often high school and college programs are designed to educate students following alcohol or drug violations. Party Smart offers information for prevention of typical problems that occur as a result of alcohol abuse that often occurs at house parties. The program provides and/or addresses the following elements to promote hosting safe parties:

Party Smart Kit

The kits that are provided by the three universities examined for this paper include an educational party planning manual, brochures, non alcoholic beverages (bottled water, soft drinks), information regarding state laws for alcohol, party smart t-shirts, and sober host posters. Some institutions also include condoms.

Party Registration and Virginia ABC

Most campuses in Virginia require students to register parties. Often this is only done for the on campus parties. Student organizations may be more likely to adhere to policies. Behaviors such a providing false information for keg registration are in violation of the Virginia Alcohol and Beverage Control regulations and can result in a fine of up to $2,500 and/or 12 months in jail.

Binge Drinking

Drinking more than four drinks in a row for females or five drinks in a row for males is considered binge drinking. Heavy drinking often occurs at house parties. Because there may be fewer regulations, it can be easier for heavy drinking to occur. This can be even more common among underaged drinkers. Binge drinkers can cause much havoc at house parties and are often connected with fights, injuries, damage to property that may occur during parties.

Drinking Games

Students have parties because they want to have fun. A study of college students that examined why they played drinking games indicated that fun and celebration, and sexual manipulation were the reasons most cited (Johnson, Hamilton & Sheets, 1999). Often drinking games entice peers to drink larger amounts of alcohol and take sexual advantage of others (Johnson, Hamilton & Sheets, 1999). Sometimes party drugs (i.e. GHB) are used to stimulate sensation and laughs at parties. Thus students should be cautioned regarding dangers of drinking games and provided with safer alternatives.

Girls Gone Wild

Sexual victimization is a common practice at parties that involve alcohol. According to the CORE Alcohol and Drug survey, sexual assault is one of the main consequences of college drinking. More than 50 percent of sexual assaults involve alcohol (Abbey, 2002).

Virginia Codes regarding noise and nuisance

Party hosts are encouraged to know their landlord's policies regarding hosting parties. Alerting neighbors that they are planning to have a party is also recommended. Often police are called to parties due to noise and crowding. In some cases, party atten-

dance has escalated to more than 300 guests and required police intervention to disperse the crowd (personal communication).

Alcohol Poisoning Signs and emergency help

The party smart guide includes information that alerts party hosts of signs to look for in guests who have had too much to drink. Being aware of these symptoms can prevent alcohol related deaths. Heavy drinking can result in alcohol poisoning. Often friends do not want to take a peer to the hospital for fear of penalties. However, breathing may cease with alcohol poisoning, thus medical care is necessary in these cases. By monitoring breaths per minute, students can assess whether emergency care is needed. Students are advised to dial 911 for emergency assistance.

Regulating your party

Police have had to disband parties with more than 300 guests at off campus house parties. Often when students invite friends to parties, they don't realize that word of mouth may result in uninvited guests at their parties. Some students attempt to self-regulate their parties by checking guests for college identification prior to entry to parties. Because students are not authorities on security issues, they may not be successful at preventing unwanted persons from attending parties. Students are strongly encouraged to invite people who they can trust to parties and to ask their peers not to invite unknown people to the parties.

Sample websites and materials can be found on the websites of Ohio State University http://partysmart.osu.edu/additional_re-sources.asp, University of Central Florida http://www.aod.sdes.ucf.edu/partysmart.htm , and Old Dominion University http://studentservices.odu.edu/health_services/party_guide/.
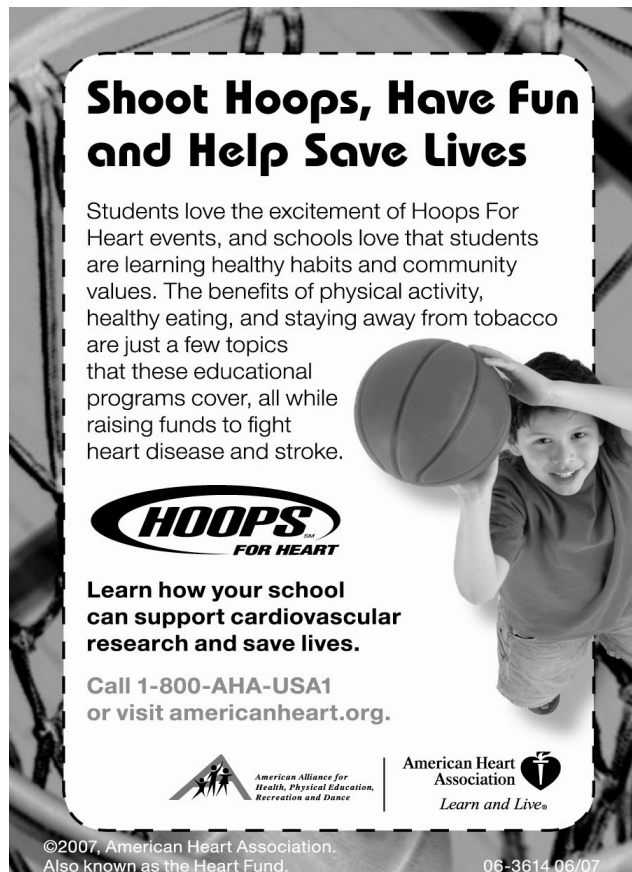
Although Party Smart is designed for college students, high school teachers, counselors and administrators are encouraged to consider adapting materials for use among high school populations to promote the prevention of alcohol related problems that can occur at parties.

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International Student Athletes' Experiences at a Historically Black College and University

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Introduction

Hampton University, a private historically black college and university (HBCU) in Virginia, has a student body comprised of more than 5700 students coming from the United States and 35 territories and nations. Currently, 15 % of the international students at Hampton University are student athletes. According to Connell (2007), the number of international student athletes is growing steadily on American colleges and universities, because many athletic teams including soccer, track and field, golf, tennis, field hockey, swimming, and volleyball bring attracted stars from overseas. For example, Hampton University's tennis team is dominated by international athletes. For this project, the authors interviewed with international student athletes from South Korea, Serbia, Canada, and Philippines regarding their athletic, academic, and social experiences at Hampton University. From the interviews four themes emerged: overcoming language barriers, developing social relationships, prioritizing academics and athletics, and accepting cultural differences.

Overcoming Language Barriers

Using English as a second language caused barriers academically, athletically, and socially. The interviewees often struggled when studying, communicating, and adjusting to a HBCU. Writing papers, reading assigned materials, and presenting orally were challenging because of the need to shift between the students' native languages and English. Because of the language barrier, the students reported a loss of confidence in their ability to successful complete their undergraduate studies. Minami and Ovando (2004) explained the lack of English proficiency was influenced and interpreted by the international students' knowledge of their own native language and culture. The respondents also had problems adjusting to the HBCU academic culture, including instructors' pronunciations and teaching styles. Moreover, the international student athletes had a hard time understanding class lectures (Wan, 2001), which caused them to be reluctant about participating in class discussions (Lin & Yi, 1997). One of the international student athletes expressed that since attending Hampton University, he joined a Christian church group because the members always proofread his homework assignments. The international student athletes expressed difficulty understanding academic and athletic systems such administrative policies, course registration and NCAA guidelines. Because of the lack of English proficiency, most of the respondents experienced problems when working with the Registrar's office or understanding NCAA regulations. Additionally, the international student athletes experienced communication difficulties that lead to team mistakes. Therefore, the first year for the international student athletes was filled with frustration. Unfortunately, Hampton University does not offer English as a second language courses.

Developing Social Relationships

Overall, these international student athletes had positive social interaction with professors and other students at Hampton University. The respondents stated professors were empathetic to students who used English as a second language. A majority of professors allowed them to use their dictionaries while taking tests or exams or extended homework deadlines. Currently, Hampton University offers full scholarships to ten international tennis players. It was noted that the increased number of international student athletes created positive social experiences within the group. This was because each one respected and accepted differences of social and communication patterns when completing common team goals. All international student athletes interviewed felt the African American students at Hampton University were friendly and welcoming. The international student athletes had more opportunities to interact with African American athletes than the international students on campus. Therefore, international student athletes are significantly well adjusted to college or university environment (Ridinger & Pastore, 2000). These findings contrast with previous studies' findings that stated international students became targets of different treatment including segregation, isolation, or being left-out from domestic students from predominantly White institutions of higher education (Ancis, Sedlacek, & Mohr, 2000; Fisher & Hartmann, 1995; Gosset, Cuyjet, & Cockriel, 1998; Turner, 1994). These international student athletes revealed that African American students at HBCUs emphasize collectivism which subordinates their personal goals to the goals of the collective (Triandis, Botempo, Villareal, Asai, & Lucca, 1988). The authors found that having common team goals helped to build positive social relationships or trust of African American students.

Prioritizing Academics and Athletics

International student athletes have academic and athletic responsibilities until they graduate from Hampton University. The respondents strongly expressed the need for maintaining a certain GPA (grade point average) and qualifying as a strong athlete. One concern for the international student athletes was how to complete coursework on time while traveling with the athletic team. In an effort to be fair to all students, a majority of instructors are not allowing the international student athletes to postpone exams or major assignments due dates. This is even though assignments take extra time for international student athletes. Unfortunately, the Department of Athletics does not have a writing center or conversational practice lab for the international student athletes; therefore, they are anxious about balancing academic and athletic eligibility. One of the international student athletes lost athletic eligibility, because he could not use English well enough to enroll in the necessary classes.

The first year attending college proves to be tough for all students, especially international student ones. Each of the interviewees felt stressed and frustrated when adjusting to dormitory culture, making friends, improving athletic performance, and maintaining a certain GPA. They believed that the first year was the most important period for establishing a high GPA. Yet, all of the international student athletes struggled to pass general education courses, especially those with a large class size. In the general education courses, when the international student athletes had group assignments with African Americans; they expressed the group was not highly motivated to complete high quality presentation materials. The athletes believed the African American students did not value the assignments because the courses were not a part of a specific major. The interviewees felt that they had to keep their fingers crossed to find good group partners. On the other hand, the international student athletes did not have any issues studying for and participating in their major courses. Having smaller class sizes and classmates with the same major helped the international student athletes.

Difficulties of Accepting Athletes' Cultural Differences

These international student athletes revealed that when the number of international student athletes increased, other athletes could not accept the new international student athletes' cultural differences (practice habits and behavior pattern) during daily practice. International student athletes in general had cultural concerns which caused their stresses (Church, 1982; Luzzo, Henao, & Wilson, 1996; Parr, Bradley, & Bingi, 1992; Ridinger & Pastore, 2000; Zimmermann, 1995). For example, two Korean international student athletes discussed that there is a type of age hierarchy between Korean athletes. The older Koreans ordered the younger ones to bring them drinks during breaks or pick up tennis balls during the practices. Other international student athletes who observed this practice could not fully understand and accept these cultural differences. Plus, these Korean student athletes used these behavioral patterns with other international student athletes. Cultural parallels among international student athletes from various countries were identified. From the responses of the international student athletes, they believed that

their coaches or the Department of Athletics should have some seminars regarding cultural and social sensitivity. However, Hampton University does not have the resources to support the international student athletes.

Recommendations

Findings in this study uncover a number of issues derived from the analysis of the international student athletes' experiences at Hampton University (HBCU). The following section presents recommendations for helping international student athletes.

1. Lucas, Henze, and Donato (1990) identified three factors related to successful outcomes for students who used English as a second language. Hampton University should consider emphasizing: (a) diversity education sessions for faculty regarding the effective academic advisement of international student athletes, (b) academic counseling programs that focus on reading, writing, and presenting for those who use English as a second language, and (c) cultural adjustment seminars and diversity education courses facilitated by faculty who understand linguistics and cultures and are well received by the university community. The faculty should also possess a strong commitment to empowering international students to complete their undergraduate education.

2. Undergraduate programs need to consider the psychological effects of academic programs on international student athletes. Allen (1992) recommended four different components of international student athletes' success in regard to social and psychological factors in higher education. They were: undergraduate programs need to consider (a) supportive relationships (e.g., conducting weekly or monthly discussions of students' academic issues and concerns) with advisors and advisees; (b) social outlets and friends (e.g., conducting physical activity events for all graduate students and faculty members); (c) international student athletes' self-confidence and self-esteem (e.g., recommending them for their participation to present their research projects at some international and national conventions); and (d) psychological comfort for a greater sense of belonging (e.g., conducting multicultural seminars).

3. Ladson-Billings (1994) suggested that teachers need to become culturally sensitive. For example, academic advisors should learn brief greetings in students' native languages or be cognizant of important historical, political, and cultural factors that may impact international student athletes' ability to have academic success and maintain their cultural identities.

4. Undergraduate programs at Hampton University need to understand that more diversity among life experiences and knowledge perspectives of international student athletes can create an enriched intellectual climate and enhance the education of all undergraduate students and faculty members (Villegas & Lucas, 2002). The general education curriculum at Hampton University should include one mandatory diversity course. This opportunity may help students become more culturally sensitive. Moreover, the international student athletes may be able to present to the HBCU community regarding challenges and success in academic and life experiences relative to diversity.

5. Faculty members should conduct group sessions for first year and upperclassmen international student athletes to share ideas, feelings and concerns. Undergraduate programs in Hampton University can offer this opportunity for international student athletes during the first year orientation. Upperclassmen can share experiences that may help to develop first year international student athletes' confidence as well as establish rapport.

6. The Department of Athletics should consider offering diversity sessions for all team sports. The sessions would help athletes to become more sensitive to cultural, social, and athletic performance differences among international student athletes. In addition, coaches could meet individually with each international student athlete to discuss her or his athletic practice regimens and explain the university's practice procedures.

Conclusion

Very few studies exist to investigate the international student athletes' academic and social experiences within the historically black college and university setting. Although this study is limited because of the small number of international student athletes attending Hampton University, the seed data obtained will be used to design a larger research project. The data can be used by the other colleges and universities as well as the NCAA to develop and/or enhance programs that will increase international students' graduation rates, as well as improve student recruitment and retention practices. Furthermore, Hampton University will receive recognition as being a place where international students can excel and become dynamic leaders in their respective careers and countries.

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A Debate between Power Lifting and Olympic Lifting as the Main Athletic Training Method

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In the world of strength training there are numerous methodologies that are used to increase the performance of athletes. Olympic lifting and Power lifting tend to be the most popular philosophies for coaches to incorporate because of their focus on power and strength development.

With their proposed popularity comes a little controversy. Many Olympic lifters and Power lifters proclaim their style of training as the "method of choice" for training athletes. Each method of training elicits a unique training philosophy, program, and outcome. For instance, "Olympic-style weightlifting is an excellent training method for developing power. It consists of two movements, the clean and jerk and the snatch. The derivatives of those movements are what make up the majority of the training exercises" (Gambetta, 2007, p. 189). Unlike its name, Power Lifting is a training method that focuses on maximum strength. "Power Lifting is centered on the three competition lifts of the squat, bench press, and the deadlift, power lifting develops strength in almost all major muscle groups" (Piper & Erdmann, 1998, p.15).

The question that many strength and conditioning professionals and personal trainers try to answer is, "Which method is best to use when training athletes?" This article will try and answer that very question with responses from two elite strength athletes. Phil Sabatini is a nationally ranked Olympic Lifter who is also the football strength and conditioning coach for the Virginia Military Institute. Monte Sparkman is a nationally ranked power lifter who is the power lifting coach for the Virginia Military Institute's power lifting team. Their candid responses to the upcoming questions will be used to understand the position of each style of weight training and to determine the most desirable method to use when training athletes. Therefore, each respondent will answer six questions that are designed to provide insight into the training philosophy and training methodology for each discipline of weight training.

Question 1.
What is the most important aspect of training and how does your style of training support that aspect?

Sparkman:

Absolute strength is the foundation for all other strength abilities. "Absolute strength controls all strength gains. Analysis of Hill's equation shows that speed of movement is dependent on absolute muscular strength: v = Ft/m" (Simmons, 2006). From this statement we can assume that the most important aspect of athletic development should be focused on the training of absolute strength. Power lifting is rooted in this philosophy. Powerlifters are constantly training to develop absolute strength and explosive strength. They (powerlifters) understand that without this basic strength, training cannot progress. Power lifting methods make the training of absolute strength a priority. It is my view that strength and conditioning coaches across the board do the same. Too many strength and conditioning coaches are quick to implement Olympic lifting methods into their training programs without first developing an athlete with a strong foundation of absolute strength training. This opinion can be support by a statement from Vern Gambetta's book, "*Athletic Development – The Art & Science of Functional Sports Conditioning*, "It has become very popular among the strength coaching community, especially in American football, to center strength training programs on Olympic lifting" (Gambetta, 2007, p. 190). In my opinion this is putting the cart before the horse. You cannot develop an explosive athlete without first satisfying this common need for the development of absolute strength.

Sabatini:

The most important aspect of Olympic Weightlifting as it pertains to athletic performance is power specific force development, or "speed strength". Olympic style training involves "using heavy loads that are performed at a high velocity, resulting in a high power output" (Hoffman et al., 2004, p. 129). The term speed strength combines two very crucial attributes of athletic performance to express "power development". An athlete's power capacity includes "maximum strength, high load speed strength, low load speed strength, rate of force development, reactive strength, skill performance, and power endurance." (Hori & Stone, 2004, p. 50) Through the training of Olympic lifts, athletes can increase their speed strength. This is done specifically because "during the pull phase of the clean and snatch, as well as the drive phase of the jerk, athletes extend their hips, knees and ankle joints to push against the ground as hard and as rapidly as possible producing acceleration on the body and the barbell, which is done remarkably similar to jumping" (Hori & Stone, 2004, p. 51). Also, functional core strength is developed due to the large amount of overhead activity, and movements with high loads away from the body's center of gravity. Different training methods are used to increase performance by becoming stronger and faster. Specifically, different sports require different demands. One sport may ask "How strong?" Another may ask "How fast?" However, In terms of Olympic weightlifting, the question becomes "How fast are you strong?"

Specificity is an important variable within a training program. How does your method of training support the theory of specificity?

Sparkman:

"Athletic activities usually require quick and powerful movements and, consequently depend on the development of explosive strength" (Siff, 2003, p. 145). If an athlete wants to enhance explosive strength, then he or she must train absolute strength. The most important aspect of power lifting is the development of absolute or maximal strength. According to Zatsiorsky, "maximal strength is regarded as a prerequisite for high movement speed" (Zatsiorsky & Kraemer, 2006, p.156). This statement confirms the belief that an athlete must first develop maximal strength and make it a priority in training over high velocity movements in order to develop explosive strength.

Although Olympic lifting is the gold standard with regards to power development, I feel that powerlifting can develop explosive strength within the particular movement that the athlete is training. I believe that once that explosive strength is developed within the trained movement it (explosive strength) can then be transferred to the field of play.

Sabatini:

All sports require different amounts of muscle synchronization, balance, flexibility, and coordination as well as strength, speed, power, and metabolic development. Olympic weightlifting provides development in all of these areas. While training for maximal strength can have a positive effect on performance, it can also have a "negative effect on movement speed and the ability of a muscle to display explosive effort" (Wenzel & Perfetto, 1992, p.82). However, this does not mean that strength gains do not happen through training at high speeds. Wenzel and Perfetto characterized strength gains from high speed training as adaptations "due to an increase in the number of fibers recruited or a more synchronous firing of motor neurons" (Wenzel & Perfetto, 1992, p.82). Also, in sports requiring short term, explosive energy, Olympic training incorporates the necessary mechanism that will accommodate the production of the power – endurance component. This, in turn, will lead to a positive effect on athletic performance.

Question 3.

Describe why Power Lifting or Olympic Lifting is a better approach for training athletes.

Sparkman:

Power lifting is a superior way for training athletes because it addresses this common need for developing absolute strength. Without a training foundation rooted in absolute strength, there is no potential for explosive strength development. Many strength professionals regard Olympic lifting as the method of choice for training explosive athletes. If that is the case, then why are so many strength and conditioning professionals concerned with developing absolute strength? You must have the absolute strength foundation before any explosive strength development can occur.

Another reason that power lifting training methods are superior to Olympic training methods is the trainability of the movements. "To achieve optimal return, you must consider that Olympic lifting is a sport. Those lifts have a high technical demand, but the skill is a closed skill that occurs in a narrow range of motion. The Olympic movements do produce tremendous power because of the distance the weight must travel, the weight, and the speed requirements. This power production is highly dependent on the technical proficiency of the individual lifter" (Gambetta, 2007, p. 190). The above quote illustrates the disadvantages and technical complications that are involved with Olympic style training. For athletes to reap the benefits of Olympic lifting they must be a sound technical lifter. Not only that, but the athlete must be able to move a significant amount of weight relative to his/her bodyweight in order to produce a positive training effect. There just aren't enough qualified strength and conditioning coaches out there with the time or staff to properly give athletes the coaching that they need to become proficient in the Olympic lifting exercises.

Sabatini:

Olympic lifting is a better approach for training athletes, largely due to biomechanical specificity and speed of the movements. As mentioned earlier, not only do multiple movements in Olympic lifting (Snatch, Clean and Jerk) closely mimic the movements involved in any type of athletic performance, but training the exercises do not compromise any explosive effort; much like the maximal strength training does in power lifting. Although there is a definite initial explosive movement in maximal strength training or power lifting, the exercises are performed at a slow velocity. Olympic lifting "may be superior to traditional power lifting training because the exercises, while using heavy loads, are performed at a much higher velocity, which leads to a higher power output" (Hoffman et al., 2004, p.129). This higher power output production could lead to a greater effect on athletic performance than the production that power lifting could provide.

Question 4.

What is the basic philosophy of your method of training? How does that affect the training of athletes?

Sparkman:

The basic philosophies used in Power lifting methods are derived from the understanding that training explosive strength through the development of absolute strength is the most important component of athletic development. "All ball players run fast and slow and have quick changes in direction. This is very taxing on the central nervous system. If one wants to become more explosive, he or she must raise maximum strength" (Simmons, 2005). Coaches that are using power lifting methodologies to train athletes understand this important relationship between explosive strength and absolute strength.

It is also important to note that power lifting methods are not just about lifting heavy weights. Plyometrics, or reactive training, is becoming increasingly popular in power lifting training as a method to develop explosive strength. World class power lifting coach Louie Simmons expands on this relationship by stating,

"It is essential that explosive strength play a large role in training, as it not only a means of developing absolute strength but also a method of raising physical fitness that is directed toward solving a specific sports task" (Simmons, 2001). By combining absolute strength and plyomterics training methods, an athlete will have a more complete balance of the skills needed to perform at a high level on the field of play.

Sabatini:

The basic philosophies used in Olympic weightlifting methods of training are based around injury prevention, power output, metabolic specificity, biomechanical specificity, high rates of force development, and muscle synchronization. Each of the fore mentioned components will directly transfer to the improvement of athletic performance. Through the training of Olympic lifting the goal of the training session can be manipulated. For example, if the goal of the training session is to specifically train the biomechanics of a countermovement vertical jump, the majority of the exercises used throughout the training session would be cleans and snatches from the hang position, and jerks. On the other hand, one can also train specific to the energy systems used in a specific sport. If a sport demands an explosive movement every 30-45 seconds such as football, the exercises performed in training would be completed specific to the interval of that sport or activity.

Also, because we know greater maximal strength could lead to greater power outputs, maximal strength must be trained. However, when incorporating Olympic lifting, maximal strength can be trained specific to the movement being performed. This can be achieved by training specifically through the use of clean pulls, snatch pulls, Olympic style back squats, front squats, and other core, multi-joint exercises.

In terms of injury prevention, two critical areas to protect in athletics are the knee and shoulder joints. Due to the large amount of hamstring activity in Olympic lifting, which we know are stabilizers to the knee joint, Olympic exercises can play a major role in protecting the knee joint during performance. Also, because of the overhead activity in the training of Olympic exercises, the stabilizers of the shoulder joint, primarily the rotator cuff muscles, the trapezius, and the deltoids, shoulder stabilization is being accomplished in training. There are many philosophies regarding joint stabilization; however I think there is no better way to train stabilization than to stabilize.

Question 5.
What are the safety concerns for your specific method of training?

Sparkman:

Due to the maximal loads lifted while training for power lifting, it is important to utilize proper lifting and spotting techniques. It is important that the spotters be of comparable strength level to the athlete that he or she is spotting.

Sabatini:

Because Olympic lifts are highly explosive, complex, open ended movements, there is always a risk for injury. However,

"missing" a lift correctly can easily avoid injury. Also, Olympic bumper plates a specifically designed high enough that they can "roll" over a lying body. Secondly, bumper plates are meant to be dropped, so not only does this discard the use of spotters, but it also prohibits athletes from being "caught underneath" the weight.

Question 6.
Although you have defended and described your style of training, do you incorporate techniques and philosophies from other methods of training?

Sparkman:

Although Olympic style lifting is viewed by many strength and conditioning professionals as the gold standard for training explosive athletes, it is my belief that in order to maximize athletic performance you must incorporate both Olympic style training and Power lifting style training. Explosive strength is crucial in just about every sport out there, but without absolute strength explosive strength cannot flourish. Explosive strength and absolute strength training must be incorporated simultaneously in athletic development to maximize results. This idea can be summed up by Kawamori and Haff who studied the effects of an optimal training load for the development of muscular power. "Additionally, the development of some fitness components (e.g., maximal strength) should be a prerequisite to the development of other components (e.g., speed strength, power). Therefore, it is crucial to train different components in the logical sequence (i.e., periodization) so athletes can maximally develop muscular power toward the end of macrocycle or a yearly cycle, when the most important competitions are scheduled, while minimizing the risk of overtraining or injuries" (Kawamori & Haff, 2004, p. 681). Coaches should not consider Power lifting or Olympic lifting as being better or worse than the other, but rather as two pieces of the puzzle working together to enhance athletic performance as stated by Chui. "Rather than one or the other, it is the combination of both maximal strength training and explosive weight training, in a sequenced manner, that will elicit the best results for the strength and condition professional" (Chui, 2007, p. 57).

Sabatini:

Within Olympic lifting there are other facets of training that should be incorporated in order to address all components of performance enhancement. When considering that the sole purpose of the training is to enhance athletic performance, one must also consider all other attributes that my play a significant role in attaining that lofty goal. This includes training for muscle hypertrophy, training for maximal strength, training the mechanics of sprinting, changing direction, and any sport specific adaptations that are demanded. Since Olympic lifting is the primary method of training being utilized in order to optimize training performance enhancements, the athlete must follow a well rounded strength and conditioning program with a wide variety of demands.

Conclusion:

In a perfect world all facets of training (i.e. power, strength,

speed, agility, balance, and conditioning) would be incorporated into an athletic strength and conditioning program. Therefore, both methodologies (Power lifting and Olympic lifting) are important entities for the development of athletes. "Weightlifting (Olympic lifting) and Power lifting should not be considered competing but rather complimentary methodologies" (Chiu, 2007, p. 55). A well-rounded training program should not be limited to only one area of emphasis but rather to incorporate all components that are specific to the athletes sport or activity. Although the philosophy of training may be different, the goal of training athletes should be the same. Enhancing performance and reducing injury should always be the center piece of a strength and conditioning program (Baechle & Earle, 2000). In conclusion, the adaptation of both major training methodologies could illicit a greater return since both parameters are being trained (maximum strength and power). It is the inclusion and variation of training variables that will give added benefit to the athlete versus the exclusion and elimination of competing methodologies and standards.

DEFINITIONS

1. EXPLOSIVE STRENGTH – The ability to exert maximal forces in minimal time (Zatsiorsky & Kraemer, 2006, p. 228).
2. MAXIMUM STRENGTH - A measure of the maximal voluntary isometric muscular force which can be produced without a time limit or limit to the amount of weight lifted (Siff, 2003, p. 106).
3. ABSOLUTE STRENGTH – The maximum strength can be produced by an athlete irrespective of body mass (Siff, 2003, p. 1).
4. PLYOMETRICS – Muscle lengthening under tension, with the external forces acting in the same direction as the motion. Also known as eccentric muscle action (Zatsiorsky & Kraemer, 2006, p. 228).

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Teaching with Technology Resources in Physical Education

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Using technology resources in a physical education environment can be exciting and stimulating for teachers and their students. However, teachers must keep their 'eyes wide open' regarding how they will manage and provide instruction to students when using technology resources within physical education lessons. The purpose of this paper is to guide teachers in making informed choices when deciding to purchase and utilize technology resources with students. Three aspects can assist teachers to inform the decision making process of whether to purchase technology: pretechnology (i.e. technology capabilities and student benefits), management considerations (i.e. storing and distributing technology resources), and pedagogical considerations (i.e. instructional practices).

Specifics regarding how to use any one type of technology resource are beyond the scope of this paper. However, technology resources such as wearable technology (pedometers or heart rate monitors), the internet, ipods, digital video cameras, Dance Dance Revolution games, Cateye bike computers, personal digital assistants (PDA), or Tablet PCs require teachers to make similar planning considerations.

Pretechnology

The evolving world of technology can be exciting yet overwhelming for teachers with the constant bombardment of new-age technology resources. When purchasing a new technology resource to utilize in a physical education setting, it is important to decide whether the technology resource is appropriate for student use. To help with this decision, there are several questions to consider. Below contains information for teacher's related to the technology's capabilities, cost, and student benefits.

1. What are the technology's capabilities?

The technology capabilities include elements that can attract or motivate students to the technology's functions. The technology attractors, also known as the 'bells and whistles', include colors, graphics, sounds, etc. These attractors can be a way to capture students' attention and get students excited about learning a specific content. For example, when introducing students to pedometers, they can become engrossed with the desire to increase their step counts. The newness and attraction of the pedometer can capture students' attention and motivate them to acquire as many steps as possible.

The technology capabilities include the specifics of what the resource can do. For example, does the resource measure a student's heart rate, count steps, or take digital images. To truly understand the technology's capabilities, a teacher would need to personally experience the technology. The teacher would need to become comfortable and confident with the technology in order to make judgments about its effectiveness as a useful instructional tool. A teacher's understanding of the functions enables a deeper knowledge for how the resource could be used with students. This confidence and knowledge will then allow teachers to anticipate problems that may arise when students begin using the technology. Knowing the capabilities will also enable a teacher to understand how the technology resource can be linked to the lesson's educational objectives.

2. What are the cost and maintenance requirements of the technology resource?

The cost of the technology is one the first considerations when you plan to purchase a technology resource. Physical education budgets are minimal for many schools and technology purchases can exceed many of these budgets. One option when attempting to secure funding is to inquire about your school's educational technology budget. Most schools allocate funds to purchase technology resources for academic purposes. A second option is to apply for grants through local or state educational organizations. For example, your local PTA organization may have innovation grants where a teacher could present their technology idea.

The cost of technology maintenance is often overlooked during the early planning stages. However, questions such as (1) What financial assistance will there be once the technology has been purchased? and (2) How will servicing the technology be paid for? For instance, even though pedometers and heart rate monitors are durable, they can become inoperative with repeated use. Replacing batteries can become a major expense. Funds allocated from the local school board may be one avenue to assist with these maintenance costs.

3. How will students benefit from using the technology?

Planning how technology resources will be used with students is an important step to maximizing the benefits of the technology. Several of these positive benefits include (a) enhancing student learning beyond rules, skills, and strategies within team and individual sports, (b) aligning physical education with other curricular areas (i.e. geography or math), and (c) individualizing physical activities to create optimal challenges for students.

The internet is a valuable resource in which students can be self-directed and work independently. Teachers can create a Webquest, "an inquiry-oriented activity in which some or all of the information that learners interact with comes from resources on the Internet" (Woods, M., Shimon, J., Goc Karp, G., & Jensen, K., 2004, 41). A Webquest allows students to utilize internet websites to locate information regarding a real-world authentic task. For example, students could be assigned the task of understanding the connection between volleyball and aerobic and anaerobic exercise. Students would find evidence through web sites on aerobic and anaerobic exercise and apply this information to the sport of volleyball. From the information found, students could create exercise routines using volleyball activities and then apply this information during the volleyball unit. By utilizing what the students have found, the meaningfulness and interest for the activity could be enhanced (Cothran & Ennis, 1999).

Technology resources can be used to align physical education activities with other curricular areas. Geography and math are two of the many areas within the school curriculum that can be

integrated within physical education lessons. For example, students, while participating in an ultimate Frisbee unit, could be wearing heart rate monitors. The students would take an imaginary trip from their home town to the state capital (Kirkpatrick & Birnbaum, 1997). They would know that for every minute they stayed within their target heart rate zone they would be able to travel 10 miles. With this predetermined information, students could calculate how many minutes within their target heart rate zone they would need in order to reach the state capital. Not only would students be learning how to play ultimate frisbee but they would gain an understanding about their target heart rate zones and possibly a little about their state capital.

Furthermore, technology resources can be used to individualize physical education activities for students. Pedometers could be used to teach students about monitoring and goal setting. For example, students could make predictions on how many steps they believed they could take during a 3 vs 3 basketball game. After the game, students could chart their steps and problem solve ways they could increase their steps for the next game. By goal setting and problem solving, students would gain valuable information regarding ways to increase their steps during basketball games.

Management Considerations

A key to good classroom management is an understanding of the events in the classroom and the ability to monitor and guide these events (Doyle, 1986). When technology is integrated, a teacher must understand how the technology will affect the events occurring in the gymnasium and then have a plan to monitor and guide the technology activities accordingly.

Some teachers are hesitant to implement technology into daily lessons because it will disrupt the natural order of the classroom (Burns, 2002). To combat a teacher's uneasiness when integrating technology, it is necessary to establish an efficient management system. There are several specific components of an efficient management system, when students use wearable technology (i.e. pedometers or heart rate monitors). These include, but are not limited to, storage, distribution, and collection of technology resources (Ciddihy, Pangrazi, & Tomson, 2005). Proper storage is important to protect the longevity of the resource. Affordable storage containers can be found at local department or craft stores. Plastic tackle boxes, pencil cases, or cloth over-the-door shoe racks are not only inexpensive and durable, but they also require minimal space. The technology resources can be labeled (i.e. a number and/or color) which would correspond to a place in the storage container. For example, to reduce distribution or collection time each student can be assigned a number and then that student is responsible for getting and putting away the technology resource.

Once the technology is labeled, the labels can be used for all sorts of time saving techniques. Teachers can use the labels for taking attendance or grouping students for activity. For example, to efficiently take attendance, a teacher can scan the technology resource to determine which students have not picked up the technology resource. In addition, groups or teams can quickly be assembled when a color label is added to the technology resource. For example, students with the blue pedometers are on one team and students with red pedometers are on another team. Planning for how the technology will be stored, distributed and collected will save time and prevent unnecessary frustrations when the technology is utilized with students.

Pedagogical Considerations

The utilization of technology resources as educational tools can enhance instructional practices. However, using technology resources in education can result in little improvement of student learning if teaching practices do not change as well (McNabb, Valdez, Nowakowski, & Hawkes, 1999). When technology is implemented into physical education lessons, a shift in instructional practices occurs. The use of technology resources creates a more student-centered environment in which students can begin to learn independently.

A teacher-directed approach is most effective when introducing a technology resource. This approach is a prescriptive and focused method of providing students with information on the technology's capabilities and usefulness. With this approach, students are provided step-by-step instructions on how to use the technology. For example, when teaching students to wear a pedometer, the teacher would begin with 'Step one: attach the pedometer to the elastic waistband of your pants., Step two: make sure the pedometer is level to your waist.', and so forth.
To enhance the effectiveness of the teacher-directed approach, a teacher could use modeling. When utilizing modeling, a teacher or students model how to use the technology resource so that students are guided through the learning process by watching others. An important consideration when utilizing modeling is to make sure the model demonstrates appropriate technique. For example, a teacher could design a warm-up activity and within the warm-up activity students could be utilizing Cateye's on stationary bikes. The bikes could be positioned so all students can see the model. As students participate in an activity, the teacher could direct student's attention to the model. The students could then evaluate their performance as it relates to the model.

After students become comfortable with a technology resource, the teacher's approach becomes a constructivist. With a constructivist approach, the teacher adopts a facilitator role in which the teacher assists students to use problem-solving tactics to learn and utilize the technology resource (Becker & Racitz, 1999). For example, students could be working in groups to explore additional features of a technology resource. The teacher could provide students a modified version of the instructional manual and then pose questions to the students to guide them through the learning process.

Conclusion

Transforming the physical education environment into one that utilizes technology resources, takes planning and an understanding of the technology's capabilities. Physical education lessons can be enhanced with the implementation of technology resources. The use of technology creates a more student-centered environment in which students being to learn independently as well as utilize problem solving and critical thinking skills. For the successful implementation of technology resources, planning for how technology will be used with students needs to occur.

Planning for issues related to cost, management, and instruction are essential components in the decision making process. With preplanning, physical education teachers can be prepared to use technology with their students and benefits can be received by all.

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Triathlon Events As Possible Activities for Your Physical Education Program

One possible way to measure the success of school physical education and sport programs is to look at high school graduates several years later to see if they are staying physically active and keeping fit. Research shows that many Americans do not stay physically active years after graduating from high school and/or college. In a recent report, it was pointed out that, "Approximately 300,000 adult deaths in the United States each year are attributable to unhealthy dietary habits and physical inactivity or sedentary behavior... Nearly two-thirds of U.S. adults are overweight" (Overweight Teen, 2007). Potential health problems that are caused from being inactive and overweight include coronary heart disease, stroke, high blood pressure, liver disease and diabetes (Centers for Disease Control and Prevention, 2007). Sedentary lifestyles have become the norm rather than the exception. It appears that America has turned into a nation of spectators rather than participants.

Team Sport Orientation

Several years ago the main focus of physical education classes in schools was to teach team sport skills by providing sport skill instruction through the use of lead-up games (Darst & Pangrazi, 2006). This approach to physical education developed excellent team sport athletes and recreational team sport players. However, very few students continued to play team sports into adulthood with many becoming physically inactive adults.

Well-Rounded Curriculum

School physical education classes have moved away from being dominated by team sport skill instruction. They are now more well-rounded and offer a diversified approach to developing human movement skills (Pangrazi, 2007). For example, movement education, fundamental motor skill development, manipulative skill development, rhythmic movement activities, gymnastic skills, cooperative skills, individual lifetime sports, and game skills are important components of today's physical education classes, particularly at the elementary grade level.

Fitness and Individual Lifetime Sports

Over the past two decades, many school physical education programs have moved toward offering fitness and individual lifetime sport activities with the hopes of maintaining an interest in keeping students physically active after graduation.

Aerobic dance classes, spinning classes, exercising on fitness equipment, and instruction in lifetime activities such as golf and tennis can be found in many middle school and high school physical education programs. During the past five years, a number of high school physical education programs have started to offer lifestyle sports and adventure activities. It is not uncommon to find climbing walls, ropes courses, orienteering activities, and adventure racing being offered within physical education classes.

Lifestyle Sports and Adventure Activities

Recent articles in the Journal of Physical Education, Recreation and Dance (Moorman, Schlatter, and Hurd, 2007; DeJager, 2006) describe situations where adventure activities are finding their way into communities across the United States.

In a number of instances, these activities are being offered in school physical education programs. For communities that offer adventure activities, it appears that students now have a choice. They can learn about physical activities that offer participation and fitness possibilities for a lifetime. The importance of selecting a healthy lifestyle through proper nutrition and physical activity choices is being taught within these physical education classes. Traditional team sport skills are still part of the physical education program offerings but they are being offered along with a number of lifestyle sport and adventure activities.

The Sport of Triathlon

The sport of triathlon is a lifestyle and lifetime activity that has tremendous potential for physical education programs. Research (Case, 2001, 2004) has shown that triathletes generally start participating in triathlons after they leave high school or college. They select triathlons as a lifestyle choice because they prefer to stay active, healthy and fit. Triathlons provide various levels of competition while individuals participate in running, cycling and swimming events. Duathlons, 5K races,10K races, half-marathons, and marathons also provide opportunities to stay active and fit while competing against oneself, nature and others.

Most triathlons attract participants with varied skill levels ranging from novice to intermediate to expert or advanced. Triathletes enter races for various reasons.

Some triathletes enter competitions for the exercise, challenge, competition, and/or fun (Case & Branch, 2001). A number of triathletes would admit that one of the major benefits of participating in a triathlon relates to the training process that must precede the actual event. This is where several hours are devoted each week to training that involves running, cycling and swimming activities.

Although a direct connection between triathlons and physical education seems distant or remote, triathlons can serve as an excellent vehicle to teach lifetime fitness concepts and practices. The remainder of this article will describe how two triathlon events were used to teach youth about the importance of lifetime fitness.

Two National Youth Sport Programs (NYSP) were used as pilot programs to introduce triathlon activities to economically disadvantaged youth ages 10 to 16 years. Certified physical education instructors were hired by the Old Dominion University NYSP programs in Norfolk and Virginia Beach. A class schedule was developed that was similar to the rotations used in a typical middle school. The main difference was that classes and lesson units were specifically developed to teach and emphasize the skills needed for a triathlon event. For example, bicycle safety and riding techniques were taught in a cycling unit. Another class taught personal fitness techniques that were connected to running and cycling. Stationary bicycles were used in a fitness room to improve cardio-vascular fitness levels. Other components of fitness (e.g., flexibility, agility, muscular power,

strength, endurance and motor skill development) were included as part of the fitness class.

Swimming instruction was provided to the participants. Lessons were geared toward a modified triathlon event. Swimming safety, stroke techniques, starts and turns, and endurance were emphasized. Each participant was eventually tested to make sure that he or she reached certain pool safety and swimming proficiency levels before competing in a modified triathlon event.

Proper running techniques and styles were included in another class. Instruction focused on how to run on different terrains and surfaces at different speeds and distances. Understanding running safety and the importance of adequate hydration while competing were additional topics covered in the class. Inviting local triathletes to be guest speakers and showing actual video footage of triathlon races proved to be educational and exciting for the students.

Nutrition as well as drug and alcohol classes were already being offered in the NYSP curriculum. The triathlon event provided opportunities to discuss proper nutrition for competitive events. It also opened the door for discussions on inappropriate drug usage in sport. Anabolic steroids, blood doping, and the illegal use of supplements were discussed. Again, this presented a great chance to invite local triathletes to class in order to talk about proper nutrition and the importance of saying no to drugs.

Triathlon Event

Finally, all the instruction and training involving triathlons led to the actual hosting of a triathlon event. This was a time when participants and their families gathered to enjoy the sport of triathlon. A festival type atmosphere was created with music, food and beverage available to the spectators. The triathlon event was organized as a team event with three race segments provided in order to accommodate all the participants. A dry run or rehearsal of the event was practiced a few days before the actual event. The course layouts for the running and cycling segments were strategically planned and clearly marked. The distances used were not regular triathlon distances; they were modified and shortened. An indoor swimming pool was used for the swimming segment of the event. Students enrolled in the Norfolk NYSP program competed against students from the Virginia Beach NYSP program. Individual and team awards were presented at the end of the event.

Bicycles, stationary bicycles and helmets used in this event were provided by the Xterra Foundation and swimsuits were donated by Speedo. The cost of equipment should not be a deterrent to conducting triathlon events. A number of organizations are willing to provide financial support or equipment donations for such events. Sometimes local Police Athletic Leagues (PAL) will donate bicycles that have been previously discarded.

The Old Dominion University NYSP triathlon event was offered in a summer sport program for economically disadvantaged youth. There is no reason that such activities can't be offered within the context of school physical education classes.

It will require a significant amount of risk management planning, patience and creativity -- but it can be done. If a school does not have access to a swimming pool, then a duathlon can be conducted where the running and cycling components of the event are offered and the swimming segment deleted.

Conclusion

The real winners of this triathlon event were the students who participated. They were involved in a lifestyle sport activity that can be pursued for a lifetime. More importantly, the participants had fun and enjoyed the activities. They realized that fitness is not just something to talk about but something that can be lived everyday. They also learned a little something about themselves. They learned that teamwork and hard-work are important and that self-confidence goes hand-in-hand with teamwork if one hopes to succeed. As one 10-year-old female participant told a reporter, "I didn't realize how tough it really was...I had to reach down deep in my heart. And now I know just how strong I really am" (Painter, 2005, p. 134).

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VAHPERD is a professional association of educators that advocate quality programs in health, physical education, recreation, dance and sport. The association seeks to facilitate the professional growth and educational practices and legislation that will impact the profession.

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- Excellence in teaching, research and educational practices in HPERD and related professions
- Positive efforts to promote our disciplines
- Professional integrity and high ethical standards
- Effective communication within and between members and related professionals
- An active and healthy lifestyle
- Embracing the role of special and diverse populations

VAHPERD Priorities

Member Services
Communication
Marketing and Promotion
Education

Visit VAHPERD's Web Site

www.vahperd.org

Learn About:

VAHPERD	Membership
Leadership	Publications
Divisions	Resources
Students	Links
Awards and Grants	Forms

Schoolwide Excitement.
Community-wide Benefits.

Students love the energy and action of Jump Rope For Heart and Hoops For Heart. But schools love these fun events for the lessons they teach. Participants discover the benefits of physical activity, the satisfaction from community service, and the importance of fighting heart disease and stroke.

Learn more about how your kids can support cardiovascular research and save lives. Call 1-800-AHA-USA1 or visit americanheart.org.

Did you know?

- Obesity and physical inactivity are major risk factors for cardiovascular disease.
- More than 9 million children are overweight and 36 percent get no exercise.
- Cardiovascular disease ranks as the No. 3 cause of death for children under age 15.
- Obesity among our nation's youth has tripled in the last 15 years.
- American children ages 2–17 spend more time watching television than any other activity except sleeping.

HOOPS SM FOR HEART

JUMP SM ROPE FOR HEART

Jump Rope For Heart and Hoops For Heart benefit the American Heart Association and are co-sponsored by the American Alliance for Health, Physical Education, Recreation and Dance.

American Alliance for Health, Physical Education, Recreation and Dance

American Heart Association®
Learn and Live SM

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The Virginia Journal
Publication Specifications

Submission Deadlines:
January 15 and July 15

Manuscript Specifications:
All manuscripts and announcements should be submitted by email as a WORD attachment. See page 33 for more information.

Authors:
Please include your name, position, address, email address, and telephone number. Authors are strongly encouraged to be members of both VAHPERD and AAHPERD.

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The Virginia Journal

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Please submit a manuscript or announcement for our next issue.