

Future Focus

Ohio Journal of Health, Physical Education, Recreation, and Dance



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President's Message

Steve Mitchell

Points of Pride for the Season

Hello everyone and I hope the fall semester is progressing well and indeed moving towards a good conclusion. In this, my last message as OAHPERD president, I would like to revisit this year's conference theme of being *real, relevant and responsible* for and to our profession as we move forward. In doing so I would like to acknowledge a few individuals who have helped move us forward and also point to some of the challenges that lie ahead.

First our thanks go to two legislators. In the Ohio House of Representatives, Representative Vernon Sykes (D-Akron) has introduced legislation that would require Ohio to adopt the National Health Education Standards which, if successful, would be a significant legislative accomplishment for our state. I encourage you to contact your state legislators and ask that they support this effort. At the federal level, Representative Marcia Fudge (D-Warrensville Heights) has introduced the Physical Act which is part of the reauthorization of the Elementary and Secondary Education Act. This legislation would make Health and Physical Education core subjects and so would enable school districts to use Title I and Title II funding for both subjects. These are significant legislative developments and we certainly appreciate the efforts of Representatives Sykes and Fudge.



Also on our legislative agenda is an effort to repeal that part of the Ohio Revised Code that allows school districts to adopt a waiver policy for high school students who take part in interscholastic athletics, band, cheerleading, and ROTC. As I write this we are actively campaigning against a bill (House Bill 113) that would extend the waiver to include club sports while also seeking legislators who will be prepared to sponsor legislation to eliminate the waiver. Our thanks go to Don Cain from Columbus City Schools,

Pamela Malone from Chagrin Falls Schools, and John Sangdahl from Orange City Schools who joined me to testify against HB 113 before the House Education Committee. They each testified about the positive benefits of their high school programs and I hope that everyone will join us as we take up this fight and try to restore some pride to our profession at the high school level.

This year will also bring some interesting developments at the national level that might impact our future, or at least developments to which we will have to respond. Most notable in this is the potential for a name change for AAHPERD which comes as a result of a thorough branding study. The suggested name is "Society for Health and Physical Educators," and the organization is to be known as "SHAPE America." A question for us to consider as we end 2013 and enter 2014 is whether or not we want to rename ourselves to be "SHAPE Ohio." The key question of course will involve the potential gains and/or losses that might result from such a name change.

So there is much food for thought as we move towards the holiday season. I wish you peace, joy, and a successful end to the semester and year, and I hope to see as many as possible at our State Convention at Kalahari in Sandusky in early December.

Steve Mitchell



**84th Annual
OAHPERD
State Convention**
December 4–6, 2013

BEST PRACTICES
for Health, Physical Education,
Recreation, and Dance

*Join your friends
and colleagues at
our new venue—
Kalahari Resort &
Convention Center
in Sandusky, Ohio!*

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*Be Real
Be Relevant
Be Responsible*

Association News

Rhonda Weidman, OAHPERD Executive Director

It is hard to believe that summer is past and winter is just around the corner. This can only mean one thing... we are gearing up for the OAHPERD Convention. The 84th Annual OAHPERD State Convention will be held December 4–6, 2013, at Kalahari Resort & Convention Center in Sandusky, Ohio. This will be our first year at Kalahari, and it promises to be an exciting one.



Convention Highlights

- Nearly 100 sessions covering a wide range of topics from 9 areas of study.
- Three pre-convention workshops, covering grant writing and assessments... PLUS a special PYFP workshop sponsored by AAHPERD entitled “Essentials of the Presidential Youth Fitness Program.”
- Keynote speaker and AAHPERD Past President Irene Cucina shows us how to “Kick It Up by Becoming Relevant!”
- Back by popular demand... Casino Night featuring authentic Vegas-style gaming with chips that can be redeemed for raffle tickets, interactive DJ, food and MORE.
- The Awards Reception honoring your friends and colleagues who have made significant contributions to their area of expertise as well as Ohio’s outstanding senior students.
- SuperStars College Competition—Watch college students from around Ohio show off their skills.
- Coffee with OAHPERD—Learn about how OAHPERD is working for you and how to get involved.
- Giveaways, silent auction, and much more.

Don’t miss out—sign up now at www.ohahperd.org.

Rhonda Weidman



Interested in becoming an AAHPERD member?

Visit the AAHPERD website: <http://www.aahperd.org> or contact AAHPERD Membership directly at: 800-213-7193 or membership@ahperd.org

President-Elect's Message

Pamela Bechtel

Kudos and Now Action!

Congratulations! You completed and survived the Physical Education Content Standards Assessments for 2013–2014. I know each of you learned much regarding the process and your programs by completing these assessments. You have learned approaches that will help you complete them even more effectively for this year. These are part of our instructional components and need to be taken seriously by all physical educators in Ohio. The results might help teachers advocate for more time for their programs, as well as provide some positive publicity for programs that scored well on the assessments. This is an evolving assessment process that can have a powerful impact on our profession in the future.



It is time for every physical education teacher in Ohio to become an advocate for his/her profession. At this point in time two pieces of legislation at the national level are proposed that address physical education in the schools. In the U.S. Congress, the Senate Bill PHYSICAL Act (S. 392) was introduced in February and House of Representatives Bill PHYSICAL Act (H.R. 2160) was introduced in May. It is time for you to contact your representatives in Congress to ask for their support of these proposed bills. Visit this AAHPERD website to contact your representatives and ask for their support www.aahperd.org/whatwedo/advocacy/advocacy_news.cfm.

It is time for us to “talk the talk and walk the walk” for our profession. We cannot expect anyone else to stand up for us and our profession if we are not willing to do the same. It only takes a few minutes to send letters to your representatives in Congress. I sent my letters in late September.

Finally, I'm looking forward to having our 2013 OAHPERD Convention in a new venue, Kalahari Resort and Conference Center in Sandusky, Ohio. I hope all of you will make plans to attend the convention. It is a great opportunity to catch-up with colleagues and friends, meet new professionals, share ideas, and learn current information and teaching techniques appropriate for our areas of expertise of health, physical education, recreation and dance. See you in Sandusky!

Pam Bechtel



New Resource for Ohio HS Coaches & PE Teachers!

The International Sport Coaching Journal (ISCJ) seeks to advance the profession of coaching through research articles, informative essays, experiential accounts, and systematic applications that enhance the education, development of knowledge, leadership, and best practices of coaches. A joint venture of the International Council for Coaching Excellence (ICCE) and AAHPERD, ISCJ will publish a blend of relevant studies, technical insights, examples of coaching methods employed around the world, engaging front-line stories, and thought-provoking commentaries. The journal will feature scientific articles about coaching and coaching education that appeal to practicing coaches, administrators, and researchers, showcase best practices, and establish a more universal language in coaching. ISCJ is unique in that all material centers on the role, qualifications, competencies, strategies, methods, and applications of coaches rather than on sports and athletes in general. The journal will publish its first issue in January 2014.

Editor's Comments

Bob Stadulis

I was asked recently by a colleague what "action research" was all about. Always a good teaching technique is to provide the asker of the question with an exemplar and then let the inquirer form her/his own definition based upon the example provided. To that end, take a look at John Roncone's article on page 19. His effort entails action research. One of the goals of our journal is to encourage our professionals to share these efforts with OAHPERD members. We want our practicing professionals to share their "best practices."

One of the ways to determine what works (and what does not) is to attempt to determine the appropriateness and effectiveness of what we do in our practice. To do that, we need to consider what research techniques will help us make such decisions. This is what action research is all about. We all should recognize that it is difficult to apply so-called "standard research methodology" such as random procedures and/or controlled treatment delivery in the gymnasium or with our teams. But that does not prevent the professional from asking important questions or trying to test hypotheses that will inform one's administrative, instructional and planning tasks. In the teaching of research methods for over 40 years, I have tried to convince students that to be a professional as an administrator, coach, teacher, therapist or trainer *requires* assessing the validity of their methods and actions. To do that does not require the stringent methods dictated by so-called "top



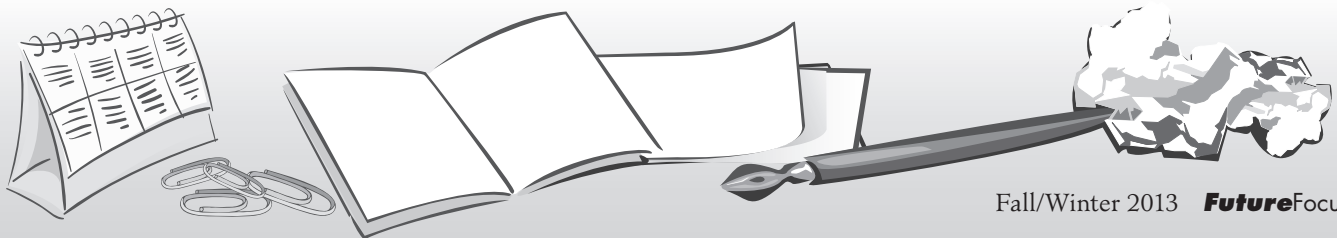
tier research journals." But, wherever possible, the informed practitioner tries to carefully evaluate methods and procedures and then makes a decision about whether they are working well. If the evaluation indicates the intended goal(s) is not being achieved, then revision and change should follow. Dr. Roncone's article demonstrates how the provider of a fitness program might try to evaluate the effectiveness of the program by using survey research methods. While he has not determined the reliability and/or validity of his participant survey, nor has he applied inferential statistics to determine whether participant attitudes are predictable, the descriptive information (both qualitative and quantitative) provides information that he can use to help guide decisions for future programs and to help him convince administrators and other potential collaborative organizations of the value of the program. At this year's convention at

the Kalahari Resort, Dr. Roncone, as the 2012 Health Professional of Year, will be speaking Friday morning at 9:00 A.M. about creating partnerships; his article in this issue of *Future Focus* describes one such partnership.

Many of Ohio's professionals present their attempts to inform their practice through action research at the annual convention. More than one university promotes action research with their students and that has resulted frequently in poster presentations at the convention. *Future Focus* continues to value highly attempts by these presenters to share these efforts with the whole association using the vehicle of an article submitted to the journal. Related to this, please note that a presentation on Thursday at 9:00 A.M. will try to inform those in attendance of how one might take a convention presentation and develop it into an article for our journal. One of the three presenters, Bonnie Berger from Bowling Green State University, will focus her talk on action research. Mary Jo MacCracken has developed a number of her "best practice" convention presentations into *Future Focus* manuscripts; she will use examples from her experience and share the process she has found successful. As editor of *Future Focus*, I will try to offer a view of the process from the editorial perspective. We hope to see you there!

RES

futurefocus.res@gmail.com





**OAHPERD 2013
JRFH/HFH Scholarship
Award Recipient:
Angie Ellis**

Marla Thomas
Hoops For Heart State Coordinator



The 2013 Jump Rope For Heart/Hoops For Heart Scholarship Recipient is Angie Ellis. At Ashland University, Angie had a 4.0 GPA as a major in Physical Education, PreK-12 and graduated as 1 of 3 valedictorians of her class.

She was on the Dean's List every semester and received the Senior Academic Honors Award (2012), and the Ashland University Physical Education Major of the Year (2011-12 & 2012-2013). In 2013, she received the National AAHPERD Ruth Abernathy Presidential Scholarship, Midwest District AAHPERD Outstanding Student Award, and NASPE Outstanding Major of the Year and in 2011 the OAHPERD Memorial Scholarship Award. She was an Alpha Gamma Omega Nu Honor Society Inductee, Kappa Delta Pi Int'l Honor Society in Education Inductee, Omicron Delta Kappa National Leadership Honor Society Inductee, Phi Theta Kappa International Honor Society Inductee and served as the Ashland University Physical Education Club President. She attended the last three OAHPERD conventions as a student volunteer and served as the OAHPERD Physical Education Division Student Chair (2012-2013), Midwest AAHPERD Council of Future Professionals Representative, and the AAHPERD Alliance Assembly Student Delegate (2013). She plans to stay active in OAHPERD, Midwest and AAHPERD.

Angie first became aware of JRFH/HFH Programs at the Midwest District AAHPERD 2011 Student Leadership Retreat held at Pokagon State Park, Indiana. She attended a session there where she received her first JRFH/HFH Coordinator's Guide and had the opportunity to participate in a variety of jump rope and basketball activities. She co-coordinated a Hoops For Heart event with Marla Thomas at Whipple Heights Elementary while doing her student teaching. She taught lessons, games and activities prior to the event and was an active participant in the HFH Kick-Off Assembly. She hung student posters and memory hearts, handed out HFH envelopes and talked to the students about how to have a healthy heart. She was very passionate about the program! For the event, she led students through exciting stations like the ball handling "trick" station, several shooting stations, an obstacle course station and even a jump rope station for fun! Music was played and the highlight of the event was a Musical Hearts game played by all and "Glow in the Dark" shooting for those who actually collected donations. Angie volunteered as an assist coach for the Whipple Heights Hot Shots, the OAHPERD/AHA Hoops For Heart Demonstration Team. She traveled with the team and helped create new routines. Mrs. Marla Thomas said, "Angie took on a lot of extra responsibilities during her student teaching. She was a valuable asset to the Whipple Heights Hot Shots and our Hoops For Heart program."

Angie is currently working for Tiffin City Schools as the K-1 Physical Educator at Washington Elementary. She is looking forward to holding her own Hoops For Heart event this year. Her future goals include taking classes for her Master's degree and enjoying time with her family and dog, Abby. Congratulations, Angie!

JRFH/HFH Demonstration Teams

Melissa McCarthy

Ohio JRFH State Coordinator

Want to do something different this year to spark interest in your Jump Rope For Heart/Hoops For Heart event? Are things around your event getting a little stale? Did you know that OAHPERD/AHA co-sponsor Jump Rope For Heart and Hoops For Heart Demonstration Teams?

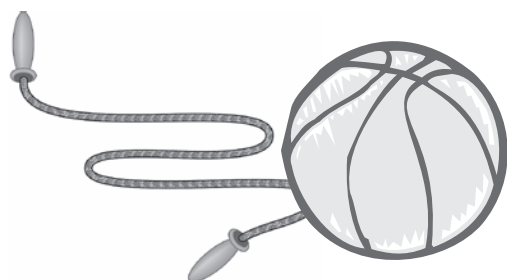
The schools listed below can come to your kickoff event and really WOW your students with their jump rope and basketball skills. Teams are located around the state, so hopefully there is a team in your area! Contact your Youth Market Director from American Heart Association. These people can help schedule a team coming to your school.

2013-2014 JRFH and HFH Demonstration Teams:

Team/Coordinator	School, City
Brook Jump Ropers Brenda Duvall	Brook Intermediate, Byesville 740-630-8224
Leighton Leaping Stars Stacey Slackford-Barnes	Leighton Elem., Aurora 330-954-2337
SCE Sparks Traci Grissom	Scottish Corners Elem., Dublin 614-760-6818
Spartan Shockers Teri Birchfield	Pleasant Elem., Marion 740-389-4815
Troy Pop Rocks Josh Oakes	Hook Elementary, Troy 937-902-8965
Whipple Hts. Hot Shots Marla Thomas	Whipple Hts. Elem., Canton 330-478-6177

Whipple Heights Hot Shots are the only Hoops For Heart Demonstration Team in the country! The rest of the above teams are Jump Rope For Heart teams.

Hopefully there is a team in your area and you can contact your AHA Youth Market Director and let that person know you would like to have a team come to your school for an assembly.



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TODAY'S LESSON:

Healthy Students are Better Students

Healthy Eating + Physical Activity = Improved Academic Performance




Students who eat breakfast have better attention and memory.




Only **38%** of all teens eat breakfast everyday.

GOOD JOB!



After just **20** minutes of physical activity, brain activity improves.

NEEDS IMPROVEMENT!





Only **25%** of high school students are active for the recommended 60 minutes each day.

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Read *The Wellness Impact: Enhancing Academic Success Through Healthy School Environments* at

FuelUpToPlay60.com
Drink-Milk.com



Updating Your Coaching Toolbox:

Bridging the Gap Between Coaching Research and Practice

What is this column all about?

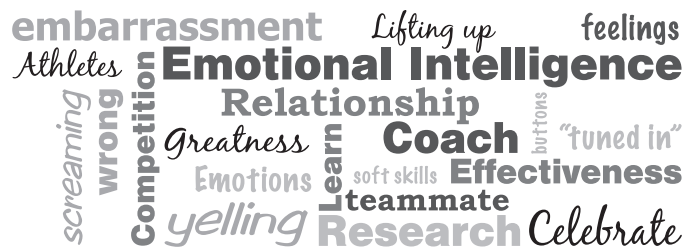
This column is the 11th in a series of articles in *Future Focus* written for coaches by a coach. The goal of this column is to provide information to coaches about recent research that is related to coaching in a user-friendly format. With this in mind, the author will briefly review a recent research article from a professional journal, critique it, and offer practical applications for coaches to use in their everyday coaching. It is the author's intent to encourage a realistic bridging of coaching science to coaching practice through discussions of realistic applications of research. This column will be written with coaches as the intended audience with the following assumptions:

1. Some coaches are interested in applying recent research from coaching science to their coaching.
2. Most coaches do not have easy access to professional journals that provide scholarly research on coaching science, nor do many coaches have time to read, understand, and digest articles in these publications.
3. Many of the scientific articles are written in a language that is appropriate for scholarly (academic) publications, but many of the writings are difficult to understand, thus making the application of the results to coaching practice difficult.

"Bridging the Gap between Coaching Research and Practice" is intended to offer coaches access to recent research in an easy-to-use set-up so that coaches may apply this knowledge to their coaching. If coaches also learn how to dissect and analyze research from reading this column, then this would be beneficial. Questions, comments, or suggestions about current and/or future articles and topics are welcomed at msheridan@tvschools.org.

Emotional Intelligence (EI) and Coaching: What can we Learn About the Relationship?

Michael P. Sheridan



As a coach I never thought that I would be writing (or reading) an article on a topic that discusses coaches using "soft skills." However, after many years of reflection, I realize that, when I was coaching, my athletes could have probably benefitted from me using more soft skills. For the last 15 years, I have taught elementary physical education to 600 students (ages 5–12) each week. This experience has provided me with a different perspective on how we can help our students, athletes, and children, and our coaching. Helping people move from one place in their lives to another place does not mostly require mastery of hard skills. Anyone can yell, scream and use their position of power over another to influence behavior. However, soft skills such as emotional intelligence, conflict management, listening, and providing inspiration and motivation are skills that effective coaches possess and use every day in their coaching. If this is true, then why do coaches cringe when we hear the term "soft skills"?

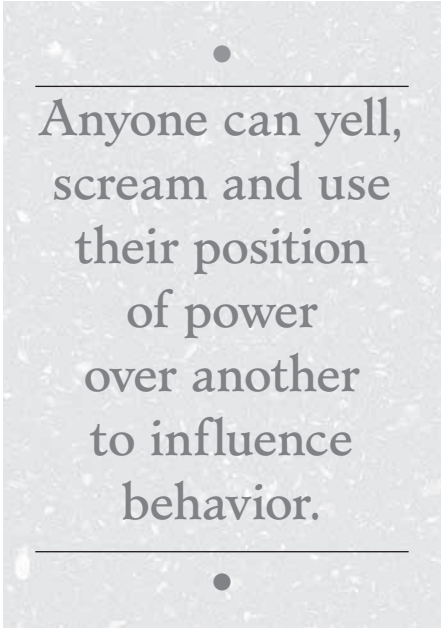
One of my good friends was having a typical father-son confrontation with his young children and he tore into them, yelling and screaming at them to get their room cleaned, homework completed and accomplishing other household tasks that children often leave unattended.

After his rant, he told me: “I usually do the wrong thing when I parent and after I got done yelling and screaming at my own children I figured that it was the wrong thing to do; it was the easy thing to do, but it did no good for any of us. Afterwards, I felt guilty for yelling, one of the kids was crying and the other two were angry at me and still did not clean their rooms. It occurred to me that if it is easy to yell and scream when you are angry then maybe it is the wrong thing to do—but I am not sure what the right thing to do is?” This conflict is one that is probably similar in our coaching: many of us know that yelling and screaming at our athletes after a mistake is probably not going to help him, her or you. But, it is the easy thing to do, and based upon my friend’s good logic, it is probably not the most effective thing to do to change behavior. But, what then is the right thing to do?

Ah, the right thing to do; this is not always so clear. It is different for every situation with every coach and every athlete. However, we are learning that there are some coaching skills that have nothing to do with teaching tactics or techniques. All coaches (and teachers also) are leaders. Yet few of us are formally trained in leadership development or leadership skills. We lead classrooms and teams; sometimes, we even lead professional organizations. Yet, when it comes to leading these various groups, we rely on things that we have seen, observed, read on our own or just attempts made through trial and error. How is it that some of us just naturally “get others”? Some of us probably have higher levels of emotional intelligence (EI) than do others. “EI refers to an ability to recognize the meanings of emotions and their relationships, and to reason and problem-solve on the basis of them” (Mayer & Salovey, 1997, p. 319). The

present Coaching Toolbox article will discuss EI and how it relates to coaching and coaching effectiveness. While there has been little research completed that examines emotional intelligence as it relates to coaching, empirical study of these constructs is not far away.

The textbook definition of EI is not nearly as clear as what some of us already know about EI. That is, many of us know coaches who just seem to understand “what buttons to push.” I always wondered exactly



Anyone can yell,
scream and use
their position
of power
over another
to influence
behavior.

what that meant. Pushing the right button always seemed so vague to me. I could never tell you exactly what the buttons were or how a coach pushed some and not others, nor could I even describe what button pushing was. However, it seems to me that knowing what buttons to push has a lot to do with emotional intelligence. That is, coaches with high levels of emotional intelligence may know what buttons to push. The natural assumption is that the opposite is also true; coaches with lower

levels of emotional intelligence may not be as good at pushing the right buttons at the right times. I clearly remember the times when some of my former coaches and coaching colleagues (and me!) pushed the wrong buttons at the wrong times. For example, a player makes a mistake, hangs his head and it is clear that the player knows he blew it. Yet the coach (who perhaps had a low level of emotional intelligence.) screams at him, burying the athlete deeper in embarrassment and shame. I remember cringing when I saw or heard a coach do this to a player. However, I also remember watching as a coach lifted up my teammate who missed a game winning shot and then felt terrible about his misfire. The coach wrapped his arm around my friend and let him know that it was not his fault that we lost the game, that there were many other errors that occurred during the game that led to our loss and that he should not take it all on his shoulders. This emotionally lifted up my teammate and helped him move past this mistake to move on to the next practice without too much regret about the previous game. This coach probably had a high level of emotional intelligence; he knew not to rip my teammate and understood that the player already felt badly and somehow our coach knew what my teammate needed at that moment. This coach “got it.”

Now a recently published manuscript that investigates emotional intelligence and coaching will be presented and discussed. Research on this topic is still scarce. However, it is anticipated that soon we will know more empirically about how EI is related to effective coaching. For now, however, I will review one of the few articles written on EI and coaching and then offer suggestions for coaches on how to apply this information to their coaching.

Article Review

Chan, J. T., & Mallett, C. J. (2011). The value of emotional intelligence for high performance coaching. *International Journal of Sports Science & Coaching*, 6(3), 315–328.

This article was one of a series of articles written on EI and high performance coaching in a recent issue of the *International Journal of Sports Science & Coaching*. One of the connections made between EI and coaching by the authors is the discussion of some of the research that has been performed on leadership and EI. In addition to the many roles that coaches play, we know that coaches are leaders. Research tells us that effective leaders also are likely to have high levels of emotional intelligence (Mayer & Salovey, 1997). Therefore, we could naturally assume that effective coaches may also possess high levels of EI. From literature outside of sports, we have learned that EI is “the ability to: a) perceive emotion; b) use emotions to facilitate thought; c) understand emotions; and d) manage emotions” (Mayer & Salovey, 1997). Therefore, coaches who can manage emotions in themselves and feel emotions in others are likely to have higher levels of emotional intelligence.

Chan and Mallett (2011) reviewed some of the literature that has been completed on emotional intelligence in order to apply it to coaching. Chan and Mallett reassert that EI is the ability to evoke emotions in followers to give themselves to a cause greater than themselves: to perceive, use, understand, and manage emotions intelligently (George, 2000). Why is this important? One need only consider the environment in which coaches find themselves in practices and in games. These settings are not void of emotion. In fact, the opposite is true: competitions (and even practices)

are emotionally charged settings that are often under intense public scrutiny. Parents, administrators, alumni, peers, relatives, the media and other sources create pressures to win and this increases the emotional nature of competitions. Coaches have to be masters at managing these emotions.

•
A coach who is “tuned in” to his or her athletes can recognize early warning signs of an athlete who is stressed or anxious about an upcoming competition.
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Otherwise, high anxiety and pressure to perform can lead to poor performance and in worst-case scenarios violence toward the opposing team, spectators, etc.

Think about how a coach who perhaps has low levels of emotional intelligence could negatively affect players' emotions. Pre-and post-game speeches are two tasks that coaches mostly take on the responsibility of providing, thinking that it is their duty to fire up the team with an impassioned pre-game speech or criticize

the team in a post-game rant after a sloppy loss. A brief search on YouTube for examples of “coaches' rants” will provide many examples of some of these tirades. While fans find these childlike tantrums funny, from a more critical perspective, these coaches have lost control of their own emotions and likely are not in the state of mind to understand how their lack of emotional control is affecting their players' emotions. Rarely has a fiery pre-game speech served to provide sustained motivation for athletes for an entire game. The research (and anecdotal stories) on pre-game speeches has supported this (Vargas-Tonsing, 2009). Athletes who have already reached an optimal level of energy in preparation for performance do not need a charged up pre-game speech from a coach to be more energized to play. In fact, often these athletes need exactly the opposite: a calm reminder from a balanced coach who helps athletes manage their emotions instead of provoking them to spiral out of control. Athletes who are over-stimulated can become overanxious which results in performance decrements. The same is true of post-game speeches. Delivering a profanity-filled and emotionally charged post-game speech after a difficult loss mostly only meets the coach's need to vent frustration. These types of reactions do little for the athletes except to invoke hostility and anger toward the coach. A coach with a high level of emotional intelligence likely knows this and will wait until a later time when emotions are more stable before delivering the message that he or she intends to share with his or her players. Chan and Mallett (2011) state that EI is “having the ability to identify and understand the cause of emotions, perceive the emotional climate, understand how emotions can influence thinking, the usage of positive

memories to elicit positive emotions, the management of unhelpful emotions in self and others dependent on the context, and the acumen to respond appropriately” (p. 319.)

High levels of emotional intelligence in coaching are also necessary for managing relationships with athletes. Chan and Mallett (2011) point out that within the research on EI published to date, there is debate about whether or not EI is necessary for managing relationships. However, effective coaches know how important it is to work on good relationships with their athletes. The ability to grow and maintain coach-athlete relationships is one key to effective coaching. A coach who is “tuned in” to his or her athletes can recognize early warning signs of an athlete who is stressed or anxious about an upcoming competition. This early recognition can help the coach plan and implement an intervention to assist the athlete in managing his or her anxiety. Athletes often fret about things that they cannot control. They think about things that could possibly happen that never do. This worry about things that have not yet happened can lead to nervousness, distraction and ineffective thinking. Coaches who “see” this can provide athletes with strategies to “control the controllables.” Perhaps coaches who can recognize these early warning signs of athletes’ anxieties possess higher levels of emotional intelligence than coaches who do not possess this same awareness. Conceivably, highly emotionally intelligent coaches can help athletes manage their thoughts and emotions by coaching them not to anticipate or worry about bad things and instead focus on positive outcomes occurring.

Chan and Mallett (2011) raise a very important issue related to emotional intelligence and coaching: the ability for the coach to develop and

maintain self-awareness. If a coach is unaware of his or her emotions, it will be almost impossible for him or her to help others with their emotions. However, we frequently see examples of coaches who are out of control and who have lost their temper and emotional stability (e.g., Peters, 2013). A coach who has “lost it” cannot accurately appraise others’ emotional levels. Inability to evaluate others’ emotional states or one’s own emotional state can lead to bad decisions. How can a coach who is ranting at a poor referee’s call provide critical feedback to his or her players during tense moments late in a game? In fact, over-emotional coaches typically lose sight of the big picture, unknowingly narrow their field of vision and attention and probably cannot make logical decisions based upon their team’s play. Coaches who lack control of their emotions likely cannot make accurate appraisals of the flow of a game. Furthermore, highly emotional coaches often “over-coach” their teams. Over-coaching is providing too much feedback too soon or too often about a play that (most often) has already happened. One rarely sees coaches at the highest levels of sports (NBA, NFL, MLB, NHL) over-coaching their athletes. In fact, the opposite seems true: many of these professional coaches try to get out of the way of their players’ performance. However, in youth sports, high school and even collegiate athletics there are a multitude of examples of over-coaching. Perhaps professional coaches possess high levels of emotional intelligence and this is observed in their reluctance to over-coach?

We know that coaches and athletes face many pressures in today’s athletic environment. It seems fair to tolerate humans who feel intense pressure and lose it every once and a while. However, losing it prevents

coaches from listening to their “gut feelings.” Chan and Mallett (2011) recommend using caution in suggesting that coaches rely on their gut feelings to make decisions. Listening to one’s gut when one is overcharged emotionally or not in tune with others’ emotions can lead to poor decisions. However, this author suggests that a highly emotionally intelligent coach ought to listen to his or her gut feelings and that this is can be a critical part of effective coaching. If coaches are focused on gathering relevant information in preparation for competition, feelings of preparedness permits coaches and players to be relaxed and confident. Being prepared for competition can lead to coaches’ reduced feelings of pressure and increased emotional control over their actions in an emotionally charged athletic environment. Perhaps coaches’ feelings of calm-assertiveness would permit coaches (and thus, their athletes too) to adjust to ever-changing conditions that occur during athletic competitions.

Practical applications for coaching

What can EI do for me? The following items outline some practical applications for coaches to consider as it relates to emotional intelligence and coaching.

Celebrate small victories Recognizing athletes improved performance or the achievement of even the smallest goal can stimulate positive emotions. It can be very motivating when you point out how happy you are to have an athlete who shows up to practice early (or stays afterwards) to get in extra work.

Acknowledge great effort In the heat of the battle, we often forget to praise outstanding effort-especially if it is “failed effort,” that is, when an athlete commits an error but tried

his or her best and just made a bad decision. Indicate how proud you are for the effort. Discuss the decision at a later time when the setting is less stressful.

Model what you desire If you lose it over poor official's calls, or respond to the fans or opposing coaches in a negative manner, then you can expect that your players will too. Coaches, who demonstrate calm under intense pressure situations with the game clock running out and the game's outcome in doubt, show players the importance of remaining level-headed during pressure-packed settings.

If coaches can contribute to adding to their athletes' positive emotions then they may also help their athletes "see the bigger picture." Coaches who provoke athletes' negative emotions contribute to athletes' narrowing of attention and thoughts and can prevent big picture thinking or the ability to critically reflect on performance. Further, coaches who are able to add to their players' positive feelings can improve their relationships with their athletes, leading to more motivated athletes and more trust between the leader and his or her followers. Emotionally intelligent coaches likely know each of their players and know what levels of energy each needs to achieve their optimal level of performance. It has been said that highly emotionally intelligent people can "catch or feel" others' emotions (Chan & Mallett, 2011). This is likely because highly emotionally intelligent people are self-aware and rarely overemotional: they can see the big picture, read body language and keep an open mind about athletes' emotional states. As important is the ability for coaches to help athletes stay upbeat to manage fatigue, passion and the day-to-day struggles that athletes face in school, and with relationships and practice.

Coaches might not lift an eyebrow to consider abstract concepts such as emotional intelligence and other soft skills. After all, coaching and athletic performance are usually associated with "being tough." Most coaches are concerned with how to make athletes tougher. Few coaches consider how soft skills (such as emotional intelligence) could improve their coaching and subsequently advance their athletes' performances. This is understandable: just the terms emotional intelligence and soft skills imply other-worldly concepts that do not offer much practical applications for coaches who are in the trenches coaching every day. However, as we learn more about EI and coaching effectiveness, perhaps more practical applications will emerge. It is possible that we will learn more about answers to questions posed in the Chan and Mallett (2011) article.

Questions for consideration:

(Chan & Mallett, 2011, p. 325)

- Can EI be developed? If EI can be developed, how?
- What factors need to be considered for sustaining EI development for coaches and other sport leaders?
- What potential barriers may impede the development of soft skills for coaches?
- What other soft skills might be considered essential for being an effective sport leader?

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The iPad: A Productivity and Pedagogical Tool for Ohio Physical Educators

By Sarah Carstensen and Dawn D. Sandt

Handheld technology has had a presence in the physical education classroom for over a decade (Juniu, 2002). Over time, this technology has evolved into a tool with the potential to transform education. The iPad and its associated applications has the potential to assist physical educators in updating their pedagogical practices to meet the needs of today's learner as well as collecting benchmark assessment data required by the Ohio Department of Education (2013). Today's K–12 students have been born in the digital age, and this has impacted their learning preferences and expectations in how information is consumed (Jeff, 2012; Mears, 2012). Physical educators might consider the iPad as a tool to enhance student learning and increase professional productivity. This article will discuss the iPad as a tool for collecting Local Report Card data, lesson planning, providing student feedback, managing the classroom, and differentiating instruction.

Technology is an integrated productivity and pedagogical tool within the K–12 physical education classroom (Roslow Research Group, 2009). Physical educators have access to such technologies as interactive whiteboards, fitness assessment software, heart rate monitors, activity monitors, wikis, interactive videogames, handheld computer technology, and movement analysis software. These technologies are acceptable pedagogical tools for student learning and assessment (Blomqvist, Luhnänen, Laakso, & Keskinen, 2000; Harris, 2009; Hays & Silberman, 2007; Juniu, 2011; King et al., 2008; Mohnsen, 2010; Partridge, King, & Bian, 2011; Warwick, Mercer, & Kershner, 2013; Wegis & van der Mars, 2006). Handheld computer technology has been used in some physical education classrooms for well over a decade (Juniu, 2002). This technology has evolved from personal digital assis-

tance to the dynamic iPad. The iPad is an established technology in the field of education and emerging as a productivity and pedagogical tool in physical education (Felker, 2011; Felker, 2012; Ostashevski & Reid, 2010; Sinelnikov, 2012). Tablet computers, such as the iPad, have the potential to engage the modern learner, support their learning toward standards-based content, and assist Ohio physical educators as they report benchmark assessment data to the Ohio Department of Education (Gubac-Collins & Juniu, 2009; Nye, 2010). This article will provide an overview of the iPad, discuss the practicality of the iPad, and highlight applications for productivity and pedagogical needs. While other devices besides the iPad could meet the functions described here, it is the product of choice at the second author's institution and the product with which the authors have the most experience. Special emphasis will be

given to the role of the iPad in collecting and reporting benchmark data to the State of Ohio.

The Basics of the iPad

The iPad is transforming how instructors teach and how students learn. The potential of the iPad seems to be evolving as new models are released. The retina display, processing speed, and memory capacity have improved over the years. This means that the physical educator can capture clearer videos and pictures for student feedback, conduct work at a quicker pace, and access cloud-based data quickly. Currently, the iPad has different memory capacities, ranging from 16GB to 128GB. We recommend users overestimate their storage needs because once the storage is full then the product will not allow for additional uploads. The device can be equipped with Wi-Fi access only or both Wi-Fi and cellular access. Wi-Fi means that the user will need internet

access to downloaded applications or use files located in cloud storage. Cellular access means that the user may access the internet, download applications (apps), and access files located in cloud storage via mobile phone technology, which is offered by a contracted cell phone company.

Apps for Student Engagement

Our K–12 students may now engage with software (i.e., apps) via the iPad rather than being restricted to a desktop computer. Physical education apps are available via the preloaded app entitled, “App Store.” Unless particular physical education apps are highlighted in the App Store, finding these content specific apps requires perseverance. We recommend three types of searches: (a) search with general terms in the App Store, (b) search describing some feature or function of the intended

task in the App Store, or (c) search for app listings on a company website. A general search using the key words “physical education” produces a wide range of apps ranging from health books, sport rules, a study guide for physical therapists, a periodic table of elements, a study guide for muscle anatomy, and a physical education curriculum. While this type of search is not completely time effective, it does have its merit because it may uncover apps not otherwise discovered with a more refined keyword. There will be times when a specific keyword search is productive. For example, if you needed an app so students could record daily nutritional intake or choose appropriate foods, then you might try the keyword “calorie” or “nutrition.” Lastly, companies or organizations may provide a list of apps that they have created. Human Kinetics provides a listing of apps in their “e-products pull down menu” (<http://www.humankinetics.com>).

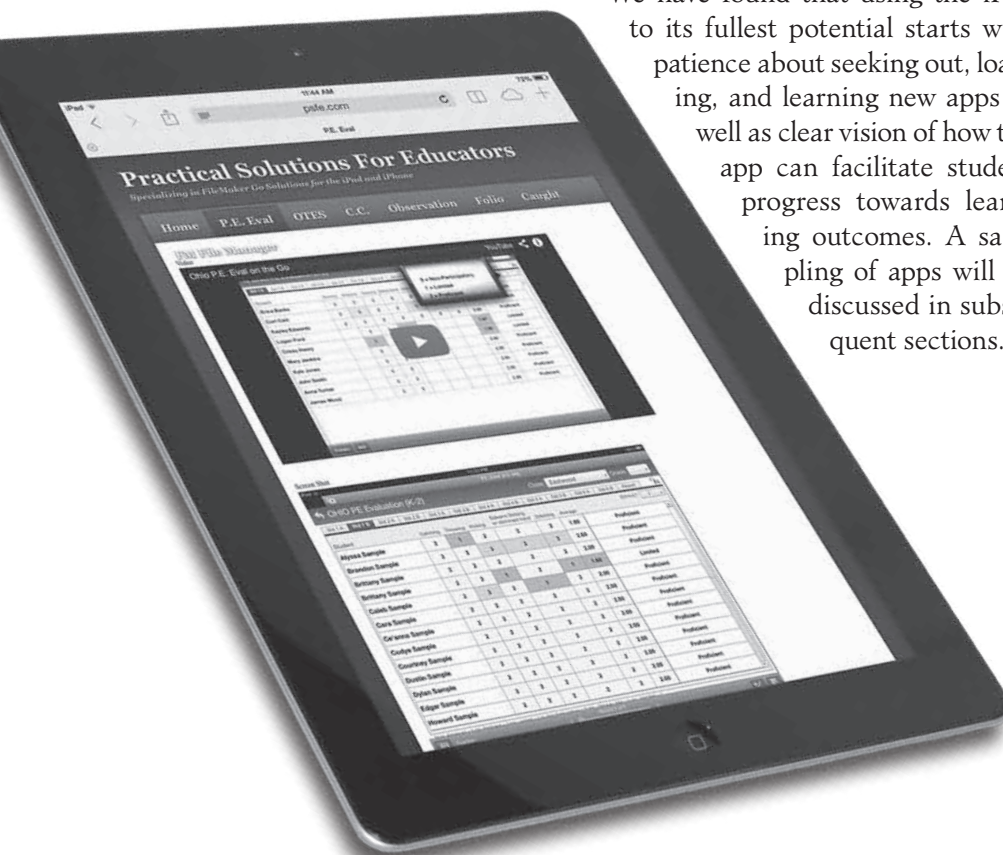
We have found that using the iPad to its fullest potential starts with patience about seeking out, loading, and learning new apps as well as clear vision of how the app can facilitate student progress towards learning outcomes. A sampling of apps will be discussed in subsequent sections.

iPad as a Productivity Tool

Student Assessment

The Healthy Choices for Healthy Children Act (2010) required physical education evaluation data to be reported on the Local Report Card starting in the 2012–13 academic year. This is welcome legislation to support the goal of physical education and a healthy citizenry, but it can cause physical educators to feel overwhelmed. The iPad and a few select apps can expedite the physical educator’s task of collecting and reporting benchmark data. Two viable options for data collection seem to exist for physical educators: (a) spreadsheets created by the Ohio Department of Education (ODE, 2013) and (b) *Ohio P.E. Eval on the Go* (Version 2.0v4).

Physical educators using the ODE spreadsheets will need to download a few apps. Your choice of apps to complete your data collection is influenced by whether you have internet connectivity. *Quickoffice HD Pro* is the most versatile option because you do not need internet connectivity to access data files (Quickoffice, Inc., 2013). This app allows you to create, revise, and save documents, spreadsheets, and powerpoints on your iPad (local storage) or in *Dropbox*, that is, cloud storage (Dropbox, Inc., 2013). *Quickoffice HD Pro* is not free but we have found it a worthwhile purchase because of the aforementioned reasons. *Dropbox* will be a critical app to have because it does allow you to share files, such as articles discussing evidence-based practice, with others (Murray & Olcese, 2011). An alternative to *Quickoffice HD Pro* is *Clouidon*, which is a free app for creating, revising, and saving files (Clouidon, Inc., 2013). *Clouidon* requires internet connectivity to access any data files, and it must be used in combination with *Dropbox*.



Physical educators using the *Ohio P.E. Eval on the Go* will find this data collection system extremely easy and quick to use. *FileMaker Go 12* is required in order to use the system, and it can be downloaded from the App Store for free (Filemaker, Inc., 2013). This system allows you to import student lists, generate a report of benchmark data, and store your data on the iPad. The advantage of this system is it requires no typing to enter data. Physical educators may set default scores and simply touch the screen to change the score. There is no need to bring up the keyboard as is typical in other spreadsheet apps.

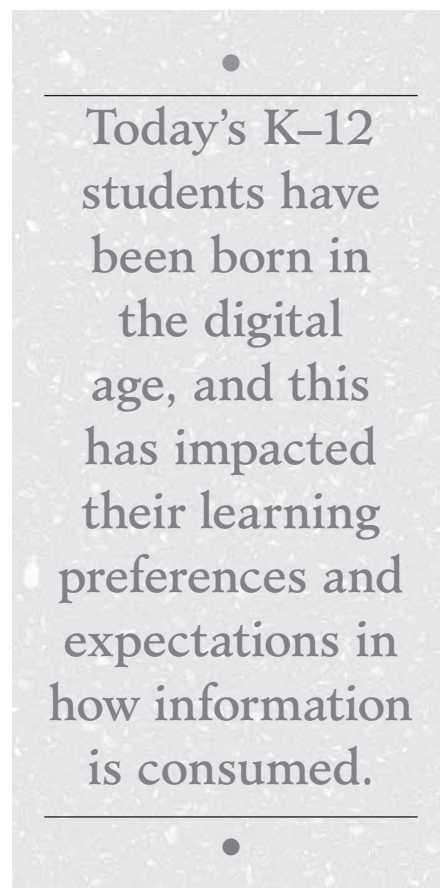
Classroom Management

Handheld computing technology is an established tool for taking attendance in the physical education classroom (Juniu, 2002). There are numerous apps in the App Store that allow you to take roll and complete other classroom tasks using the iPad. The *TeacherKit* app stores attendance, behavior, and grades for multiple classes (TeacherKit, 2013). A face detection function allows individual pictures of students to be extracted from large group pictures. Organizational functions such as seating or squad arrangements may be constructed and revised, with pictures of students reflected in the arrangement. This was an especially helpful app for our teacher candidates in the University of Toledo Physical Education Teacher Education (UT PETE) program. This app associated student photos with names and seating arrangement, which helped our pre-service teachers learn student names quickly. Learning names is a consistent concern for our pre-service teachers because they may be required to learn the names of 500 students in their elementary school placement and 250 in their secondary placement, with each placement lasting eight weeks.

iPad as a Pedagogical Tool

Planning and Reflection

Initial planning and revisions of lessons is a critical aspect to quality teaching (Graham, 2008; NASPE, 2008). Whether one is a novice or a seasoned professional, it is a necessary task because neither our students nor the instructional environment



remain the same from classroom to classroom or from year to year. The iPad assists physical educators in creating, revising, and saving lesson plans without being tied down to a desktop computer. Our physical education teacher education candidates wrote initial plans from a desktop and saved lesson plans to *Dropbox* for future access. For novice teachers,

the iPad is especially helpful in nurturing engagement in the reflection cycle because it allows them to immediately document successes and failures within the classroom. Focused introspection and future planning can be done at appropriate times throughout and/or at the end of the day.

Video Feedback

Video modeling is potentially effective in promoting skill acquisition and attention in students (Bellini & Akullian, 2007; Trout & Christie, 2007). While other technologies exist to fulfill this function, the iPad is a wireless option for uploading and downloading student performance videos. It allows viewers to conduct a side-by-side analysis of their performance with that of another performance. One such app that supports side-by-side analysis is the *Coach's Eye* app (TechSmith Corp., 2013). Videos of technically correct performances can be found via the internet and saved directly onto the iPad to be utilized within the *Coach's Eye* app. Students may analyze their entire performance and view certain aspects of a performance that needed improvement. Their videos may also serve as artifacts for class-based digital portfolios. We found that this function is meaningful to students on a 1:1 basis and in learning centers. It is also useful in small groups if it is placed in a central location (Sinelnikov, 2012). Undergraduate and graduate students in the UT PETE program have observed that the iPad was an effective motivational strategy for students with disabilities. For instance, students with disabilities were highly motivated to perform non-preferred tasks when watching personal performances. This motivating property of video has been previously documented in the literature (Bellini & Akullian, 2007).

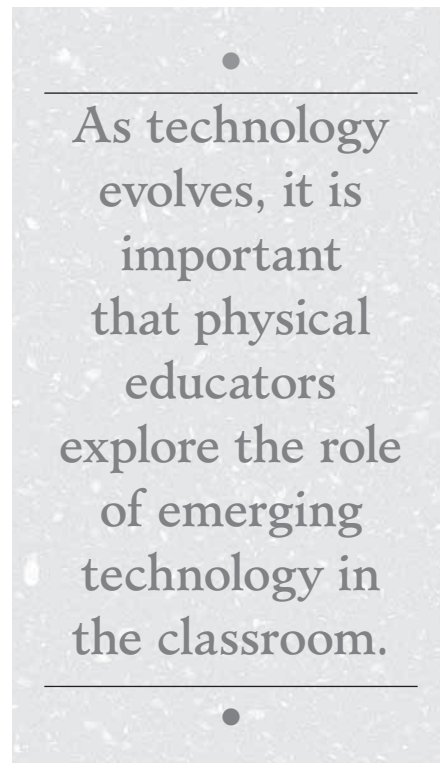
Differentiated Instruction

Physical educators are likely to have students with disabilities who need the iPad to support their learning or interaction with peers in an inclusive physical education classroom. Research documents that the iPad does support the learning of exceptional students (Conley, 2012; Evmenova, & King-Sear, 2013; Shah, 2011). Physical educators, according to school policy, may be able to use video from the iPad to document present levels of performance and student progress towards Individualized Education Plan goals. *Verbally*, an augmentative and alternative communication app, facilitates conversations by persons without speech (Intuary, Inc., 2013). Physical educators may use the *Visual Routine* app to create a daily visual schedule of instructional tasks for students with autism (Holstein, 2013). *Notability*, a note taking app, supports students with a learning disability or any student with poor study skill practices (Ginger Labs, 2012). Specifically, it can help the student write and type notes, record important discussions, and organize notes. Physical educators may also use *Notability* to produce verbal/visual stories of socially appropriate behaviors in specific contexts.

Implications to Teaching and Learning

Adopting the iPad for classroom use may be a difficult proposition for physical educators who were not born in the digital age. Persons above the age of 30 may be considered *digital immigrants*. Jeff (2012) explains that a digital immigrant may not use technology to its fullest capacity. In the case of the iPad, a physical educator who is a digital immigrant may continue to use a pencil-paper system to record movement proficiency and re-record it into a desktop computer

file manager system. A digital immigrant may not easily integrate technology into physical education lessons. Our students today are considered *digital natives*, meaning that they were born in the digital age and grew up surrounded by technology. Digital natives believe that learning should be “relevant, instantly useful, and fun” (Jeff, 2012, p. 321). Mears (2012) recommends integrating technology, which students enjoy, into the classroom. The iPad enables physical



educators to creatively and meaningfully use pictures, sounds, and video to engage our students in physical education content.

Faculty and students in the UT PETE program acknowledge our role in bridging the gap between digital immigrants and digital natives. Our program endeavors to embrace and explore new technologies for a two-fold purpose: (a) teacher candidates

serve as ambassadors of technology to local physical educators, and (b) prepare K–12 students to use technology as they become physically educated persons. Each semester our teacher candidates have the opportunity to use an iPad for their 16-week student teaching experience. The teacher candidate explores its functionality as a teaching/learning tool and brainstorms with the cooperating teacher in new ways to use the iPad. Literature suggests that having the digital immigrant and native collaborate on such tasks is an effective strategy to support the digital immigrant’s use of technology (Stoerger, 2009).

Inconveniences of the iPad

As with any emerging technology, there will be drawbacks to its use. The most apparent drawback is the lack of technological integration between the iPad and older technologies within the school. This might prevent sending attendance data and assessment scores via the iPad. However, technological integration between the iPad and older technologies is an actuality rather than a potentiality. Already, laypersons and professionals are discovering ways to integrate iPads with SMART Boards and to use iPads to take class attendance (Brovey, 2011; Focus School Software, n.d.).

The iPad may be cost prohibitive for many school systems. Meredith (2011) found that 83% of physical educators believe technology is important but stated that money was a barrier to its purchase. It will be critical for physical educators to provide a strong rationale and design for the use of iPad or similar devices in the physical education environment to administrators. We believe that the iPad is important for two reasons in a physical education classroom.

First, the iPad is a viable productivity and pedagogical tool by which to address the National Standards for Physical Education (NASPE, 2008). Second, the iPad is already considered a high-tech support that teachers use to address the Common Core in classrooms (Dalton, 2013). The Common Core State Standards were adopted in Ohio in 2010 and will be fully implemented in 2014–15. Now is the time to consider how physical education lessons, activities, and resources can support their districts in addressing the Common Core. Physical educators who can communicate how their curriculum aligns and supports English Language Arts, for example, might be more likely to get funding than those programs that demonstrate no alignment to the Common Core State Standards. Already, SPARK programs and educational material demonstrate this alignment with documents and a webinar (SPARK, 2013).

Summary

As technology evolves, it is important that physical educators explore the role of emerging technology in the classroom. The iPad is one of latest devices that engage students and teachers in a multimedia world. The iPad has the capacity to offer engaging applications for digital natives who enjoy mobile technology. For some physical educators, the iPad may have the potential to serve as a tool to complete their professional duties. The iPad will ease the physical educator's workload as they collect and compile benchmark data for ODE. It will assist with classroom management, lesson design, reflection, feedback, and differential instruction. We recommend that physical educators consider the iPad as a productivity and pedagogical tool within their physical education classroom.

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Sarah Carstensen, M.Ed., is a physical education teacher for Imagine Hill Avenue Environmental School in Toledo, Ohio. Ms. Carstensen's research interests include fitness assessment best practices and their role in preparing the physically educated person. Dawn D. Sandt is an assistant professor in the Department of Early Childhood, Physical, and Special Education at The University of Toledo. Dr. Sandt's research interests include physical activity for transitioning youth and physical education best practices for students with autism. Correspondence may be sent to the Dawn Sandt (dawn.sandt@utoledo.edu).

Winning Combinations: A Successful Partnership Benefiting Collegiate Sport Science & Wellness Education Majors¹

By John Roncone

The purpose of this article is to share a successful partnership and program that benefited not only pre-service students but also clients with arthritis who were able to participate in an exercise program that promoted good health, increased self-efficacy, and enhanced community mobilization. The partnership was between The University of Akron-Wayne College and the Arthritis Foundation of the Great Lakes Region in Northeastern Ohio. Sport Science and Wellness Education student majors gained practical experience by serving as Arthritis Foundation Exercise Program (AFEP) instructors for individuals with arthritis over the academic year 2012–2013. The program consisted of thirteen total sessions, each lasting 45 minutes, typically twice a month each semester, with a total of 47 participants. All program objectives were achieved and this partnership was considered a success.

Fifty million Americans (22%) of adults have some type of self-reported doctor diagnosed arthritis (CDC, 2012; Cheng, Hootman, Murphy, Langmaid, & Helmick, 2010; Wing & Peterson, 2012). According to the Centers for Disease Control (CDC, 2012), nine percent of adults have arthritis-attributable activity limitation. Further, it is reported that the economic cost of arthritis in the United States is approximately \$128 billion annually (Yelin, Murphy, Cisternas, Foreman, Pasta, & Helmick, 2007; Wing & Peterson, 2012).

One essential avenue to combat and prevent arthritis is engaging in physical activity. Physical activity can improve the overall health and wellness of one's life. The benefits of physical activity include improving the quality of life by slowing down

the aging process, reducing the risks of many chronic diseases, promoting weight control, and increasing one's self-efficacy (Corbin, Welk, Corbin, & Welk, 2011). In addition, regular physical activity helps prevent illness and disease and/or may contribute to the management of disease. National health goals, identified by the United States Department of Health and Human Services (USDHHS, 2012) in *Healthy People 2020*, identified nine objectives including the goal of preventing illness and disability associated with arthritis and other rheumatic conditions, osteoporosis, and chronic back conditions.

It is suggested that individuals diagnosed with arthritis engage in a variety of physical activities in the water (a pool usually) and, on land, doing exercises that focus on gentle range of motion, muscle strengthening and

endurance plus body mechanics and relaxation techniques. In fact, according to Wing and Peterson (2012), wellness/fitness professionals are trained and available to provide programs to cope with arthritis safely and effectively at local YMCA's and YWCA's and other health and fitness facilities. These professionals have the expertise to understand the benefits of exercise in the treatment plan, as well as understanding and recommending the appropriate and specific exercises most beneficial for individuals with arthritis (Wing & Peterson, 2012).

What is Arthritis?

Today, arthritis continues to be a health concern for health practitioners and exercise/fitness professionals. In addition, Americans believe arthritis is a major health concern in the United States (Arthritis

Foundation, 2012). According to the Arthritis Foundation (2012), arthritis means joint inflammation although the term is often used to refer to any of the more than 100 diseases that affect the body's joints. A joint is defined as the place where two or more bones meet to allow movement. Common types of arthritis include: osteoarthritis, rheumatoid arthritis, gout, juvenile arthritis, lupus, and fibromyalgia.

Osteoarthritis is characterized by the breakdown of cartilage. Cartilage cushions the ends of the bones and allows easy movement (Arthritis Foundation, 2012). Osteoarthritis commonly affects joints of the hands, hips, spine, and knees (American College of Sports Medicine, 2010; Wing & Peterson, 2012). Rheumatoid arthritis (RA) is a form of inflammatory arthritis and an autoimmune disease affecting joint tissue (Arthritis Foundation, 2012). Another form of inflammatory arthritis is gout. Also known as gouty arthritis, it is common among individuals who have high levels of uric acid in the blood (Arthritis Foundation, 2012). Juvenile arthritis is the most common form of arthritis and typically begins before the age of sixteen, causing swelling in one or more joints, lasting approximately six weeks (Arthritis Foundation, 2012). Lupus, also known as Systemic Lupus Erythematosus (SLE), is an autoimmune disease where the immune system produces antibodies to cells within the body leading to widespread inflammation and tissue damage (CDC, 2012). According to the Arthritis Foundation (2012), fibromyalgia has widespread pain and tenderness at specific points on the body (tendons, ligaments, and muscles). Fibromyalgia is associated with chronic pain, sleep disturbance, fatigue, and psychological distress and often common in

females between the ages of thirty to fifty (Arthritis Foundation, 2012; CDC, 2012). According to Wing and Peterson (2012), and the Arthritis Foundation (2012), arthritis can be related to diet, obesity, a defect in the body's chemistry, a disease of the body's connective tissue, or an injury to a joint.

Conceptual Framework

The program described herein was based upon the *H.E.L.P. Philosophy* as identified in Corbin, Welk,



Corbin, and Welk's (2011) *Concepts of Physical Fitness: Active Lifestyles for Wellness*. Within the H.E.L.P. Philosophy, 4 key concepts are presented: 1) A personal philosophy that emphasizes good Health can lead to behaviors that promote it; 2) Everyone can benefit from healthy lifestyles regardless of age or current health status; 3) Health behaviors are most effective when practiced for a Lifetime; and 4) Healthy lifestyles should be based on Personal needs and interests.

The Arthritis Foundation Exercise Program (AFEP)

The Arthritis Foundation Exercise Program (AFEP) is a group recreational activity designed specifically for people with arthritis. It includes gentle range of motion (ROM), muscle strengthening and endurance exercises, plus body mechanics and relaxation techniques. The class can be accomplished seated or standing and is taught by Arthritis Foundation (AF) trained and certified leaders. The AFEP provides participants with a fun, safe way to exercise.

AFEP Objectives

The following were objectives for the Arthritis Foundation Exercise Program:

1. Participants will be able understand the importance of physical activity and its relation/benefits to health and wellness.
2. Participants will be able to demonstrate/perform the exercises implemented in the AFEP sessions.
3. Participants will feel good about themselves (self-confidence) while engaging in the program and after the program.
4. Participants in the AFEP will experience a fun, safe way to exercise, while treating arthritis.

Methods

A partnership was established between The University of Akron-Wayne College and the Arthritis Foundation of the Great Lakes Region in Northeastern Ohio, initially during the 2011–2012 academic year. The regional campus was the host site for this land-based Arthritis Foundation Exercise Program (AFEP). At the time of this collaboration, the regional campus was the only land-based AFEP program in the county. In fall

of 2011, five students who were Sport Science and Wellness Education majors completed AFEP certification training. Prior to being AFEP certified, they also had to complete First Aid and Cardiac Pulmonary Resuscitation (FACPR) training.

The AFEP sessions began in the spring 2012, with 4 sessions (one in March, two in April, and one in May), held on Fridays, 9:30–10:15 A.M. (45-minute sessions), and held in the college's gymnasium (see Figure 1). Prior to the second year of the program, AY2012–2013, five more students completed the required trainings (AFEP & FACPR). This program continued during the 2012–2013 academic year and had a total number of 13 sessions, which were held on the same day, time, and location as in the prior year. Fall sessions included 1 session in the months of

September and December, 3 sessions in October, and 2 sessions in November. Spring sessions included 2 sessions in the months of February and April and 3 sessions in March.

Participants were asked to complete a questionnaire that provided information regarding the program and especially provided feedback about the four objectives of the program and ways to improve the program. The Institutional Review Board (IRB) protocol to conduct research involving human subjects at the university was completed, submitted and approved by the IRB as Exemption 1, "Research conducted in established or commonly accepted educational settings, involving normal educational practices." Also, this program emphasized the importance of being active and having fun while being active. At the time of this research

project, it was hoped that this program would create relationships among/between the participants that improved their self-confidence and impacted their psychological health.

Data was reported by using descriptive statistical measures (means and percentages) regarding: ages and age ranges of participants, gender, ethnicity classification, county area of residence (city or township), frequency of participation in the program during the semester (fall/spring), understanding of the importance of physical activity, satisfaction of location of program, perceived psychological and physiological benefits of the program, the overall experience with the program, satisfaction with the instruction, perceived participant demonstration/performance of exercises, and recommendations for the continual improvement of the program.

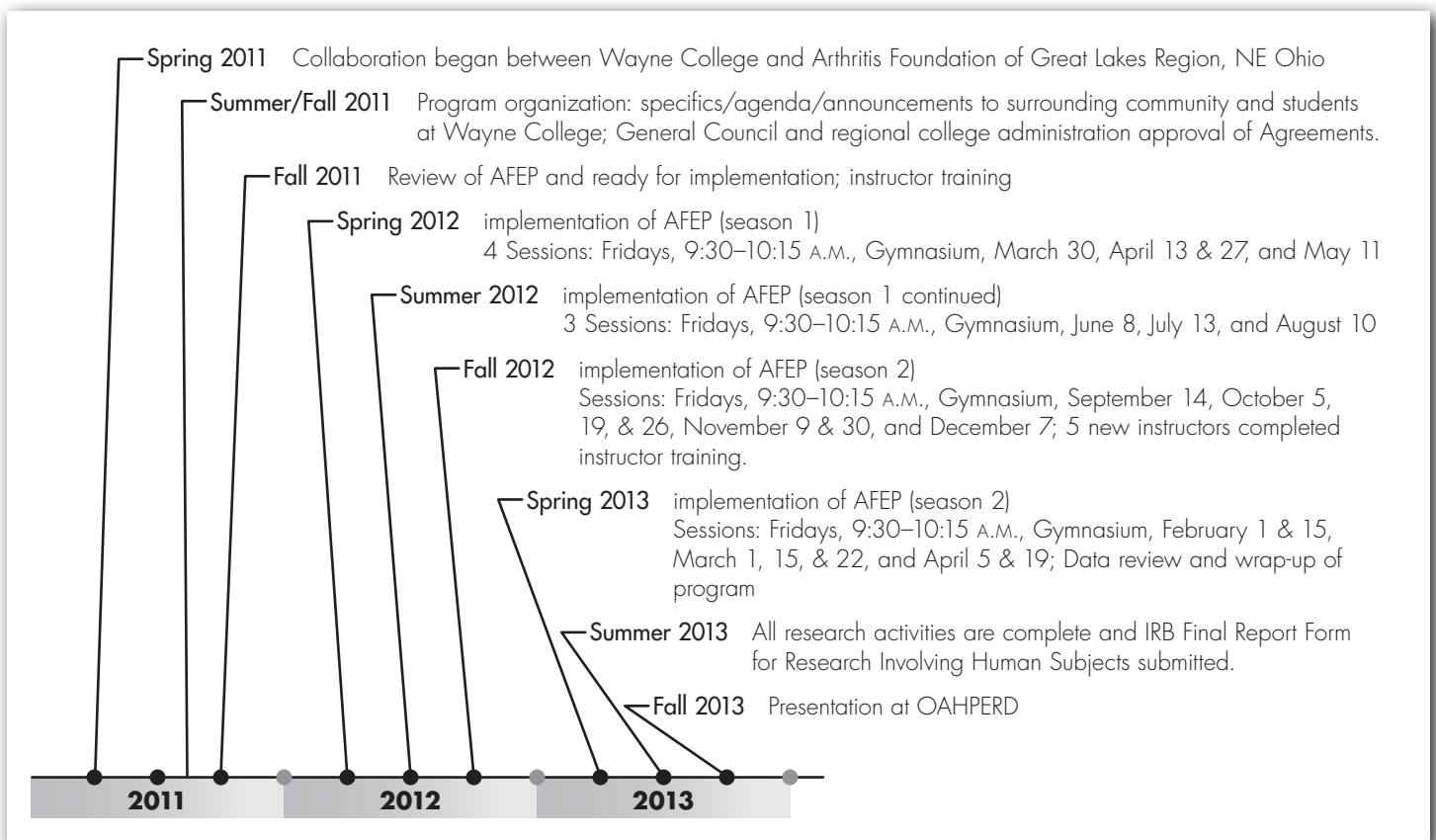


Figure 1 Arthritis Foundation Exercise Program (AFEP) Timeline

TABLE • 1

Arthritis Foundation Exercise Program (AFEP) Demographics							
	# Sessions	N	# by Sex	Age Range	Mean Age	# Returning Participants	1 st Time Participants
Fall 2012	7 ¹	14	Females = 14 Males = 0	41–82	71	7	7
Spring 2013	7	34	Females = 28 Males = 6	54–87	68	22	12
Total 2012–2013	14 ¹	48	Females = 42 Males = 6	41–87	69	29	19

¹ One session in Fall 2012 had no participants attend

Results

There were fourteen participants in the fall 2012, eight of which completed the end of season questionnaire. During the spring 2013, participation increased to thirty-four but only twelve completed the questionnaire. A participant was to complete the questionnaire only once during their enrollment in the program. The total number of program participants was forty-eight, of which twenty completed the questionnaire. The range in age for both sessions was 41–87 years, with a mean age of 69. Females ($n = 42$) were prominent in the AFEP program as only six males participated (see Table 1).

Results of the analysis of the questionnaire indicated an increase in perceived self-efficacy, a positive overall experience, satisfaction with the instructor, and location/environment satisfaction (see Table 2). Overall both semesters, of the 20 participants completing the questionnaire, 90% ($N = 18$) responded as follows: they agreed that the program positively impacted their self-efficacy; they reported overall satisfaction with the program; they were pleased with the instructors of the program; and they were pleased with the location/environment of the program. Eighty percent ($N = 16$) of the partic-

TABLE • 2

End of Exercise Program (AFEP) Questionnaire Results			
Item	Strongly Agree %	Agree %	Not Answered %
Fall 2012 ($n = 8$)			
Increased self-efficacy	50%	25%	25%
+ Overall Experience	62.5%	12.5%	25%
Pleased with instructors	62.5%	12.5%	25%
Pleased with location	75%	12.5%	12.5%
Spring 2013 ($n = 12$)			
Increased self-efficacy	25%	75%	0%
+ Overall Experience	50%	50%	0%
Pleased with instructors	50%	50%	0%
Pleased with location	8.3%	50%	41.7%

ipants indicated they understood the importance of physical activity and its relation to the benefits of health/wellness. Similarly, 80% also reported their demonstration/performance of the exercises they conducted in the AFEP sessions to be favorable or excellent. A number of suggestions for improvements were also shared by the participants completing the questionnaire (see Table 3).

Summary

The partnership established between a regional college and the Arthritis Foundation of the Great Lakes Region in Northeastern Ohio was a success based on the survey results. Students who served as the instructors not

only gained valuable work-related and school-related experiences but they also established strong relationships with their clients by serving as their wellness coaches. This collaboration program continues its service in the 2013–2014 academic year.

Participants in the program not only acknowledged the value for their personal health and wellness but also utilized the program to help combat and prevent arthritis. In addition, the program increased self-efficacy and provided a social aspect to the participants' lives as they attended each session. This physical activity program assisted in improving the quality of their lives, reducing the risks of other chronic diseases, and promoting

TABLE • 3

Participant Suggestions for Improving the Program	
"Hold class more often; once a week"	"Wanting program days more often"
"If possible, have more Fridays each month"	"Provide copies of the exercises"
"Instructors to speak louder"	"Very difficult to hear"
"Program very informative, feels good, and hopes to continue"	"Have list of exercises and diagrams as handouts"

weight management. It is encouraged that other college campuses explore and investigate if any similar AFEP exist in their nearby communities and begin collaborating on a possible partnership on their own campus, with student involvement. Such partnerships provide students the practical experience needed to succeed in the workforce and their knowledge, attitude, and skills can be enhanced by this experience as were the Wayne College students in the effort described here.

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John Roncone, Ph.D., is an Assistant Professor and Program Coordinator of Sport Science and Wellness Education at the University of Akron Wayne College. He is an active member of OAHPERD and AAHPERD and is the Recording Secretary for AAHPERD-Midwest. He was recently the recipient of two awards: OAHPERD 2012 Health Educator of the Year as well as the 2013 Midwest District Health College/University Teacher of the Year. His research interests include: health education and promotion, wellness education, active lifestyles, and ATOD behaviors among collegiate and interscholastic student-athletes.

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May 1st to April 30th

INCOME

	Budget
100 Memberships Subtotal	\$ 33,950
100.1 Professional - 1 yr @ \$50	\$ 8,000
100.2 Professional - 2 yrs @ \$95	\$ 1,000
100.3 Professional - 3 yrs @ \$140	\$ 750
100.4 Professional - OEA	\$ 18,500
100.5 Student @ \$25	\$ 1,000
100.6 Senior Student @\$40	\$ 200
100.7 Institutional Student @ \$20	\$ 2,250
100.8 Retired @ \$25	\$ 100
100.9 Institution @ \$200	\$ 2,000
100.11 Jr. Memb with AAHPERD	\$ 0
100.12 Library Serial	\$ 150
101 AAHPERD (Incentives/rebates)	\$ 0
102 AHA Jump Rope/Hoops For Heart	\$ 94,000
103 Convention Income	\$ 0
104 Workshops	\$ 0
105 Reimbursement Checks	\$ 0
106 Advertising	\$ 500
107 Other Income	\$ 0
108 Transfer from Reserves	\$ 0
109 Scholarship Donations	\$ 600
110 Fund Raising	\$ 500
111 Grants	\$ 0
Unrealized Gain/(Loss)	\$ 0
Dividends	\$ 1,500
Interest Income	\$ 50
112 Convention Subtotal	\$ 93,000
112.1 Convention Exhibits	\$ 12,000
112.2 Convention Sponsors	\$ 1,000
112.3 Convention Registration	\$ 75,000
112.4 Preconvention Workshops	\$ 5,000
Total Income	\$ 224,100
Total Income Less Convention	\$ 131,100
Total Income Less Convention Less Reserves	\$ 131,100

EXPENSES

	Total
200 Officer Expenses Subtotal	\$ 90,358
201 President	\$ 2,000
202 Past President	\$ 0
203 President Elect	\$ 2,400
204 All-Ohio Representative	\$ 2,000
205 Executive Director/Management Fee	\$ 43,833
206 Treasurer	\$ 1,500
207 Recording Secretary	\$ 1,500
208 <i>Future Focus</i> Editor	\$ 17,200
209 <i>Newsline</i>	\$ 7,200
210 AHA Coordinator(s)	\$ 7,350
211 Historian/Archivist	\$ 100
212 Trustee(s)	\$ 0
213 Members Services Coordinator	\$ 5,275
300 Division Chairs Subtotal	\$ 2,300
301 Adult Development and Learning	\$ 100
301.1 Necrology	\$ 100
302 Dance	\$ 100
304 Higher Education	\$ 100
305 Health	\$ 100
306 Physical Education	\$ 100
307 Recreation	\$ 100
308 Sport Sciences	\$ 100
309 Student Division	\$ 1,500
400 Committees Subtotal	\$ 15,500
401 Memorial Scholarship	\$ 5,000
402 Honors & Awards	\$ 500
403 Grants & Research	\$ 8,000
404 Legal Affairs	\$ 0
405 Public Relations	\$ 2,000
406 All Other Committees	\$ 0

EXPENSES (cont'd.)

	Total
500 Conferences/Workshops Subtotal	\$7,500
501 Spring Leadership	\$0
502 Convention Start-up Expenses	\$0
503 Workshops	\$1,500
504 AAHPERD Delegates	\$100
505 Ohio Student Leadership Conference	\$5,000
506 MW Student Leadership	\$900
507 Other	\$0
600 Executive Committee/Board Subtotal	\$14,500
601 Mileage	\$8,500
602 Other	\$6,000
700 Other Communications Subtotal	\$3,800
701 General Printing	\$1,600
702 General Postage	\$500
703 General Telephone	\$700
704 Supplies	\$1,000
705 Miscellaneous	\$0
800 Investments/Reserves Subtotal	\$0
801 Investments	\$0
802 Scholarship Fund	\$0
803 Other	\$0
900 Misc. & Special Requests Subtotal	\$11,800
901 Web Page	\$4,500
902 IRS Tax Preparation	\$700
903 OH Attorney General Fee	\$200
904 Insurance Liability	\$700
905 Insurance Bonding	\$0
906 Bank Charges	\$50
907 Teacher of Year Travel	\$0
908 Advocacy	\$500
909 Physical Best	\$0
910 Strategic Planning	\$0
911 Misc.	\$100
912 Verisign/Paypal	\$250
913 Credit Card Service Fee	\$2,600
914 Technology	\$1,200
915 Ohio Gold	\$1,000

	Total
1000 Convention Subtotal	\$73,600
Conv. AAHPERD Representative Expense	\$500
Conv Audio Visual	\$4,000
Conv Speaker Expense	\$1,000
Conv Entertainment	\$1,500
Conv Staff Expense	\$100
Conv Facility	\$14,500
Conv Supplies	\$7,500
Conv Exhibits	\$10,000
Conv Gifts	\$100
Conv Meals/Breaks	\$15,000
Conv Transportation	\$0
Conv Postage/Shipping	\$0
Conv Printing	\$6,500
Stipends	\$1,000
CD	\$500
Conv Social	\$5,500
Conv AHA Social	\$300
Convention Committee	\$4,000
Conv MISC	\$100
Preconvention Expenses	\$1,500
Total Expense	\$219,358
Total Income Less Total Expense	(\$4,742)
Transfer to Reserves	\$4,482
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2. An invoice from the school district indicating the correct amount to be remitted.
3. A completed OAHPERD Voucher (vouchers can be obtained from the Executive Director or OAHPERD Treasurer).

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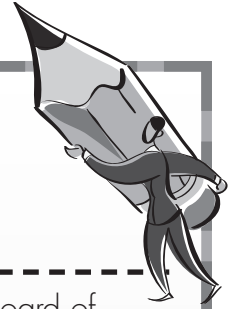
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OAHPERD

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Each year the Editorial Board of OAHPERD considers *Future Focus* articles submitted by graduate and undergraduate students for annual OAHPERD Student Writing Awards. Each award consists of a check for \$100 and a waiver of membership dues for the year. An award may be given to one undergraduate student and one graduate student each year, but only if submitted articles meet the criteria listed here.

1. Submitted articles must meet *Future Focus* standards of quality.
2. Submitted articles should follow *Future Focus* guidelines for authors.
3. Articles may be on any subject related to the concerns of Health, Physical Education, Recreation, and Dance.
4. Only single-author articles will be considered.
5. At the time of submission, the author of the submitted article must be a member of OAHPERD.
6. Articles considered for the award must not have been previously published and must not be concurrently submitted for publication elsewhere.
7. Articles must be submitted on or before July 31 to be considered for an award to be given at the following December's convention.

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The Ohio Association for Health, Physical Education, Recreation, and Dance is accepting credentials from all candidates who qualify for the “OAHPERD Scholar” award. The OAHPERD Scholar designation will recognize OAHPERD’s research leaders by honoring their achievement in HPERD-related scholarship disseminated through OAHPERD. The OAHPERD Scholar designation is intended to (a) be one of distinction within OAHPERD and Scholars’ own academic communities, and (b) encourage high standards of research and other forms of scholarship among OAHPERD’s members.

There is no voting process associated with this scholarly recognition; there is simply a qualification process. Members qualify as OAHPERD Scholars upon attaining a certain scholarly record. **Minimum criteria** (both A & B below) must be met:

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Announcement of newly recognized OAHPERD Scholars will take place at the annual OAHPERD awards ceremonies.

Credentials/Materials Required:

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2. List publications in APA format and attach a copy of the *Future Focus* “Table of Contents” page for each publication.
3. List presentations in APA format and, if available, attach a copy of the OAHPERD Convention Program page containing name and presentation title for each presentation.
4. Mail all materials to the current *Future Focus* Editor no later than **October 1** of the application year.

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