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If Physical Education Is Good Enough for Harvard, Is It Good Enough for You?

By Penny McCullagh, PhD, KT Editor

Within the last month, numerous high-profile news sources (including NPR and the *Washington Post*) have featured information about a Harvard professor's suggestion that all students be required to take physical education classes. The September 26 issue of *USA Today* ran a story with the following information: At Massachusetts Institute of Technology, students are required to take four physical activity classes to graduate; but at nearby Harvard, this has not been a requirement since the faculty of arts and sciences eliminated it in the 1970s. The stance at MIT is that although it is difficult for students to exercise when they are so busy with high-intensity schoolwork, physical activity classes give students the health benefits of exercise and also serve as a springboard to lifelong activity so that these students have the potential to serve as role models in their future careers.



Daniel Lieberman is chair of the department of human evolutionary biology at Harvard; he is investigating how evolution has honed a propensity to laziness. An excellent article by Jonathan Shaw in the September–October issue of *Harvard magazine* reviews much of Lieberman's work, which argues that, in terms of evolution, humans exercise only as much as they must—and in today's world, that means not

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very much. Recognizing Harvard's research that shows reduced rates of mortality and morbidity among their alumni who exercise, Lieberman suggests that it may be time to bring back physical education. Lieberman recognizes that this may not be easy and that his ideas may cause a "firestorm" at Harvard. High-achievement students are busy pursuing their studies, but data suggest that the time invested is worth it since those who exercise may have higher cognitive functioning and lower anxiety and depression than those who do not exercise.

Brad Cardinal and his colleagues at Oregon State University published a 2012 study in *Research Quarterly for Exercise and Sport* that examined physical activity requirements in 354 random institutions. The article provides an excellent overview of the history of physical activity courses in universities, starting in 1861. The study found that in the 1920s and 1930s, 97 percent of higher education universities required physical activity classes. However, by 2010, only about 40 percent of universities had such a requirement. They suggested that given the importance of physical activity in maintaining health, not requiring activity may be inconsistent with the National Physical Activity Plan.

Oregon State University also highlighted their own program of physical activity. One

popular press article claimed that Oregon State did not have a physical activity requirement, but indeed it does. All students must take the Lifetime Fitness for Health class for two credits as well as one activity class for a credit. Oregon State offers about 250 activity courses per quarter and, according to the *Synergies* article by Dani Douglass, about 18,000 students take activity classes each year.

Penn State University has also done an excellent job of ensuring that physical activity is required of students in the general education curriculum. Part of the mission statement of the university states that Penn State "improves the well-being and health of individuals and communities through integrated programs of teaching, research, and service." With such a mission statement, it is clear that physical activity should be an integral portion of the general education requirements. During an academic year, the kinesiology program offers approximately 300 sections of courses and serves about 8,000 students. A thorough justification for the importance of physical activity was developed to justify inclusion in general education, and considerable evidence about the importance of physical activity was developed based on evidence from the research literature. A well-defined assessment program has been developed

to provide data specific to the Penn State program.

If your campus is in the process of redefining its mission, developing vision statements, and then instituting learning outcomes, I would highly suggest you examine some of these reports to assist in your rationale.

Cardinal, B.J., Sorensen, S.D., & Cardinal, M.K. (2012). Historical perspective and current status of physical education graduation requirement at American 4-year colleges and universities. *Research Quarterly for Exercise and Sport*, 83, 503-512.

Douglass, D. (2016, Sept. 21). Back to school: Activity with purpose. *Synergies*. <http://synergies.oregon-state.edu/2016/back-to-school-activity-with-purpose>

Penn State Department of Kinesiology. (2014, April). Physical activity & the GHA: Evidence for inclusion in general education reform. <http://gened.psu.edu/wp-content/uploads/sites/7232/2013/10/GETF-Physical-Activity-GHA.pdf>

Weintraub, K. (2016, Sept. 26). MIT has Harvard on the mat when it comes to exercise. *USA Today*. www.usatoday.com/story/life/2016/09/25/colleges-teach-benefits-physical/90246182

PRESIDENT'S MESSAGE

AKA Celebrates 10-Year Anniversary in 2017

By Mary Rudisill, AKA President



Mary Rudisill

The American Kinesiology Association is celebrating its 10-year anniversary at our AKA Leadership Workshop in Dallas this coming January. Over the past 10 years, our association has grown dramatically and has worked diligently to support our members and promote our academic discipline. In celebration, this year's AKA Leadership Workshop is going to be filled with exciting experiences and opportunities for those attending.

Thanks to the recommendations of the future directions committee, AKA will be offering a preworkshop on athletic training education. In this preworkshop, the CAATE curricular standard and the transition to an entry-level master's degree in athletic training will be reviewed and discussed. Dr. Russ Richardson from the University of Montana Western will be leading this preworkshop, January 26-27, prior to the start of the AKA Leadership Workshop.

We are also pleased to announce that AKA will deliver a second preworkshop for graduate coordinators titled "Kinesiology Graduate Programs—Improving Our Practices and Developing Leaders." This preworkshop was proposed by the AKA executive committee to promote strategies to improve our graduate programs and to promote diversity, inclusion, and equity in kinesiology through leadership development at the graduate level. Increasing diversity among our leadership in kinesiology is a primary objective of AKA, and the executive committee created this preworkshop opportunity with that goal in mind. The workshop will cover topics on recruitment, admissions, student success, professional development, laboratory safety training, assistantships, and funding for graduate programs. We are confident that this preworkshop, also delivered January 26-27, will serve our graduate coordinators in kinesiology and promote positive outcomes within our discipline.

Advantages and Challenges of Partnerships and Relationships will be this year's workshop theme. This topic was proposed by our future directions committee and

adopted because of its importance and relevance to our members. We will have three outstanding keynote speakers at the workshop. Dr. Fran Ascione, director of the Center for Interprofessional Education at the University of Michigan and how students enrolled in one of the health sciences schools (i.e., dentistry, kinesiology, medicine, nursing, pharmacy, public health, and social work) gain the necessary knowledge, skills, and dispositions to become effective members of collaborative health care teams. Keynote speaker Dr. Gail Hutchinson, who is the president of California State University–Chico, will present on cross-campus relationships from a university president's perspective. Our third keynote, Dr. Timothy Moore, vice president of research from Florida A&M, will introduce opportunities for collaborations with historically black colleges and universities, including strategies to avoid unsuccessful partnerships.

There was a great response from our AKA members when a call for workshop presenters was sent out earlier this fall. The AKA workshop planning committee

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reviewed over 40 presentation abstract submissions, and we are very pleased to report that we have a full slate of exciting presentations with varied modes of delivery (including keynotes, podiums, panels, roundtables, and more), representing many types of programs (bachelor's, master's, and doctoral granting schools) and universities (historically Black colleges and universities, Hispanic-serving institutions, and predominately White institutions).

Beyond the actual program content, this year's AKA Leadership Workshop is going to be special in many ways. We are going to recognize our first recipient of the Jerry Thomas AKA Distinguished Leadership Award, representing bachelor's, master's, and doctoral granting institutions. Dr. Jerry Thomas will be in attendance at the workshop this year as we recognize his contributions to AKA and our profession through the naming of the prestigious

Distinguished Leadership Award. There will also be a fun session on the first day of the workshop titled "From Then Until Now" to share memories from AKA past presidents.

Without question, this year's AKA Leadership Workshop is going to be informative, dynamic, interactive, and well worth your time. We're looking forward to seeing you all in January at the workshop!

2017 AKA Leadership Workshop

Building and Sustaining Relationships with Campus and Community Colleagues, Programs and Organizations

January 27-29, 2017

Pre-Workshops: Future of Athletic Training and Emerging Trends in Graduate Education

January 26-27, 2017

DFW Marriott Solana
1301 Solana Blvd., Building 3
Westlake, TX 76262

Conference registration deadline is December 26, 2016.

Olympic Tidbits

Post-Olympic Blues

In an article written by Melissa Block for NPR's Olympics coverage, she interviewed a number of athletes and Karen Cogan, a sport psychologist with the U.S. Olympic Committee, and recounted that many athletes feel very saddened and even depressed after the Olympics. Athletes spend years getting ready for the big event; Cogan noted that "You put everything into it, and for some athletes, their performance is over in a matter of seconds, literally. And then it's done, and now what?" Block recounted how even the most successful athletes can suffer the blues. Michael Phelps revealed suffering depression after the London Olympics, so even the gold cannot cure everything. One must also think of all the coaches and support team members involved: Many of these folks return home and are now out of a job.

-PMc

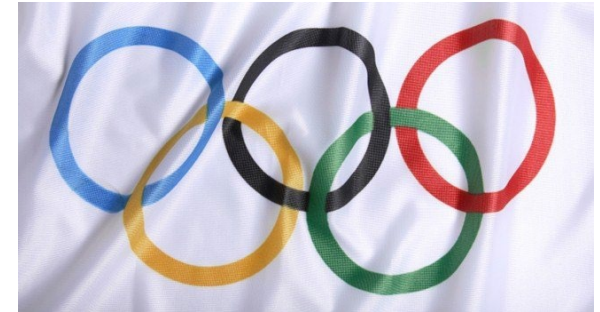
Block, M. (2016, Sept. 8). After going for gold, athletes can feel the post-Olympic blues. *The torch*. www.npr.org/sections/thetorch

Placebo Effect

We have all heard of the placebo effect. An example is when study participants take a sugar pill (a pill with no drugs), and it makes them feel better. In NPR health news, Katherine Hobson reports on the most recent placebo, "cupping." Suction is applied to the skin with cups, leaving visible red marks on the body. Many athletes in Rio showed signs that they were cupping: round circular marks were visible on the skin. However, scientific evidence to support the effectiveness of cupping is lacking—and some say difficult to test since athletes or patients may report they feel better after cupping. Well, maybe just feeling better is enough to give someone a competitive edge!

-PMc

Hobson, K. (2016, Aug. 14). How the placebo effect could boost an Olympic performance. Shots. www.npr.org/sections/health-shots/2016/08/14/489678956/how-the-placebo-effect-could-boost-an-olympic-performance



Are Bronze Medalists Happier Than Silver Medalists?

So how do you know who is happy about their performance at the Olympics?

- Is the gold medalist happy?
- How about the silver medalist?
- How does the bronze medalist feel?

At first glance, you might think that gold medalists are the happiest, followed by the silver, and then the bronze. (See what Jerry Seinfeld has to say: <https://www.youtube.com/watch?v=vAxsAO8Yzf8>.) But some research says that is not necessarily the case.

How does one study who is happy or who is happiest? One psychologist has

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attempted to study emotions, not only in athletes but across many domains. David Matsumoto is a professor of psychology at San Francisco State University and studies expressions, gestures and nonverbal behaviors. He did an extensive study of blind and sighted athletes at the Paralympics and Olympic Games in 2004. The study examined over 4,800 photographs that were taken of judo athletes at the end of each match. A primary purpose of the study was to determine if the emotions displayed were learned or whether they were more genetically determined. The findings suggested that observational learning was not the cause of how athletes displayed emotions.

In another study that examined emotions displayed on videos, conducted earlier by Medvac and colleagues on athletes from the 1992 Olympic Games, the researchers found that bronze medalists were happier than silver medalists. They explained their results by the counterfactual alternative (what could have been): For the silver medalist, the counterfactual alternative was the gold. For the bronze medalist, the counterfactual alternative was winning no medal.

Did we see examples of emotions from an athlete at Rio? Well, think back to the women's swimming events. Twenty-year-old Fu Yuanhui of China showed great emotion

after her interview with a reporter when she placed third in the semifinals of the 100-meter backstroke, and her response went viral. However, her greatest moment was during her interview after the finals. She did not realize that she had received a bronze until the reporter told her. She was indeed happy, even though it was a tie with Canadian swimmer Kylie Masse.

-PMc

Matsumoto, D., & Willingham, B. (2009). Spontaneous facial expressions of emotion of congenitally and noncongenitally blind individuals. *Journal of Personality and Social Psychology*, 96, 1-10

Medvenc, V.H. Madey, S.F., Gilovich, T. (1995). When less is more: Counterfactual thinking and satisfaction among Olympic medalists. *Journal of Personality and Social Psychology*, 69, 603-610.

Rio: Post-Olympics

Dave Zirin is a political sportswriter and editor of *The Nation*, a weekly magazine dedicated to politics and culture. His most recent book, *Brazil's Dance With the Devil: The World Cup, the Olympics, and the Fight for Democracy*, highlights the debts and displacements that occurred following the world cup in Brazil and expectations for how the Olympics would provide further chaos in Rio.

In his column in *The Nation* written at the

end of the Olympics, he sheds some positive highlights: Brazil's medals in men's soccer and volleyball (two highly visible sports in the country) and the woman who won Brazil's first gold medal in Rio. Rafaela Silva grew up in a deprived area of Rio, but she has become a role model for young women in her country. So some good came to Rio. Also, Rio avoided a major Zika outbreak, and the water did not cause the problems that were anticipated (although the diving pool turned green), so Rio pulled it off.

However, Zirin questions how Rio will survive after the games. Most games come in over budget, but the Rio games came in 51 percent over budget. Also, many citizens were displaced. And this displacement is expensive! Zirin suggests the citizens are apprehensive about what is next.

-PMc

Zirin, D. (2016, Aug. 22). Now that the Games are over, the real Olympic drama begins in Rio. *The Nation*. www.thenation.com/article/now-that-the-games-are-over-the-real-olympic-drama-begins-in-rio

The Pierre de Coubertin Medal

By Penny McCullagh, KT Editor

There is a medal that is awarded at the Olympics—or I thought it was—named after the founder of the modern Olympics, Pierre de Coubertin. I thought I knew what this medal was, since I had heard that sailor Lawrence Lemieux of Canada had won the medal at the Korean Olympics in 1998. Popular press suggests it is awarded for outstanding sportsmanship. Lemieux was holding second place in the sailing race under gale winds when some sailors on another boat went overboard and appeared to be injured and in trouble. He circled back around in his boat and took them to safety. Needless to say, his medal hopes sank in the sea. I am Canadian and saw a small newspaper write-up about Lemieux among all the hype that Ben Johnson was receiving for winning the 100-meter sprint in Seoul. A few days later, Johnson's medal was stripped for doping. Still, the focus went mostly to Ben and little to Lemieux.

Many sources on the Internet cite information about the medal, saying that it has been awarded 17 times. I contacted a couple of sport historians to see if they had more information about this award, and a number of individuals

who were well schooled on Pierre de Coubertin could not provide me information. I checked the International Olympic Committee website and could not find information about the medal, so I contacted the Olympic Studies Centre (from the IOC site) and received the following information (quoted directly from the e-mail received):

-
- The IOC's Pierre de Coubertin medal was not created until 1997
 - The medal was designed by André Ricard
 - It is awarded by the IOC
 - It is an award usually intended to pay tribute to people and institutions with a pedagogical and educational calling who, through their teaching, research and writing of academic works, in the spirit of Pierre de Coubertin, help to promote Olympism
 - We do not have a publicly available ready-made list of the medal recipients

Should you consult the Wikipedia page [https://en.wikipedia.org/wiki/Pierre_de_Coubertin_medal], note that the information contained therein mixes the IOC's Pierre de Coubertin medal with recipients of the International Committee for Fair Play's World Trophy for Fair Play [www.fairplayinternational.org/world-fair-play-trophy] that is also named after Coubertin. Only a few of the recipients listed on the Wikipedia page are actually for the IOC's Pierre de Coubertin medal (Raymond Gafner, Vanderlie [sic] Cordeiro Lima, Elena Belova). Hoping this is helpful.

Sincerely, Stéphanie Moreno
Research Coordination The Olympic Studies Centre
INTERNATIONAL OLYMPIC COMMITTEE

I am surprised that it is so difficult to find out information about such a positive award and would encourage those involved to make such an honorable award more public.

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At a recent conference, I ran into a young sport philosopher, historian, and scholar of sociocultural sport studies: John Gleaves from the department of kinesiology at CSU–Fullerton. Along with his colleague Matthew Llewellyn, John authored a 2016 book titled *The Rise and Fall of Olympic Amateurism*. I told him about my dilemma in trying to track down accurate information on the Pierre de Coubertin medal, and he said he may have access to some documents that would help clarify the award. Following is what John was able to find out. Thanks for sharing.

This essay is dedicated to the memory of Olympic historian John Lucas, who surely knew the correct answer and whose contributions to Olympic history deserves an Olympic medal. By John Gleaves, CSU-Fullerton



John Gleaves

There is much talk of the International Olympic Committee (IOC) Coubertin Medal and its supposed awarding to New Zealand runner Nikki Hamblin and American runner Abbey D'Agostino

after their virtuous display of solidarity. However, despite the feel-good nature of this story, it appears that neither have actually (yet) received this award. In fact, exactly who has received this award, its history, or when it was originally founded are unclear.

Much of the mystery emerges from the multiple medals that bear the visage of the IOC founder, Pierre de Coubertin. In 1944, the IOC executive committee commemorated a medal with Coubertin's face to celebrate their 50th anniversary. Adding to the confusion, the International Committee for Fair Play, founded by UNESCO in 1963, named one of their World Fair Play Trophies after Pierre de Coubertin. This Coubertin Trophy is for "an athlete or team for an act of fair play".

However, neither of these are the actual IOC Pierre de Coubertin Medal. After extensive review of IOC meeting minutes and IOC histories, multiple sources confirm that the "real" Coubertin medal was not created until 1997. The IOC president at the time, Juan Antonio Samaranch, commissioned the medal as "a tribute to institutions with a pedagogical and educational role and to people, who through their research and the creation of intellectual works in the spirit of Pierre de Coubertin, contribute to the promotion of Olympism."

Samaranch commissioned the medal to be

designed by fellow Spaniard André Ricard, who also designed the 1992 Barcelona Olympic Torch and the IOC Olympic Order.

Here is where stories diverge. According to correspondence with Stéphanie Moreno at the IOC Olympic Studies Centre, only Raymond Gafner, Vanderlei de Lima, and Elena Belova have received the Coubertin medal. If you know your Olympic history, these three names should strike you as odd. One of these is not like the others. If you guessed Gafner, you are correct. Both Lima and Belova were Olympians, but Gafner was only a modest hockey player better known for his 21 years serving as an IOC member from Switzerland. It is odd that two Olympians and one career administrator would share the same award for promoting Olympism.

Even more odd is that official IOC meeting minutes list several other winners of the Coubertin award not mentioned by Moreno. In 1997, it appears that Samaranch, the IOC president who created the medal, was also its first recipient. The 1997 IOC meeting minutes from Lausanne specifically note that Marc Hodler presented Samaranch with the Coubertin medal and Samaranch "felt honored to receive the Pierre de Coubertin medal."

The Coubertin medal resurfaces again in the IOC meeting minutes in 2001, where the

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secretary general presents Wolf Lyberg of Sweden and Rodolphe Leising of Switzerland with the award. This award was noted by the International Society of Olympic Historians (ISOH), since Lyberg had been a frequent contributor to this group.

More interesting, the ISOH, which is a very reliable source for IOC history, lists prior recipients of the award. In addition to Samaranch, Gafner (whose medal was never mentioned in IOC meeting minutes),

Lyberg, and Leising, the ISOH lists many interesting figures as recipients of the Coubertin medal: Leon Stukelj (SLO) [1999, posthumous]; Prince Rainier (MON) [2000]; Joao Havelange (BRA) [2000]; Giovanni Agnelli (ITA) [2000]; Alain Danet (FRA) [2000]; Kurt Furgler (SUI) [2000]; Henry Kissinger (USA) [2000]; Yoshiaki Tsutsumi (JAP) [2000]; Emil Zátopek (CZE) [at the funerary ceremony on December 6, 2000, in Prague]; Judge Kéba Mbaye (SEN) [2001].

Whether all of these people actually received the award is unclear since no other source beyond the ISOH could verify these claims. Moreover, even the IOC did not acknowledge three winners that it lists in its own meeting minutes. So no worries if you were confused about Hamblin and D'Agostino winning the Coubertin medal—it seems that even the IOC is confused over who it has given received this honorific.

Meeting minutes from the 1997 session in Lausanne (September 3-6), accessed from the IOC Olympic Studies Center, Switzerland

Meeting minutes from the 2001 IOC meeting in Moscow (July 12-16), accessed from the IOC Olympic Studies Center
The Pierre de Coubertin Medal awarded to ISOH Doyen Wolf Lyberg. (2001–2002). *Journal of Olympic History*, 10, 28. <http://library.la84.org/SportsLibrary/JOH/JOHv10n1/JOHv10n1k.pdf>

Medaille Pierre De Coubertin Pierre De Coubertin Medal

SWEDEN	Mr Wolf Lyberg
Switzerland	Mr Rodolphe Leising

Mr Holder added that thanks to the President, the IOC had a magnificent museum. On behalf of the IOC Session, he wished to present the President with two gifts, a Hans Emi painting and a Pierre de Coubertin diploma and medal. These gifts were a token of thanks for his leadership.

The President thanked Mr Holder for his kind words and for the gifts. He was very fond of Hans Emi's work and felt honoured to receive the Pierre de Coubertin medal. Frankly, it was not a sacrifice for him to carry on as President - it was an honour and a pleasure. He had said a few weeks ago in an interview that the happiest moment in his day was when he entered his office at the IOC headquarters in Vidy. The thing that gave him the most pleasure was to be running this very important organization.

With this list, which predates the awarding of Lima and Belova, it is clear some were athletes (Stukelj and Zátopek), some were business executives (Agnelli and Tsutsumi), some were political leaders (Furgler, Kissinger, and Mbaye) and others were career sport bureaucrats (Rainier, Danet, and Havelange).

Kinesiology Should Be a Leader in Walking Meetings!

So you went to a conference in some kinesiology-related field, and what did you mostly do? Probably sat in meeting rooms listening to people talk. Sure, there may have been the conference 5K run, or there may have been free access to the hotel fitness center, but most of the day you just sat.

The idea of having a walking meeting is not new. It has been in the press for a number of years, but a recent exploratory study by Kling and colleagues at the University of Miami added new information and also provided some practical ideas for how to conduct a walking meeting. They recruited 18 university faculty members of eight groups of two to three workers. Individuals participated in a one-week baseline assessment and then completed two weeks of walking meetings. Based on previous research, they developed a walking meeting (WaM) protocol for the meeting. Included in the research article was the following list of items that should be incorporated into walking meetings:

- Set a time and place to meet before your WaM.
- Create an agenda for your WaM.

- To make the walk more comfortable, bring items such as water, sunglasses, and sunscreen. Wear comfortable shoes.
- Have the group leader assign roles to each walking meeting group member (ie, time checker, note taker, path leader).
- Follow the prescribed route.
- Walk for at least 30 minutes.
- After the walking meeting, sit and conclude to wrap up meeting; take care of paperwork or other tasks that could not be accomplished during WaM.

Researchers collected accelerometer data and survey data and also had focus groups after the intervention. While the researchers recognized some limitations of their pilot study, they concluded that the walking meetings were well accepted by the workers and did increase their physical activity slightly.

I was pleasantly surprised when I attended a keynote talk at the recent meeting of the Association for Applied Sport Psychology and was invited to stand or walk around while Stuart Biddle, program leader for the



Active Living and Public Health Institute of Sport, Exercise & Active Living at Victoria University in Melbourne, Australia spoke. His talk was titled “Are We Sitting on Our Theories? Searching for the Bigger Picture.” Maybe all of us in kinesiology can be a little more proactive in promoting such meetings. We could conduct our faculty meetings circling campus to highlight our ploy.

-PMc

Kling, H.E., Yang, X., Messiah, S.E., Arheart, K.L., Brannan, D., & Caban-Martinez, A.J. (2016, June 23). Opportunities for increased physical activity in the workplace: The walking meeting (WaM) pilot study, Miami, 2015. *Preventing Chronic Disease*, 13, 160111. www.cdc.gov/pcd/issues/2016/16_0111.htm

We Are Not As Strong As We Used To Be

We often form an impression by the type of handshake we receive. Handshakes also vary by culture. Some cultures do not condone handshaking between men and women, some countries view a strong grip as rude, and some countries include a kiss on the cheek with a handshake. In North America, a soft grip may be viewed as wimpy and a strong grip may be viewed as bullying.

Researchers at University of North Carolina compared the grip strength of current 20- to 30-year-olds to normative data collected in 1985. They found that grip strength had decreased for men by about 20 pounds and decreased for women by about 10 pounds. Lead researcher Fain suggested that increased technology over the last 20 years has definitely had an impact. While

the researchers were not focused on handshaking, the finding does have implications for this important function.

-PMC

Fain, E., & Weatherford, C. (in press). Comparative study of millennials' (age 20-34) grip and lateral pinch with the norms. *Journal of Hand Therapy*. [www.jhandtherapy.org/article/S0894-1130\(15\)00212-4/abstract](http://www.jhandtherapy.org/article/S0894-1130(15)00212-4/abstract)

It's About Time

Some would argue that the magazine cover is the most important page in the publication. It illustrates the flavor of the magazine and must be appealing—especially to lure first-time buyers. Well, the September 12, 2016, cover of *Time Magazine* was titled “The Exercise Cure: The Surprising Science of a Life-Changing Workout” and featured a montaged image of a jump roper in motion. The article inside, written by Mandy Oaklander, uses recent research to illustrate that this attention-catching title is not an exaggeration. Oaklander suggests that despite public-awareness campaigns, “the health benefits of exercise have not

been effectively communicated to the average American.”

Oaklander begins the article by featuring a McMaster University professor, Dr. Mark Tarnopolsky, who dreamed in his youth of becoming a physical education teacher (she referred to this profession as *gym teacher*). She suggests that he has blurred the lines between jock and nerd—a crossover that probably applies to many individuals in kinesiology today. It is likely the reason so many of us are so passionate about our field: We always felt that being active and moving and playing sports was good for us, and now there is substantial data to support our long-standing beliefs. Using a rat

model, Tarnopolsky has demonstrated that exercising mice that had a terrible genetic disease could reverse their aging process.

The writer notes that in the early 1900s, medicine shifted from trying to prevent disease to treating disease. Oaklander reports that the National Institutes of Health (NIH) will spend \$170 million dollars on research to document the benefits of exercise; one of the goals of the study is to provide evidence to doctors so they will prescribe exercise to their patients.

So kinesiologists and physical education teachers, keep spreading the word, and support your claims with solid research.

-PMC

Report: Physical Education in United States Falls Short of National Standards

By Patrick Wade, KT Staff Writer

Children in the United States are too sedentary and are not offered sufficient physical education, according to the 2016 Shape of the Nation report published by the Society of Health and Physical Educators (SHAPE America).

Only 42 percent of children ages 6-11 and only 8 percent of adolescents between 12 and 19 years old meet the recommended 60 minutes of physical activity per day.

SHAPE says the federal government must require states to adopt physical education standards that align with national standards and hold states accountable for meeting those.

According to the report, fewer states required elementary and junior high school students to take physical education classes in 2016 than in 2012, the last time the comprehensive report was published. In 2016, 39 states required elementary school students to take physical education classes, as opposed to the 43 such states in 2012. The reduction was similar for junior high students: 37 states require those students to take P.E. in 2016, compared to 41 states in 2012.

There was no change for high school students, with 44 states requiring P.E. classes at that level in both 2012 and 2016.

According to the report, six states require

a specific number of minutes per week that high school students must participate in physical education at one or more grade levels. Only California and Hawaii come close to the nationally recommended 225 minutes per week, with California requiring 400 minutes per 10 school days and Hawaii requiring 200 minutes per week.

Other findings published in the report include the following:

- Between 54 and 84 percent of parents believe that physical education is at least as important as other academic subjects, with the percentage varying depending on the subject being compared.
- Among parents, 91 percent feel that there should be more physical education in schools, particularly for addressing obesity.
- The median physical education budget for schools in the United States is \$764 per school year (\$460 for elementary, \$900 for middle, and \$1,370 for high schools).

The full report, which analyzes each physical education requirement on a state-by-state basis, can be accessed at www.shapeamerica.org/shapeofthenation.

SHAPE notes the difference between physical activity and physical education, with the latter being instructional programs designed to develop motor skills, knowledge, behavior of active living, physical fitness, sportsmanship, self-efficacy, and emotional intelligence. "Evidence-based, effective physical education increases students' physical activity in a safe, supervised, structured environment and imparts the knowledge and skills they need to cultivate physically active lifestyles," the report notes.

What makes the 2016 report particularly important, said SHAPE spokeswoman Paula Kun, is that it comes at an interesting time. At the end of 2015, President Barack Obama signed the Every Student Succeeds Act, which replaces No Child Left Behind. The new federal law shows strong Congressional intent for an investment for physical education policy and a block grant program. "For the first time, health and physical education are included, and states are extremely accountable to that," said Kun (telephone interview, Oct. 7, 2016). "Now it's more important than ever to know what states are doing."

Shape of the Nation 2016: Status of physical education in the USA. (2016, Apr.). Reston, VA: Society of Health and Physical Educators. www.shapeamerica.org/shapeofthenation

The Launching of National Biomechanics Day

By Amy Rose, KT Staff Writer

The inaugural National Biomechanics Day (NBD) was held April 7, 2016, and by all accounts it was a huge success! Over 2,000 people in 35 states took part at approximately 45 individual locations, mostly biomechanical research labs across the country—all sharing their activities and enthusiasm during the day over social media sites, such as Instagram, Facebook, and Snapchat. “There were more smiling faces in more biomechanics labs on a single day than ever before,” said NBD organizer and past president of the American Society of Biomechanics (ASB) Paul DeVita.

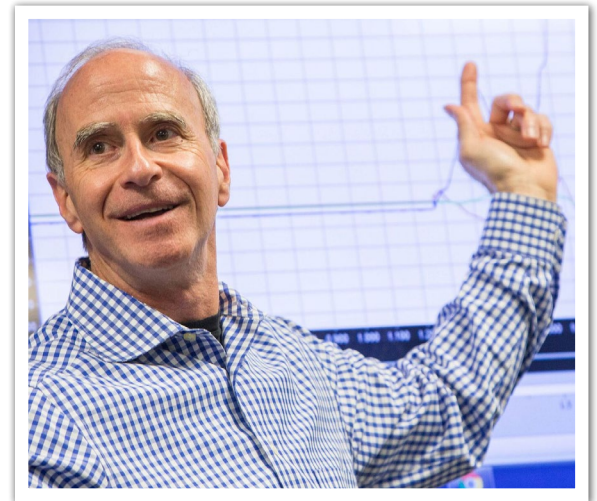
DeVita put the plan in motion to create a National Biomechanics Day after a well-received educational symposium hosted by the ASB during his presidency. He felt it would be a great way to promote the field of biomechanics and kinesiology to high school students and faculty. “We can advance the biomechanics field by stepping backwards to the high school,” said DeVita, the L.T. Walker Distinguished Professor in the department of kinesiology at East Carolina University.

With help from ASB members, including

Janet Dufek, professor in the department of kinesiology and nutrition sciences at the University of Nevada–Las Vegas, and Jill McNitt-Gray, professor of biological science and biomedical engineering at the University of Southern California, DeVita started putting his plan in motion. “[DeVita] is a big idea guy and he follows through,” said Dufek. “He gets people together and gets things done.”

McNitt-Gray said they found that a lot of places were doing similar things locally around the country, and the ASB just needed to provide more national coordination of events. She said the key was to keep it simple and provide flexible options for participation. “We made it easy for people to participate and become a part of something bigger than what they were doing locally,” McNitt-Gray said.

University departments and laboratories invited local students and their teachers to explore biomechanics and the study of human movement with an educational and hands-on approach. Most had different stations for the students to learn about the field of biomechanics and also participate in experiments that made the



Paul DeVita, ASB Coordinator of National Biomechanics Day

lessons come to life for them. McNitt-Gray, who also serves as the director of the USC Biomechanics Research Lab, worked with local teachers to provide curriculum lessons and easy experiments for the students to practice before visiting her lab. One such lesson focused on comparing the force it takes to launch a cup to the force it takes for people to jump. During the students' visit to the lab, this lesson was continued by using force plates to measure vertical jumps. “It makes science and engineering

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relevant for them,” she said. McNitt-Gray also attributed the excitement and success of the event to the interaction of undergrad and graduate students with the younger students as they shared their passion for the field.

Dufek credited superior support from her university for the success of her NBD event. The university supported the event by providing shirts and lunches for participants and also identifying schools that

would be interested in participating. Dufek noted that many departments had to do a lot of the work on their own to make their events happen on that day. “It is a lot of bells and whistles and glamour stuff to get the students interested,” she said.

When the big day came and sites across the country started posting photos and updates from their sites, it all got a little overwhelming for Paul DeVita. He got a little emotional at seeing the months of

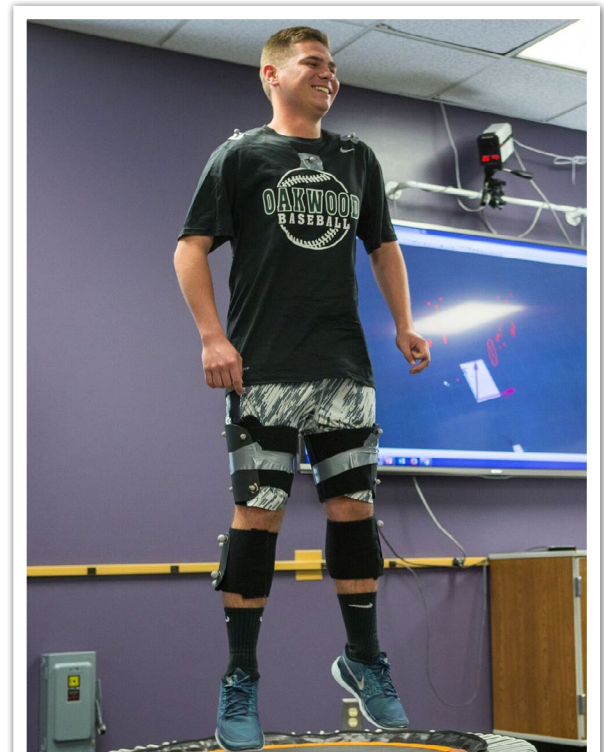
preparation come together in an event that was making a difference and reaching out to students in a positive way.

Of course, DeVita doesn’t want to stop with one great day of biomechanics. He hopes this is the beginning of the promotion of biomechanics as a field of study and sees it as an opportunity to include biomechanics in the curriculum of high school science departments in the United States. He believes too many university

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Janet Dufek (2nd from left) and her staff at the UNLV Biomechanics Day.



Student at East Carolina University Lab

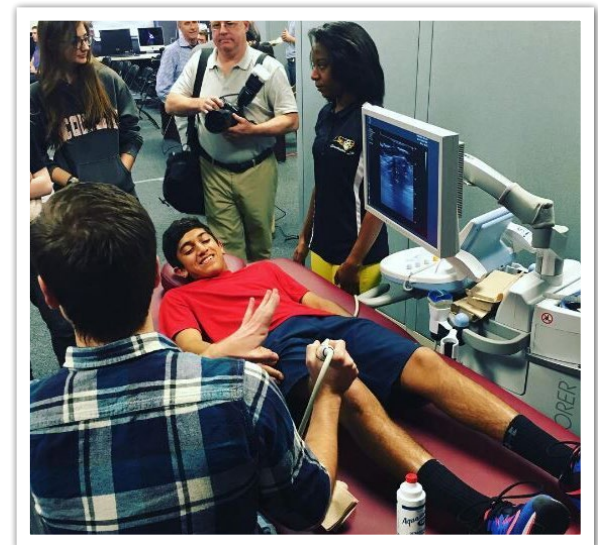
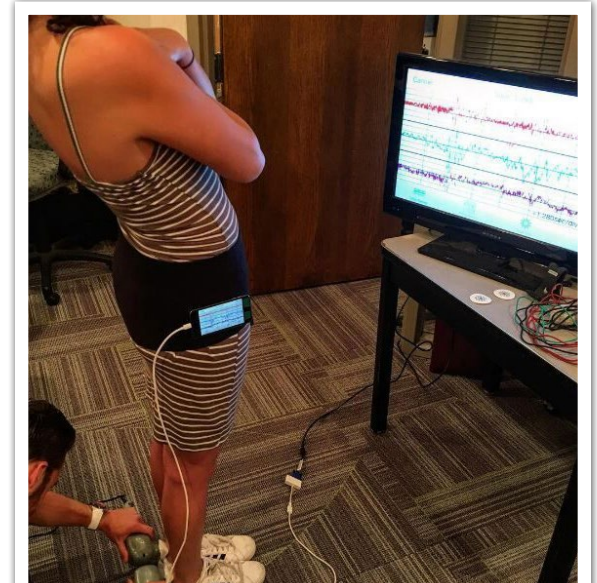
students “just kind of stumble into biomechanics classes” and don’t really know about the field of study until they reach college. DeVita believes earlier exposure to biomechanics will not only increase the number of students entering the field, but also increase the potential of biomechanics to change the world.

McNitt-Gray is hoping the activities on NBD and beyond will bring the next generation of students into the STEM realm of study. She said biomechanics and human movement are a perfect way to get kids excited about the fields of physics, chemistry, and biology. It is especially attractive to kids who are athletic or already enjoy physical activity. They can see the cause-and-effect relationships and how many fields integrate in the study of human movement. “The interesting part is where it all connects,” she said. McNitt-Gray would like to see higher education faculty and academic organizations begin to support teachers in the secondary and middle school classrooms with lesson plans and curriculum support to build upon the interest that is sparked on National Biomechanics Day.

Dufek agrees that the next step is following up after the day’s events. “It’s got to start small for us to educate the teachers. We have to help them see the benefits beyond this one afternoon,” she said.

In order to take their goals to the next level, the ASB National Biomechanics Day committee is looking at gaining more support for next year. DeVita said they appreciated the support of the American Kinesiology Association, the International Society of Biomechanics, and other academic organizations for this year, but they hope to bring even more professional societies into the mix. Other goals for next year include not only increasing the number of participants, but also expanding the educational component and providing more options for teachers to get involved.

To sign up for the next NBD on April 6, 2017, visit the website at <http://nationalbiomechanicsday.asbweb.org>. Recruitment of locations and participants begins in November.



East Carolina University

Intra- or Interdisciplinary Research, Teaching, and Service in Kinesiology: Another Example

By Penny McCullagh, KT Editor

In the winter issue, I wrote an article on intra- and interdisciplinary research, teaching, and service in kinesiology and highlighted an example of what faculty members in one department were doing. I encourage you to go back and look at that article, but I would like to reiterate that collaborative research is being pushed to the forefront of many discussions for several reasons, including funding priorities from external sources and the ability to cooperate with other researchers to answer real-life questions in a multidisciplinary field, and to enhance teaching effectiveness. In the winter issue, I asked if other AKA member departments wanted to highlight cross-fertilization in their departments and I got the following response from the University of Southern Mississippi.



Scott Piland



Trent Gould

Answers provided by Dr. Scott Piland, professor and director of the school of kinesiology at the University of Southern Mississippi (www.usm.edu/kin), and Dr. Trent Gould, professor in the school of kinesiology at the University of Southern Mississippi.

Tell us in general about the teaching, research, and service requirements at your university.

The University of Southern Mississippi has deep roots in teaching and has grown into a comprehensive doctoral and research-driven institution. Southern Miss is categorized as a RU/H: research university (higher research activity) in the Carnegie Classification of Institutions of Higher Education.

This classification is realized daily by our faculty and students. Tenure track faculty maintain a ratio of 75 percent teaching and 25 percent research, and they fulfill additional service roles. Students at the undergraduate and graduate levels have regular opportunity to engage in scholarly research activities.

Given the expectations at your university, do you make any attempt to cross-fertilize projects across the three domains?

At the Southern Miss school of kinesiology we make a concerted effort to have our current research inform our curriculum and community outreach. This system enables our students to benefit from current knowledge and our faculty to fulfill a service role.

A specific example is my collaborative work with Dr. Trent Gould to better understand the brain injury of concussion. Through this line of research we have hosted concussion education sessions for the community and integrated the topic into coursework across various kinesiology classes. Additionally, undergraduate students in the honors college are assisting with on-field data collection.

In the area of sport pedagogy, Dr. Melissa Thompson conducted service for the university by participating in an International Coach Developer Academy in Tokyo, Japan. She immediately implemented what she learned and established the Southern Coaching Academy for area coaches. Dr. Rob Doan integrates his studies on officiating assessment into his course content. Dr. Rick Green, a therapeutic recreation faculty member, involves his students in the fulfillment of a school district grant by assigning data collection projects.

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Are you aware of scholarly writings regarding intra- and interdisciplinary work, and have any of these influenced your approach?

Yes, we are aware, and we turned to Dr. Thompson and Dr. Doan to offer a sport pedagogy angle.

Dr. Thompson: Sport coaching, as with many other subdisciplines of kinesiology, is a true applied science. While a significant amount of research exists on effective training practices and skill acquisition, less is known about the process of implementing that knowledge in an applied setting. This is the central argument for the Nash and Collins (2006) paper on understanding the humanistic side of an applied science like coaching. At some point, the need to study the process of knowing in coaching will become the central focus of the literature in sport coaching rather than the current focus, athlete performance. Having said that, North (2013) makes an important argument to accompany these thoughts. If we rely too heavily on the methods and procedures of knowing from other disciplines, we subject our findings to the constraints placed by those methods. In other words, if we adopt a socialistic approach to understanding coaching, we may not fully explore the complete context of the discipline (pedagogical, psychological, physiological, etc.). In true applied sciences, we must engage in interdisciplinary research to fully study the discipline, but we also must be willing to establish our own methods and approaches of study as necessary.

Dr. Doan: Tinning (2008) reviewed literature and provided connections for pedagogy, sport pedagogy, and the field of kinesiology. The author described teaching in kinesiology as setting out to reproduce knowledge related to the subdisciplines of the field (e.g., biomechanics, motor control, sociology of sport, exercise physiology, exercise and sport psychology, history of physical education and sport). In the context of scholarly activity, I feel researchers need to recognize the current research trends and methods of all subdisciplines under the kinesiology umbrella. All subdisciplines should seek research questions to strengthen the overall field of kinesiology.

Please provide a specific example. Can you provide any guidance to other individuals who want to attempt to expand their horizons?

A specific example that addresses this is our interdisciplinary collaboration with the school of polymer science and high performance materials. Dr. Gould and I reached out to their faculty with the goal of expanding horizons and publishing in journals outside of kinesiology. We were interested in how to integrate kinesiology knowledge with polymer science.

Additionally, we actively seek opportunities to engage students at both the undergraduate and graduate levels. We currently have honors college students engaged in research projects in every kinesiology subdiscipline offered by our school. These students lead independent research projects and are paired with a faculty member for one-on-one mentorship.

Take a look at the article by Schary and Cardinal on inter- and intradisciplinary research. Does your research or teaching program fit this model? Any comments?

Yes, the model is familiar and we work to implement it when possible. Though admittedly difficult, we are actively trying to break down the silos within our school and across campus. By integrating kinesiology and mechanical engineering, we have received recognition and funding. Additionally, a spinal cord injury research project conducted by two of our faculty members integrates physiology with allied health professions such as athletic training and kinesiotherapy. Moving forward, they will be integrating biomechanics.

In future issues, I would like to continue examples of intra- and interdisciplinary research, teaching, and service. Contact me at kintodayaka@gmail.com with your examples.

-PMc

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WHO: Political Leaders Must Spearhead Reduction in Health-Related Social Inequities

By Patrick Wade, KT Staff Writer

Living a healthy lifestyle continues to be tied to socioeconomic status all over the world, and the World Health Organization (WHO) believes it is up to political leaders to enact healthier policies to extend the life expectancy of their constituents.

It is surprising, the WHO European office says, that few countries have outlined specific policies for leveling the health playing field for people in lower socioeconomic brackets and their more privileged counterparts.

In its 2007 report “European Strategies for Tackling Social Inequities in Health,” WHO researchers write that the “equity perspective is also missing in many specific programmes that focus on various determinants of health, even in those countries that claim that reducing social inequities in health is an overriding objective for all health-related policies and programmes. Considering that people view health as constituting one of the most important dimensions of their welfare, the low priority given it is striking.”

Premature deaths in western Europe

are sometimes 25 to 50 percent higher among lower socioeconomic groups and are typically higher for men than for women, researchers said. It was found that social determinants of health were a significant factor in deaths caused by cardiovascular disease, certain cancers, and psychosocial problems.

Physical activity and diet are also strongly tied to socioeconomic status, the WHO report said. The researchers’ findings included the following:

- Between 20 to 30 percent of adults in many European countries are overweight or obese, and obesity is estimated to kill about 320,000 men and women in 20 countries of western Europe every year.
- Physical inactivity may cause 8 to 10 percent of all deaths in eastern Europe, compared to 5 to 8 percent in other European countries.
- Unhealthy diet, physical inactivity, and obesity are invariably tied to each other, and lower socioeconomic groups are at greater risk of

experiencing all three.

- Leisure-time physical activity is less common for people in lower socioeconomic brackets. In Sweden, it is twice as common for people with limited education to have no leisure-time physical activity as for people who have attained higher levels of education.

The phenomena are not limited to Europe, of course. Flavia Andrade, a University of Illinois at Urbana-Champaign professor, studies socioeconomic disparities in health in Latin American countries, and some of the trends are the same there. “People with higher education have better health,” according to Andrade (telephone interview, October 10, 2016). “That’s the general thing we see.”

The trends are not perfect, however. Certain paradoxes exist, like in some Latin American countries where more affluent populations are more likely to be obese than their less affluent counterparts.

And for many Hispanic people in the United States, “despite the fact that they

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have lower socioeconomic status, they live longer,” Andrade said. However, they are still subject to the social gradient of health, which puts them at higher risk for unhealthy situations. So, although they live longer, they tend to do so in poorer health than Americans in higher socioeconomic groups.

According to the WHO researchers, “the challenge is to initiate policies and actions that have the greatest positive effects among the worst off in society.” They suggest, among other policy items, assessing agricultural policies to determine if they are helping or hindering lower-income populations from accessing healthier diet, develop

national strategies for promoting healthier diets and higher levels of leisure-time physical activity, and investing in recreational facilities.

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EDITOR'S ONE CENT WORTH

Exciting Times in Kinesiology

By Penny McCullagh, KT Editor



Penny McCullagh

This is an exciting time for kinesiology. Exercise, sport, physical activity, and physical education are highlights in the popular press almost every day, and almost all the articles about our field are positive. We are seeing increased

research emphasis demonstrating the importance of physical activity for physical, mental, and social health. We see arguments to increase physical education in the school system. What better time to be

in kinesiology than now?

In KT we try to push many of these issues to the forefront. I encourage you to use KT as a stimulus in your classes and share with parents, alumni, administrators, and the community.

I hope to do a story in the future on informed consent. If you have any interesting stories from the past that demonstrate some of the early concerns in experimentation, please send them along.

If you have exciting news or ideas to be featured in KT, please e-mail kintodayaka@gmail.com to share them with me.

B.S. in Basketball? Why Not?

The September 14, 2016, opinion pages of the *New York Times* included a piece written by Roger Pielke titled “Why Not a College Degree in Sports?” Pielke is a professor in the environmental studies program at the University of Colorado–Boulder and a political scientist with a history of arguing for more social science and humanities in cross-disciplinary collaborations with natural scientists. He also founded the Center for Science and Technology Policy Research in 2001 and teaches a class on sport governance, which was an outgrowth of his classes in public policy and governance. The title of the article sparked my interest because I have had the same thoughts in my mind previously as I argued for the value of taking physical activity classes for credit and general education.

At most universities, you can get a degree in dance, music, or theatre. In many of these programs, you may take classes that focuses on anatomy related to performance, the art’s history, and music theory and then daily classes in performance. Throughout the program, students engage in staging performances where they execute their skills in front of an audience. Students from such programs may go on to become

performers or directors of art programs, and some may go on to become teachers. In such programs, many professors have master of fine arts degrees, and some of their tenure and promotion requirements rely on them performing their art.

If we used the same model in sport, students in kinesiology could take their regular program in the humanities (history, sociocultural studies, philosophy), behavioral sciences (motor learning, development, psychology), and life sciences (biomechanics, physiology) and then performance classes in their sport. They could perform in front of audiences and, similar to their colleagues in the arts, professors could be evaluated partially in their ability to create performers or be a performer.

Pielke cites previous conversations about a degree in athletics that have occurred in the United States. Also, this concept is not new to China. There are many universities in China where students focus on a sport. When I was there on an educational trip with about 30 academicians from the United States, the students told about their sport science programs that also included emphasis in a sport. So when asked what they were studying at the university, they would respond with “I am studying basket-



ball [or fencing, baseball, etc.].”

At the University of Colorado–Boulder, the sports governance center got final approval from the vice chancellor for research and the provost. Unfortunately, there is no longer a kinesiology program at that university. (There was at one time, but it became integrative physiology and merged with another department.) So there is no emphasis on the humanities or behavioral sciences (e.g., sport and exercise psychology) and no physical education, sport management, or athletic training programs. Of course, all these would be support systems for such a center.

I have personally contacted Dr. Pielke and put him in touch with some top professionals in kinesiology, and I hope that his center can embrace some of the expertise from our field.

-PMc

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EXECUTIVE DIRECTOR

American Kinesiology Association News

By Amelia Lee, AKA Executive Director

Newly Elected Board Members

The board of directors has elected new AKA board members based on a slate of candidates recommended by the executive committee. New board members are Jeff Fairbrother, Karen Meaney, and Dan Schmidt. Terms for the new board members will begin after the 2017 workshop in Dallas. To fill vacancies related to individuals being elected to an officer position or making a decision to retire, Karen Francis and Sandra Shultz have agreed to remain on the board through 2017.



Jeff Fairbrother

Jeff Fairbrother is a professor and interim associate dean for academic and faculty affairs in the college of education, health, and human sciences at the University of Tennessee–Knoxville. He received his bachelor's degree in English from the University of California–Santa Barbara, his master's degree in physical

education from California Polytechnic State University–San Luis Obispo, and his doctorate in movement science from Florida State University. His research focuses on the identification of factors that contribute to optimal performance, learning, and retention of motor skills. Specifically, he studies factors in the instructional setting that are under the control of the practitioner (e.g., coaches, physical therapists, fitness instructors, military and industrial trainers, and physical education teachers). Dr. Fairbrother is the former head of the department of kinesiology, recreation, and sport studies (KRSS). He has received a Dean's Leadership Award, a George F. Brady Teaching Award, and a Helen B. Watson Outstanding Faculty Research Award. He is an active member of the North American Society for the Psychology of Sport & Physical Activity and is on the editorial board for the *Journal of Motor Learning and Development*. He serves on the university space committee and the university honors committee and oversees the KRSS global sports leadership program. Jeff currently serves as a member of the AKA communications committee.



Karen Meaney

Karen Meaney is a professor in the department of health and human performance at Texas State University. Since receiving her doctorate from the University of Houston, she has held tenured positions at Texas Tech University and Texas State University. Her research uses Bandura's social-cognitive theory to applied motor learning problems in physical education pedagogy. She has served as associate chair of the department of health, exercise and sport sciences and the associate director of the teaching, learning, and technology center at Texas Tech. At Texas State, she has served as coordinator for the physical education teacher education program and the graduate exercise and sports science program. Through her leadership, the graduate programs have been updated and the kinesiology sciences integrated into a new master of science degree. She

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has presented at an AKA workshop and has served for several years on the AKA awards committee.



Dan Schmidt

Dan Schmidt, a native of Wisconsin, earned his bachelor of science degree in physical education and health from the University of Wisconsin–Stevens Point and a master of science degree in exercise physiology from Pur-

due. From 1985 to 1987, Dan worked as the fitness director for the Royal Saudi Air Force in Dhahran, Saudi Arabia; this was followed by a similar position with the U.S. Navy in Norfolk, Virginia, from 1987 to 1988. Dan earned his doctorate from Purdue University in 1992 with an emphasis in exercise physiology. Following a five-year teaching stint at Trenton State College in New Jersey, he was hired as a faculty member at the University of Wisconsin–Oshkosh in 1997. He has served for 15 years as the chair or cochair of the department of kinesiology, where he facilitated the implementation and accreditation (Commission on Accreditation of Athletic Training Education) of the athletic training educational program. During his tenure as

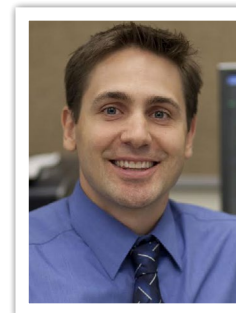
chair, the department also developed an academic major in kinesiology that includes a COAES-accredited emphasis in exercise and fitness, as well as emphases in strength and conditioning and in health care science. Dan has served as the director of the Healthy Titans employee fitness program at the University of Wisconsin–Oshkosh for the past 16 years. Dan has published research papers and abstracts in *Medicine and Science in Sports and Exercise* and *Journal of Strength and Conditioning Research* and has been a regular presenter and participant at national conferences. He is a fellow of the American College of Sports Medicine and is certified as a health and fitness director (ACSM). Dan is also a member of the National Strength and Conditioning Association and is currently serving as a member of the AKA communications committee.

AKA and the National Physical Activity Plan Alliance

The National Physical Activity Plan Alliance (NPAPA) is a nonprofit organization that is governed by a board of directors composed of representatives of organizational partners and at-large experts on physical activity and public health. The AKA has been an organizational partner since 2015



with Wojtek Chodzko-Zajko serving as our first representative to NPAPA. Just recently, Wojtek has given up his position on the board because of increased responsibilities at the University of Illinois.



Jason Carter

Jason Carter, chair and professor in the department of kinesiology and integrative physiology at Michigan Technological University, has been appointed to take his place. The AKA, with Jason as our new board member,

continues to enthusiastically participate in the NPAPA activities. Since the release of the new plan earlier this year, the creation of standing committees for each of the nine sectors has been approved, and these committees will lead future NPAPA efforts related to each sector represented in the plan. The societal sectors making

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up the comprehensive set of initiatives that serve to organize the plan are business and industry, community recreation, fitness and parks, education, faith-based settings, health care, mass media, public health, sport, transportation, and land use and community design. In an effort to complete the NPAPA business more efficiently, the chair for each committee will guide the continued efforts of NPAPA by helping to define issues, set priorities, and establish goals, including the creation of specific objectives and policies related to the various sectors.

A recent update from the NPAPA included information about a report that has just been released on secular changes in physical education attendance among U.S. high school students over the past two decades. Findings show that physical education attendance has been below the recommended guidelines. Findings also show notable differences between grade level, sex, and race-ethnicity subgroups. Find out more about this report and other physical activity initiatives in the news by going to www.physicalactivityplan.org. For example, the National Physical Activity Plan provides evidence-based strategies, policies, and procedures that can increase student participation in physical education programs.

Upcoming Webinars

(More information will be available soon. Check the website)

Teacher Education Student Recruitment

November 30, 2016

Dr. Sean Bulger

College of Physical Activity and Sport Sciences, West Virginia University

Successful Student Organizations

Date TBA

Department of Kinesiology, Recreation, and Sport Studies, University of Tennessee

Upcoming Preworkshops: January 26-27, 2016

- Future of Athletic Training
- Emerging Trends in Graduate Education

More and more kinesiology-related departments and schools are taking advantage of the extensive benefits offered by the AKA. In 2017 two preworkshop symposia will be offered to provide unique opportunities to network and collaborate with colleagues from other universities and to discuss some of the most challenging issues facing leaders in our field today. One symposium will

address the future of athletic training and will provide department chairs with an overview of where athletic training education is going, and the organization and program structures to consider when adhering to the CAATE curricular standards and transitioning to the professional masters in athletic training.

A second symposium will focus on emerging trends in graduate education and will provide graduate coordinators with strategies for improved practices as well as tips for developing leaders. The symposium will focus on recruitment and admissions, laboratory safety issues, assistantships, and professional development.

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