

The Virginia Journal



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

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SWVA VAHPERD Workshop held at Radford University

Photo Credit: Lora Gordon, Radford University Photographer

VAHPERD Members,

It is my pleasure to serve as the editor of The Virginia Journal (TVJ) and Communicator. Enclosed you will find the Fall 2017 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 Spring 2018 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 January 15, 2018 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,

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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

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TABLE OF CONTENTS

Volume 38, Number 2

Fall 2017

President's Message - Susan Nye.....2

President-Elect's Message - Pat Larsen.....2

Executive Director's Message - Henry Castelvechi3

Past President's Message - Chad Triolet3

Associations among Social Support, Life Purpose and Graduate Student Stress.....4

Learning to Lead by Serving Others.....10

Integrating a 4th Grade Social Studies Lesson on the Five Regions of Virginia
With an Obstacle Course in Physical Education.....13

Sport Entrepreneurship and Future Directions for Sport Management Programs...16

Active Academics: Standing up for Learning19

Utilizing the Theory of Planned Behavior and Active Learning Strategies
to Combat Designer Drug Use with College Students.....21

Guidelines for Manuscript Submission.....26

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President's Message

Susan Nye



Greetings VAHPERD members and colleagues:

I hope everyone is having a great start to the school year. The Spring and Summer months have been busy for the organization. We had our annual 'Budget' and 'Conference' board meetings and we have continued with our administration of grants. In particular, VAHPERD continues to support the "Under Age Drinking Prevention" Grant work through use of the website and Facebook that shares videos and resources to both parents and students. Our collaborative work with the DMV has increased our visibility and presence to thousands of people across the state and provided much needed income to the VAHPERD budget. We appreciate the continued efforts of Fred Milbert, grant coordinator, Erima Fobbs, *Collective Health Impact*, and Emily Dursa who continue to create resources and social media connections with thousands of people in the name of VAHPERD to educate parents and students about the impact of "Underage Drinking".

In 2017-18, VAHPERD will begin another stage of this campaign providing more benefits for VAHPERD's members in the next phase of the Under Age Drinking Prevention campaign. If you have not done so, I encourage you visit the VAHPERD website and see the work and videos that have been produced. These can be shared with both students in your classrooms and parents.

I am very excited about the November 2017 VAHPERD Convention in Roanoke. We will kick off the convention with a *FULL* day of sessions on Friday, November 10. Attendees will be able to attend sessions related to recreation, plyoga, enhancing the learning environment, the bike and science, technology and physical education, CPR/FA, classroom management, and instructional strategies for health. We have incredible Key Note and Invited Speakers. These include Deb Tackmann, Mike Friedman, Naomi Hart, Lara Brickhouse, and Ron Malm. These talented folks will share their expertise on a range of topics and YOU will not want to miss this opportunity to listen and learn from these amazing individuals.

Every Move Counts is the 2017 VAHPERD convention theme. Now, more than ever, we need to work together to promote Quality Health and Physical Education Programs. Whether you are MOVING to learn a new physical activity, MOVING to understand new content, MOVING to advocate for your program, or MOVING to create an effective school community *Every Move YOU Take Counts!*

I encourage you to attend this year convention and take home lessons and information that will inspire, motivate, and enable you to promote your profession and your schools because *EVERY MOVE* you take to positively grow your profession truly *COUNTS!* If you have any questions, please contact me at nyevahperd@gmail.com. I hope to see everyone at this year's convention.

Respectively,
Susan Nye, PhD
President, VAHPERD

President-Elect's Message

Pat Larsen



Greetings VAHPERD Members and Fellow Colleagues:

I trust everyone had a relaxing summer and with the start of a new school year it is my hope it will be a FANTASTIC ONE! Keep in mind as we go through the year as educators it is all about building relationships with students to support a healthy and physically active lifestyle. As Robert John Meehan so eloquently states, "*It's the little conversations that build the relationships and make an impact on each student.*" We achieve this by exuding a positive vibe. "*You attract the energy that you give off. Spread good vibes. Think positively. Enjoy Life.*" – Unknown

The last six months have been extremely busy for our association. I have been working closely with the Executive Director Henry Castelveccchi, the Executive Committee Dr. Susan Nye president and Chad Triolet past-president, and the Board of Directors at VAHPERD's annual "Budget Board Meeting" held in Richmond on March 25th and the "Roanoke Convention Board Meeting" held in Roanoke on July 7th – 8th.

The Executive Committee and the Board of Directors are excited about the upcoming 2017 Convention November 10th – 12th at The Hotel Roanoke, Roanoke Virginia and look forward to seeing as many members of the association attend. Dr. Susan Nye's theme is "*Make Every Move Count!*"

Getting Involved Recap Membership Events:

- Members of the association's board of directors met at the **2017 SAM LDC** held June 23rd -24th in Albuquerque, NM.
- Members of the association met at the annual Virginia Summer Health and Physical Activity Institute at James Madison University Festival Conference & Student Center July 10 -12, 2017. The institute's objective is to improve the quality of health and physical education instruction and provide support to implement the 2015 VDOE standards of learning for health and physical education which would enhance the wellness and educational performance of Virginia's students.
- Members of the association traveled to Kissimmee Florida July 26 -27 to attend the **Southern District Leadership Development Conference**. The LDC was a great opportunity to connect with leaders from other states. Those who attended have become better prepared leaders in their respective association.
- In partnership with the **Virginia Association for Health, Physical Education, Recreation, and Dance (VAHPERD)**, the **Department of Health and Human Performance (HHP)** at Radford University sponsored a one day workshop for K-12 HPE teachers and undergraduate students on Friday, September 22, 2017.

Strategic Plan 2017/2018: "Actively Living Though Wellness":

- One of the major responsibilities for president-elect is to

continued on page 9

Executive Director's Message

Henry Castelvechchi



Happy Fall! I trust that everyone has had a great start to the school year. The VAHPERD board has been working hard on the upcoming convention in Roanoke and I hope to see everyone there.

I get questions every year about how VAHPERD makes and uses its money. I wanted to take this opportunity to revisit how VAHPERD is funded and how we use the funds that we receive. We have 4 major income sources: Membership (5%), Convention and Workshops (25%), and American Heart Association Partnership (34%) and Investments (25%).

VAHPERD has a membership of around 1400 members. This is a combination of Student Members, Professional Members and Retired Members. VAHPERD know that budgets are tight for teachers and has set low membership fees to help teachers be able to afford to renew their membership and also attend professional developments offered. We even have incentives for teachers to earn lower membership fees or even free membership. If you are a Coordinator for a Jump Rope for Heart or Hoops for Heart Program, we have a reduced membership that you qualify for. You can earn a free membership if you raise a set amount with your Jump or Hoops Event. We value the Jump and Hoops program and are proud to be partners of the American Heart Association. This is why we encourage all of our members to participate in this program and have offered discounts to membership who participate.

Our Annual Convention is the major professional development opportunity that we hold every year. We also conduct and sponsor other workshops throughout the year. When we are planning these events, our #1 goal is to bring a quality professional development to our membership at the best possible price. For this reason, our convention and workshops have a price set for us to break even.

We have been partners with the American Heart Association for over 30 years! We work closely with the American Heart Association to help facilitate Jump and Hoops Programs in our schools. With this partnership we receive a portion of the money raised in Virginia to help us serve our membership through our programs and services.

VAHPERD is fortunate, that about 20 years ago the Executive Director and the Board decided to invest a percentage of our AHA money yearly to keep the association going when we ran into financially tough times. This has paid off over the past 5 years as our money from the American Heart Association has been decreasing. We have been able to supplement our budget with the interest off of our investments. We are working diligently with the American Heart Association to encourage members to hold an event. I hope you will consider an event this year. There are many advantages of holding an event: great educational resources are offered by the American Heart Association that can be used during your event or throughout the year, students have the chance to participate in a community service event, a portion of the money is used to help develop and run professional development opportunities that you have access to, and we are working together to reduce heart disease

continued on page 18

Past President's Message

Chad Triolet



Greeting VAHPERD members and colleagues:

Let me first start by saying a BIG thank you to all VAHPERD members for your support during my "short" Presidency. It has been a true pleasure serving this organization as a leader and I hope to continue serving this wonderful organization as my role on the Board of Directors ends in November 2017. That leads me to a recommendation that YOU consider getting more involved in your professional organization. Your voice, your passion, and your expertise matters! My theme for the 2016 VAHPERD convention was to "Be a Champion for a Healthy and Active Virginia". I truly believe that every member/professional in the field of health and physical education has a responsibility to do that. I hope that you will consider stepping up to the plate and it is my goal to improve communication and focus on doing what we (VAHPERD) can do to support YOU, our members, by providing multiple opportunities (training, conferences, advocacy, resources, etc.) to improve our profession and have a positive impact on creating a "Healthy, Active Virginia" for our students.

Since the 2016 Convention, I have been busy representing VAHPERD in a number of capacities. I have participated in numerous conference calls and meetings to discuss, plan, and organize VAHPERD related matters. I have been working with President Susan Nye and President-elect Pat Larsen. I have been working with Regina Kirk and Fred Milbert to support the DMV Grant.

Moving forward, the Board of Directors is working diligently to prepare for the 2017 VAHPERD Convention (more information on the convention is below). Last year, VAHPERD was able to take advantage of a couple health promotion grants. We are pleased to be continuing the DMV grant for the coming year to promote healthy behaviors in Virginia.

As you begin another school year, I would like to challenge all members to try something new and innovative to positively impact student learning. Teaching should not be a stagnant profession where the lessons, activities, and delivery never change. Each year is a new opportunity to add something new and exciting to your program. Along that line, find ways to build a positive relationship with your students, especially those that have behavior challenges and/or those who struggle in the classroom. In many cases, students that struggle with behavior and/or in the classroom may excel in our domain. Take time to make a difference and create a positive environment that builds a sense of trust and respect. You may be one of the only people during that child's day that creates that positive environment.

Speaking of improving your instructional program, one of the best ways to do that is to take advantage of these fantastic upcoming professional development opportunities. I hope you will consider joining me in participating/supporting some of these events.

continued on page 18

Associations among Social Support, Life Purpose and Graduate Student Stress

Beth McKinney, PhD, MPH, CHES, Associate Professor of Health Promotion & Public Health, Lynchburg College

Introduction

Consequences of stress generate major health concerns for young adults enrolled in higher education. In addition to contributing to numerous physical and psychological health problems (Donatelle, 2014; Karren, Smith, & Gordon, 2014), stress causes burnout (Deckro et al., 2002; Jenkins & Elliot, 2004; Karren et al., 2014; Pines & Keinan, 2005). Burnout can lead people to question their vocational choice and consider leaving their line of work (Pines & Keinan, 2005). Since many graduate students view their educational pursuits as a full-time job, stress that leads to burnout may increase attrition rates among this population. Both social support (Donatelle, 2014; Karren et al., 2014; Jenkins & Elliot, 2004; Bolt, 2004) and a sense of purpose in life (Donatelle, 2014; Jaret, 2016; Karren et al., 2014; Schaefer et al., 2013) provide a buffer against stress by helping individuals cope more effectively.

While universities have been urged to incorporate a holistic approach in addressing student needs, attempts to assist students in developing social support are often inadequate (Astin, Astin, Lindholm, & Bryant 2005; Christie, Munro & Fisher, 2004; Ellis, 2001; Williams, 2002) and the appeal to assist students in discovering a sense of meaning and purpose in life is often ignored (Astin, Astin, & Lindholm, 2003; Astin, Astin, & Lindholm, 2011; Astin et al., 2005; Dalton, 2001; Laurence, 2005; Love, 2001). Neglecting these important functions means young adults may not garner benefit from their stress-buffering effects.

While health benefits of social support and a sense of meaning and purpose in life have been investigated independently, few research studies have examined these variables with regard to the graduate student population and no research published to date has examined the interaction between these variables with regard to stress. This study sought to explore the association between stress and social support, life purpose, and selected demographic characteristics among graduate students, to explain how the main effects, as well as the interaction effect, of social support and life purpose influence stress levels of graduate students, and to determine if the influence of the interaction varies by selected demographic characteristics.

Method

Procedures & Participants

Using a cross-sectional, web-based survey research design approved by the Institutional Review Board (IRB) at a large southeastern university, surveys were distributed, completed, and returned via the internet. The web-based survey process was facilitated by SurveyMonkey, a service that provided a password-protected account from which the surveys were created and disseminated as well as from which survey responses were collected and data compiled. A random sample of 2,000 graduate students was generated by a SAS random numbers program from among 6,545 graduate students enrolled at a large southeastern university. These 2,000 graduate students were sent a pre-notification letter via e-mail informing them that they would

receive an e-mail requesting their participation in a web-based survey. Twenty-one of the 2,000 pre-notification emails initially sent were returned as “undeliverable”. Therefore, 1,979 graduate students received an e-mailed cover letter explaining the purpose of the study, inviting them to participate, and linking those who chose to participate to the web-based survey. Completion of the 78-item survey, which included demographic questions as well as measures of social support, life purpose, and stress, served as implied consent.

Instruments

Demographic variables were measured by asking participants to report their sex, age, race, field of study (college in which the graduate program departments of the participants were housed), type of degree (masters or doctoral), number of credit hours enrolled during the current semester, and time in program (total number of semesters enrolled in their current graduate program, including the current semester) as well as program focus (coursework, comprehensive/qualifying exams, or thesis/dissertation research). The variables social support, life purpose, and stress were measured utilizing instruments with demonstrated internal reliability, convergent validity, and discriminant validity. Social support was measured using a composite score of items within the Interpersonal Support Evaluation List (ISEL), a 40-item scale that assesses the perceived availability of potential social resources (Cohen, Mermelstein, Kamarck, & Hoberman, 1985). Life purpose was determined by the Personal Meaning Index (PMI), a 16-item scale focusing on existential beliefs that life is meaningful (Reker, 1992), which is a composite score of the Purpose and Coherence subscales of the Life Attitude Profile-Revised (Reker, 2005). Stress was assessed using a composite score of the items within the Perceived Stress Scale (PSS), a 14-item scale assessing perception of situations as stressful (Cohen, Kamarck, & Mermelstein, 1983).

Results

Participants

Of the 1,979 graduate students who received the email requesting their participation, 572 participants completed all of the survey items, yielding a 29% response rate. A majority of the participants were white ($n = 475$; 70.2%), female ($n = 383$; 56.3%), pursuing a master's degree ($n = 382$; 56.3%), and devoting a majority of time to coursework ($n = 440$; 64.9%). In terms of field of study, several colleges were represented by more than 10% of respondents: Liberal Arts and Sciences ($n = 150$; 22.1%), health-related colleges (Dentistry, Health and Human Performance, Medicine, Nursing, Pharmacy, Public Health and Health Professions) ($n = 112$; 15.68%), Business Administration ($n = 100$; 14.7%), Education ($n = 93$; 13.7%), Agricultural & Life Sciences ($n = 90$; 13.2%), and Engineering ($n = 82$; 12.1%). Most participants were between 21 and 30 years of age ($n = 490$; 72.8%), with a mean age of 28.6 (SD = 6.6). Participants were

Table 1. Bivariate Correlation Coefficients Between Stress and Quantitative Independent Variables

Variables		Stress	Social Support	Life Purpose	Age	Credit Hours	Time in Program
Stress	Pearson Correlation	1	-.393	-.470	-.001	.039	.008
	Sig. (2-tailed)		.000	.000	.972	.322	.842
	N	654	593	624	648	645	650
Social Support	Pearson Correlation	-.393	1	.500	-.045	.015	-.059
	Sig. (2-tailed)	.000		.000	.266	.714	.147
	N	593	635	588	605	602	606
Life Purpose	Pearson Correlation	-.470	.500	1	.011	.064	-.033
	Sig. (2-tailed)	.000	.000		.773	.106	.400
	N	624	588	644	635	633	637
Age	Pearson Correlation	-.001	-.045	.011	1	-.243	.147
	Sig. (2-tailed)	.972	.266	.773		.000	.000
	N	648	605	635	673	664	669
Credit Hours	Pearson Correlation	.039	.015	.064	-.243	1	-.211
	Sig. (2-tailed)	.322	.714	.106	.000		.000
	N	645	602	633	664	671	667
Time in Program	Pearson Correlation	.008	-.059	-.033	.147	-.211	1
	Sig. (2-tailed)	.842	.147	.400	.000	.000	
	N	650	606	637	669	667	676

currently enrolled in an average of 9.7 credit hours ($SD = 2.6$), with a range of 2 to 18, and therefore most were full-time students ($n = 481$; 71.6%). The number of semesters enrolled in their current graduate program ranged from 1 to 30, with 5.2 semesters being the average ($SD = 3.8$).

Social Support, Life Purpose, & Stress

Composite scores for social support, life purpose, and stress were calculated as were ranges of values for these variables identified by determining the highest and lowest possible scores and labeling the top third of the scores as high, the middle third of the scores as moderate, and the bottom third of the scores as low. With possible scores on the ISEL ranging from 40 to 160, participants' social support scores fell within the upper third of possible scores, ranging from a low of 58 to a high of 160 ($M = 130.6$, $SD = 17.3$). With possible scores on the PMI ranging from 16 to 112, participants' life purpose scores fell within the upper third of possible scores, ranging from a low of 25 to a high of 112 ($M = 81.4$, $SD = 17.4$). With possible scores on the PSS ranging from 14 to 70, participants' stress scores fell within the middle third of possible scores, ranging from a low of 17 to a high of 67 ($M = 39.3$, $SD = 7.8$). Therefore, graduate students in this study experienced relatively high levels of both social support and life purpose as well as relatively moderate levels of stress.

Associations

Correlations, means, and standard deviations described the association between stress and selected demographic characteristics among graduate students. Correlations were calculated to determine the association between stress and social support, life purpose, and selected quantitative demographic characteristics. All significance tests were conducted at the .01 alpha level. Results indicated that, of the quantitative independent variables, stress was significantly correlated in a negative direction with both social support, $r = -.393$, $p = .000$, and life purpose, $r = -.470$, $p = .000$, among these graduate students. Table 1 displays the correlations between stress and all of the quantitative independent variables. Means and standard deviations for stress as a function of the categorical independent variables are presented in Table 2. The means ranged from 37.8 to 40.4, falling within the middle third of possible scores on the PSS.

A multiple linear regression analysis determined the strength of association between the dependent variable of stress and the independent variables of social support, life purpose, sex, age, race, field of study, type of degree, credit hours, time in program and program focus (see Table 3). All significance tests were conducted at the .01 alpha level. Results revealed a significant adjusted R^2 of .272, $F(10, 540) = 21.51$, $p = .000$, indicating that 27.2% of the total variance in the stress score was explained by social support,

Table 2. Levels of Stress as a Function of Categorical Independent Variables

Variables	M	SD
Male	37.8	7.6
Female	40.4	7.7
White	39.1	7.7
Non-White	39.9	7.7
Health-Related	39.6	7.7
Non-Health-Related	39.2	7.8
Masters	39.4	7.7
Doctoral	39.2	7.8
Coursework	39.1	7.7
Non-Coursework	39.6	7.9

life purpose, sex, age, race, field of study, type of degree, credit hours, time in program and program focus.

Of these independent variables, social support, life purpose, and sex significantly contributed to the total variance in the stress score. Specifically, an analysis of the unstandardized regression coefficients of these variables revealed that for each unit increase in stress score, the level of social support of the participants decreased by .101 units ($b = -.101, t(540) = -5.349, p = .000$) and

their sense of purpose in life decreased by .153 units ($b = -.153, t(540) = -8.448, p = .000$). In addition, being male was associated with lower stress scores ($b = -3.136, t(540) = -5.588, p = .000$). All significance tests were conducted at the .01 alpha level.

An analysis of the R^2 increase for social support and life purpose allowed for a determination of improvement in fit of the regression line when these predictor variables were taken into consideration. The increase in R^2 that occurred when social support was added to the regression equation ($\Delta R^2 = .038$), revealed that, of the 27.2% of total variance in stress score that was explained by the predictor set, 3.8% was uniquely associated with social support. The increase in R^2 that occurred when life purpose was added to the regression equation ($\Delta R^2 = .095$), revealed that, of the 27.2% of total variance in stress score that was explained by the predictor set, 9.5% was uniquely associated with life purpose.

Interactions

To determine whether the interaction between social support and life purpose influenced the stress levels of graduate students a multiple regression analysis was performed (see Table 4). All significance tests were conducted at the .01 alpha level. Results revealed a significant adjusted R^2 of .295, $F(4, 566) = 60.752, p = .000$, which indicated that 29.5% of the total variance in the stress score was explained by sex, social support, life purpose, and the interaction of these two variables (social support X life purpose). Sex was included in this multiple linear regression analysis based on the fact that it was one of the variables that significantly contributed to the total variance in the stress score. The results revealed that the interaction term was not statistically significant

Table 3. Multiple Linear Regression Unstandardized Regression Coefficients, Standardized Regression Coefficients, *t*-Test Statistics, and R^2 Increase for Study and Demographic Variables

Variables	<i>b</i>	Std Error	β	<i>t</i>	<i>p</i>	ΔR^2
Intercept	64.492	3.041		21.208	.000	
Social Support	-.101	.019	-.230	-5.349	.000	.038
Life Purpose	-.153	.018	-.358	-8.448	.000	.095
Sex	-3.136	.561	-.208	-5.588	.000	
Age	-.004	.047	-.003	-.081	.936	
Race	.152	.613	.009	.248	.804	
Field of Study	.206	.787	.010	.262	.794	
Type of Degree	.018	.638	.001	.028	.978	
Credit Hours	.166	.111	.058	1.493	.136	
Time in Program	.032	.098	.016	.330	.742	
Program Focus	-.219	.728	-.014	-.301	.764	

Table 4. Multiple Linear Regression Unstandardized Regression Coefficients, Standardized Regression Coefficients and t-test Statistics

Variables	<i>b</i>	Std Error	β	<i>t</i>	<i>P</i>
Intercept	40.696	.385		105.687	.000
Sex	-3.499	.548	-.227	-6.387	.000
Social Support	-.110	.018	-.245	-5.936	.000
Life Purpose	-.154	.018	-.353	-8.555	.000
Social Support X Life Purpose	.000	.001	.009	.238	.812

($p = .812$). However, additional results from this multiple linear regression analysis did confirm the presence of significant main effects for social support ($p = .000$), life purpose ($p = .000$), and sex ($p = .000$).

Discussion

Social Support, Life Purpose, & Stress

The high levels of social support identified among graduate students in the current study differ from previous research findings, which report that graduate students tend to perceive the support they receive to be inadequate (Greene, 2015; Ellis, 2001). This discrepancy may be due to the fact that previous research explored social support available through institutions of higher education (i.e., faculty, advisors, peers), while this study asked participants to consider social support in general, which could come from a variety of relationships (i.e., faculty, advisors, peers as well as family, friends, co-workers).

The high levels of life purpose identified among graduate students in the current study also differ from previous research findings. For example, the Higher Education Research Institute study (Astin et al., 2003) found that as students accumulated more years of higher education, their level of life purpose declined. While previous studies explored levels of life purpose among undergraduate students, this study was unique in its focus on graduate students. Meaning and purpose in life guide young adults in selecting a vocation, so undergraduate students may feel their lives lack purpose because they have not yet selected a vocation. As young adults develop a sense of meaning and purpose in life, allowing their calling to guide their career path, they may ensure that their actions and beliefs match (Donatelle, 2014; Dalton, 2001). Thus, pursuing a graduate degree represents one way young adults aspire to fulfill an identified purpose (Strange, 2001). So, graduate students would be more likely to report a sense of purpose in their lives.

The moderate levels of stress identified among graduate students in the current study also differ from previous research, which concluded that stress constitutes a major health concern for young adults in higher education (Donatelle, 2014; Deckro et al., 2002). However, high levels of social support and life purpose, as reported by the subjects in this study, can provide a buffer against stress (Donatelle, 2014; Jenkins & Elliott, 2004; Bolt, 2004). Thus,

stress levels among subjects in this study would be predictably lower than for individuals whose levels of social support and life purpose were not as high.

Associations

Findings from the current study revealed that social support, life purpose, and sex contributed significantly to total variance in the stress score. Independent of one another, both social support and life purpose were inversely related to stress (i.e., as social support increases, stress decreases and as life purpose increases, stress decreases). These findings are consistent with previous research, which indicates that both social support and life purpose prove independently beneficial in the lives of young adults because these factors provide a buffer against stress (Donatelle, 2014; Bolt, 2004; Clara, Cox, Enns, Murray, & Torgrudc, 2003; Hodges, 2002). Current findings also revealed that life purpose is better than social support at predicting stress levels. In addition, stress levels were found to be lower among male graduate students than among female graduate students.

Interactions

Findings from the current study also revealed the absence of a significant interaction effect between social support and life purpose, indicating no differential effects for social support across life purpose with regard to stress. Thus, contrary to expectations, graduate students with high social support and high life purpose did not report low stress levels, nor did those with low social support and low life purpose have high stress levels.

Recommendations

Social support and life purpose independently provide a buffer against stress (Donatelle, 2014; Bolt, 2004; Clara et al., 2003; Hodges, 2002). This stress buffering effect can benefit young adults by helping them cope more effectively, thereby reducing the likelihood they will experience negative physical and psychological health outcomes associated with stress (Donatelle, 2014; Deckro et al., 2002;). In addition, this stress buffering effect can also benefit young adults academically by decreasing the likelihood of burnout (Donatelle, 2014; Jenkins & Elliott, 2004, Bolt, 2004) and attrition (Pines & Keinan, 2005; Reed & Giacobbi, 2004). In order for these benefits to be realized within the realm

of higher education, institutions would do well to reconsider how they attempt to provide social support to students (Christie et al., 2004; Ellis, 2001; Williams, 2002) as well as begin to offer opportunities for the discussion and development of life purpose among students (Astin et al., 2005; Dalton, 2001; Astin et al., 2003; Astin et al., 2011; Laurence, 2005; Love, 2001). Findings from the current study can inform professional practice by providing insight on the importance of incorporating social support and life purpose into the higher education experience.

University faculty, health care center staff and student affairs staff dedicate a considerable amount of time and resources implementing health promotion initiatives designed to reduce stress because of the negative physical and psychological health outcomes stress can elicit among young adults (Donatelle, 2014; Deckro et al., 2002). The current study revealed that students with higher levels of stress tend to have lower levels of social support and life purpose. Understanding this association will enable university faculty, health care center staff and student affairs staff to identify and advocate the need for health promotion initiatives designed to enhance social support and life purpose to buffer stress.

When implementing such initiatives, recognizing which students have higher levels of stress and lower levels of social support and life purpose can assist university faculty, health care center staff and student affairs staff in directing the initiatives toward those most in need, instead of attempting to reach the entire student body, many of whom may not need the services offered by such initiatives. Female graduate students, for example, were found to experience higher stress levels than male graduate students. Therefore, initiatives aimed at promoting social support and life purpose to buffer stress may produce a greater positive impact if targeted toward female graduate students. However, findings from the current study also revealed no interaction effect between social support and life purpose with regard to stress. This lack of interaction suggests that health promotion initiatives designed to reduce stress need not include both social support and life purpose, but would do better to focus on these issues individually. According to the current findings, focusing such health promotion initiatives on life purpose should be higher priority since it was found to be better than social support at predicting stress levels. As such, higher education institutions should be more intentional about offering opportunities for the discussion and development of life purpose (Astin et al., 2005; Dalton, 2001; Astin et al., 2003; Astin et al., 2011; Laurence, 2005; Love, 2001), both within and outside of the classroom. Putting these recommendations into practice would likely conserve scarce resources (i.e., time, money, personnel) and enhance positive outcomes (i.e., life purpose, social support, stress reduction).

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President-Elect's Message continued from page 2

- develop and share the updated Strategic Plan for VAHPERD. The Strategic Plan is an outline of the plans and initiatives that the association will focus on throughout the year. During the July board meeting, I had the opportunity to share the theme for the 2018 VAHPERD Convention to be held at the Founder's Inn Virginia Beach, Virginia. ***We can define Wellness as “an active process of becoming aware of and making choices toward a healthy and fulfilling life.” Wellness consists of six dimensions: social, occupational, spiritual, physical, intellectual and emotional. As health educators, regardless of what road we travel within the association, wellness is what we strive to achieve. The 2017-2018 Convention Theme is titled: “Actively Living through Wellness.”*** It is my hope that the 2018 Strategic Plan and Theme will continue to serve as a springboard for the association as we continue to support and promote best-practice opportunities designed to implement the 2015 Health and Physical Education Standards of Learning and provide professional development opportunities that promote best practices within the fields we serve. I continue to encourage member's support of quality instruction by sharing **Best Practice Lesson Plans under Recourses on the association's website**. What a Great Opportunity to share your expertise and creativity as an educator with other VAHPERD members and provide them with valuable resources that they can use to promote healthy and active opportunities for all students in Virginia.
- Part of the strategic Plan is to increase diversity initiatives among the membership and professional affiliations. During our July meeting the Board of Directors approved the Diversity Committee Operating Code and committee appointments. I truly want to thank those individuals who were willing to serve on the committee.
 - I have been working on VAHPERD'S **“Membership Meet and Greet the Board of Directors”** open forum session creating a **“VAHPERD Board of Directors/Committee Interest Form”** and **“Convention Justification tool Kit.”** Whether you have been a long-standing member of VAHPERD or a member less

- than one year, I encourage members to attend this session. You can chat with the Board of Directors, learn about our organization and how it works, view our benefits, and learn about the many ways you can get involved. Bring your ideas!
- VAHPERD continues to take a leadership role in the “Choose Your Vibe - Arrive Alive!” Campaign. For those of you who are unfamiliar with the campaign it is a social media campaign to promote healthy, alcohol free lifestyles and the avoidance of consequences to health and wellness, academic and career achievement that results from engaging in illegal underage drinking and drinking and driving. The association is looking to add Technology Outreach engaging students and providing resources to teachers related to underage drinking on our website.
 - I have been working closely with Becky Bowers-Lanier and the Executive Committee on a “VAHPERD Legislative Policy Statement”. We are very fortunate to have Becky as our associations Lobbyist and continue to support her imparting important legislation that is new, ongoing and relevant that has an impact on Health/Physical Educators Advocacy.

Getting Involved Upcoming Membership Events: I hope you will join me in participating in and supporting some of these events.

- The 2018 SHAPE America National Convention & Expo will take place in Nashville, Tennessee March 20-24! The 2018 convention will be held in partnership with Southern District and Tennessee AHPERD.

Membership Matters! Remember your membership in VAHPERD is valued and appreciated. **“Alone we can only do so little; together we can do so much”** - Helen Keller Please feel free to contact me with any concerns, ideas or questions. (larsenvahperd@gmail.com). I look forward to continue working with you and for you!

Patricia Larsen “Actively Living Through Wellness”

Learning to Lead by Serving Others

Ann Bailey Yoelin, Ed.D, CTRS, Assistant Professor of Therapeutic Recreation Department of Health, Athletic Training, Recreation, and Kinesiology, Longwood University

Colleen Lemay, M.Ed, Fourth Grade teacher at Crewe Primary School in Nottoway County, Virginia

Carole Lee, Health and Physical Education Graduate Student, Health and Physical Education teacher at Sunnyside Elementary School in McKenney, Virginia

Lucas Gibbs, Health and Physical Education Graduate Student, Health and Physical Education teacher at Goochland High School in Goochland, Virginia

Wil Miles, M.Ed., Health and Physical Education teacher at Pocahontas Middle School in Powhatan County, Virginia

Introduction

James Kouzes and Barry Posner have spent decades researching and writing about effective leadership and have based their work on the premise that leadership skills can be learned. While they have written numerous books on the topic, *The Leadership Challenge*, is a popular book that offers practical insight into how people can utilize their already existing leadership skills to inspire those around them to act in a positive and productive manner (Kouzes & Posner, 2012). Through years of research, Kouzes and Posner (2012) have observed five actions that are common among great leaders. They have turned these actions into a set of practices that leaders can use to guide them in their quest for effective leadership. The five practices of exemplary leadership include: modeling the way for others, inspiring a shared vision, challenging the process, enabling others to act, and encouraging the heart by expressing appreciation for the contributions of others (Kouzes & Posner, 2012).

In the spring of 2017, four physical and health education graduate students at Longwood University were introduced to Kouzes and Posner's five practices of exemplary leadership. As an extension of their learning, the graduate students engaged in an experiential service learning opportunity to apply the five practices of exemplary leadership by developing and implementing a community wellness event. Experiential learning activities provide an opportunity for information to be absorbed on a deeper level (The University of Texas at Austin, 2017). Students repeatedly apply their knowledge and skills in real-world situations while coupling the experience with reflection and feedback (The University of Texas at Austin, 2017). A brief description of the community wellness event and explanations of how the five practices were applied will be outlined.

The Community Wellness Event

College life can be demanding as students are subjected to various types of stressors at school including academic pressures, uncertainty over their future, social, and financial stresses. Kadison and DiGeronimo (2004), note that students who place a greater emphasis on achieving high grades, report increased levels of stress. Additionally, the American College Health Association (2016) identified that college students reported stress as the overwhelmingly greatest factor (31.6%) that negatively impacted their academic performance. After recognizing a similar problem within the campus community at Longwood University, the graduate students chose to offer a wellness event that provided students with healthy options for relieving stress. As current and



prospective health and physical educators, they appropriately chose to incorporate physical activity into the activities at the event. The wellness event was intentionally scheduled during the final month of the semester, when academic pressures are often heightened due to students finalizing projects, writing papers, and preparing to take final exams.

The title of the event was *Feeling a Hot Mess, Come Beat the Stress*. It was held for an hour in the student union on campus and was attended by 35 undergraduate students. The event opened with a brief introduction of the graduate students and a welcome message. After the purpose of the program was explained, the participants took turns rotating between four different stations for a total of 40 minutes. The first station included a miniature golf course that contained four holes with varying obstacles to increase the challenge and level of fun. Hands-on sensory activities were included at the second station and students had the opportunity to make Zen gardens and stress balls. At the third station, students were encouraged to dance and sing to various types of music while painting a mural. Finally at the fourth station, students had the chance to "blow off steam" by taking a swing at a piñata, stomping on bubble wrap and bowling. Upon conclusion of the stations, the participants were gathered together to debrief the experience and seek out suggestions for future improvement.

Five Practices of Exemplary Leadership

The five practices of exemplary leadership can be used universally in a variety of leadership settings and situations. According

to Kouzes and Posner (2012), the practices continue to stand the test of time by guiding the way for those who choose to accept the challenge of learning and practicing their leadership skills. In the following section, the five practices of exemplary leadership will be described in greater detail. Furthermore, specific examples of how the graduate students applied the practices to the planning, implementation, and evaluation of the community wellness event will be provided.

Model the way

Leaders pave the way for others by living out their core values. According to Kouzes and Posner (2012), it is essential for leaders to establish a set of principles that will guide their actions and decisions. Furthermore, clarifying personal values will allow leaders to demonstrate what they expect of themselves and others. It is important that a leader select and clearly communicate a few core values as a long list will only discourage and confuse others (Corvljan, Love & Novak, 2010). Once values have been identified and communicated, the leader can then align his or her actions with the core values. This is a key component, as it is the leader's behaviors that will gain him or her respect and not merely the job title. Day-to-day interactions are excellent opportunities for leaders to set the example of how they would like others to act (Kouzes & Posner, 2016).

Prior to planning the community wellness event, each graduate student took the core values assessment developed by the Cleveland Consulting Group, Inc. (2014) to determine their top five values. Next, they wrote a leadership philosophy to identify how their core values would guide them in modeling the way as effective leaders. A shared core value among the group included serving others. They were able to uphold this core value by developing a community wellness event that educated students about healthy ways to reduce stress all while promoting their well-being. Other shared values among the group included responsibility and honesty. They aligned these two core values with their actions in a variety of ways. During the planning phase, commitments were honored by meeting all deadlines for submitting written work and coming prepared with necessary information on planning days. Additionally, honest feedback was shared with one another when discussing ideas and evaluating the wellness event. Since the group shared common core values, their actions were aligned throughout the experience. This made it possible for them to hold each other accountable if behaviors and actions began to stray away from the core values.

Inspire a shared vision

The second practice of exemplary leadership involves establishing a positive vision for the future. Leaders can inspire those around them by foreseeing a vision of greatness and communicating that message to his or her constituents (Kouzes & Posner, 2012). To help develop a vision for the future, leaders should pay attention to what is around them and analyze current trends. To effectively communicate the vision, leaders will need to gain an understanding of what is important to others. Once leaders determine the needs and interests of those around them, they can use that information to illicit the support and build excitement among the group (Kouzes & Posner, 2012).

This practice was applied in a variety of ways throughout the community wellness event planning phase. Before settling on a theme for the wellness event, ample time was spent analyzing the needs of the campus community. Once the theme was chosen, current trends in stress reduction activities were researched to help guide the planning process. Furthermore, the group shared stories of how they envisioned the event going before work on the written plan began. Their enthusiasm for the event grew as they started to feed off of each other by adding new ideas. Even though the students individually shared their vision for the event, the final product was inspired by their collective group of ideas.

Challenge the process

Greatness can be achieved when leaders seek new opportunities and step outside of their comfort zone. Leaders can do this by first seeking initiative and accepting a challenge. When leaders accept a new challenge, they are faced with finding innovative solutions. This in turn pushes the leader to accept hardships that will ultimately help the leader become more resilient, creative, and effective (Kouzes & Posner, 2012). Great leaders will also challenge the process by encouraging initiative in others by giving everyone an opportunity to be involved, share their ideas, and give constructive criticism (Kouzes & Posner, 2012). According to Northouse (2015), the process of sharing the work and giving everyone the opportunity to use their strengths creates a trusting climate and a circle of feedback that promotes confidence in all involved. Lastly, great leaders can treat the new-found challenges as adventures and encourage those around them to see the failures, mistakes, and even successes as learning opportunities (Kouzes & Posner, 2012).

This practice was applied when the group stepped outside of their comfort zone to plan a campus-wide event that their peers would be excited to attend. To navigate the planning process as a team, a written plan was developed that included elements such as goals and objectives, a timeline of activities, and a marketing scheme. By breaking down the event into more manageable steps, they were able to evenly distribute and share the work load.

Brainstorming sessions occurred to make sure that they did not duplicate an event that had already been done before. Once the theme was chosen and program goals were set, stations were individually created for the event. By making an individual contribution to the event, the students were able to utilize their strengths and experience the freedom of the creative process. Finally, upon completion of the wellness a formal evaluation of the event was conducted. The group discussed unanticipated outcomes, their own observations, and the written feedback provided by the participants. The debriefing process provided an opportunity to learn from the experience and challenge the process for future endeavors.

Enable others to act

Successful leaders engage help from others and are aware of the importance of this practice. Kouzes and Posner (2012), describe leaders as those who devote time to developing meaningful relationships with their team, producing common goals, and fostering an environment where everyone feels confident. This practice was evident in the planning and implementation of the community wellness event. Without the help of each group member, the event

would not have been as successful as it was.

To begin, the group shared a common goal of planning and implementing a community wellness event. From the beginning, there was a cooperative feel to the assignment. The first few classes of the semester included sharing personal leadership experiences and getting to know one another. These experiences shaped their personal relationships, which in turn fostered a mutual respect for one another. As the semester progressed, an understanding of how each group member would be able to use his or her personal strengths to aid in the success of the event emerged.

Individual feedback and guidance was offered throughout the planning process and the students were vulnerable to the criticism from each another during this time. Nonetheless, they thrived as a result of the suggestions from their peers because there was a mutual, trusting environment established at the beginning of the class. Kouzes and Posner (2016) describe this process as an important part of leadership because it builds confidence in leadership abilities by seeking out the advice of others.

As the event drew closer, more suggestions were made during the rehearsal of the event and minor adjustments took place. The adjustments ultimately aided in smoother transitions between stations and better defined roles for the volunteers. The group functioned as a whole but also exercised their personal leadership skills in the planning and implementation of the event. Trust, cooperation, and a mutual goal aided the graduate students in the development of successful leadership skills.

Encouraging the heart

Encouraging the heart is the fifth and final practice described in Kouzes and Posner's philosophy about exemplary leadership. According to Kouzes and Posner (1999), heartfelt acts of caring are essential for encouraging people to move forward and to celebrate successes. Showing appreciation and individualizing the contributions of others does not have to be packaged as grand gestures of ceremony. Instead, a simple "thank you" can be an excellent way to acknowledge and show that a leader cares about the work that is being done. And when praised collectively, celebrating successes together can help build a sense of community (Kouzes & Posner, 1999).

Providing encouragement can be a powerful motivator. When surveying their leadership classes, 98% of Kouzes and Posner's students identified that receiving encouragement helped them to perform at a higher level (1999). When offering encouragement, leaders can begin by establishing clear standards and providing consistent feedback to ensure that people are making progress towards goals (Kouzes & Posner, 2012). Lastly, making public displays of appreciation and varying the rewards provided can aid in the positive perception of the acknowledgement (Kouzes & Posner, 2012).

This practice was applied during the implementation and evaluation of the wellness event. Both the participants and volunteers were recognized for their specific contributions during the wellness

event. For example, participants were provided with encouragement and praise as they completed the stations and volunteers were recognized at the conclusion of the event. Upon completion of the event, each group member celebrated by sharing a personal highlight. Additionally, individual thank you notes were written to each of the volunteers. The group celebration helped all of those involved in the community wellness event to recognize the role they played in the success of the event.

Conclusion

Whether a seasoned leader or a student fresh out of college, Kouzes and Posner's (2012) five practices of exemplary leadership offers a framework to guide people that are ready to make a deliberate commitment to becoming a better leader. While there are many skills that a leader must master, Kouzes and Posner (2016) identify that the ability to learn is paramount. Applying an experiential service learning opportunity provided the Longwood graduate students with a unique opportunity to develop leadership skills necessary to become emerging health and physical education leaders. In conclusion, the benefits of improving leadership skills extend far beyond the individual and can positively impact our schools and society as a whole.

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Integrating a 4th Grade Social Studies Lesson on the Five Regions of Virginia With an Obstacle Course in Physical Education

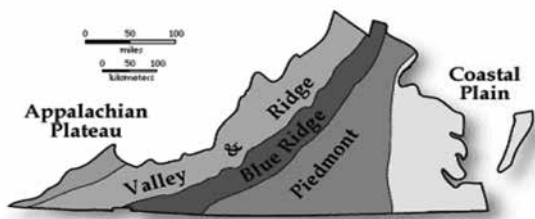
Mark Pankau, Physical Educator, Guilford Elementary School, Loudoun County Public Schools

Jamestown, Virginia is a popular historical site, and one of the favorite 4th grade field trip destinations. The 4th grade Teachers of Guilford Elementary School in Loudoun County selected Jamestown and the 5 regions of Virginia as their One to the World (OTTW) project (1).

The field trip provided a first-hand experience of the life and times of our earliest Settlers in the coastal region. Additional classroom lessons provided information about the five regions of Virginia.

The author realized there is a significant difference from personal experience between a field trip and a text book. After visiting with one of the 4th grade Teachers, the author developed an obstacle course in the gym, to reinforce the understanding of the five regions. It was discovered that most of the students had not visited or travelled through other regions, so they could not appreciate the beauty or history of the Commonwealth.

The author outlined the shape of Virginia across the entire gym floor using a standard Physical Education floor tape. Regional lines were then laid down, each in a different color tape.



Three, folded tumbling mats were used in Southeast Virginia to replicate the triangular shape of the Jamestown settlement in the Coastal region. Once the Settlers arrived at Jamestown, they disembarked from their ship and crab walked through the orange cone obstacles visible in the picture below.



The second region, referred to as the Piedmont Region, has two well-known sites; Great Falls on the Potomac River in the north was replicated using the wedge shaped tumbling mat. Settlers went over the falls by rolling down the wedge mat.



Natural Bridge in the south was constructed from large cones, half hoops and a small parachute. The Settlers went through Great Falls in the north, they got on their scooter wagons and traveled to the southern part of the Piedmont Region.



The third region, the Blue Ridge was constructed using the blue colored exercise step boxes arranged in sets of three steps in pyramid form to look like rolling hills. Once the Settlers traveled through Natural Bridge they left their scooter wagons and climbed up and over the Blue Ridge step boxes, negotiating a set of agility ladders going north again.



The fourth region, the Valley and Ridge, is represented by the Shenandoah Valley and Shenandoah River. Once the Settlers succeed in climbing the Blue Ridge obstacles they would lie chest down on their scooter and use swimming motions to complete the fourth region.



The fifth region, the Appalachian Plateau, was designed with ten folded tumbling mats stacked into a mountain shape. After swimming south the Settlers must crawl up and over the plateau. During the actual obstacle course race there would be two ships of Settlers who would leave England in the north corner of the gym, racing southwest to Jamestown. Racing involves Settlers sitting on a folded mat with scooters underneath to act as their ship. The first shipload of Settlers to traverse all five regions, climb up and over the Appalachian Plateau – making sure all of their shipmates finish together – get to wave the Virginia flag, signaling a victory.



The author's initial purpose then expanded after another classroom teacher visit. We learned that the fourth grade parents and guests would be visiting their classrooms to see various parts of their class projects after school during American Education Week in October. During the student's scheduled Physical Education class periods the fourth grade students experienced the course by racing other teams of classmates through the course.

After watching their students race through the obstacle course

the fourth grade Teachers asked if the game could be demonstrated to parents and guests, after the visit to their child's classroom during the classroom visitation time period. With four classes making up the 4th grade, each class' parents had their own demonstration and explanation of the integrated lesson. The demonstration of the obstacle course expanded the concept of the One to the World design, as well as, integrating movement into the academic lessons.

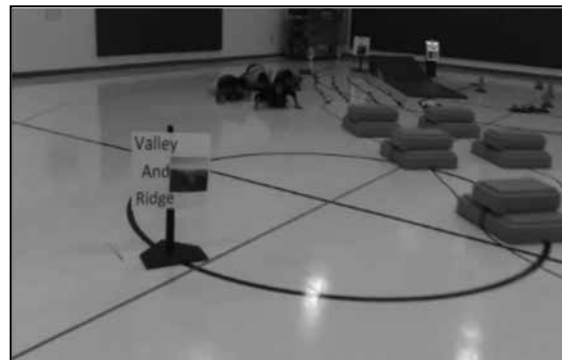
To enhance the learning experience, the author produced posters listing the five regional names, accompanied by a picture of that region. Posters were also produced with the names of the regions, as well as, posters of the five surrounding States that border Virginia.

During the parent's visit a video was produced and loaded on the Guilford school staff drive and sent to the Loudoun County Public Schools Information Office, along with a press release and pictures. All of these accompanying materials supported the concept of the One to the World project.

Before actually playing the game, students viewed pictures of the five regions via online materials which provided some historical background to support classroom teachers.

When other grade level classes came for their Physical Education class time they naturally wanted to learn and play the game. This was especially helpful to the 3rd grade students and teachers as a way of building a foundation for their upcoming 4th grade lessons. Naturally the 5th grade students wanted to review their knowledge from the previous year. In the end, all grades and classes tried out the course.

What began as an anchoring lesson with movement became a collaboration, expanding a text book lesson, into a brain based learning experience. From administrators to teachers, to parents and students, everyone was excited with the way Physical Educa-





tion could enhance a classroom educational lesson, leading to what we expect to be positive test score results.

A message for fellow colleagues is to look for opportunities to integrate grade level lessons within the Physical Education classroom. At Guilford Elementary School the grade level teachers share their quarterly units of instruction. Specialists then collaborate with them on how we can integrate the unit into our curriculum instruction. The five regions obstacle course game is an example of anchoring a grade level classroom unit of instruction into our program.

Then the 4th grade Teachers informed the author another important lesson on the American Revolution was coming. So the author has designed a relay race game, which will be reported out at a later time. Next will be an integration lesson on the Civil War. There may be no end into the possibilities of Physical Education anchoring grade level lessons, especially as they pertain to the Virginia Standards of Learning and subsequent tests.

According to the Principal, she stated, “This is amazing and a testament to the excellent work you do every day. Congratulations!” Up next, the 4th Grade American Revolution Game which designed around the Virginia 4th Grade History Standards of Learning.



1. *One to the World* is an instructional initiative that addresses what an LCPS graduate should know and be able to do. This instructional approach focuses on significant content and important competencies and the joy of teaching and learning. Through *One to the World*, LCPS leverages technology with a clear vision for how it can support teaching and learning in Loudoun County Public Schools.

Sport Entrepreneurship and Future Directions for Sport Management Programs

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According to Barringer and Ireland (2012), entrepreneurship is “the art of turning an idea into a business” (p. 6). Many students who have graduated from college professional preparation programs in sport management have gone into jobs where there is an established work force in an existing business with a set job description, specific duties, and pre-determined salary (e.g., marketing position in a college athletic program). These graduates have not had to develop their own business concept or business plan or seek funding to start up a business.

In other words, many sport management graduates over the years have gone into employment settings such as sport facility management or sport event management or athletic administration where the jobs and organizations have existed for years. This is not entirely the world that exists today in sport management. Jobs in the sport and fitness industries are becoming harder to find when compared to previous years. Part of the reason for this is linked to a slow economy and part of the reason is because of an abundance of graduates coming out of the hundreds of college sport management programs who are looking for sport related jobs. Thirty-five years ago there were fewer than 100 college sport management programs. Today there are over 400 programs (Case, 2017). Several hundred sport management graduates are entering the job market each year. The prospects of finding a good paying sport management job are sometimes difficult and frustrating.

One area that has been virtually untapped by sport management college programs (including programs in fitness management, recreation management, and exercise science) is the area of entrepreneurship. Although some graduates of these programs have started their own sport related start-up businesses, oftentimes it was done with virtually no start-up business skills. In the past, very few sport management graduates received formal training in the knowledge and skills required to start their own business. In other words, they received virtually no training in entrepreneurship. Instead, they learned through trial and error and the school of hard knocks.

Sport management college programs have grown from mainly an athletic administration orientation during the 1960s and 1970s to a sport management perspective in the 1980s and 1990s to a sport business perspective today. Historically, many sport management programs were housed in Colleges of Education and located under the umbrella of physical education. In recent times, a shift to “stand alone” majors in sport management has taken place with a number of sport management programs now housed in Colleges of Business. Sport management has even transitioned from a North American Society for Sport Management/National Association for Sport and Physical Education (NASSM/NASPE) approval process in the 1980s and 1990s to a Commission on Sport Management Accreditation (COSMA) process today.

Although sport management has grown into a separate discipline with its own national organization (NASSM), annual conference, journals and sub-disciplines like sport marketing, newer ideas and innovations in curriculum design and coursework have been slow

to develop. For instance, sport management program curricula have been slow to embrace the private sector by not providing entrepreneurial knowledge and skills to students so they can start their own sport related businesses. For a number of years, curriculum experts in sport management have talked about developing sport specific sales courses. Now there appears to be another push nationally to offer sport sales courses with the development of new sport sales textbooks and training materials. Business schools have offered sales courses for many years. In a similar way, it now appears to be the time to consider sport entrepreneurship courses as a viable offering in sport management curriculums. Although some college sport management programs seek out entrepreneurship courses in the College of Business, it is clear that sport management has a unique setting where students can create, foster, and hone entrepreneurial skills that can be used to start sport related businesses or develop sport related products. Sport management students are beginning to realize that there are only so many college athletic program marketing positions. Front office positions in professional sport leagues are also limited in number. Students who want to work in a sport related career area would be well served to consider starting their own sport related business.

Don't be mistaken. Positions in sport facility management, sport event management, sporting goods industry, sport commissions, sport marketing agencies, administration of youth sport club teams, Young Men's Christian Association (YMCA) sport programs, Morale, Welfare, and Recreation (MWR) military intramural programs, college recreational sport programs, college athletics, professional sport, and high school athletic administration are still available. But, with each passing year the competition for these positions is increasing and landing a good paying job in professional sport, for example, is becoming tougher. As a result, it is suggested that sport management graduates wear many hats. Generally speaking, they should be able to move in different directions with a wide variety of skills and a broad knowledge base.

Colleges of Business have realized the need for versatility and flexibility for years. This is why many business programs have placed emphasis on developing majors, minors, coursework, certificates, and degrees in entrepreneurship. For example, Old Dominion University has established the Strome Entrepreneurship Center to encourage and support entrepreneurial initiatives, activities, and programs on campus. A certificate in entrepreneurship has been established for undergraduate students. An annual “Shark Tank” competition that awards prize money and scholarships has been created!

The University of North Carolina Kenan-Flagler Center for Entrepreneurial Studies has a motto which is “learn, launch, lead”. Their innovative entrepreneurship program is designed to help students find success beyond the start-up phase and eventually transition into a lifelong entrepreneurial career. MBA and undergraduate concentrations in entrepreneurship have been established at UNC.

Sport Entrepreneurship Body of Knowledge

Barringer (2015) writes that about two-thirds of the over 2,000 colleges and universities in the United States offer courses in entrepreneurship. Hundreds of books have been written about entrepreneurship and related areas. The Kauffman Index of Entrepreneurial Activity states that approximately 543,000 new businesses are created each month in the United States. However, a recent study by Case (2017) found that of the 407 undergraduate sport management programs in the United States, only 32 (7.9%) require an entrepreneurship course. Only 5 of these programs require a specific “sport entrepreneurship” course. At the master’s degree level, 2% (5 of 235) graduate sport management programs require a course in entrepreneurship or sport entrepreneurship.

According to Barringer (2015), a body of knowledge does exist in entrepreneurship. This entrepreneurship body of knowledge can be applied to sport settings to include the following:

- How to generate and identify sport business ideas;
- How to assess whether the sport business idea is worthwhile;
- How to conduct feasibility studies and market/industry analyses;
- How to recognize legal issues involving intellectual property and selection of an appropriate business legal structure;
- How to seek funding and investors;
- How to organize a business and hire an effective management team;
- How to write a comprehensive and dynamic business plan that includes an executive summary, marketing plan, and financial projections.

A positive feature of offering a sport entrepreneurship emphasis within the existing sport management curriculum is that a number of complimentary courses are already being taught in the typical sport management undergraduate curriculum. For example, sport marketing is a valuable asset to a sport entrepreneurship emphasis because a key component of the typical sport business plan includes a marketing section. Courses in sport finance and accounting compliment the budgeting and financial projection parts of the business plan. Sport law (including business legal structures, contract law, and intellectual property law), and sport administrative theory and leadership courses can supplement the business plan as well (Pinson, 2014; Steingold, 2015).

Types of Sport Businesses

The types of sport business ideas seem almost endless. For example, in Virginia Beach there is a new golf driving range and restaurant/lounge facility called Topgolf. Its initial start-up has been very successful. In Hampton, there is a multi-sport complex called the Boo Williams Sportsplex. It hosts a number of sporting events including AAU regional basketball tournaments. In Fredericksburg, there is a similar facility called the Field House where local club teams conduct their sport practices and adult leagues are offered in sports like soccer, flag football, and volleyball. J&A Racing is a private race management business that

plans and organizes running events such as the Shamrock Marathon in Virginia Beach and the Crawlins’ Crab Half-Marathon in Hampton, Virginia. Virginia Rush is a large soccer club that caters to the development of young soccer players and it is located at the SportsPlex in Virginia Beach. The Virginia Baseball Academy is a privately owned business that provides specialized baseball skill training and camps to youth in the Hamptons Roads area. Planet Fitness is a health club franchise that is located in many communities throughout Virginia. Elite Sport Marketing is a Virginia Beach based business that specializes in economic impact studies for sporting events. From a national perspective, Team Unlimited is a Hawaii based sport marketing firm that conducts XTERRA off-road triathlon events worldwide. Twenty years ago Tom Kiley and Janet Clark had a dream to develop a small water and land sporting event for tourism in Hawaii. The event has grown to the point that it is now the largest off-road triathlon event in the world with races held in numerous countries. The XTERRA East Coast Championship was held in Richmond for a number of years. The list of sport and fitness related businesses and success stories can go on and on...

Some colleges with majors in exercise science, fitness management, and recreation management have developed courses in entrepreneurship. If a student majoring in exercise science decides to open a health and fitness club someday, it would be a good idea to have basic entrepreneurial knowledge and skills so that he or she can start a new business. Some have suggested that taking a course in sport entrepreneurship is more than learning about how to write a business plan. It is developing an “I can do it” proactive mindset where anything is possible. This entrepreneurial spirit and mindset can prove to be invaluable for college graduates who are seeking employment as they can always turn to their own ideas and initiative in order to start a sport or fitness related business or create a new sport product.

Many entrepreneurs invent new sport products or develop new techniques that benefit others. The Big Bertha driver or the Ping Putter in golf are just two of many examples. Another example would be the author of this article who started a sport marketing business fifteen years ago and since that time he has conducted over 100 economic impact studies for sport organizations throughout the United States.

Sport Entrepreneurship Online Course

At Old Dominion University, an online sport entrepreneurship course is being offered through the sport management program. The primary goal of the course is to develop an entrepreneurial knowledge base and skill set that will allow students to feel comfortable in writing a business plan so that someday they can start their own sport related business. A key part of the ODU entrepreneurship course is to develop an “I can attitude” and “entrepreneurial spirit” in each student. This attitude and mindset can be used in any life situation. Students formulate a sport business idea, research the feasibility of the idea, conduct a market analysis, and then write a comprehensive business plan for a potential sport business. The course culminates in a “shark tank” type competition where business experts review and judge the sport small business ideas and plans that are presented by the students.

Over thirty years ago the author of this article remembers a time

when people questioned why sport management college programs were needed and why coursework should be offered in sport marketing, sport finance, sport law, sport event management, sport facility management, etc. The test of time has confirmed that the establishment of college sport management programs to educate and train students in sport related business careers was a good idea. In a similar way, some tough curricular decisions will need to be made in the future for sport entrepreneurship courses. Initially, societal interests, trends, and changes resulted in the development of college sport management programs as individuals were needed to organize, market, and administer the growing number of sport programs in the United States. Additional changes are taking place today and they relate to the types and number of jobs available to sport management graduates. Sport entrepreneurship knowledge and skills can help meet these changes and challenges by providing students with the necessary skill sets that will help them in starting their own sport related businesses. The future should prove to be exciting!

Past President's Message

continued from page 3

- **2017 VAHPERD Convention in Roanoke, VA** –
Our annual conference will be at the fantastic Hotel Roanoke in November. This year's theme, "Every Step Counts" has many meanings that relate to health and physical education teachers. Add **November 10-12, 2017** to your calendar and prepare to join us for this amazing professional development opportunity.
- **SHAPE America National Convention in Nashville, TN** –
In Music City, you will come together with thousands of health and physical education professionals who are advancing 50 Million Strong – a commitment that empowers all children to lead healthy and active lives through effective health and physical education programs. Save the date (March 20-24, 2018) and get ready for Nashville as we move together toward tomorrow!

Please know that your membership in VAHPERD is valued and appreciated. Your thoughts and feedback are very important to us. If you have any questions or need assistance, please feel free to contact me (ctriolet@gmail.com). I look forward to continuing to work with you and for you!

Chad Triolet
2017 VAHPERD Past-President

PS – A quick "shout out" to all of our members who make a difference for children across the Commonwealth!

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Executive Director's Message

continued from page 3

and stroke by raising money for research.

Even with our reduced income in the past few years, we have continued to provide quality professional development, continued to be involved with keeping up with current HPERD legislation, and offer new services to our members. This past year we offered Liability insurance with your professional membership. This is something that the board was excited to offer and hopefully saved you from having to purchase insurance. We are always looking for new ideas and have a "Meet and Greet" at the Convention where we will be asking for your input on the upcoming year. If you are not able to attend the convention, please feel free to send me your ideas and I will pass them on to the board.

Thank you for your membership in the association. You are a valued member!

Henry Castelvechi



Active Academics: Standing up for Learning

Steve Shelton, M.S., Instructor, Physical and Health Education Teaching, Radford University

Can improved levels of physical fitness positively impact academic performance? Are healthy children who feel well more prepared to learn? Can enough movement accelerate cognition? Are students more engaged with the teacher and subject matter in activity permissive learning environments when compared to traditional seated environments? These and many other questions have been the focus of a growing body of research in recent years. This literature review briefly examines some of the more prominent studies and progress reports that have highlighted how physical activity and improved fitness levels can help students to maximize their potential to succeed in school.

Examples abound in both the topical literature and research findings of the link between physical activity and academic progress, improved behavior, increased attendance and overall engagement with the teacher and subject matter. After conducting an extensive review of 215 published articles addressing the relationship between physical activity and academic performance, Castelli et al. (2014) concluded “this line of inquiry is growing exponentially and that valuable discoveries about children’s health have implications for educational practice, public policy, and funding priorities” (p. 140). Castelli et al. (2014) included school attendance, on-task behaviors, standardized tests, attention, memory, and executive/cognitive control when defining the term academic performance. Increased interest in this subject is timely as children are less active and more physically out of shape than ever before and as schools are simultaneously facing greater demands associated with increased academic standards (Shelton, 2009). Two out of three children are not physically active enough (Let’s Move!, 2016) and “one in three kids in the United States is overweight or obese” (Castelli, Glowacki, Barcelona, Calvert, & Hwang, 2015, Introduction section, para. 1). In 2008, Prosser and Jiang reported, “The evidence demonstrates that overweight and obese children suffer the same health problems as obese adults and suffer increased morbidity during adulthood” (as cited in Shelton, 2009, p. 4). Health problems such as type 2 diabetes and childhood asthma have resulted from this rapidly developing epidemic (Ehrlich, 2008). Many schools have indicated a narrowing of the curriculum to devote more time for instruction in mathematics and reading often at the expense of other subjects such as physical education (Shelton, 2009). In the Commonwealth of Virginia, although elementary schools are required to provide daily recess, time devoted to these periods of physical activity can be extremely brief and withholding physical activity, including recess, as a disciplinary tool is not prohibited. Additionally, classroom teachers are not required to provide physical activity breaks for children (SHAPE America, 2016).

Because students spend so much time at school each day, schools have a unique role to play in creating a more active and healthy lifestyle (Castelli et al., 2015; Let’s Move!, 2016). Beyond the well documented positive benefits of regular physical activity such as improved circulation and stronger muscles and bones, more school divisions seem to be embracing this brain-body connection and some have shown an interest in developing physically active

classrooms and researchers have even documented the reduction in students’ time off-task as well as improved attention and overall behavior particularly following a physical activity break or recess (Trost, 2009).

Former First Lady, Michelle Obama, launched a national collaborative in early 2013 to improve the health of our nation’s youth by bringing education, health, government, non-profit, and private business leaders together to promote physical activity in as many of the 130,000 K-12 schools across the United States as possible, moving away from a siloed approach to combating staggering physical inactivity and obesity statistics. Since its inception, *Let’s Move! Active Schools* has evolved by partnering with 30 prominent organizations to promote the daily goal of students accumulating 60 minutes of physical activity before, during, and after school. Currently, more than 14% of U.S. schools, mostly located in southern cities with higher percentages of students receiving free and reduced lunch and with a significant number of African-American students have enrolled in the program. In the recent 2016 publication, *Let’s Move! Active Schools Progress Report*, several positive outcomes based on related research were highlighted including better school attendance, improved attention, behavior and test performance, and less off-task behavior.

Physical activity during the school day is listed as one of five important components of the *Let’s Move! Active Schools* program and Korbey (2014) recently reported on the use of standing desks (see image 1 below) as a positive alternative to the “sit down and be quiet” structure of most classrooms by highlighting the findings of Mark Benden, Associate Professor at Texas A&M Health Science Center, who concluded that students (especially obese students) burned more calories, showed larger improvements in attention and were more engaged as noted by how often students looked at the teacher, were distracted by a peer, or made notes on their paperwork. The use of standing desks combined with wobble chairs, and stability balls has grown in popularity and appears to have positive anecdotal and intuitive support from teachers who are using these innovative pieces of equipment (Korbey, 2014).



Image 1

In summary, after conducting a review of numerous scholarly articles, progress reports and research briefs, it is clear that the evolving association connecting physical activity and academic performance is increasingly being investigated by educational researchers and neuroscientists alike. While conducting their systematic review of relevant studies, Castelli et al. (2014) concluded the following:

Given the body of evidence suggesting that healthy children learn better, the continued rigorous study of the link between physical activity and academic performance, along with a targeted dissemination of results, must transpire for teaching and learning to be maximized (p. 140).

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Utilizing the Theory of Planned Behavior and Active Learning Strategies to Combat Designer Drug use with College Students

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Abstract

Background: The United States of America has grappled with illicit drug use for centuries and there have been a number of different policies and approaches to combat the devastating effects on individuals, families, and society. Specifically, designer drug use continues to escalate and are being marketed with a variety of names. College students are one group being targeted and prevention strategies to curb this public health crisis are needed. This article outlines a preventative approach through the use of active learning strategies. **Method:** In this teaching technique, the Theory of Planned Behavior (1985) is used to deter college students from experimenting with designer drugs. **Objectives:** After completing this lesson, students will be able to understand dangers associated with designer drugs, analyze influences on health behavior, demonstrate decision-making skills, display goal-setting skills to enhance health, and advocate to reduce substance abuse. **Primary Audience:** This lesson is designed for undergraduate college health education, community health, and public health students.

Introduction

The war on drugs is not a new topic, with multiple laws and approaches having been developed to fight this public health crisis while yielding mixed results. Some notable laws to fight this epidemic include The Harrison Act of 1914 (first federal regulation on production, importation, sale and distribution of opium and drugs that derive from opium), Heroin Act of 1924 (focused on illegal manufacture and use of heroin and other narcotics), Marijuana Tax Act of 1937 (Similar to the Harrison Act focusing on marijuana versus narcotics), 1979 Drug Paraphernalia Act (banned items used for drug use) and 1988 Anti-Drug Abuse Act (targeted users, not just manufactures) (U.S. Food and Drug Administration, 2014). While these laws focused on all different approaches from manufacturers, distributors, users, types of drugs, paraphernalia, punishments, etc., much work still remains.

According to the National Institute of Drug Abuse [NIDA] (2015) there has been a recent surge in designer and synthetic drug overdoses in youth and are being sold under names such as “Spice”, “K2”, “Ninja”, “Ak-47”, “Flakka” and many more. A popular designer drug that has emerged the past few years under the name “Bath Salts” is an example of the dangers associated with these products. Synthetic cathinones are one of many ingredients being marketed under the “Bath Salt” label (with subheadings “Bliss” or “Cloud 9”) and cause side effects such as hallucinations, violent behavior, suicidal thoughts, seizures, and panic attacks (American Association for Poison Control Centers [AAPCC], 2015). The deception occurs from the marketing strategy as these are not actual bath salts an individual would use in the tub, but a host of different chemicals they ingest for the effects.

Another designer drug that continues to circulate on college campuses is being marketed under the name

“Molly.” Students seek out “ecstasy” (active ingredient 3, 4-methylenedioxymethamphetamine [MDMA]) when purchasing “Molly” but run the risk of overdose because of unknown combinations of ingredients during manufacturing of the pill by suppliers and dealers (Recovery Connection, 2015). There are a number of side effects surrounding the use of MDMA. Users report increased sensory and empathy toward others within an hour, but run the risk of adverse health effects as the drug works its way through the system (Foundation for a Drug-Free World [FDFW], 2015). Short and long-term effects include confusion, severe dehydration, paranoia, organ failure, convulsions, and death (FDFW, 2015). These effects are tied to MDMA, but it is important to note that “Molly” contains additional unknown ingredients and their associated interactions and effects.

Icek Ajzen (1985) proposed in the theory of planned behavior (TPB) that individual behavior is determined by behavioral intentions; influenced by an individual’s attitude toward the behavior, subjective norms (how significant others might view the behavior), and the difficulty with which the behavior can be performed (behavioral control). The TPB can be used to help identify and prioritize specific areas that influence behavioral intention for an individual. For example, if an individual has a negative attitude toward using designer drugs, is positively influenced from a surrounding support system, but lives in an environment where illicit drugs are easily available, a health education specialist can now target this identified enabling factor. An individual’s intentions are a good predictor of future behavior they are going to engage in (Ajzen, 1991).

Overview

This lesson was created as a preventative approach to combat designer drug use within the college student population. After completing this lesson, students will be able to understand dangers associated with designer drugs, analyze influences on health behavior, demonstrate decision-making skills, display goal setting skills to enhance health, and advocate to reduce substance abuse. This teaching technique, applied at the collegiate level, is aligned with five National Health Education Standards (2007): Standard 1 *comprehending concepts related to health promotion*, Standard 2 *analyzing influences on health behavior*, Standard 5 *demonstrating decision-making skills*, Standard 6 *displaying goal setting skills to enhance health*, and Standard 8 *demonstrating the ability to advocate for personal and community health*. The following responsibilities and competencies of a health education specialist are addressed with the development of this lesson: Area 2 *planning health education/promotion*, Area 3 *implementation of health education*, Area 4 *evaluation and research*, Area 5 *administering health education/promotion*, and Area 7 *communicating, promoting and advocating for health education* (National Commission for Health Education Credentialing, 2015). In addition, the following *Healthy People 2020* goal is addressed

in this teaching technique: “Reducing substance abuse to protect the health, safety, and quality of life for all” (U.S. Department of Health and Human Services, 2015).

Materials and Resources

- Ajzen (1985) Theory of Planned Behavior Example (students; Figure 1)
- Blank paper and writing utensils or electronic devices (computer, iPad, notebook, etc.)
- Theory of Planned Behavior Rubric (students; Table 1)
- Strategies to Address Theory of Planned Behavior Constructs Rubric (students and teacher; Table 2)
- Poem/Rap on Designer Drugs Rubric (students and teacher; Table 3)

Primary Audience

This teaching technique is intended for use in health education, community health or public health fields for undergraduate college students.

Procedure

Part I: Anticipatory Set (3-5 minutes)

A.) Engage students in a question and answer segment with the following scenario: A drug dealer buys a “kilo” or “key” of

MDMA (ecstasy) powder for \$40,000. The dealer packages and markets the product in pill form under the name “Molly” and brands each pill with a superman logo. The pills each weigh approximately 250 milligrams and are to be sold for \$10 per pill. B.) How much money will the dealer profit off his investment? (Note: 1 kilogram [“kilo”] = 1000 grams and 1 gram = 1000 milligrams)

Answer: \$0 (There are 4,000 pills (250 milligrams each) in one kilogram. Four thousand pills at ten dollars each equals \$40,000).

C.) What would the dealer need to do in order to turn a profit? Possible answers: raise the price per pill or pay less for each kilogram of powder.

Actual answer: Dealers “cut” their product with other substances (methamphetamines, amphetamines, caffeine, baking soda, pain medications, aspirin, cathinone, etc.) (Partnership for Drug-Free Kids, 2013). By adding other substances they now can turn a profit off their investment.

D.) Engage students in a brief discussion highlighting the main risks with designer drugs being the unknown factors of what actually is in the drugs and the interactions that will result.

Part II: Introduce the Theory of Planned Behavior (25-30 minutes)

A.) Introduce and briefly discuss the Theory of Planned Behavior (TPB) (found in the introduction).

B.) Provide students with an example TPB model (Figure 1).

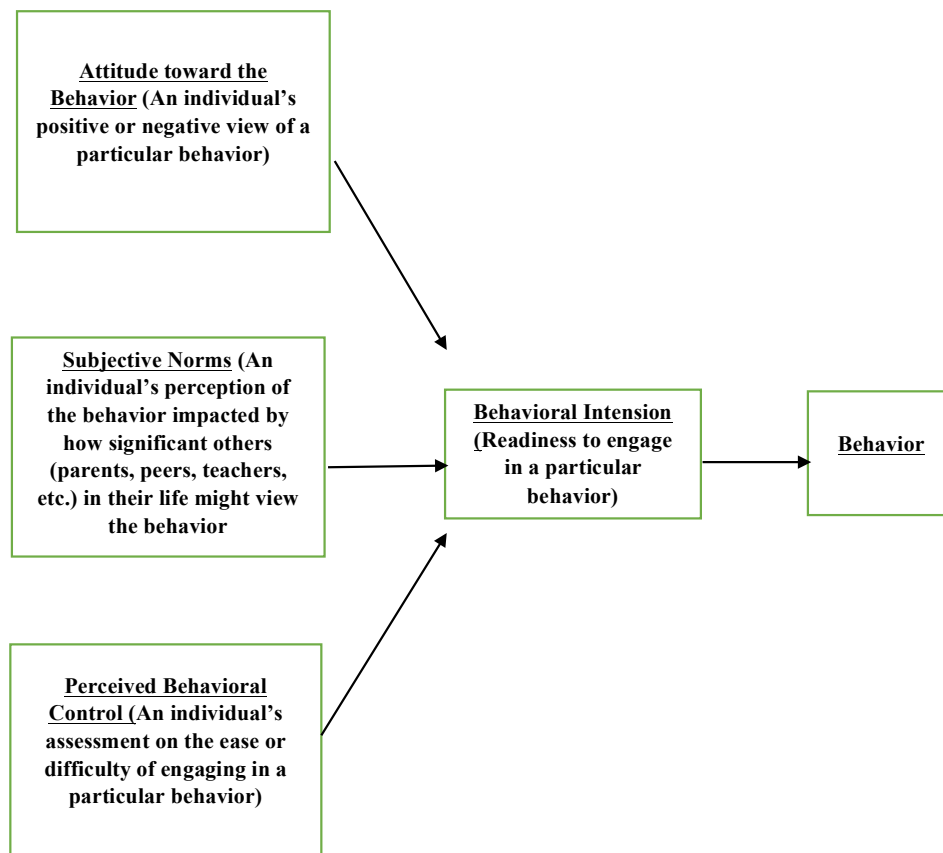


Figure 1. Ajzen's (1985) Theory of Planned Behavior with Examples

Engage students in a brief discussion on the model.

C.) Have students use the TPB to analyze influences that may impact individuals using or thinking about using designer drugs. First, have students self-evaluate. In at least three sentences, address each category of the TPB. Have students describe their attitude, subject norms in their life, and perceived behavior control in regards to designer drugs (you may wish to assign a specific designer drug that may be prevalent in the corresponding community). Next, in at least six sentences, have students explain their estimated behavioral intention after assessing the previous three behavior constructs (attitude, subjective norms, and perceived behavioral control). Have students use Table 1 to complete the task and peer assess.

D.) After peer assessing, have students work in pairs to addressing the following: If a friend or loved one was thinking about using designer drugs and had a negative perception of one or more of the constructs in the TPB model, would might be done to improve the construct toward a positive perception?

Provide two strategies in bullet format addressing each TPB construct. Once complete, have students peer assess at least one group (Collect these at the end of class to assess. In addition, you may wish to make a full class list to post on a class website). (Table 2)

Part III: Decision-making, Goal-setting, and Advocating Activity (20-30 minutes)

A.) Provide students with the option of creating a poem or rap on designer drugs. Hand out Table 3 and discuss required learning criteria for the assignment. A minimum of 12 couplets are required and the objective is to display to the reader content related to designer drugs, decision-making skills, goal-setting, and advocacy.

B.) Have students submit the assignment for grading. In addition, you may wish to display on a bulletin board or across campus as part of “Awareness week on the dangers associated with designer drugs.”

Table 1. Theory of Planned Behavior Assessment Rubric

Assessment Criteria	Proficient	Developing	Emerging	Peer Feedback
<p>1.) Structure:</p> <p>At least three sentences for each of the three main constructs (attitudes, subjective norms, and perceived behavioral control) in the TPB are provided (minimum nine total sentences)</p> <p>and</p> <p>At least six sentences are provided estimating behavioral intention</p>	<p>At least three sentences for each of the three main constructs in the TPB are provided (minimum nine sentences total) and</p> <p>At least six sentences are provided estimating behavioral intention</p>	<p>At least three sentences for each of the three main constructs in the TPB are not provided (minimum nine sentences total) or</p> <p>At least six sentences are not provided estimating behavioral intention</p>	<p>At least three sentences for each of the three main constructs in the TPB are not provided (minimum nine sentences total) and</p> <p>At least six sentences are not provided estimating behavioral intention</p>	
<p>2.) Content and Critical Thinking:</p> <p>Information is in agreement with each of the three constructs on the TPB</p> <p>Sentences display full comprehension of the material</p> <p>Estimation of behavioral intention is in agreement with identified information from the three main constructs</p>	<p>Information is in agreement with each of the three main constructs on the TPB and sentences display full comprehension of the material and estimation of behavioral intention is in agreement with the identified information from the three main constructs</p>	<p>Information is not in agreement with each of the three main constructs on the TPB or sentences do not display full comprehension of the material or estimation of behavioral intention is not in agreement with the identified information from the three main constructs</p>	<p>Information is not in agreement with each of the three main constructs on the TPB and sentences do not display full comprehension of the material or estimation of behavioral intention is not in agreement with the identified information from the three main constructs</p>	
<p>3.) Professionalism:</p> <p>The student completes his/her self-evaluation and peer assesses at least one other student in the allotted time</p>	<p>The student completes his/her self-evaluation and peer assesses at least one other student in the allotted time</p>	<p>The student does not complete his/her self-evaluation or does not peer assesses at least one other student in the allotted time</p>	<p>The student does not complete his/her self-evaluation and does not peer assesses at least one other student in the allotted time</p>	

Table 2: Strategies to Address Theory of Planned Behavior Constructs Rubric

Assessment Criteria	Target	Developing	Emerging	Peer Rating	Teacher Rating
1.) Structure: At least two strategies in bullet format are provided addressing each of the three TPB constructs	At least two strategies in bullet format are provided addressing each of the three TPB constructs	At least two strategies in bullet format are not provided addressing each TPB construct or all three TPB constructs are not addressed	At least two strategies in bullet format are not provided addressing each TPB construct and all three TPB constructs are not addressed		
2.) Content and Critical Thinking: Each identified strategy directly addresses the corresponding TPB construct, is developmentally appropriate and displays full comprehension of the task.	Each identified strategy directly addresses the corresponding TPB construct, is developmentally appropriate and displays full comprehension of the task.	Each identified strategy does not directly address the corresponding TPB construct, or is not developmentally appropriate or does not display full comprehension of the task.	Each identified strategy does not directly address the corresponding TPB construct, and is not developmentally appropriate or does not display full comprehension of the task.		
3.) Professionalism: The student completes his/her task and peer assesses at least one other student in the allotted time	The student completes his/her task and peer assesses at least one other student in the allotted time	The student does not complete his/her task or does not peer assesses at least one other student in the allotted time	The student does not complete his/her task and does not peer assesses at least one other student in the allotted time		

Assessment Techniques

A) Self-Evaluation and Peer Assessment on Theory of Planned Behavior

- Use the assessment rubric (Table 1) to evaluate learning criteria (*Note: no numerical grade is assigned, and the focus of the assessment is on peer feedback*).

B) Strategies to Address Theory of Planned Behavior Constructs

- Use the assessment rubric (Table 2) to evaluate learning criteria (*Note: no numerical grade is assigned, and the focus of the assessment is on teacher and peer feedback*).

C) Poem/Rap on Designer Drugs

- Use the assessment rubric (Table 3) to evaluate learning criteria.

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Table 3. Poem/Rap on Designer Drugs

Assessment Criteria	Excellent 5 points	Proficient 3 points	Developing 1 point	Teacher Rating
1.) Structure: At least 12 couplets are provided	At least 12 couplets are provided	Eight to 11 couplets are provided	Seven or fewer couplets are provided	
2.) Content and Critical Thinking: Separate sections of the poem/rap illustrating each of the following are provided: A.) Specific Designer Drugs B.) Decision-making skills C.) Goal setting D.) Advocacy	Content addresses all four specified categories	Content addresses three of the specified categories	Content addresses two or fewer of the specified categories	
3.) Presentation: Information is organized, neat, and flows in a logical manner	All information is organized, neat, and flows in a logical manner	All information is not organized or neat or flow in a logical manner	All information is not organized and not neat or flow in a logical manner	
4.) Professionalism: The student completes the task in the allotted time	The student completes the task in the allotted time	The student completes 80-99% of the task in the allotted time	The student completes less than 80% of the task in the allotted time	
Total: 20 possible points				Teacher total:

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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.

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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.

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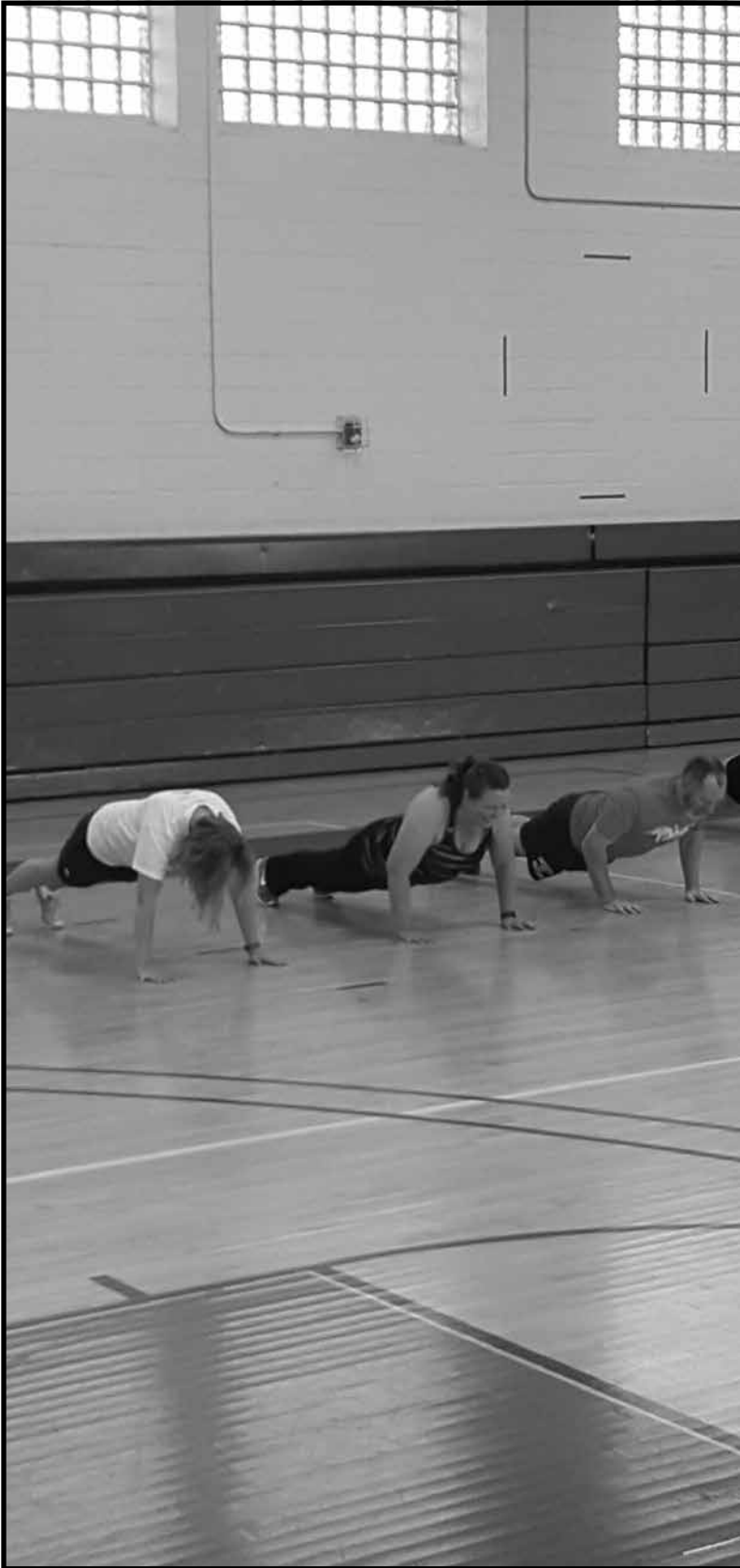
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