

The Virginia Journal



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

SPRING 2013

Vol. 34, No. 1



VAHPERD Members,

It is my pleasure to serve as the editor of *The Virginia Journal (TVJ)* and *Communicator*. Enclosed you will find the Spring 2013 issue. I hope to continue the successful publications of TVJ and Communicator.

However, the success of TVJ and the Communicator only go as far as the members and our submissions. I ask that you continue to submit the quality work you have in the past. Let the state, region and nation know the outstanding work we are doing in VAHPERD. So this is my continued call for manuscripts for the Fall 2013 issue of TVJ and news information for the Communicator. The TVJ and Communicator depend on the submissions from our exceptional professionals working in the field.

So please continue to e-mail me your manuscripts and news by July 15, 2013 as a Word attachment for the two publications. Please follow the manuscript guidelines posted in each issue of TVJ. My contact information is below.

Sincerely,

Michael Moore, PhD, ATC, Associate Professor, ESHE
Clinical Coordinator, ATEP, Radford University
P.O.Box 6957, Radford, VA 24142
540-831-6218
mbmoore@radford.edu
www.radford.edu/mbmoore

About VAHPERD

Mission Statement

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.

VAHPERD Values

- 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

**The Virginia Journal
Editorial Board**

Jamie Best
UNC Greensboro

Leon Bey
Virginia State University

Robert Case
Old Dominion University

Melissa Grim
Radford University

Charlotte Guynes
Lynchburg College

Jay Johnson
Virginia Military Institute

Billie Lepczyk
Virginia Tech

April Moore
Dublin Elementary

• • • • •
Michael Moore
Editor
Radford University

• • • • •
Henry Castelvechi
Executive Director

VAHPERD President
Charlotte Kelso

VAHPERD President-Elect
Rodney Gaines
Virginia State University

VAHPERD Past President
Vicki Miller
VCU School of Health and
Human Performance



TABLE OF CONTENTS

Volume 34, Number 1

SPRING 2013

President's Message 2
Building Drawbridges for Tomorrow

Executive Director's Message 2
Becoming an Active Member of VAHPERD

President-Elect's Message 3

Past President's Message 4
VAHPERD Members Step up and Share in the Passion

Convention Wisdom: Insights from Presenting and Participating at VAPHERD 75 5

Emergency Preparedness for the Physical Education Teacher 8

The Holistic Nature of Depression: Risk Factors, Consequences, and
Treatment Options 10

Ever wonder if there is more you can do? The answer is YES! 14

Building Leadership and Character Through Sports in Taiwan 15

Virginia-Based United States Collegiate Athletic Association Provides Sport
Governance to Small College Athletic Programs 21

Guidelines for Manuscript Submission 22

The opinions of the contributors are their own and do not necessarily reflect the attitude or views of VAHPERD, its officers, or the editor of this Journal. VAHPERD does not discriminate in this or any other of its programs on the basis of color, religion, age, gender, national origin, sexual orientation, disability or handicap.

President's Message

Dr. Rodney P. Gaines



Building Drawbridges for Tomorrow

A bridge is a roadway that allows everyone to travel over to reach his/her destination. In my speech right before getting nominated as VAHPERD President –elect, I touched on the importance of bridging the gap in communication, relationships, affiliation with other groups, teamwork, board and membership, and diversity. After close to a year and a half into this position of leadership, I feel that our leadership is moving in that direction. Ironically, though, a drawbridge is pulled up and down from time to time to let certain large ships pass through in a particular basin of water. What represents our large ships? First and foremost, we have many large organizations that for many years have operated perhaps in lakes. A ship in a lake remains limited because it is unable to go out into the channel to explore the horizon, and it can't crossover into other bodies of waters. This remains true with the many organizations that take up the charge to service this country in health, physical education, recreation, dance, strength training, and sports medicine.

What is great about a drawbridge is its ability to allow travel from one body of water to another, and it also allows ships to cross over into bodies of water when operating. This is what the VAHPERD Leadership team, Board, Executive Committee, and the Representative Assembly (RA) have been working on in early 2013. We have begun to work on drawbridges, which now allow us to travel into the depths of larger waters, and we have begun to communicate and affiliate with larger affiliations. Unfortunately, our initial Leadership Development Conference (LDC) meeting was cancelled due to a major snowstorm that swept through Virginia, but during the weekend of April 5th and 6th, 2013 we were able to hold our Leadership training for the RA, approve our budget, and also approve our newly adopted bylaws. Our Past-President Charlotte Kelso began the charge of revising our bylaws and constitution, and we are proud to say that we have a new set of bylaws and constitution to govern our organization. We are planning the final stages of becoming a nonprofit entity, but at the same time we move forward in building drawbridges for tomorrow. In the last several months we have held several goto meetings, allowing the VAHPERD board and RA to communicate freely regarding the welfare of VAHPERD, and the leadership likes the idea of embracing technology and having goto meetings.

During our meetings the leadership has talked about the importance of adding a treasurer/bookkeeper to the organization to help manage our growing organization, and the Board on Friday, April 5th successfully approved the addition of a treasurer to the organization. We will be looking to hire a treasurer to assist with the matters of financial management and bookkeeping. This is definitely a drawbridge for tomorrow; adding a treasurer will

continued on page 4

Executive Director's Message

Henry Castelvechi



Becoming an Active Member of VAHPERD

I often get questions about “How can I become more involved in VAHPERD?” VAHPERD has many opportunities for you to become involved. These opportunities range in time commitments from short to 3-year commitments. It is my hope that after reading this you are motivated to become a more active part of VAHPERD.

Since you are reading this, you have already committed to becoming involved by being a member. Attending one of workshops or Convention is the next step in becoming an active participant in our association. The VAHPERD Convention, held annually in November, brings in nationally recognized presenters for the 600-800 teachers who attend the convention. In addition to the convention, VAHPERD holds workshops throughout the state 3 or 4 times a year.

If you are looking to become more involved with the convention or workshops, you can volunteer to help. It takes many people to run registration, help with the exhibits, decorate and plan for a convention. If this interests you, look for an email about a month before the convention asking for volunteers for the upcoming convention. If you are interested in helping at a workshop, contact the workshop director about ways you can volunteer.

Presenting at the convention or at a workshop is a great way to become involved and share with colleagues. Everyone has a favorite activity from school that their students enjoy. Use this idea and turn it into a presentation about how to excite and motivate your students about physical activity. I have heard many potential presenters say, “Everyone has seen this before”. I have been that same presenter who has said that. But, believe it or not, most of the time everyone has not seen your presentation. I remember a few years doing a presentation and making the assumption that everyone had used a pedometer before. Out of the 200 people there, only half of the people had used a pedometer in their classes. Step out and submit a presentation proposal for the convention. A call is sent out after the convention and presentation proposals are on the website.

If you are looking to become deeply involved in the association and can make a 3 year commitment, there are leadership positions that need to be filled very year. These positions included becoming a part of a committee, a section chair, or a member of the board of directors. Every year the President Elect is in charge of choosing members to be on committees. Many times they choose people according to interests that are marked on their online profile. Marking your interest can be done by logging into your VAHPERD account and updating your profile information. If you are interested in becoming one of the section chairs, attend the Division meeting at the convention and run for a section chair position. Section chairs are responsible for securing programs

continued on page 4

President-Elect's Message

Regina Kirk



While teaching, I learned that no one person was responsible for the students we serve. The adage, "It takes a village," applies to everyone and every situation. I learned to depend on those around me as I became a seasoned professional. With each passing year, I realized that what I thought was best practice may not actually be that. Participation in health and physical education staff development increased my knowledge base and altered my thoughts on some activities. I benefitted from the expertise of those around me and I hope they benefitted from some of mine. Involvement in my professional organization also increased my knowledge of teaching. As a member of VAHPERD, you are offered opportunities for high quality professional development through the mini-conferences, the Health and Physical Activity Institute and the annual convention. I hope you will take advantage of these opportunities.

My journey to the office of President-Elect of VAHPERD is similar to my teaching journey. As I begin my year as President-Elect, I ponder all there was to learn about VAHPERD. Even though I had been on the Board of Directors, I realized that I was a "newbie" all over again. I need to learn how best to move our organization forward. This cannot be accomplished alone. Your participation in this journey forward is necessary.

In order to move forward, we must work together. There are changes that need to take place in the organization. Some of these changes (revising the By-Laws and Operating Codes, developing a fiscally responsible budget, etc.) are painful, but necessary. Change is never easy. We need to look at what we have done and determine what needs to be done to move us forward positively. The Board of Directors is working hard to move the organization forward with these changes.

Your support as a member is appreciated and valued. I hope you will contact me (kirkvahperd@gmail.com) any time you have a suggestion or concern. Your participation in VAHPERD makes the organization stronger. Together we can move forward.

Sincerely,
Regina Kirk



Past President's Message

Charlotte Kelson



VAHPERD Members Step up and Share in the Passion

The past year has been both challenging and changing. The challenge for all of us is the continual attack on education and making it hard for educators to receive the recognition and respect we deserve.

The change is coming for all of us to realize we may not have a professional organization that we are accustomed to be there for us. These issues can not be ignored by some of the leadership and members in VAHPERD. You the membership need to become part of the strength and passion in VAHPERD. This association is where you will receive the recognition and respect so deserving in this time of change and reorganization. You need to take up the passion to lead our association and make changes that will benefit all.

We as a membership association must be a part of protecting what we have built over the last 150 years. To do this, you the membership should pay attention and take part. Become involved with the process, learn the guiding principles and take part in the leadership opportunities that are open. These leadership roles can be as simple as presenting, serving on a committee or work through the process of becoming a board member. We need new and creative members to step up and lead. We need to stop the repeat leadership and a new generation needs to be mentored and take the lead and take on the challenge of the current events in education. VAHPERD needs you to learn from the past leadership, question the current leadership and become a leader for the future.

For the last three years, I have had the pleasure to serve you the members as a leader in the field and make a difference for our association. Change is always hard to do easily and to do with everyone receiving what they want. I believe in VAHPERD, I believe in you the membership and I believe that we are a leading association in our profession. Thank you for believing in me and giving me the opportunity to lead VAHPERD into the future. Thank you to all that served during my tenure and thank you to all the leaders from the past, present and future that will make a difference. I have enjoyed serving as your leader and will continue to serve in any capacity available. I encourage you to be present in our association and get involved with the decisions that will affect our association in the near future.

Share the Passion, Elevate the Profession,

Charlotte Kelso, EdS, NBCT
VAHPERD Past President

President's Message

continued from page 2

allow our Executive Director to concentrate on other matters of the organization to grow VAHPERD membership and increase member benefit. We are excited about the future of the newly added position, and we are finalizing the operating codes and job description of the position.

As we build drawbridges for tomorrow, we have to stop and look at diversity. During our conversations we talked about the possibility of adding two minority awards: one for a professional and one for a student. This is definitely a drawbridge that shows VAHPERD's commitment and open arms to all people and all programs of study. We are in the process of developing criteria for the possible addition of minority awards that maybe added to our Annual Convention in November in Virginia Beach. The awards will hopefully showcase the accomplishments of two members in our organization that are considered to be in a protected class, and we would like to help them in their professional growth.

Last, but not least, we are excited about a few other drawbridges that are being built. For several years we have held a preconference to help teachers in the association to gain knowledge to seek strength and conditioning certification. This year we are working with the National Strength and Conditioning Association (NSCA) to bring back the NSCA Certified Strength and Conditioning Specialist (CSCS) symposium to help coaches gain knowledge and abilities towards strength and conditioning. This drawbridge allows VAHPERD, AAHPERD, and NSCA to move back and forth in each other's body of waters to benefit from the strong currents of knowledge and utilize the benefits that each organization offers. We have also invited NSCA President Steve Fleck and he has accepted to speak at our conference. Another structured conference within the conference is the Sport Management Symposium which was held for the first time in Roanoke, VA on the last day of the conference, and we are planning to hold the Sport Leadership Symposium again on that Sunday which speaks to the membership interested in coaching, athletic management, and athletic law. Second, we are in talks with having the NSCA exhibit at our organization. Last, we are excited to announce that Dr. Janet Rankin, Current President of the American College of Sports Medicine (ACSM), has agreed to be a keynote speaker at our Annual Conference in Virginia Beach in November. Yet, this is another drawbridge that will allow VAHPERD, AAHPERD, and ACSM to communicate talks regarding teaching, childhood obesity, exercise science, diversity, etc.

During our LDC a few weeks ago we also had an opportunity to meet with the American Heart Association, and both organizations are looking at ways to raise more funds to benefit society. We are also happy to announce that Dr. Courtney McBath, Bishop of Calvary Revival Church in Norfolk, VA will be addressing us as we open our conference at the Founders Inn in VA Beach. As the word says in the Good Book, physical training is of value but spiritual training is of more value. Bishop McBath has grown a church from a few members to 10,000 members over the last twenty years, and he will be speaking to our association about leadership and health.

As we continue to march through the 2013 season let's smile as we have begun to lower our drawbridges, providing roads for the future and opportunities for ships to move into larger seas. I am excited about all that our VAHPERD leadership has accomplished, and we look forward to the bright shining future. We encourage you to make a proposal to present your research and ideas at the conference by May 15th, and we also encourage you to submit an article to our journal. As Seneca once stated, "Ships look good in the harbor but that is not what ships were built for." I encourage you to do something that challenges your intellect by presenting at this year's conference, and consider writing an article. You can always partner with others to present or write an article. Let down your drawbridge, and I challenge you to crossover into new academic promises.

Dr. Rodney P. Gaines



Executive Director's Message

continued from page 2

for the convention from the section that you represent, Division brainstorming with your Division at the January Leadership Development Conference LDC, and selecting VP-Elects for the Board of Directors. You can also decide to serve as a member of the Board of Directors. In this position, you have the opportunity to be a part of guiding the direction of the association for 3 years. The primary function of the Board of Directors is to facilitate and implement the Association's Strategic Plan and to initiate and transact all business of VAHPERD. To become a member of the Board of Directors, you would need to have previously served as a section chair and be elected by the Representative Assembly. Becoming a Board member is a wonderful way to become involved and serve the members of VAHPERD.

Whether you want to volunteer at the Convention or become a Board Member, I hope you have found a way that you can become more involved. Feel free to contact me if you would like to have more information about becoming involved. Thank you for being a member of VAHPERD and I look forward to working with you in the future.

Henry Castelvechi
Executive Director
info@vahperd.org
804 253 5468

Convention Wisdom: Insights from Presenting and Participating at VAHPERD 75

Steve Shelton, Instructor, Exercise, Sport, and Health Education, Radford University

Nikki Swope, B.S. Student, Exercise, Sport, and Health Education, Radford University

According to Wikipedia (n.d.), a convention is defined as “a gathering of individuals who meet at an arranged place and time in order to discuss or engage in some common interest” (Convention section, para. 1). These professional gatherings “feature keynote speakers, vendor displays, and other information and activities of interest to the event organizers and attendees” (Convention section, para. 1, n.d.). For countless years, the Virginia Association for Health, Physical Education, Recreation, and Dance (VAHPERD), has sponsored such an assembly of teachers and professionals who attend the annual convention to share and gather significant information in an effort to grow professionally.

Educational practitioners cite multiple reasons for attending professional conventions. In 1997, Shaffer and McNinch used a survey questionnaire to gather data regarding teachers’ overall experiences at conventions and reported that educators believed “the greatest attraction of professional conferences was the opportunity to learn new skills and techniques that can be used in their daily teaching” (p. 362). The authors also discovered “teachers prefer to attend conferences which provide programs with a large number of simultaneously occurring sessions from which they can choose to attend” (Shaffer & McNinch, 1997, p. 362).

Increasing professional competence, enhancing skillful teaching, and improving command of a pertinent subject matter are also desirable outcomes of convention attendance. Bradley, Drapeau, and DeStephano (2012) noted that competency “is a complex concept that includes not only acquiring adequate knowledge, skills, and abilities, but maintaining these throughout one’s career” (p. 32).

Sientop and Eldar (1989) who studied teaching effectiveness and expertise believed “many physical education teachers can be highly effective with what we would call basic competence in an activity area” (p. 257) and suggested moderate levels of competence in the majority of programmatic activity units can allow educators to teach quite successfully. As it related specifically to physical education teaching, the authors concluded “that lack of subject matter competence is more likely to retard the development of expertise than any other factor” (Sientop & Eldar, 1989, p. 260).

Convention participants can profit from learning more about current trends, advancements, newer materials, and innovative approaches related to professional practice. Furthermore, enhanced feelings of being valued and supported can result from networking and interacting with colleagues who face similar job-related circumstances and challenges. Hence, experiencing professional development opportunities at a convention can provide an important outlet for participants who wish to move closer to effective and expert performance in a chosen discipline. This year’s VAHPERD convention, held at The Hotel Roanoke, attracted the attendance of 397 professionals and 195 undergraduate students from various institutions and

schools across the state. Attendees selected from a wide array of concurrent session offerings in the disciplines of dance, recreation, health, and physical education throughout the three day experience. During the 131 individual sessions offered, some with multiple presenters, approximately 200 professionals shared their knowledge, enthusiasm, and expertise with current and future teachers alike (H. Castelvechi, personal communication, January 4, 2013).

According to VAHPERD executive director, Henry Castelvechi, planning such an event “takes a lot of people and time to put together” (personal communication, January 4, 2013). A call for proposals was disseminated in January providing those professionals interested in presenting adequate time to submit proposals before a mid-April deadline. The proposals were collected and divided by division topics and then ranked. Consequently, approved proposals were assigned a date, time, and room for the upcoming event.

In July, all presenters were notified and requested to submit handouts for the VAHPERD website. Presenters who did not initially respond were contacted again before November to confirm they had received their notification. Subsequently, finalized presentation information was sent to the professional in charge of generating the multifaceted convention program (H. Castelvechi, personal communication, January 4, 2013).

Being chosen as a presenter at the state convention affords practitioners the opportunity to become part of a verbal community of professionals and to share their knowledge and experience with others. Following this year’s convention, many presenters commented on how impressed they were with the number of attendees and the level of interest exhibited regarding the subject matter.

One presenter whose session was scheduled for 8:00 am Sunday morning noted how exciting it was to see so many active and engaged participants attending the meeting so early on the final morning of activities. The presenter was also impressed with the beautiful venue selection and the helpful staff employed by The Hotel Roanoke.

In the aforementioned survey of K-12 classroom teachers quantifying convention experiences, Shaffer and McNinch (1997) reported “almost three-quarters of the respondents (73.33%) indicated that the site where a conference is held plays a major role in determining whether they do attend, or do not attend” (p. 362). Though to date there has been no overall comprehensive review of VAHPERD convention surveys, a brief review of this convention indicated many attendees were pleased the event was held in Roanoke (H. Castelvechi, personal communication, January 4, 2013).

A state-wide convention that is located in close proximity to local colleges and universities can garner increased attendance from undergraduate students who can avoid costly overnight stays and extended travel arrangements. A great deal can be

gained by undergraduates who attend multiple sessions at the state convention. Approximately 44 Radford University undergraduates attended the VAHPERD meeting in November. Several Radford University undergraduate teaching majors were assigned the task of paying particular attention to the overall VAHPERD experience and reflecting upon their impressions. Upon arriving at the convention site, many students described a mixture of intimidation and excitement. However, much of that anxiety was dissipated as students were greeted by helpful VAHPERD officials, other convention attendees, and familiar faces from their own school. After checking in and receiving needed convention materials, students eagerly began highlighting sessions of interest.

The wide variety of meetings available at different times throughout the weekend gave students the same selections as other professionals and even some designed specifically for them. Popular sessions included teaching rugby in schools, playing new and innovative introductory games, preparing for interviews and the student teaching experience, and participating in the “Amazing Race,” an activity based on the popular television show. The students reported benefiting greatly from attending many of these sessions.

It is not uncommon during this stage of their development for students to report a desire to learn new games and activities just as veteran teachers search for novel approaches to enhance their practice and shape curricular choices. In some cases, hearing about well-known material from a new voice was impactful. Receiving input from a fresh perspective allowed students to leave the convention rejuvenated and excited to bring new activities back to their school and even helped them complete important course assignments.

Students also expressed a newfound excitement for their future as professional educators. For some undergraduates, the weight of impending interviews and student teaching can feel overwhelming. With the advice and support of several presenters, the attitudes of teacher-candidates reflected a more optimistic view.

Students enjoyed the opportunity to ask many pertinent questions and gain a better understanding on what student teaching, interviewing, and the real-world context of teaching are really like. The students expressed an increased level of confidence in handling everyday situations they may encounter while working in a profession they love.

Not only did the various sessions offered assist students in better understanding their chosen profession, but having the opportunity to meet and converse with other professionals from around the state proved to be very beneficial. During a lunch period, several female students enjoyed speaking with a group of female teachers from various schools to discuss such topics as appropriate attire, differences in curriculum from county to county, and the differences in teaching elementary and secondary students from a female perspective.

Additionally, the undergraduates also appreciated the opportunity to encounter key individuals who might perhaps play a critical role in their futures. Numerous students were able to meet, converse, and exchange email addresses with teachers, supervisors, and VAHPERD members who were from specific areas of

the state in which the students wished to pursue future employment.

Students have just as much to gain from the convention experience as active professionals and should be strongly encouraged to attend whenever possible. Such unique exposure to so much relevant information for aspiring professionals might even help to accelerate the important transition from the role of student to that of a teacher.

Another benefit to attending the VAHPERD convention included taking activity ideas and designs observed during the event and using them as a template to enhance programs and activity offerings upon returning home. Based on an activity session presented at the convention, Radford University undergraduate students and their instructor used an “Amazing Race” format during a final examination in the Theory and Practice of Cooperative Games class which consisted of equal parts activity and content knowledge assessment.

It was surmised the health and physical education majors in this particular class were best-suited to model a cooperative/problem-solving adventure activity across the entire campus. Intuitively, the idea of increasing blood flow to the brain especially before an examination scheduled for 8:00 am was appealing. Findings from relevant literature added credence to the instinctive support of this examination design as researchers have reported periods of exercise are believed to improve one’s learning state immediately after physical activity with effects lasting up to 60 minutes, depending on the individual (Blaydes, 2001).

Prior to leaving the gymnasium, pairs had one minute to empty the contents of their assignment envelopes, solve destination clues, plan their course across campus, and begin the cooperative challenge. Each group used a stop watch to avoid returning beyond the 30-minute limit and a mobile phone to capture a group picture to document reaching each of eight potential campus locations involved in the test.

The challenge involved an incentive for reaching as many landmarks as possible during the allotted time. Additionally, points were awarded for completing the assignment ahead of other groups. Each group’s point total directly affected how many questions students would individually be required to answer on the final paper and pencil examination that consisted of 20 short-answer problems worth one point each upon returning to the gym.

For example, a group reaching five destinations (worth one point each) would only need to answer 15 questions of their choice as they individually took the exam. The potential existed for earning up to 10 points (which would allow for the strategic elimination of as many as 10 questions from the written portion of the exam).

Prior to the challenge, some participants reasoned the most athletic groups would “win.” However, it quickly became apparent that the pairs who cooperated well to solve clues, designed their trip across campus strategically, and moved quickly from place to place were the most successful.

This innovative format for a cooperative challenge employed as part of a final examination was a direct outgrowth of one individual session presented at the VAHPERD convention. The activity proved to be an effective way to assess learning and

problem-solving in an activity-based class and substantiated one of many potential benefits derived from convention attendance. The byproducts of participating in the convention experience can be meaningful. Professionals and students can maintain and improve requisite skills and abilities. The nature of effectiveness and expertise can be promoted and enhanced. Therefore, attending the annual VAHPERD convention is recognized here as a valuable professional development opportunity that may afford attendees the ability to benefit from and apply a newfound “convention wisdom.”

REFERENCES

Blaydes, J. (2001). Advocacy: A case for daily quality physical education. *Teaching Elementary Physical Education*, 12(3), 9-12.

Bradley, S., Drapeau, M., & DeStephano, J. (2012). The relationship between continuing education and perceived competence, professional support, and professional value among clinical psychologists. *Journal of Continuing Education in the Health Professions*, 32(1), 31-38.

Convention. (n.d.). In *Wikipedia*. Retrieved January 1, 2013 from [http://en.wikipedia.org/wiki/Convention_\(meeting\)](http://en.wikipedia.org/wiki/Convention_(meeting))

Shaffer, G., & McNinch, G. (1997). Professional conferences: Who attends them; who does not; and why? *College Student Journal*, 31(3), 362.

Siedentop, D., & Eldar, E. (1989). Expertise, experience, and effectiveness. *Journal of Teaching in Physical Education*, 8(3), 254-260.

American Heart Association®

HOOPS FOR HEART

Hoops For Heart gives students several great opportunities: helping kids with special hearts, learning the benefits of physical activity, healthy eating, avoiding tobacco, and raising funds for research and awareness programs to fight heart disease and stroke. Join millions of kids in serving others, saving lives and supporting research.

Call 1-800-AHA-USA1 or visit heart.org/hoops to get your school involved.

WE JUMP. WE SHOOT. WE SAVE.

American Alliance for Health, Physical Education, Recreation and Dance
VAHPERD is a proud program partner of Hoops For Heart.

©2011, American Heart Association. Also known as the Heart Fund. 6/11DS4623

American Heart Association®

JUMPROPE FOR HEART

IT TAKES HEART TO BE A HERO!

Jump Rope For Heart gives students several great opportunities: helping kids with special hearts, learning the benefits of physical activity, healthy eating, avoiding tobacco, and raising funds for research and programs to fight heart disease and stroke. Join millions of kids in serving others, saving lives and supporting research.

Call 1-800-AHA-USA1 or visit heart.org/jump to get your school involved.

American Alliance for Health, Physical Education, Recreation and Dance
VAHPERD is a proud program partner of Jump Rope For Heart.

©2011, American Heart Association. Also known as the Heart Fund. 6/11DS4623

Emergency Preparedness for the Physical Education Teacher

Korey B. Bert, MSE, VATL, ATC, Head Athletic Trainer, J.E.B. Stuart High School

Physical education related injuries that result in a visit to the emergency room have increased significantly since the late 1990s (Nelson, Alhajj, Yard, Comstock & McKenzie, 2009, p.1). Due to this fact, it is more important than ever for P.E. programs to develop and implement comprehensive emergency plans. Most schools likely already have a crisis management plan or disaster preparedness plan for emergencies that effect large numbers of students and staff, but it is also important to plan for emergencies that may only impact a single student or teacher. Common sense tells us that emergencies due to injuries or other medical conditions are more likely to occur in a physically active P.E. setting than in a traditional sedentary classroom environment.

Why do I need a P.E. specific emergency plan?

In this era of terrorist attacks and school shootings, your school undoubtedly has some sort of school-wide emergency plan. Your school should have procedures for handling individual medical emergencies – sudden unexpected illness, seizures, falls, allergic reactions, etc. The question is whether those emergency plans are sufficient for the physical education department. The risk of an emergency situation arising in the physical education environment is heightened due to the nature of the activity. An asthma attack is less likely to occur to a student sitting in an algebra classroom than it is outdoors on a grass field where environmental conditions or even the act of exercising itself can trigger an attack.

The emergency action plan (EAP)

A physical education-specific EAP should be developed with input from school administration, school safety and security personnel, school medical staff (school nurse, athletic trainer), local emergency medical services (EMS) as well as members of the physical education department (Council on School Health, 2008). Separate EAPs should be developed for each individual venue (gymnasium, outdoor athletic fields, track, locker room, etc.) and should include the following components:

1) Emergency personnel

Teachers, administrators, safety and security personnel, local EMS, school medical personnel and even responsible students may all play roles in the response to an emergency. There are four basic roles within the emergency team.

The first role is to establish that the scene of the emergency is safe and to provide immediate first aid to the injured student (Courson, 2007, p. 94). The first responder in an emergency will likely be the physical education teacher, so making first aid and CPR certification a priority is important. Teachers should be prepared to provide first aid for the following life-threatening emergencies until EMS arrives: severe breathing problems such as asthma, choking, and anaphylaxis; chest pain and heart attack; diabetes and low blood sugar; stroke; seizure; shock;

bleeding; head and spine injury; broken bones; burns; sudden cardiac arrest; heatstroke and hypothermia; and poisoning (Hazinski, et al, p. 282).

The second role is activation of EMS. This should be done as soon as the situation is deemed an emergency or life-threatening event. The person in charge of activating EMS should be able to communicate clearly over the telephone (Courson, 2007, p. 94). Your school likely has a procedure for activating EMS already in place.

The third role is equipment retrieval (Courson, 2007, p. 95). First aid kits, automated external defibrillators (AEDs), epi-pens, glucagon kits, respiratory inhalers or student-specific emergency medication are examples of things that may need to be retrieved in an emergency. The person charged with this role should know the exact location of the equipment. There is no time to search for things in an emergency.

The fourth role is directing EMS to the scene of the emergency. This person should meet emergency medical personnel as they arrive and should have keys to unlock any doors or gates that may prevent access to the scene (Courson, 2007, p. 95).

It may be a good idea to have several individuals assigned to each role. You may need one individual to retrieve the first aid kit while another gets the AED. There will be days when some members of your emergency team are absent, and a back-up is needed. Even the unfortunate situation of two emergencies occurring simultaneously may necessitate more than one person assigned to each role.

2) Emergency communication

A working telephone or two way radio should be available at all times. A back-up communication device should also be available (Anderson, Courson, Kleinert, & McLoda, 2002, p.103). The location of a land-line telephone is important in case cell service is not adequate. Access to a phone should be prearranged if one is not easily accessible (Courson, 2007, p. 95).

3) Emergency equipment

Emergency team members should be familiar with the proper operation of all emergency equipment in advance (Courson, 2007, p. 95). Regular inspection and maintenance of emergency equipment as well as proper storage are important. Remember though, emergency equipment should be quickly accessible. In the event of sudden cardiac arrest, a collapse to shock target goal of less than three to five minutes is strongly recommended (Drezner, et al., 2007, p. 92). This should be considered when determining the location of AEDs as well as the number of units within your school.

4) Emergency transportation

In most emergencies transportation to the hospital will be by ambulance, where the appropriate equipment and staff is available. Emergency care responders should refrain from transporting injured students in personal vehicles (Courson, 2007, p. 97).

5) Venue directions

Specific directions to each venue including the exact street address should be included in the EAP. Landmarks, cross streets and a map of the school/campus may also be helpful components to include (Courson, 2007, p. 97).

Once the EAP is complete, all members of the emergency team should rehearse the plan on a regular basis. Updates to the plan as situations change are appropriate.

Individual Emergency Care plans

Certain medical conditions such as asthma, life threatening allergies, diabetes, or epilepsy may necessitate an individual emergency care plan (IECP). The IECP should be developed in the same way that the EAP is developed, only specific to the student in question. The IECP should also not only include steps to take when an emergency occurs, but also steps that can be taken to prevent an emergency from occurring in the first place (i.e. a diabetic student checks his blood glucose prior to physical activity). Parental input can be extremely valuable during the IECP development process.

Prevention of Emergencies

Injuries are inherent in sports and emergencies cannot be entirely prevented, however certain steps can be taken to reduce the likelihood of an emergency from occurring. Examples of some steps that can be taken to reduce the chances of an emergency occurring are below:

- 1) Schools should make sure relevant medical information is communicated to PE teachers, who should, in turn, use this information to determine which students may require an IECP (Prince Edward Dept. of Education, 2012).
- 2) Safety precautions and protocols should be developed regarding environmental hazards such as excessive heat, cold, lightning, etc. (Prince Edward Dept. of Education, 2012)
- 3) Students should have access to water to keep hydrated.
- 4) Class activities should be appropriate for the age and

abilities of the students. Students should be instructed on the proper use of equipment and warned against the dangers of inappropriate play (Prince Edward Dept. of Education, 2012).

- 5) Pre-activity safety checks of the environment and the equipment to be used should be performed. Sports equipment should be in good working condition and free of sharp edges, cracks or splinters. Fields should be free of holes, glass and rocks. Courts should be free of debris and standing water (Prince Edward Dept. of Education, 2012).

Emergency preparedness in the physical education setting can literally mean the difference between life and death. Life-threatening emergencies can happen at any time in any school. They can be the result of a pre-existing condition or a freak accident. While nothing can prevent all emergencies, a well-developed, well-rehearsed emergency action plan will provide students and staff members with the best opportunity to provide life-saving care to the victim of an emergency.

REFERENCES

- Anderson, J.C., Courson, R.W., Kleinert, D.M., & McLoda, T.A. (2002). National athletic trainers' association position statement: *Emergency planning in athletics*. *Journal of Athletic Training*, 37, (1), 99-104.
- Courson, R.W. (2007). Preventing sudden death on the athletic field: The emergency action plan. *Current Sports Medicine Reports*, 6, 93-100.
- Drezner, J.A., Courson, R.W., Roberts, W.O., Mosesso, V.N., Link, M.S. & Maron, B.J. (March 2007). Inter-Association task force recommendations on emergency preparedness and management of sudden cardiac arrest in high school and college athletic programs: A consensus statement. *Clinical Journal of Sports Medicine*. 17(2), 87-103.
- Hazinski, M.F., Markenson, D., Neish, S., Gerardi, M., Hootman, J., Nichol, G., ... Smith, S. (January 20, 2004). Response to cardiac arrest and selected life-threatening medical emergencies: The medical emergency response plan for schools: A statement for healthcare providers, policymakers, school administrators, and community leaders. *Circulation*, 109, 278-291.
- Nelson, N.G., Alhaji, M., Yard, E., Comstock, D., & McKenzie, L.B. (September 2009). Physical education class injuries treated in emergency departments in the US in 1997-2007. *Pediatrics*, 124(3), 1-8.
- Prince Edward Island Department of Education and Early Childhood Development (2010). Physical Education Safety Guidelines. Available at http://www.gov.pe.ca/photos/original/eecd_phyeduguid.pdf. Accessed December 13, 2012.

The Holistic Nature of Depression: Risk Factors, Consequences, and Treatment Options

Beth McKinney, PhD, MPH, CHES, Assistant Professor of Health Promotion, School of Health Sciences & Human Performance, Lynchburg College

Heather Maxey, MA, CHES, Instructor of Health Promotion, School of Health Sciences & Human Performance, Lynchburg, VA

Introduction

Depression has been identified as a common and incapacitating mental health disorder. For people suffering from depression, multiple depressive episodes are common and potentially chronic (Hollon, Thase, & Markowitz, 2002), which can reduce one's ability to function in daily life (World Health Organization, 2012). According to the DSM-IV, a person can be diagnosed as having suffered a major depressive episode if they experience "a period of two weeks or longer during which there is either depressed mood or loss of interest or pleasure and at least four other symptoms that reflect a change in functioning" (Substance Abuse and Mental Health Services Administration, 2006, On-line). Such symptoms may include feelings of guilt or low self-esteem, changes in sleep or eating habits, fatigue, and an inability to focus (World Health Organization, 2012). Approximately 1/3 of all people will suffer from depression at least once in their lives (Gillam, 2004), with an annual prevalence of major depression affecting 15 million adults in the United States (National Alliance on Mental Illness, 2009).

While depression can and does affect all people, it is more common among certain subpopulations. Depression is twice as common among women as men, with 1 in 8 women being affected by depression at least once in their lives (Mayo Clinic, 2010a). Depression is also most common in people between the ages of 45 and 64 (Centers for Disease Control & Prevention, 2012; World Health Organization, 2012), but is the leading cause of disability for people between the ages of 15 and 44 (Mental Health America, 2012). However, the World Health Organization estimates that "by the year 2020 depression is predicted to reach 2nd place in the ranking of DAYLs [disability adjusted years of life] calculated for all ages, both sexes" (World Health Organization, 2012, On-line). Because depression affects so many people and interferes with a person's ability to function in everyday life it is important to examine this mental health disorder from a holistic perspective. The purpose of this paper is to address the biopsychosocial nature of depression with regard to risk factors, consequences, and treatment options.

Risk Factors for Depression

A variety of biopsychosocial factors have been shown to increase a person's risk for depression (Goldstein & Rosselli, 2003; Karren, Smith, Hafen, & Jenkins, 2010). The development of depression is often augmented by an interaction among these factors (Karren et al., 2010). Biological risk factors for depression include, but are not limited to, genetic influences and inadequate neurotransmitter levels (Goldstein & Rosselli, 2003; Karren et al., 2010). Psychosocial risk factors for depression are frequently associated with stressful life events (Hollon et al.,

2002; Karren et al., 2010) and inadequate social support (Gençöz & Özlale, 2004; Jou & Fukada, 2002; Karren et al., 2010).

Biological Risk Factors for Depression

Research has shown that people can inherit susceptibility toward depression. Such an inheritance, however, does not necessarily mean that these people will become depressed. While genetic inheritance contributes to the development of depression, the presence of other biopsychosocial risk factors interact to determine whether or not an individual becomes depressed. Nonetheless, having siblings or parents who are depressed increases a person's likelihood of developing depression as much as three-fold (Price, 2010). According to Sandler (2007), "individuals with a family history were more likely to have an earlier first onset, more episodes and symptoms, and greater severity of condition compared to those without a family history" (p. 57).

Researchers are conducting studies aimed at determining the specific gene or set of genes that will predict susceptibility toward depression. The 5-HTT gene, which plays a role in the regulation of serotonin, has been identified as a potential genetic risk factor for depression (Waldholz, 2011). This gene may be associated with research findings revealing that genetic factors can cause a lack of neurotransmitters, which has been indicated as an additional risk factor for depression (Karren et al., 2010). While this specific gene may play a role in the development of depression, most researchers believe it is "more likely that a number of genes acting together may cause a person to become vulnerable to depression" (Price, 2010, On-line).

As indicated, depression often results in people with inadequate levels of certain neurotransmitters, including serotonin and dopamine (Hollon et al., 2002; Karren et al., 2010). These neurotransmitters serve to stimulate the pleasure center in the brain and when they are lacking, pleasure is no longer experienced and depression can occur. Deficient serotonin levels can also cause endorphin levels to decrease. A lack of endorphins makes the body more susceptible to pain and less capable of experiencing pleasure, thus compounding the likelihood of developing depression.

Psychosocial Risk Factors for Depression

Stressful life events consist of anything that "cause[s]... the disruption of normal life balance, loss, conflict, or trauma" (Karren, Hafen, Smith, Frandsen, 2002, p. 246). When stressful life events are experienced on a regular basis the brain can become conditioned to inadequately produce and regulate neurotransmitters such as serotonin. As suggested, the occurrence of such inadequate levels has been shown to increase the risk

for depression. In addition to influencing the biological risk factors for depression, stressful life events may also contribute to the development of depression even further by influencing psychosocial risk factors for depression. As stressful life events become more intense depression has a tendency to increase. The impact of stressful life events is compounded when the event negatively influences one's self-esteem. Perception of stressful life events can also contribute to depression. People who dwell on stressful situations and view them as problematic are more likely to experience depression (Karren et al., 2002).

People who lack social support are more likely to perceive life events as stressful and to allow such events to deteriorate their self-esteem, which has been shown to lead to depression (Karren et al., 2002). According to Gençöz and Özlale (2004), "depressed people tend to have less social support, report less contact with friends, have fewer friends nearby who can help, and have less satisfaction with friends and relatives" (p. 449). Receiving less support than requested has also been associated with depression (Jou & Fukada, 2002). Therefore, the connection between depression and social support depends on the availability of social relationships as well as the level of support such relationships provide.

Consequences of Depression

Not only is the risk for developing depression increased by biopsychosocial factors, but it has also been shown to result in various biopsychosocial health consequences. Biological consequences of depression include impaired immune function, increased risk for physical health conditions, and premature death. Psychosocial consequences of depression include inadequate social support as well as an increased risk for suicide.

Biological Consequences of Depression

Impaired immune function is one of the main biological consequences of depression. The continuous stress response often found within people suffering from depression causes excess amounts of cortisol to be produced, which inhibits immune function. Depression also has a negative effect on various cells within the immune system, such as a reduction in white blood cell response, natural killer cell activity, and helper cell production (Karren et al., 2002). As a result, the immune system is unable to protect the body, making depressed people more susceptible to various health problems, including an increased occurrence of autoimmune diseases. In addition to increasing the risk for new health problems due to decreased immune function, depression can also have a negative effect on pre-existing health problems. Depressed people are likely to suffer more intensely as a result of pre-existing health problems, "becom[ing] sicker, need[ing] more medication, and spend[ing] more days in the hospital" (Karren et al., 2002, p. 260). This intense suffering may be caused by the fact that pain and disability are also more common among people with depression. The pain associated with depression results from a decrease in endorphin levels, which inhibits the body's ability to alleviate pain. As previously mentioned, a lack of endorphins is caused by low serotonin levels, which leads to depression (Karren et al., 2002).

The impaired immune function and resulting health problems

associated with depression can lead to a four-fold increase in mortality. In depressed people, the following health problems are more likely to result in death: stroke, coronary artery disease, myocardial infarction, certain cancers, and diabetes. Another factor contributing to death from depression is a lack of self-care (Karren et al., 2002), evident in the fact that depressed people "tend to do much more poorly on self-treatment and self-monitoring of chronic illness" (Karren et al., 2002, p. 269) and "may delay longer than others in seeking medical attention following onset of signs and symptoms" (Perskey, Kempthorne-Rawson, & Shekelle, 1987, p. 447).

Psychosocial Consequences of Depression

Feelings of helplessness and hopelessness (Goldstein & Rosselli, 2003; Karren et al., 2002) associated with depression can cause people to become apathetic about life and the people that make it meaningful. The apathy common in depression leads to symptoms that become manifest when people are not able to function in society (Karren et al., 2002), cease to participate in their usual activities (Hollon et al., 2002; Karren et al., 2002), and withdraw from their friends and family (Hollon et al., 2002). Thus, inadequate social support is one of the main psychosocial consequences of depression. As noted previously, inadequate social support can also increase one's risk for depression, which can further increase isolation and lead to an even greater lack of social support. Consequently, a continuous cycle occurs, making it increasingly difficult for people to overcome depression.

When people lack adequate social support they do not reap the benefit of the stress-buffering effect that such support would provide and are therefore less capable of coping with stressful life events. As noted previously, stressful life events can also increase one's risk for depression (Gençöz & Özlale, 2004; Jou & Fukada, 2002). People suffering from depression often view life from a pessimistic perspective (Goldstein & Rosselli, 2003; Hollon et al., 2002) believing that "the present conditions and the future possibilities are intolerable" (Karren et al., 2002, p. 246), which can lead to "recurring thoughts that life isn't worth living" (Donatelle, 2012, p. 40). As such, suicide is a significant psychosocial consequence of depression, with approximately 15% of the depressed population committing suicide (Karren et al., 2002). In fact, during 2009 there were more than 36,000 suicides reported in the United States, making suicide the 10 leading causes of death (Kochanek, Xu, Murphy, Minino, & Kung, 2011).

Treatment Options for Depression

Based on the holistic nature of depression it stands to reason that treatment attempts should be approached from a holistic perspective, taking into consideration the biopsychosocial risk factors for and consequences of the disease. In order to be effective, treatment programs must undertake a wide range of treatment options (Hollon et al., 2002; Karren et al., 2002), each directed toward alleviating a specific risk factor for depression (Karren et al., 2002). While the biological, psychological, and social treatments have proven effective in and of themselves, often times combining these treatment regimens can increase the likelihood of positive treatment results (Hollon et al., 2002;

Karren et al., 2002). Therefore, combining treatments that address the biological, psychological, and social risk factors for depression may be the most comprehensive and beneficial method for treating depression. One of the most common biologically-based treatment options for depression is the use of anti-depressant medications. Some common psychosocially-based treatment options for depression include cognitive behavioral therapy, stress management, and the development of social support.

Biologically-Based Treatment for Depression

Selective serotonin re-uptake inhibitors (SSRIs) are a commonly prescribed type of anti-depressant medication that work by preventing the reuptake of serotonin (Mayo Clinic, 2010b; Hollon et al., 2002). These anti-depressant medications ensure that serotonin is available in sufficient amounts within the body, thus preventing the lack of serotonin that increases one's risk of developing depression. One advantage associated with anti-depressant medication use is that "about half of all patients will respond to a given medication and many of those who do not will respond to some other agent or to a combination of medications" (Hollon et al., 2002, p. 39). In addition to effectively treating moderate to severe depression (Mayo Clinic, 2010b), another advantage specific to SSRIs is that they have fewer side effects than many of the older anti-depressant medications (Mayo Clinic, 2010b; Hollon et al., 2002). However, it is important to also note that the Food and Drug Administration (FDA) has issued warnings that anti-depressant medications can increase the risk of suicidal thoughts and attempts in children, adolescents and young adults (National Institute of Mental Health, 2012).

Psychosocially-Based Treatments for Depression

Cognitive Behavioral Therapy (CBT) attempts to alleviate depression by teaching depressed people how to assess and respond to life events more accurately. The pessimistic outlook common to depressed people often causes them to negatively interpret their life circumstances (Hollon et al., 2002). As such, the cognitive aspect of CBT helps depressed people "become more accurate in [their] self-assessments and perceptions of the world and the future" (Hollon et al., 2002, p. 61). Doing so may, in turn, encourage them to view life events in a less stressful, more optimistic way. In an effort to help people begin living life from this new optimistic perspective, the behavioral aspect of CBT assists people in the development of skills such as problem-solving, relaxation techniques, and social interaction (Massachusetts General Hospital, 2012). The development of such skills can have the added benefit of helping people manage stress, which can further reduce the impact of depression.

More specifically, as people improve their social interactions they enhance their capacity for developing social support. Whether perceived or actual, social support serves to decrease depression (Clara, Cox, Enns, Murray, & Torgrudc, 2003; Hodges, 2002). In an attempt to clarify the mechanisms behind social support's positive influence on depression two explanatory models have been developed. The stress-buffering model states that social support decreases the occurrence of depression only

in the presence of severe stress (Jou & Fukada, 2002). For example, aid-related social support, where people believe there are others to whom they can turn in times of need, is associated with the stress-buffering model (Gençöz & Özlale, 2004; Jou & Fukada, 2002) because it indirectly influences depression by helping people cope with life stressors (Gençöz & Özlale, 2004). The direct-effect model states that social support decreases the occurrence of depression regardless of the level of stress. For example, appreciation-related social support, where people believe they are capable of helping others, is associated with the direct-effect model (Gençöz & Özlale, 2004; Jou & Fukada, 2002) because it directly influences depression by enhancing people's self-esteem and sense of worth. Thus, when people are working to alleviate depression it is vital that they not only establish a strong social support network of their own, but that they let others know they are available to offer support as well (Gençöz & Özlale, 2004).

Conclusion

When depressed people seek treatment the outcomes are extremely positive, with the potential for "80 to 90% of persons who suffer from depression [to] be helped substantially" (Karren et al., 2010, p. 170). However, despite the many effective approaches available to treat depression "more than 75% of depressed individuals receive no specific treatment or inappropriate care" (Hollon et al., 2002, p. 40). Given the variety of biopsychosocial risk factors for and consequences of depression as well as the many effective treatment methods available, a holistic program aimed at prevention and/or control appears to be the most logical approach towards treating depression. Doing so has the potential to improve quality of life, with regard to biopsychosocial health, for individuals suffering from depression, thereby improving their ability to function in everyday life.

REFERENCES

- Centers for Disease Control and Prevention. (2012, April 20). *An estimated 1 in 10 U. S. adults report depression*. Retrieved December 12, 2012 from <http://www.cdc.gov/Features/dsDepression/>
- Clara, I.P., Cox, B.J., Enns, M.W., Murray, L.T., & Torgrudc, L.J. (2003). Confirmatory factor analysis of the Multidimensional Scale of Perceived Social Support in clinically distressed and student samples. *Journal of Personality Assessment*, 81(3), 265–270.
- Donatelle, R. (2012). *Access to health* (12th ed.). Boston, MA: Benjamin Cummings.
- Gençöz, T., & Özlale, Y. (2004). Direct and indirect effects of social support on psychological well-being. *Social Behavior and Personality: An International Journal*, 32(5), 449-458.
- Gillam, T. (2004). Managing depression: An overview. *Primary Health Care*, 14(2), 43-49.
- Goldstein, B., & Rosselli, F. (2003). Etiological paradigms of depression: The relationship between perceived causes, empowerment, treatment preferences, and stigma. *Journal of Mental Health*, 12(6), 551-563.

- Hodges, S. (2002). Mental health, depression, and dimensions of spirituality and religion. *Journal of Adult Development*, 9(2), 109–115.
- Hollon, S. D., Thase, M. E., & Markowitz, J. C. (2002). Treatment and prevention of depression. *Psychological Science in the Public Interest*, 3(2), 39-77.
- Jou, Y. H., & Fukada, H. (2002). Stress, health, and reciprocity and sufficiency of social support: The case of university students in Japan. *Journal of Social Psychology*, 142(3), 353-370.
- Karren, K. J., Hafen., B. Q., Smith, N. L., & Frandsen, K. J. (2002). *Mind/body health: The effects of attitudes, emotions, and relationships* (2nd ed.). San Francisco, CA: Benjamin Cummings.
- Karren, K. J., Smith, N. L., Hafen., B. Q., & Jenkins, K.J. (2010). *Mind/body health: The effects of attitudes, emotions, and relationships* (4th ed.). San Francisco, CA: Benjamin Cummings.
- Kochanek, K., Xu, J., Murphy, S., Minino, A., Kung, H. (2011, March 16). *Deaths: Preliminary data for 2009*. Retrieved from the Centers for Disease Control and Prevention website: http://www.cdc.gov/nchs/data/nvsr/nvsr59/nvsr59_04.pdf
- Massachusetts General Hospital. (2012). *Child Cognitive-Behavioral Therapy (CBT) Program*. Retrieved July 19, 2012 from http://www.massgeneral.org/psychiatry/services/child_cbt_home.aspx
- Mayo Clinic. (2010, September 1a). *Depression in women: Understanding the gender gap*. Retrieved May 15, 2012 from <http://www.mayoclinic.com/health/depression/MH00035>
- Mayo Clinic. (2010, December 9b). *Depression: Selective Serotonin Re-Uptake Inhibitors (SSRIs)*. Retrieved July 19, 2012 from <http://www.mayoclinic.com/print/ssris/MH00066/>
- Mental Health America. (2012). *Ranking America's mental health: An analysis of depression across the states*. Retrieved May 15, 2012 from <http://www.mentalhealthamerica.net/go/state-ranking> National Alliance on Mental Illness (2009, September). Major depression fact sheet. Retrieved May 15, 2012 from <http://www.nami.org/Template.cfm?Section=Depression&Template=/ContentManagement/ContentDisplay.cfm&ContentID=88956>
- National Institute of Mental Health (2012, July 19). *Mental health medications: What medications are used to treat depression?*. Retrieved July 19, 2012, from <http://www.nimh.nih.gov/health/publications/mental-health-medications/what-medications-are-used-to-treat-depression.shtml>
- Perskey, V. W., Kempthorne-Rawson, J., & Shekelle, R. B. (1987). Personality and risk of cancer: 20-year follow-up of the Western Electric Study. *Psychosomatic Medicine*, 49(4), 435-449.
- Price, P. (2010, May 23). *Genetic causes of depression*. Retrieved July 19, 2012, from the All About Depression website: http://www.Allaboutdepression.com/cau_03.html
- Sandler, M. (2007). Multiple facets of the heritability of major depressive disorder. *Mind Matters: The Wesleyan Journal of Psychology*, 2, 57-69.
- Substance Abuse and Mental Health Services Administration Office of Applied Studies. (2006, July 27). *Depression among adults*. Retrieved May 15, 2012 from <http://www.oas.samhsa.gov/2k5/depression/depression.cfm>
- Waldholz, M. (2011, November 30). *Depression may originate in our genes*. Retrieved July 19, 2012 from the HealtyPlace.Com Depression Community website: http://www.healthyplace.com/communities/depression/causes_genetics.asp
- World Health Organization. (2012). *Depression*. Retrieved May 15, 2012 from http://www.who.int/mental_health/management/depression/definition/en/



Photo courtesy of Dr. Anna DeVito, Radford University

Ever wonder if there is more you can do? The answer is YES!

Jack O'Donnell, St. Christopher's School, K-5 Physical Education Teacher

Have you ever considered taking on a more active role in VAHPERD? You might be surprised by just how much you have to offer the organization and how much VAHPERD has to offer you. Allow me to share with you my journey from wondering ***IF*** I can help to ***HOW*** I got involved.

In 1997 I had been teaching elementary PE for about 5 years at St. Christopher's School. "St. Chris" is an all boys, independent K-12 school in Richmond. Each year our entire faculty is registered to attend the Virginia Association of Independent Schools (VAIS) professional development conference. Each year I would attend the keynote session and one or two general sessions. Many sessions were geared toward specific concentrations (e.g. math, history, early childhood reading, etc.). I attended general education sessions because they did not offer physical education specific sessions. Year after year I would fill out the conference evaluation form (hand written at that time) and in the box for *your comments* I would write "What about PE?" or "How about some sessions for PE and Health?" I didn't stop there; I contacted conference planning members and asked about sessions for physical education teachers. The most common response was, "Well, we do have an athletic director's roundtable each year." Um, hello ... not even close! A few years later, I was asked to serve on the Professional Development Committee as the PE, Health, School Nurse and Athletics chair, a three year position. I joke that someone must have analyzed my hand writing from earlier evaluations and sent my name to the head of VAIS. Regardless, I was happy to help VAIS recognize our profession as part of the educational community and bring physical education sessions to the annual VAIS conference. During my first year we were fortunate to bring in 1991 National Elementary Teacher of the Year, John Thomson. I sent out an email to the 70+ member schools announcing the addition of sessions for PE teachers. John conducted 3 well attended sessions and the reviews were amazing. Over the next two years we brought in noted Physical Education professor and author, George Graham and Neurokinesiologist, Jean Blaydes Madigan. We even managed to recruit a few local teachers to present. At the end of my three year post as chair of PE and Health, I was asked to head the professional development committee; I declined. I wanted to continue working directly with Health and Physical Education.

I searched the VAHPERD website for information about becoming more involved. I didn't know much about VAHPERD; I

had been a member for just a few years. I started by contacting (by email) then-President Gib Darden. He responded quickly (also by email) stating there was an opening in the General Division and I might be well suited for the Men's and Boy's Athletics Chair-Elect position. Little did I know the General Division had several vacant chair positions including the Chair and Past Chair of Men's and Boy's Athletics. I attended the January Leadership Development Conference at VCU and met some amazing people, all passionate about their roles in educating kids, teachers and professionals in the fields related to VAHPERD. Many of them have become good friends and people I trust and admire. I watched and listened attentively at meetings and asked lots of questions. Soon I moved into advanced leadership roles and served as the VP of the General Division. First as VP-Elect then VP and Past-VP. Each year I learned a little more about the workings of our organization and about being an active member of VAHPERD. Additionally, being part of our state organization has helped me grow as a teacher.

At the end of my term on the Board of Directors I stepped back for a bit. My wife had given birth to our second child and later had been diagnosed (early) with breast cancer. It was clear, my time and attention was needed at home. Now, with my wife three years cancer-free and doing well, and our girls heading into Kindergarten and second grade next fall, the time seemed right to return to an active role within VAHPERD-this time with the Recreation Division as the VP-Elect. Some of the former leaders are still sharing their time (notice I didn't say "old" leaders) while new leaders have emerged with fresh ideas, drive and passion to help us move forward.

If you have passion for promoting quality programs and facilitating professional growth through best practices, and if you have ever considered taking on a leadership role, reach out. Visit the VAHPERD website (www.vahperd.org), email your president or members of the board of directors. Get involved, be active. You will help countless numbers of children and professionals across Virginia and beyond. Taking ideas, thoughts and quotes from others as good teachers do, consider this ... Ask not what VAHPERD can do for you; ask what you can do for VAHPERD (apologies to John F. Kennedy). Through involvement in VAHPERD, I am certain, we will receive much more than we give, and the true winners are the students in our care around the state of Virginia.



Building Leadership and Character Through Sports in Taiwan

Dr. Chevelle Hall, Dr. Aaron Livingston, Dr. William Becker, Hampton University

Abstract

Like many countries, physical education and participation in sports are very important. However, there is a current movement in the States to increase the amount of physical education and participation in sports due to the positive outcomes (i.e., decreased obesity rates, team building, etc.) (Strong et al., 2005; National Association for Sport and Physical Education, 2004). There have been several studies conducted to determine if sport builds character (Omar-Fauzee, et al., 2012; Erdozain, 2012; Edmundson, 2012).

This study focuses on Taiwan and students' perception at a high school in Taipei (Taiwan.com, 2010). There are several schools that emphasize physical education and sports in Taiwan. The purpose of this study was to determine if participation in sport builds character, leadership skills and civic engagement among adolescent Taiwanese students?

There were ninety students surveyed and all students participated in at least one sport on campus. The students were between 13-17 years of age. The results showed students developed team building skills; along with moral and social values. Participation in sports does build character and students reported sports will play a role in their future.

Finally, the majority of the students did not want to play a role in their country's future.

Sports in Taiwan

Due to economic growth, and the overall enhancement in the quality of life in Taiwan, major strides have been made in promoting sports and physical activity (Taiwan.com, 2010). There are two major goals set by the government regarding Taiwan's sport policy for its citizens: improve physical fitness and prepare professional athletes to compete internationally. Sport policies in the country rest primarily with the National Council on Physical Education and Sports (NCPES) (Taiwan.com, 2010). The NCPES also oversees facility improvement. To increase its exposure to the rest of the world, Taiwan has committed to expanding the number of international sporting events it hosts annually; including hosting over 60 events in 2005 (Taiwan.com, 2010).

Educationally speaking, students in Taiwan take two hours of physical education every week and are mandated to do so at the higher education level as well. Students also must get their weight, flexibility, height and cardiovascular fitness tested. Students engage in a multitude of sports including: volleyball, badminton, baseball and basketball and folk sports (Taiwan.com, 2010). There are even schools established in Taiwan that promote physical education, sports, sport management, etc. The National Taitung University Affiliated Physical Education Senior High School is a secondary level school; whereas, National Taiwan College of Physical Education, Taipei College of Physical Education and National College of Physical Education and Sports are tertiary institutions (Taiwan.com, 2010).

The purpose of this study was two prong: (1) to determine the

character related outcomes within a sport setting for high school students in Taiwan; (2) to determine the relationship between character related outcomes of high school student athletes in Taiwan from sport participation and future commitment for peace building within their country.

Does participation in sport build character and leadership skills? Does sport participation lead to civic engagement? These are very important questions that the researchers of this study intend to answer. Sport plays a major role in many different societies around the world. People who decide to study sport must be able to embrace its global outreach and its increasing power to transform lives.

Theoretical Framework

Hakvoort (2002) suggests the primary theories for peace education are: cognitive, developmental, social learning and sociocultural development theories. The theory that drives this study is Piaget's theory of cognitive development. This theory sets the foundation for civic engagement, building character and leadership; which in turn can help determine whether an individual will be active in political issues (i.e. diplomacy, democracy, etc.) (Flanagan & Levine, 2010; Gallant, Smale, & Arai, 2010). Piaget's theory centers on a child's daily life experiences and maturation. A child is constantly bombarded with new information. This phenomenon allows the child to actively engage while expanding his or her knowledge. It is because of this process; children increase their knowledge base and foster curiosity (Hakvoort, 2002).

Children's understanding of the social world begins when they accept that others behave due to an internal state. "Recognizing other people's intentions and expectations, and predicting how others might react, develop after the age of six" (Hakvoort, 2002, p.18). Piaget's cognitive development theory would suggest that peace education, which is at the core of democracy, calls for an active and exploratory approach that would allow for conflicting information and social dilemmas to occur. In essence there would be a need to understand that people behave due to past experiences (Hakvoort, 2002).

Peace building programs dealing with conflict resolution and multicultural understanding often include activities that are based on the individual ability of perspective taking. Understanding and learning about others and their underlying ideas is regarded as a possible tool to overcome, for example, racism, discrimination or bullying (Hakvoort, 2002, p. 19).

Civic Engagement

Stemming from Piaget's Cognitive Development theory which highlights that children must be actively engaged in the learning process allows us to further explore civic engagement. Civic engagement allows for individuals to be actively involved within society (Gallant, Smale, & Arai, 2010). Civic engagement is conceptualized as encompassing both a behavioral component, including activities such as volunteering,

organizational involvement, and political participation, and an attitudinal component of social responsibility. Accordingly, civic engagement encompasses citizens' sense of concern and obligation to others, which spurs them to act for communal benefit (Gallant, et al., 2010, p.183).

According to Flanagan and Levine (2010) civic engagement plays a significant role for children transitioning into adulthood. It is during this time, individuals began to understand political and social issues, etc. They begin volunteering and want to discuss those issues. "Nonetheless, opportunities to explore civic issues and to wrangle with others who have different perspectives help young adults to crystallize their values and political strands" (Flanagan & Levine, 2010, p.161). The values they adopt during this time highly predict how they will feel well into adulthood (Flanagan & Levine, 2010).

Building Character

Building character is a key component in child development. It encompasses the ethical and pro-social motivations of individuals (Berkowitz & Hoppe, 2009). According to Rudd (2005) there have been many claims that sport builds character. The researcher contends that character building in sport is divided into two distinct types: moral and social. Thirty eight team coaches defined character as more of a social view; citing terms like mental toughness, team building, tenacity and commitment (Rudd, 1999). However, the moral view of character focuses on honesty, fairness, and respect. Social values center on an end state, meaning the individual focuses on a desired end goal; which according to Rudd (2005) is important in American culture which supports capitalism. In the world of sport although the moral view is appreciated, it is not as helpful in winning and therefore ranks second to social character.

Doty and Lumpkin (2010) investigated whether sport builds or reveals character at a U.S. service academy. The mission of the U.S. service academies is to prepare junior officers to become leaders of character. It is this mission that differentiates service academies from other higher education institutions. Service academies have long proclaimed that participation in sports impacts the development of moral and ethical attributes. Therefore, it is expected that all students within the service academies engage in competitive sports (Doty & Lumpkin, 2010). Furthermore, this type of competition is believed to mimic combat (Anderson, 1988). The researchers developed an instrument specifically targeting character building in sports. The instrument was given to 17-25 year old students at a service academy and yielded a 55% response rate (2217 students) (Doty & Lumpkin, 2010). The goal of the survey was to identify particular items that were linked to moral items such as integrity and respect with that of competitive sports. The results of this study however, revealed that participation in sport actually decreased moral values. This may be due to the overwhelming need to win. The results also showed that students who participated in contact sports revealed having less character than those who participated in non-contact sports. Finally, the character of the female students was higher than those of their male counterparts.

Taiwan's Political System

Currently, Taiwan operates as a five branch government: executive, legislative, judicial, examination and control. The first three branches in the U.S., the latter two branches are part of a checks and balance system that function to maintain integrity and honesty. Currently, Taiwan mainly operates as a polarized two party political system: the Nationalist Party also known as the Kuomintang (KMT) and the Democratic Progressive Party (DPP) (Cooper, 1999; Kin 2008). The KMT was founded by Sun Yat-sen in 1894 stemming from various political organizations; first as the Hsing Chung Hui in Hawaii. Sun Yat-sen was a leader of Chinese revolutionaries, and wanted to overthrow the Ch'ing Dynasty. The dynasty was imperial and Sun thought it best to replace it with a democratic one. He partly used the U.S. model as a guide. After traveling to Taiwan, Sun witnessed the island's economic development and believed it was a good standard for China. Later, that same year, the Revolutionary Alliance along with other groups, came together to form the KMT. After Sun died in 1925, Chiang Kai-shek took control and led the party until 1975 after which his son, Chiang Ching-kuo assumed leadership. Chiang Ching-kuo commissioned a team in 1986 to ban martial law (Lin, 2008); as well as to cease the formation of any new political party. Later that same year, a group of politicians congregated and started new political party: the DPP. No actions were taken to stop this formation due to the fact the earlier restriction was going to be lifted. The DPP had the support of the poor and people who lived in the cities of Taiwan.

Other parties in Taiwan include: the New Party (NP), People's First Party (PFP), and Taiwan Solidarity Union (TSU). The KMT, NP and PFP all agree on having direct communications with China. The issue of Independence is a passionate subject in Taiwan. China is more favorably disposed to the KMT, while the DPP is more associated with Taiwan independence. The KMT and PFP approve of having a semi-presidential system; while the NP favors a parliamentary system; and the DPP and the TSU prefer a presidential system. (Lin, 2008).

Statement of the Problem

There is a lack of empirical investigation within the field of sport management addressing adolescent athletes and their roles in future civic engagement. This study seeks to add to the body of literature within this new academic discipline. Sport Management academicians are often urging for the increase in the body of literature and empirical studies. There are very few journals devoted to our field and much of our research has used theoretical and conceptual frameworks from other more established fields.

Research Questions

1. What are the character related outcomes within a sport setting for high school students in Taiwan?
2. Do students believe sports will play a role in them achieving their goals?
3. Does sport play a role in determining students' commitment to their country's political issues?

This study centers on high school student athletes in Taiwan and their perspective on sport as a means to build character,

motivate them to participate in civic engagement later on in life and become leaders of their country regarding democracy and human rights. It is however, important to discuss the history of politics, people and sports in Taiwan as it helps to justify the need of this study. Taiwan is a country with a very rich history. It has also like many other countries, seen its share of political controversy. One of the researchers of this article visited Taiwan by way of a research fellowship with the Taiwan Foundation of Democracy (TFD). The TFD was established in 2003 as way to promote human rights and democracy in Asia and throughout the world.

Methods

Research Design

The quantitative methods utilizing cross sectional survey procedures guided the analysis for this non-experimental investigation. The purpose of this study was two prong: (1) to determine the character related outcomes within a sport setting for high school students in Taiwan; (2) to determine the relationship between character related outcomes of high school student athletes in Taiwan from sport participation and future commitment for peace building within their country.

Participants

The population consisted of three high schools in Taiwan that participated in sports and part of the school's athletic program. The students were between the ages of 13 and 17.

Data Collection Procedures

One of the researchers received a research fellowship from the Taiwan Foundation for Democracy which allowed for data to be collected both in person and online. Permission was granted from the Foundation to conduct research at the local high school. Permission was also granted from the directors of the high school in Taiwan.

The researcher administered the survey to the students with a translator handy in case the students had questions about the meaning of any of the questions listed. The students were informed that they did have to complete any or all of the questions. In the United States permission would have to be given by the parents of the students before any such surveys can be administered. This was not the case in Taiwan. The researchers also obtained permission from the university IRB in which the researcher was employed. The director of the school was asked to read and sign the informed consent form. The participants were asked not to write their name on any of the surveys. Each survey was coded by a subject number to insure confidentiality. The surveys were chosen so that they could be completed by the participant in approximately 15 minutes.

Instrumentation

The instrument was comprised of two sections. Section one included demographic data, such as: ethnicity, age, sport played, major in school; as well as five open ended questions pertaining to future goals and sport and values.

Section two was the instrument itself. The Individual and

Team Character in Sport Questionnaire (ITCSQ); which was developed by Davidson, Khmelkov and Moran-Miller (2006) measures character related outcomes within a sport setting. It is a 48-item instrument with three scales: values rating scale, community climate scale, character development experiences scale. Permission was not needed to use the scale.

Sampling Techniques

The study used a non-probability method. The sample elements were chosen from the population by non-random methods. Of the non-probability method, a convenient census was taken.

Data Analysis Procedures

The data were collected and analyzed by the Hampton University computer system using the Statistical Package for the Social Sciences program.

A descriptive analysis was used for all independent variables (demographic section). This included frequency tabulation and mean.

Results and Conclusion

The population consisted of student athletes at private secondary schools in Taipei, Taiwan. Part I of the survey requested demographic information, such as: age, ethnicity, sports played and major in school. There were 90 students who were student-athletes. The students range in age from 13-17 and they all classified themselves as Asian. Students were asked in which sports they participate. Several sports were listed and several students listed multiple sports. The sports that were listed were: volleyball, basketball, bowling, soccer and baseball. Part I also asked open ended questions. The first question asked what age the students first participated in sports; the age range was from 3 to 16. The second question asked why you decided to participate in sports. The majority of the students stated that they chose to participate in sports for fun (n=65). The other top reasons were simply for no reason at all (n=9) and for exercise (n=16). Other very interesting reasons included losing weight and the city makes it convenient to do so. Question number three asked does playing sports teach you any values. They were also instructed to list those values. The majority of the students listed teamwork as the value sport taught them (n=45). There were five students who believed sport taught them nothing at all. The other values that the students listed were: improving attitude, improving manners, improving health, winning isn't everything, reduces stress, athletic skills and that practice makes perfect. Question number four asked will sports help you achieve your future goals. The majority of the students reported that sports will help them with their future goals (n=70). There were six students that reported that sports will not help them with their future goals (n=6); whereas the remaining listed maybe (n=14). The final question for Part I of the survey asked do you want a role in your countries future. Surprisingly, the majority of the students reported that they did not want to play a role in their country's future (n=57). There were three students who did not answer the question and the remaining students listed yes (n=30).

Section two of the survey was the instrument itself. Section one of the instrument focused on values. Participants are instructed

to respond to the descriptive items in section one as it relates to them. The instrument contains Likert type questions. The scale for this section includes: not like me at all, mostly like me, somewhat like me, mostly like me, exactly like me. Question one describes people working hard in practice on things they are not good at (results listed in Table 1 with majority response bolded). Question two describes people cheating to win. Question three describes people showing respect to their teammates, even if they do not agree with them. Question four describes people who forget to bring their equipment to practice. Question five describes people trying to get out of practicing things that are too difficult. Question six describes people that keep trying after they have made a mistake. Question seven describes people who are never rude to players on the other team. Question eight describes people taking time outside of practice to work on improving their skills. Question nine describes people making negative comments about their coaches to each other. Question ten describes people feeling good when they have done their best, even if they haven't won the game. Question eleven describes people congratulating opponents who won or played well. Question twelve describes people believing it is okay to break the rules if they won't get caught. Question thirteen describes people admitting when they make a mistake. Question fourteen describes people who would hurt an opponent if it would help them win the game. Question

fifteen describes people who continue playing hard even when their team is losing. Question sixteen describes people that can be counted on to do their part for the team.

Section three of the survey pertains to community climate. The scale for this section includes: completely disagree, somewhat disagree, not sure, somewhat agree, completely agree. Participants are instructed to think about their teammates and decide whether they agree or disagree with the statement. Question seventeen infers that players trust each other (results listed in Table 2 with majority response bolded). Question eighteen infers that when players do something hurtful to another team member, they try to make up for it. Question nineteen infers that players get mad at their teammates for making mistakes during the game. Question twenty infers that players care about each other. Question twenty one infers the players on the team are kind to one another. Question twenty two infers players on the team encourage one another, even when the team is losing. Question twenty three infers players use fights, insults or threats to resolve conflicts among teammates. Question twenty four infers when players on the team see someone being picked on, they try to stop it. There were two most popular selections for this statement. Question twenty five infers players give positive encouragement to each other, even to those who aren't very good athletes. Question twenty six infers that players who aren't very good athletes get picked on or are excluded on this team. Question twenty seven infers players are willing to forgive those who hurt them. Question twenty eight infers players work together to develop new skills. Question twenty nine infers players don't care if their teammates cheat to win. There were two most popular selections for this statement. Question thirty infers players try to get their teammates to follow the team rules. Question thirty one infers players take extra time to help teammates who are struggling. Question thirty two infer players gossip about one another.

Section four of the survey focuses on character development. In particular it makes statements pertaining to their relationship with the coach and leadership. The scale for this section includes: almost never, rarely, sometimes, often, and almost always. Question thirty three infers that coaches talk to them about moral values, such as respect, responsibility and fairness (results listed in Table 3 with majority response bolded). Question thirty four infers coaches were available to talk with players about problems that were bothering them. Question thirty five infers that coaches make them accountable for their actions. Question thirty six infers coaches talked to them about their importance on the team. Question thirty seven infers that coaches praise them for giving their best effort. Question thirty eight infers coaches talked to them about their expectations and goals for practice. Question thirty nine infers coaches listened carefully to their expectation of why they disagreed with them. Question forty infers how the participants thought about how the coaches would act before making an important decision. There were two most popular selections for this statement. Question

Table 1 Values

Descriptions	Not like me at all	Mostly not like me	Somewhat like me	Mostly like me	Exactly like me
Work hard in practice	5	5	10	11	59
Cheating to win	80	8	2	0	0
Respect to teammates	1	4	5	30	50
Forget equipment	75	2	10	2	1
Boring practice	20	60	7	3	0
Trying after a mistake	4	5	10	56	15
Never rude to players	4	6	5	23	52
Improving skills	6	9	12	43	20
Negative comments about coach	80	5	2	2	1
Feel good/didn't win game	4	9	11	36	30
Congratulate opponents	17	0	48	15	10
Okay to break the rules	41	43	4	2	0
Admit mistakes	1	21	4	54	10
Hurt opponent	61	19	5	1	4
Play hard when team is losing	0	15	19	14	42
Do their part	0	3	10	10	67

Table 2 Community Climate

Descriptions	Completely disagree	Somewhat disagree	Not sure	Somewhat agree	Completely agree
Trust	0	4	9	7	70
Apologize for behavior	1	1	14	52	22
Mad for mistakes	48	17	12	8	5
Care	0	10	11	8	61
Kind	0	2	8	21	59
Encouragement	0	6	12	29	43
Fighting	74	10	4	2	0
Bullying	0	6	40	40	4
Positive encouragement	0	7	30	50	3
Not good athletes	2	8	60	15	5
Forgiveness	3	3	53	12	19
Development	0	1	7	10	72
Cheating	43	41	3	2	1
Follow rules	2	2	12	67	7
Helpful	0	5	22	58	5
Gossip	15	15	15	41	4

Table 3 Character Development and Leadership

Descriptions	Almost Never	Rarely	Sometimes	Often	Almost always
Moral values	1	3	70	8	8
Availability	0	8	10	48	24
Accountability	0	8	60	10	12
Importance of role	0	0	44	3	43
Praises	3	4	15	48	20
Expectations	2	3	8	30	47
Listen	0	3	15	10	62
Decision making	0	1	43	3	43
Personal and team goals	0	7	61	12	10
Rewards	0	4	12	32	42
Opinion	0	2	17	31	40
Explains team rules	0	6	24	22	38
Tracking progress	5	3	7	70	5
Angry when team loses	9	34	21	12	14
Helpful	0	4	12	53	21
Fairness	0	11	15	15	49

forty one infers that as a team, participants talked about how well they met their personal and team goals. Question forty two infers that players on the team were given awards for good behavior. Question forty three infers that before setting up rules, the coaches asked for their opinion. Question forty four infers that coaches explained the reason for a team rule or punishment. Question forty five infers that coaches helped them track progress toward their chosen goal. Question forty six infers coaches got mad when our team didn't win. Question forty seven infers coaches went out of their way to help every player. Question forty eight infers that coaches were fair to everyone.

Conclusions

The findings of this study suggest regarding obtaining values from a sport setting, the students of Taiwan possess both moral and social values. The social values they have acquired are teambuilding, tenacity and toughness. The moral values the students obtained include: honesty, fairness and respect; all of which is consistent with Rudd (2005).

Concerning community climate, the students of Taiwan trust each other, display care and kindness to one another; as well as provide encouragement even when their team is losing. They do not support cheating; in addition to following the rules and they discourage bullying. These results are critical for peace education, which is at the core of democracy.

Pertaining to character development and leadership, the students of Taiwan, demonstrate accountability and understand the importance of individual roles on a team. They reported their coaches reward them for good behavior, display fairness and are often helpful. This is consistent with previous claims that sport builds character (Rudd, 2005).

The majority of the students in Taiwan believe that sports will play a role in their future. However, the majority of the students did not want to play a role in their country's future. This may be because of their young age and politics may not be of interest to them now. However, an additional longitudinal study would be necessary to determine if this opinion holds true in the future.

REFERENCES

- 28 February 1947 *Taiwan's Holocaust Remembered -- 60th Commemoration* (2010). <http://www.taiwandc.org/228-intr.htm>
- Anderson, J. (1988). *Competitive sports and character development*. Unpublished manuscript. Department of Physical Education. United States Military Academy. West Point, NY.
- Berkowitz, M., & Hoppe, M. (2009). Character education and gifted children. *High Ability Studies*, 20(2), 131-142.

Cooper, J. (1999). *Taiwan: Nation state or province (3rd ed.)*. Boulder, Co: Westview Press.

Doty, J., & Lumpkin, A. (2010). Do sports build or reveal character?--An exploratory study at one service academy. *Physical Educator*, 67(1), 18-32.

Edmundson, M. (2012). Do sports build character or damage it? *Chronicle Of Higher Education*, 58(20), B6-B9

Erdozain, D. (2012). Does sport build character? A progress eport on a victorian idea. *Studies in Christian Ethics*, 25(1), 35-48.

Flanagan, C., & Levine, P. (2010). Civic engagement and the transition to adulthood. *Future of Children*, 20(1) 159-179.

Gallant, K., Smale, B., & Arai, S. (2010). Civic engagement through mandatory community service: Implications of serious leisure. *Journal of Leisure Research*, 42(2), 181-201.

Hakvoort, I. (2002). Theories of learning and development: Implications for peace education. *Social Alternatives*, 21(1), 18.

Lin, C. (2008). The role of issues in Taiwan's politics, 1996-2004. *Issues and Studies: Social Science Quarterly on China, Taiwan and East Asian Affairs*, 44(1), 71-103.

National Association for Sport and Physical Education. (2004). *Moving into the future: National standards for physical education* (2nd ed.). Reston, VA: Author.

Omar-Fauzee, M. S., Nazarudin, M., Saputra, Y. M., Sutresna, N., Taweesuk, D., Chansem, W., & ... Geok, S. (2012). The strategies for character building through sports participation. *International Journal of Academic Research In Business &*

Social Sciences, 2(3), 48-58.

Junwei, Y. (2007). Transforming sedentary subjects into active athletes: The promotion of baseball in Taiwan during Japanese occupation. *Sport History Review*, 38(1), 40-54.

Rudd, A. (2005). Which "character" should sport develop?. *Physical Educator*, 62(4), 205-211.

Rudd, A. (1999). [High school coaches' definitions of **character**]. *Unpublished raw data*.

Shih-yuan, H. (2001). Taiwan baseball. Retrieved from <http://www.internationalbaseball.org/taiwan.htm>

Sports in Schools, Sports after Graduation (2010). <http://www.taiwan.com.au/Soccul/Recreation/Sport/report01.html>

Strong, W. B., Malina, R. M., Blimkie, C. J., Daniels, S. R., Dishman, R. K., Gutin, A.C., et al. (2005). Evidence-based physical activity for school age youth. *Journal of Pediatrics*, 146, 732-737.

Taiwan + Baseball: A century-old love affair (2010). Retrieved from www.taiwannews.com

Wang, S. (2009). Taiwanese Baseball: A Story of Entangled Colonialism, Class, Ethnicity, and Nationalism. *Journal of Sport and Social Issues*, 33(4), 355-372.

Wu, C. (2008). Ethnicity, empowerment, and political trust: The 2005 local elections in Taiwan. *Issues and Studies: Social Science Quarterly on China, Taiwan and East Asian Affairs*, 44(1), 105-132.

(804)-745-3687



BALL FOUR
Sports Cards


Tues. - Fri. 1pm-7pm
Sat. 11am-7pm
Closed Sun. - Mon.

Diane & Bob Chapman, Owners
10924 Hull Street Rd.
Mdlothian, VA 23112




VAN LAND REALTY
BOX 241
CALLAO, VIRGINIA 22435

ROBERT G. VANLANDINGHAM OFFICE (804) 529-7225
BROKER HOME (804) 529-7508



THE BANKSHOT ORGANIZATION
Total-Mix Sports based on Universal Design

Dr. Reeve Robert Brenner
Founder

Tel: (800) 933-0140
(301) 309-0260
Fax: (301) 309-0263
E-mail: info@bankshot.com
www.bankshot.com


842 B Rockville Pike PMB 504
Rockville, MD 20852

Chartered Financial Planning Associates, Ltd.

O. Ralph Puccinelli CPA, CLU, ChFC®
President

(804) 264-1010
Fax (804) 264-7178
E-mail: ralph.puccinelli@cambridgeresource.com

2250 East Parham Road
Richmond, Virginia 23228-2226




LAVERY'S SOD FARM

(540) 268-1220
Fax (540) 268-1320
PO Box 387
Shawsville, VA 24162

www.LaverysSodFarm.com

Katie Lavery Nickamp President
Memberships: Turfgrass Producers International Virginia Turfgrass Council



Babe Ruth Leagues of Virginia, Inc.
Baseball & Softball Programs
Serving Ages 4 to 18 Years old

Don Rose, State Commissioner, NoVA 703-727-5331
John Armentrout, Assistant State Commissioner
Central Virginia 804-507-0324



LANC FORD BROTHERS CO., INC.

P.O. Box 7330
Roanoke, VA 24019
(540) 992-2140

Virginia-Based United States Collegiate Athletic Association Provides Sport Governance to Small College Athletic Programs

Robert Case, PhD, Old Dominion University, Sport Management Program

Virginia has been the home to the American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD), National Association for Sport and Physical Education (NASPE), and other sport and physical education national organizations for a number of years. Virginia is also home to a number of college athletic conferences that include the Atlantic 10, Central Intercollegiate Athletic Association, Colonial Athletic Association, Mid-Eastern Athletic Conference, and the Old Dominion Athletic Conference. However, very few people know that Virginia is home to the United States Collegiate Athletic Association (USCAA) which is a national governing body for small college athletic programs located in Newport News, Virginia.

Intercollegiate sport governance organizations have been around for over 100 years. In 1905-1906, the National Collegiate Athletic Association (NCAA) was established to help oversee college athletics in response to a number of football deaths (Coakley, 2009). In the early years, formulating athletic program compliance and player eligibility standards, standardization of playing rules, and developing codes of conduct were given top priority (Eitzen and Sage, 2009). Eventually, organizing tournaments and sport championships as well as providing publicity to teams and players (e.g., all conference teams, All-American players) became an important function of intercollegiate athletic governing bodies.

In an age when major college athletic programs are viewed from a big business perspective with many employees, multi-million dollar budgets, and expansive athletic facilities, it is sometimes easy to lose sight of the fundamental purpose of college athletics which is to offer educational and athletic opportunities to students. While some major college athletic programs seem to be caught in an "athletic arms race" where bigger is considered better, it is important to point out that on a national level the majority of college athletes do not compete at the NCAA Division I level. Instead, they compete at mid-sized and small college athletic programs located throughout the United States.

While small colleges offer fantastic academic programs and socialization opportunities for students, they often experience difficulty in publicizing their athletic programs and athlete accomplishments due to limited resources. A number of small colleges want to compete in national tournaments and see their athletes receive national recognition and all-star honors. Membership in a national athletic association can provide the recognition, media exposure, and national competition opportunities that many small colleges desire.

The United States Collegiate Athletic Association (USCAA) helps to fill a void in intercollegiate athletics. The mission of the USCAA is to provide quality athletic competition at the regional and national levels for student-athletes who attend small colleges with enrollments of less than 1,500 students. The USCAA provides opportunities for small colleges to compete on an equal competitive basis with schools of similar size and athletic budgets. This includes conducting national championships,

naming all-star teams, selecting All-American teams, honoring scholar athletes, providing compliance services, and overseeing eligibility standards for USCAA member schools. Members of the USCAA oftentimes have unique sport governance needs that can't be met completely through affiliation with the National Collegiate Athletic Association, National Association of Intercollegiate Athletics, or the National Christian College Athletic Association.

While the USCAA appears to be a young and emerging athletic governing body, it has a rich history dating back as far as 1966. It was on July 29 of that year when athletic directors from the Lake Erie (Ohio) Conference and the Eastern Shore Basketball League met in Charleston, West Virginia and started the National Little College Athletic Association (NLCAA). At that conference, small colleges were finally given an opportunity to compete athletically on a national level when an eight-team national basketball tournament was established.

The United States Collegiate Athletic Association was formed in 2001 as a reorganization of the NLCAA. While the USCAA has seen its ups and downs over the years, reorganization of the National Office in 2005 was undertaken and this allowed the association to expand further. In a span of just five years, the association has seen its membership grow from 42 members in 2005-06 to over 100 members in 2011-12. In addition to membership growth, the association has increased its operating budget significantly. This was due in part to membership growth and the development of national sponsorships and media opportunities. Additional championships in a variety of sports have been added over the past five years in order to better serve its members.

One of the most important strengths of the USCAA relates to its diversity of membership. The USCAA accepts members with unique organizational structures and educational missions. For example, some USCAA member schools are 2-year private colleges. Other members are 3-year trade or apprentice schools. Some members are 4-year public colleges and others are 4-year Bible Colleges. No other national athletic organization or association has such a variety of member schools with different backgrounds and organizational structures. The defining and common thread of the USCAA is that members are from small colleges who are seeking to participate in national athletic tournaments with national championships while complying with eligibility rules and standards. USCAA member institutions may hold dual membership in other associations such as the NCAA, NAIA, and the National Christian Athletic Association.

The USCAA is quickly emerging as a strategic choice for small colleges, as they provide quality service and the opportunity for all stakeholders to meet their objectives. The association serves to meet the varying goals of member institutions and their athletes. Many schools have found that the USCAA serves as an excellent transition step between provisional periods for NAIA or NCAA Division III membership. Other institutions with dual membership recognize the opportunities that the USCAA pro-

vides for postseason play as well as athletic and academic recognition. Still, the majority of members identify with the mission of the USCAA and realize that membership in an association is a valuable and worthwhile long term strategy for their college in terms of athletic governance.

As the USCAA continues to grow and develop, it is clear that their primary mission will be to provide athletic opportunities and a level playing field for small college athletes. An annual conference for member schools is held in the Spring and national championship tournaments are conducted in a variety of sports. All-American and All-Academic teams are selected each year. Member colleges in the USCAA come from a number of states -- particularly states located in the northeast region of the United States. Pennsylvania has the distinction of having the most member schools in the USCAA.

Guidelines for Manuscript Submission - (Revised Spring 2010)

The Virginia Journal is published twice yearly (Fall and Spring) by the Virginia Association for Health, Physical Education, Recreation and Dance. Deadlines for submitting materials for inclusion in the spring and fall issues are January 15th and July 15th respectively. Manuscripts should be sent to Dr. Michael Moore, TVJ editor, by email in an attached WORD document. Each e-mail attachment should not be greater than 4 MB. In submitting a manuscript, the author affirms that it has not been published or accepted for publication elsewhere, unless otherwise stated in writing.

Manuscripts

Manuscripts follow the form of the Publication Manual of the American Psychological Association and must be typed on 8 ½ by 11 inch paper. The attached manuscript must be double spaced except that direct quotations of three or more lines in length are to be single spaced and indented. Manuscripts should not exceed 10 double-spaced pages of narrative including the citation page. Pages should be numbered consecutively. The name and institution of each author are inserted on a title page but not on the narrative. There should be provided on the title page biographical information on each author. This biographic information should include name and position at time of manuscript submission.

Any research involving human subjects must have Institutional Review Board (IRB) approval before a review can take place. A PDF copy of the letter must be submitted with each manuscript. If IRB approval was not granted and TVJ editor doesn't have a copy of the approval letter, the manuscript will not be published. Please check with your institution or school for IRB details.

References should be listed at the end of the manuscript and should be arranged in alphabetical order. Each reference cited in the article must be listed, but only those cited should be included. Sources should be cited by placing the author's name and date of publication followed by a page number when appropriate in parentheses: i.e., (Cowlick & Rice, 2003). The reference should be cited following the quote or fact noted. References listed at the end of the article should contain the following information:

1. The author, editor's or compiler's name, in reverse order (surname, followed by first and middle initials).
2. The exact title. Titles of books, pamphlets, periodicals, and newspapers are underlined: titles or articles within periodicals or books are not underlined and precede the periodical or book in which they are found. Only the first word of the title is capitalized and the title is followed by a period.

Administrators of the USCAA are committed to providing educational opportunities for future sport administrators. During the past five years, a number of undergraduate and graduate sport management students from Virginia colleges have completed internships and graduate assistantships at the USCAA's national office. The future certainly looks bright for small college athletic programs in Virginia and throughout the United States thanks to the USCAA. The State of Virginia continues to serve as a key player in world of collegiate sport governance. For more information about the USCAA, please go to www.theuscaa.com.

REFERENCES

- Coakley, J. (2009). *Sports in society: Issues and controversies*. New York, N.Y.: McGraw-Hill.
- Eitzen, D.S., & Sage, G.H. (2009). *Sociology of North American sport*. Boulder, CO: Paradigm Publishers.

3. Titles of books are followed by place: company, date of publication. The date, volume, and page numbers follow the title of a journal. If each issue of a journal begins with page 1, include the issue number after the volume number in parentheses. Volume numbers should be italicized, issue numbers should be in parentheses and not italicized for journals. Please see below and the following web page for further examples of APA styles of various sources. <http://libguides.radford.edu/apastyle>

Examples of Citations

- American Dietetic Association. (1999). Dietary guidance for healthy children aged 2 to 11 years. *Journal of the American Dietetic Association*, 99, 93-101.
- Kulwicksi, A., & Rice, V.H. (2003). Arab American adolescent perceptions and experiences with smoking. *Public Health Nursing*, 20, 177-183.

Illustrations

Illustrations such as pictures, graphs, and drawings are valuable additions to manuscripts. Please send these embedded within your manuscript.

Reviewing and Editing

Each article is reviewed by three members of the Editorial Board. Sometimes a guest editor is asked by the editor to review a manuscript depending upon the topic. To be accepted for publication the article must be approved by at least two of these persons. Reasons for rejecting articles include: topic is not of interest to the profession or to only a few members of the Association, topic is of interest but has already been thoroughly discussed in the literature, manuscript discussion is too general and vague, poor research techniques, the manuscript is poorly written or if human subjects were used in your research and IRB approval was not obtained and provided to TVJ Editor. In some instances a manuscript may be rejected but the author is invited to revise and resubmit it with corrections. Manuscripts accepted are subject to editing to conform to the Journal format.

Final Acceptance for Printing

After the editor has compiled the journal issue, it is sent to the printers. VAHPERD's executive director, president and presidentelect then edit The Virginia Journal. These three VAHPERD members are provided with a minimum of two drafts for their revision and comment. Upon their approval, the final document is printed and distributed.

Kay Park & Recreation 1-800-553-2476



Manufacturing "America's Finest" Park Equipment Since 1954!
Benches, Bleachers, Fountains, Pedal Boats, Picnic Tables, and much more!



Contact us now!
FREE 80 PAGE
CATALOGUE
1-800-553-2476
(fax) 319-987-2900
sales@kaypark.com



Kay Park & Recreation
1301 Pine Street
Janesville, Iowa 50647

Celebrating 55 Years!

www.kaypark.com



Available in 6", 8", 10"

The ONLY portable mounds
approved for game use by:
Little League, Pony League,
Dixie League, Babe Ruth
and Cal Ripken.



1-800-647-3539 • Fax: 515-967-7619
P.O. Box 11 • Altoona, IA 50009
www.truepitchmounds.com



GRANDSTANDS
BLEACHERS
ALUMINUM SEATING

Matt Stephens
Sales Representative
Schultz Industries, Inc.
P.O. Box 2655
Waco, TX 76702-2655
1-800-433-3116
Local (254) 666-5155
Fax (254) 666-4472
www.sturdisteel.com

American Turf Grass Corporation, Inc.



Chris Leary
Cell: (252) 331-3500
(800) 315-9574
Fax: (252) 797-4993
14593 NC Highway 94 North
Creswell, North Carolina 27928
americanturfgrass.com

**Thurman S. Cash, Jr. & Son
Insurance Agency**

794-7620
1520 Huguenot Road
Midlothian, VA 23113

"FARMS AND TIMBERLANDS"

Clayton C. Bryant

Land Company
P.O. BOX 702 HWY. 460
APPOMATTOX, VA 24522

Office
(434) 352-7119
(434) 352-7110
(434) 352-7559

Home: (434) 352-0341
Mobile #: 660-6339

**GRAND
Home Furnishings**

FURNITURE & MATTRESSES
Stores throughout Virginia
(800) 708-2417
www.grandhomefurnishings.com

After a day of rock climbing, horseback riding, hiking, hunting, fishing or cavern exploring, enjoy home-cooked food in our restaurant, then relax in our modern motel, a private cabin with Jacuzzi, or camp in our shaded, river-side campground. Come to



Yokum's Vacationland

HC 59, Box 3 SENECA ROCKS, WEST VIRGINIA
26884
Tel: 304-567-2351 Fax: 304-567-2352
1-800-772-8342



**B.B. Munford
Davenport & Company LLC**

ESTABLISHED 1863
Member New York Stock Exchange
(804) 780-2006
901 East Cary Street 11th Floor
Richmond, VA 23219

BLILEY'S
Celebrating Every Life

PERSONALIZED FUNERAL AND CREMATION SERVICES

3801 Augusta Avenue
6900 Hull Street Road • 8510 Staples Mill Road
Richmond, Virginia | 804-355-3800 • BLILEYS.COM

Bob's Wheel Alignment

923 East Market Street
Charlottesville, VA 22902

Bob Archer, Owner
Todd Archer, Manager
Phone: (434) 296-4523

(804) 261-0222
(804) 261-1993 (Fax)

Brooks Optical, Inc.

Shelby Brooks
Registered Optician

Quality Eyewear with a Personal Touch
5520-B Lakeside Avenue
Richmond, VA 23226

M-F: 10:30-5:30 • T-F: 9:30-5:30 • Sat: 10-1
VARILUX®
"The Comfort of Better Vision"

Richmond Machinery

The Leader in Construction Equipment Since 1919

Michael S. Colley
President

1701 Rosebush Road
Richmond, VA 23202
Office (804) 359-4048

Home (804) 673-0390
Mobile (804) 347-4940
Fax (804) 359-4179

Cross Rip Campground

Located on the Chesapeake Bay

Beach • Fishing • Boat Basin

42 Shady Campsites • Electric & Water Hookups Available

Seasonal Rates

Open MAY - OCTOBER

RESERVATIONS ONLY

Deltaville e-mail: rmstokes@worldnet.att.net 776-9324

Jessie Lea RV Park

Open Year Round

www.jessielearv.com

900 Wood Ave. West
Highway 58 West
Big Stone Gap, VA 24219

Telephone 276-523-0056
Toll Free 1-866-523-0055
Cell Phone 276-973-5467

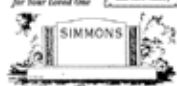
PHONE (804) 795-1105
FAX: (804) 795-1105
Email: dowdy@wellandsept.com

Roy E. Dowdy
President

DOWDY'S
WELL AND SEPTIC SERVICE, INC.
WELLS BORED & DRILLED
SEPTIC TANKS INSTALLED
www.wellandsept.com
4224 DARBYTOWN RD. RICHMOND, VA 23231

Let Us Help You in the Selection of a
Memorial
for Your Loved One

It will be a pleasure to have you visit our
display of Memorials and Urns.



L.E. SIMMONS MONUMENT CO., INC.

A Full Service Monument Business • Award Winning Design • Lifetime

1210 W. Virginia Ave.
Crewe, VA 23930

www.simmonsmonument.com

Office: 434-645-7770 • Fax: 434-645-9046 • Toll Free: 800-472-7770

Chesterfield Trading Co., Incorporated

804-275-7848
9501 Jefferson Davis Hwy.
Richmond, Virginia 23237

FRANK'S AUTO REPAIR & TOWING
20821 Hwy. 1
Brodnax, VA 23920
Phone (434) 447-7429

8 A.M. TO 5 P.M. Monday Thru Friday
8 a.m. to 12 on Saturday

Starsia Lacrosse Camp

at Graves Mountain Lodge
Dom Starsia
1123 Shiloh Road
Charlottesville, VA 22903
Phone: 434-295-9759
Email: starsialax@aol.com



TIMOTHY B. TUCKER
Mill: 434-736-9661
Cell: 434-315-3832

TUCKER TIMBER PRODUCTS, INC.

200 Spaulding Avenue
P.O. Box 630
Keysville, Virginia 23947

Patricia L. Tucker
Office: 434-736-0804
Fax: 434-736-0921



NEFF LUMBER MILLS, INC.

P.O. Box 457
BROADWAY, VIRGINIA 22815

PHONE (540) 896-7031

Manufacturers of Fine Appalachian Hardwoods
Fencing Boards—Steamed Black Walnut
Hardwood Mulch—Sawdust—Wood Chips—Pallet Stock

QBS

QUALITY BLUEPRINTING & SUPPLY CO., INC.

DIANE CASSADA
BLUEPRINTING & COPYING SERVICES
XEROX ENGINEERING COPIES
REDUCTIONS & ENLARGEMENTS TO 36" WIDE
ARCHITECTURAL & ENGINEERING SUPPLIES
SURVEYING SUPPLIES * TOPOGRAPHIC MAPS
(804) 550-1904 COLOR COPIES
Fax: (804) 550-1927
1-(800) 392-2140

10390 LEADBETTER ROAD
ASHLAND, VA 23005

CritterTown BathHouse

Self service Pet Wash & Dry



Steve & Judy Francis

320-1096

Bathhouse Hours

Tues-Fri: 9am-9pm

Sat: 9am-7pm

Sun: 10am-6pm

Closed

WWW.CRITTERTOWN.COM
2879 Hathaway Road, Stafford Hills Shopping Center, Richmond, VA 23225

Larry "LC" Corey
Director

6500 Iron Bridge Rd.
N. Chesterfield, Va 23234

804-275-7828 (Office)
804-363-4855 (Cell)
804-275-8052 (Fax)
corey@morrisett.com
www.morrisett.com

MORRISSETT

Funeral and Cremation Service

LARRY SHORES URBANNA CREEK BRAND RUFUS RUARK



SHORES & RUARK SEAFOOD, INC.

(804) 758-5640 RT. 690
FAX: 758-3396 URBANNA, VA 23175



VIRGINIA TENT RENTAL

info@valentrental.com www.valentrental.com
P.O. Box 5124 • Charlottesville, Virginia 22906
Lee B. Nunnally ph: (434) 299-7595
Scott T. Nunnally fax: (434) 296-7911

Herman W. Allen, Inc.
Plumbing & Heating

"We Want to Be Your Plumber"
Kitchens & Bathroom Remodeling
Since 1951

SALES & SERVICE OF...
Rural Water Heaters
Coulde Water Pumps
Heat Pump & Central Air Service
746-9231 or 746-5853
8157 Elm Drive • Mechanicsville, Virginia



Walker's Barber Shop

(540) 347-5680

Open Monday through Saturday

Wednesday by Appointment Only

Owned & Operated by:

Councilman Robert Walker

23 South 3rd Street Warrenton, VA 20186

50+ YEARS IN THE WOODS
A. EQUIPMENT SALES
A. LAND CLEARING
A. LOGGING
A. CRIPPING
A. TRUCKING
A. FIREWOOD
REAVES TIMBER CORPORATION
"We Buy Standing Timber"
www.reavestimber.com
reavestimber@msn.com
P.O. Box 29 • Coleman Falls, VA 24536
(434) 299-6333 Office/Fax • (434) 660-9272 Cell
WE BUY LAND & TIMBER

Parker OIL & PROPANE

SALES & SERVICE

FARMVILLE
434.392.6061

BURKEVILLE
434.767.3310

DILLWYN
434.983.2033



TURNER SCULPTURE

DAVID H. TURNER

Sculptor

Limited Editions & Commissions

BRONZE & SILVER

P.O. Box 128
Onley, VA 23348

Bus: (757) 787-2818
FAX: (757) 787-7064
turner@esva.net



NEW RIVER ELECTRICAL CORP.

ONE CLOVERDALE PLACE

P. O. BOX 70 CLOVERDALE, VA. 24077

(540) 966-1650

TENNIS COURTS, INC.

New Construction, Resurfacing, Clay, Cushion &
Artificial Turf Surfaces
P. O. 297 - Aylett, VA 23009

Office (804) 769-3030
Richmond Area 730-1922
FAX 769-3206



HERBERT B. OSBURN
President

Hometown Realty

The Exceptional Exception
10001 Courthouse Road
Chesterfield, VA 23832

Working to have satisfied
clients!



Lynda Heithaus
Realtor
804-350-2328
804-419-8208
LyndaH@htrsi.com
LyndaSellsVirginia.com



DOES YOUR TENT LOOK LIKE THIS? WE CAN FIX IT!

1 (804) 275-9210



DAVIS MANUFACTURING CO.
2007 WELLS ROAD
RICHMOND, VA 23234

THE OLD COAST GUARD STATION MUSEUM AND GIFT SHOP

1903 Life-Saving Station
two galleries
depicting history of
the USLSS/USCG & shipwrecks
off Virginia
Open 10am to 5pm Tues-Sat
Noon to 5pm Sunday



oldcoastguardstation.com

Regent Point Marina

317 Regent Point Drive, Topping, VA

804-758-4457

F S F FARRAR SOD FARM

Sodding & Sprigging • Container Grown Plants
Fescue-Bluegrass-Bermuda
996 BASKERVILLE ROAD, BASKERVILLE, VA 23915

Buck Farrar Toll Free (888) 690-2228 BUS: (434) 689-2228
Pager (888) 830-0313 Cell (434) 247-9068 FAX: (434) 689-2137

W. E. RAGLAND LOGGING



Rt. 3 Box 473
Scottsville, Virginia 24590
(434) 286-2705

FLAGHOUSE®

Activity-Based Bullying Awareness & Prevention Program

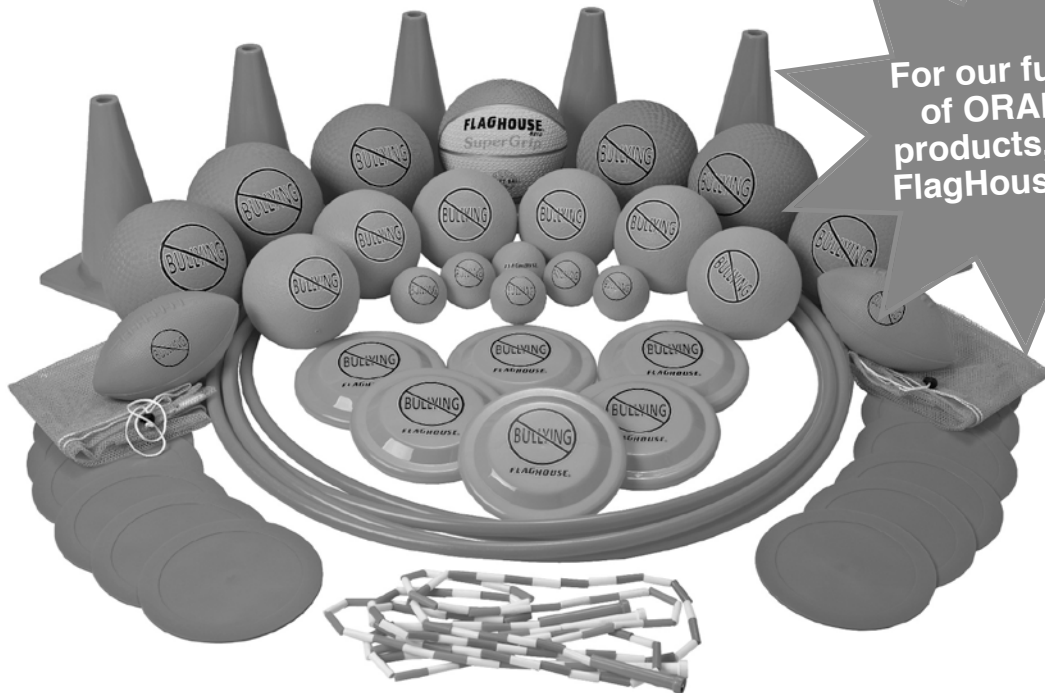
“PLAY WELL WITH OTHERS...
BE ACTIVE AGAINST BULLYING”

Featuring:

- **FREE** Educational Materials
- **FREE** Lesson Plans
- **FREE** Activity Guides



Learn more online at
FlagHouse.com/BullyingAwareness



For our full line
of **ORANGE**
products, go to
FlagHouse.com

Our Partners in this all-important initiative:



Project Adventure, Inc.

The Virginia Journal

Radford University
Department of Exercise & Health Education
P.O. Box 6957
Radford, VA 24142

PRSR STD
U.S. Postage
PAID
Wordsprint
Permit No. 172



www.facebook.com/vahperd



www.twitter.com/vahperd

Please submit a manuscript or announcement for our next issue.

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 22 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.



HAVE YOU MOVED?

*Please send your change of address
information to:*

Henry Castelvechi
Executive Director
info@vahperd.org