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## Searching for Equality in the Canoe

By Penny McCullagh, Ph.D., KT Editor

I often see posts or referrals to Carole Ogelesby in the social media. A recent one was about the elevation of women's events in world canoeing.

I have known Carole professionally for many years and always admire her gusto. Carole is a professor emeritus from Temple University and one of the few people I know who has two Ph.D.s. One with an emphasis in sport psychology from Purdue and one in counseling psychology from Temple.

Since the 60's Dr Ogelsby has always been an advocate for women in sport. She has presented papers and conducted training and leadership workshops in 31 countries; published pioneering works: *Women and Sport: Myth to Reality* (1978); *Black Women and Sport* (co-edit, 1978); *Encyclopedia of Women and Sport in America*, 1998). She has had major leader-



Itzel Reza and Pam Boteler competing in 2010. (Photo courtesy Brian K. Donnelly)

ship positions in sport and her most recent as Co-Chairperson of the [International Working Group on Women and Sport](#).

A major change has occurred in the Sprint World Championships in Canoe. For the first time, there are an equal number of events for men and women. I went to the International Canoe Federation [web site](#)

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for the world championships to follow this story a little further. On that web site of the [International Canoe Federation](#). I also found the following extensive report supported by the European Commission.

The report includes information on the challenges of gender equality in sport, a call for development and implementation of national and international strategies, gender equity in coaching, fighting against gender based violence in sport, fight against negative gender stereotypes and the role of the media, and finally suggestions on tools and measures to implement action. The report contains interesting data and observations and although focused on European rather than national events provides valuable information that might help sport groups throughout the world.

I contacted Carole about the story I was writing and she directed me to the [WomenCAN International website](#) and I began to see some of the history of how this change in canoeing at last occurred. She is on the Advisory Board of WomenCAN International. This organization was originally founded by Sheila Kuyper – a Canadian women's sprint canoe pioneer who pushed to raise the opportunities for women canoers when Canada bid for the 2008 Olympics. The organization quotes as its vision "WomenCAN International is the global voice for equality and equity in Olympic Canoeing. We are an international group of women and men dedicated to promoting and creating equal, equitable and safe training, development and racing opportunities for women in Olympic

Canoeing." Pam Boteler became involved internationally in 2001, and subsequently expanded WomenCan's mission to include Slalom Canoe and renamed the organization "WomenCAN International". Pam is currently President of WomenCAN International and has been fighting for women's opportunities for years. Take a look at their web site under Myths and Facts to see some of the history and arguments for inclusion of women. Pam made history at the US Championships in 2000 when she became the first woman to compete in sprint canoe – against the men – since there were no women's events – and won gold and bronze medals. She lobbied heavily and by 2002, USA Canoe/Kayak changed their rules and allowed women to have their own events.

It took until 2010 for the women's canoe events to get added on the World Championships program, yet women were stuck at 2 events until 2017, where they will finally have equal events to male canoeists. Will inclusion and equality at the Olympics be next? The International Olympic Committee is scheduled to vote on the ICF's gender-equal 2020 proposal in July 2017, with three women's canoe events slated for inclusion.

I contacted Pam Boteler and she said "We are ecstatic that the International Canoe Federation has proposed a program for

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## Gender Equality in Sport

### Proposal for Strategic Actions 2014-2020

Tokyo 2020 that gives women an equal number of events as the men, and it includes three women's canoe events for the first time ever. Over 80 years of exclusion will hopefully come to an end with the IOC's final vote in July. 'The practice of sport IS a human right', per the Olympic Charter."

"We remain concerned about the ICF's secretiveness regarding their decision-making process, all while it is "checking the box" on gender equality. The paddle sport community is justifiably upset over last minute and just announced changes to the August 2017 World Championships program for Sprint, which gives an equal number of events for women and men, but still not "equal events". While some were expected (women's canoe event increases), others were not."

"Last minute and poorly communicated changes hurt the athletes. While women canoeists will FINALLY have MORE opportunities at the World level and for 2020 at the Olympics, these decisions are long-overdue for other paddlers and some careers will now be over. The ICF still has much work to do in the "good governance" department and taking care of the people who matter most: the athletes."

Good job Pam! It is sometimes hard to believe that ideals that are put forward still don't apply to ALL individuals. Keep pad-

dling Pam and thanks for creating more opportunities for girls and women in sport!

Thanks for your gusto Carole that led me to this report.

### **NEWS FLASH as of APRIL 20th – The Saga Continues**

Well events for women seemed to be on the rise in the World Championships, but then April 20, the host organization announced the ICF reversed its decision and was not going to make any changes to the 2017 World Championships program, keeping women canoeists at two events. Women-CAN International responded immediately with this:

"The International Canoe Federation Planet Canoe JUST RENEGED (i.e., reversed, backtracked) on their 2017 World Championships Program which would have given an equal number of events for men and women. This is their goal for Tokyo 2020 ("50/50 by 2020).

<http://www.canoeracice.com/en/11-news/208-new-program-for-the-2017-world-championships>

In a recent program announcement, women canoeists were to get five events (C1/C2 500 and 200 m and C1 5000), as opposed to two (which they've had since 2011).

With this decision today, male canoeists get the C4 and another event back (which is fantastic!), however, women once again are moved BACK and DOWN on the priority list.

World Cups start in one month. This is NOT the way you govern. There is NOTHING "fair" about this as it relates to women. There is NO reason why three additional women's canoe events cannot be run at the 2017 World Championships along with all of the other events run in 2015.

Women are ready! It is 2017 and women still do not have equal events to male canoeists. Will inclusion and equality at the Olympics be next? The International Olympic Committee is scheduled to vote on the ICF's gender-equal 2020 proposal in July 2017, with three women's canoe events slated for inclusion.

Hopefully women canoeists will FINALLY have their long-fought-for Olympic debut in 2020. We recognize these decisions also mean some careers for male counterparts will be over. Changes are long overdue, but also bittersweet. We have an opportunity to build bridges for the sport at the grassroots level, but National Federations have a great opportunity to step up and fight for equal opportunities and a dynamic program at the World level. The athletes have spoken."

## Dance Takes on Medicine and Science Expert Panel in the UK

In April of 2016 four major dance organizations in the United Kingdom joined forces to produce a strong and unified voice for dance: The Association of Dance of the African Diaspora (ADAD), Dance UK, National Dance Teachers Association (NDTA) and Youth Dance England (YDE). The goal is to provide a body that will help develop and nurture dancers across a broad spectrum. One Dance UK will focus on education, performance, dance of the African diaspora, health and well-being, and leadership and career development. In addition, the group will advocate for dance to policy makers and politicians as well as promote the best practices for nurturing talent.

A very interesting idea was to form a dance, medicine and science expert panel to advise the Healthier Dancer Program based on practice and research. The panel is comprised of experts from a variety of fields, including sport medicine, medicine,

nutrition, clinical psychology, sport and exercise psychology rehabilitation, education and physical therapy.

One Dance UK has a fabulous web site ([www.onedanceuk.org](http://www.onedanceuk.org)) that demonstrates the breadth and focus of dance as a form of physical activity. While we typically cast dance in the world of arts – the UK has developed a government strategy called Sport Future: A New Strategy for an Active Nation. The report has identified physical activity as “sports, dance, walking, and cycling” so probably for the first time dance is gaining recognition as a viable form of physical activity to enhance health and well-being.

<https://www.sportengland.org/media/10629/sport-england-towards-an-active-nation.pdf>

In addition there are a variety of programs available for dancers including Healthier Dancer Talks that include topics such as healthy practice, nutrition and hydration,

perfectionism, rest and overtraining, confidence and anxiety, psychology of injury, psychology and performance preparation and dancers' physical differences to name a few of the topics. My daughter was a professional ballet dancer for many years and while she recently retired from Ballet BC in Canada she continues to dance. I wish that programs such as these were available when she was a young developing dancer.

It will be interesting to see the types of changes One Dance UK can make.

-PMc



## PRESIDENT'S COLUMN

## The American Kinesiology Association: Celebrating a Decade of Leadership and Building Positive Relationships

By Thomas Templin, AKA President



Tom Templin

### Thanks

It is my honor to serve as the sixth President of the American Kinesiology Association. I have enjoyed my affiliation with AKA since its birth a decade ago. It's hard to believe ten

years have past since Jerry Thomas led the way in creating the association through the support of Rainer and Julie Martens. We were honored at this year's workshop to hear from Jerry, Gil Reeve, Roberta Rikli, Waneen Spirduso, and Jim Morrow who reflected on the formation of the association and many of its achievements and challenges. My sincere thanks for their remarks. All of the attendees gained a sense of history and wonder listening to these five icons in the field. Their commentary not only emphasized the need to develop an association grounded in the core mission of Kinesiology, but they communicated the importance of building

positive relationships in advancing our field and the leadership mission of the association. It does "take a village" to help one another grow and this has been clear in the development of AKA. We have many people to thank over the years.

Many thanks to our present leaders who contribute so much to the association. First, please know how appreciative I am of our executive committee, our board of directors, and committees. The association simply could not move forward without the wonderful work of so many people.

A special thanks to past president Mary Rudisill for her wonderful leadership over 2016. With great leadership acumen, Mary took on many projects to move the association forward not to mention co-developing this year's workshop with Phil Martin. A big thank you goes out to Duane Knudson for his work. Duane's dedication to the association has been first-rate.

Thanks, to Kim Scott from Human Kinetics, who does so much to coordinate the communication amongst our leadership and to facilitate the successful conduct

of our annual meeting. We would be lost without Kim!

Finally, special recognition and thanks to Amelia Lee, who has served as our executive director since 2010. Amelia works tirelessly to make sure our leaders stay on course and attend to the mission of the association. Amelia's knowledge of the field and her direct, but gentle way of communicating priorities and solving problems makes the work of our leaders so much easier. We all owe Amelia our deepest gratitude for her work over the years. She has contributed to the "village" at a very high level.

### 2017 Workshop

The 2017 workshop gave evidence of the importance of building relationships. Beyond two remarkable pre-workshops addressing athletic training education and graduate education, this year's workshop addressed the advantage and challenges of partnerships and relationships across six themes. From a cadre of keynote speakers, various oral presentations, and roundtable speakers, we learned a great deal about

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the DOs and DON'Ts of creating effective relationships within and outside the association – relationships which have significant payoff to various clientele across the life span.

We learned about on-campus unions that benefit our students and uplift our scholarship. We learned about a multitude of off campus outreach activities that serve a host of people in various contexts from schools, military, professional and collegiate sports teams, youth sports and development, disability programs, and a host of other settings.

We were enlightened about programs that range from “brand new” programs to those that have been in existence for four decades. Kudos to the leaders of these programs who have served as the direct champions and change agents as well as to those administrators who have supported these leaders. Without such support, we learned that these programs are not sustainable. This suggested the importance of developing programs and relationships that become long-term enterprises and not “one off” endeavors.

Importantly, we learned about the importance of partnerships that promote and result in meaningful and ongoing diversity, equity, and inclusion. We all can do much better here in our efforts to create contexts and opportunities on and off our campuses to

facilitate opportunities for underrepresented groups and special populations.

Overall, words and phrases linked to building solid partnerships were common in each presentation: vision; trust; patience; caring; persistence; listening, linking, and leading; choosing partners carefully; promoting return on investment; adapting; cooperation; sustainability; commitment; and many others.

In essence, the workshop was a grand success in highlighting the social, organizational, and partnership capital (Eddy, 2010) so important to creating partnerships. Please look to the fall issue of *Kinesiology Review* for the publication of the papers from the workshop. Thanks to all those who contributed to the meeting!

## 2017 Priorities

As our executive committee, board of directors, and committees look to the year, various projects will be central to our efforts. Of course, we have initiated our planning for the 2018 workshop to be held January 26-27, 2018 in Denver at the Marriott Denver Airport at Gateway Park. The program will focus on promoting quality undergraduate programs. In addition, we will have two pre-workshop activities focused on personnel issues as well as internships and field experiences.

Stay tuned for more information on these exciting programs.

Others AKA priorities will focus on:

- Partnerships with the National Academy of Kinesiology and rating undergraduate programs
- Increasing our member institutions and examine membership fees
- Updating our strategic plan
- Creation of the AKA Leadership Institute
- Developing leaders to assist universities in strategic planning
- Developing a three year communication plan
- Examine the role of our future directions committee and identify priorities for the future

In summary, our association has accomplished much over the past year as it has over the past decade! I trust 2017 will present more great achievements for our membership. We will continue to promote positive relationships both within and outside the association. I ask for your support and help in achieving this goal. All the best to you in the days ahead and thanks for your contributions to Kinesiology!

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Eddy, P. (2010) Partnerships and collaborations in higher education. *ASHE Higher Education Report*, v.36 (2). Jossey-Bass, San Francisco.

# Baseball or College is a Big League Question for Young Players

By Patrick Wade, Staff Writer

Talented young baseball players finishing their high school careers this spring may find themselves in somewhat of a dilemma upon graduation. Each June during the Major League Baseball draft, professional teams vie for young talent and offer top high school players signing bonuses as high as \$1 million.

Meanwhile, top-tier college coaches are trying to convince those players to come play for them on scholarship – more playing experience, they might say, will help improve their draft position and earn them a better contract in the future.

A nice problem to have, maybe. But for an 18-year-old baseball player, the decision carries a bit more weight than their high-school algebra questions. And for baseball scouts, the question becomes a matter of risk-versus-reward: Will drafting an unproven high school player generate greater dividends than taking an older college player with a bit more experience?

Eastern Michigan University professor Richard Karcher is trying to offer some insight for baseball researchers. This spring's issue of *Baseball Research Journal* carries his analysis of players drafted from 1996

to 2011 and whether college draftees or high school players were more likely to appear in the major league at some point in the future. He also compared his data to a previous study which examined draft picks from 1965 to 1995 for more insight on how the draft process and the game of baseball is changing.

"One of the really interesting results of this study is the comparison of the percentage of drafted players who signed from 1996 to 2011 against the period from 1965 to 1995," Karcher told *Kinesiology Today*. "A higher percentage of drafted players in all rounds are signing today than in the past – even more so in the later rounds, which is somewhat surprising." Between 1996-2011, of the 745 players drafted in the first round, 724 (97.2 percent) signed a playing contract and pursued a professional career with the team which drafted them. Another 94.8 percent, 93.5 percent, 92.9 percent and 92.1 percent of players drafted the second through fifth rounds, respectively, signed with their teams.

In the study spanning the previous 30 years, 95.8 percent of players drafted in the first round signed with their team. In the



second through fifth rounds, the numbers dropped even farther to 89.4 percent (second round), 86 percent (third round), 84.1 percent (fourth round) and 81.3 percent (fifth round). The difference continued to be pronounced through the later rounds of the draft. "So, this means either (1) teams are better today than in the past at determining whether the player they draft will ultimately sign, or (2) more drafted players today are choosing a professional baseball career over education," Karcher said. "I would speculate that it's more the former than the latter."

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Another significant finding that might help guide baseball scouts: College players drafted in the first five rounds of the draft not only were more likely to appear in the major leagues at some point in their career, but they also had more staying power, as a higher percentage of them remained in the majors for three or more years as compared to their high school counterparts.

“Generally, teams today are focusing more on college players in the draft because, as a whole, they are more likely to make it to the major leagues and stay for a few years,” Karcher said. “I guess if you are going to invest a six- to seven-figure signing bonus on a player out of high school or college, you want to be right.”

That doesn’t mean passing on a high school player is always the right move, of course. Young high school players tend to have a higher talent ceiling than older college players. A team willing to take a bit of a risk on a high school player might realize a greater reward with that player later in their career.

Among the other findings of Karcher’s study:

- College pitchers are the most drafted players in the first five rounds, comprising 31.1 percent of all draftees, but their chances of appearing in the majors at some point were not as good as position players.

- For players drafted in the top rounds, the outlook has not changed much. Of the 1996-2011 first-round draft picks, 66.7 percent appeared in the majors at some point and 46.8 percent played for three or more years. That’s compared to 67 percent and 49.5 percent, respectively, during the 1965-1995 study period.
- In contrast, players drafted in the fourth and fifth rounds lately have a much greater chance of making the majors than in the previous decades. Thirty-five percent of fourth round draft picks in the more recent study made the majors, compared with 28.3 percent in the earlier study period.

The overall takeaway, Karcher concludes, is that college players generally are more valuable draft picks than high school players in the first five rounds of the Major League Baseball draft.

There’s also an important takeaway for young baseball players.

“I think high school players are most affected because the competition between (Division I) college baseball and MLB for the top high school talent has been ratcheting upward,” Karcher said. “I would take it a step further and suggest that college coaches are out-recruiting MLB scouts because they are convincing many 18

and 19 year old kids and their parents that attending college on a scholarship – oftentimes a partial scholarship – is more valuable than a \$250,000 to \$1 million signing bonus plus the entire cost of college paid for by the MLB team under the MLB Scholarship Plan.”

An important consideration for high school players, Karcher says, is what are that player’s chances of improving in draft status if they pass on the big signing bonus now and go to college for a few years.

“Now, college coaches don’t want to hear this but the reality is that the primary focus of all college programs is on winning,” Karcher said. “In the minor leagues, the primary focus is on player development, not on winning. We often hear about players who were drafted low out of high school, or not at all, and are then drafted high three years later after their junior year of college. But we rarely hear about all of the high school kids who passed up large signing bonuses and ended up slipping much lower in the draft, or were not drafted at all, three years later.”

Karcher’s full article is available in the spring 2017 issue of *Baseball Research Journal*, published by the Society for American Baseball Research.

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Karcher, Richard T. (2017). The Chances of a Drafted Baseball Player Making the Major Leagues. *Baseball Research Journal*, 46(1), 50-55.



## Get Moving – Get Happy

It has become pretty common knowledge that sitting for long periods of time is not good for your health and research has suggested that even small periods of time taken to stand or walk from sedentary sitting is a great idea. But does moving make you also feel better psychologically and perhaps make you happy? Researchers from the University of Cambridge in the UK wanted to address that question.

When they examined the literature, they found mixed results. Some studies reported that happy people reported exercising more while others found no such relationship. However, they noted that much of the previous work had used self-report data (which may not always be accurate), the studies had small sample sizes (which always put the conclusions into question) and much of the data was collected at only one time (which may not clearly reveal the amount of happiness over time).

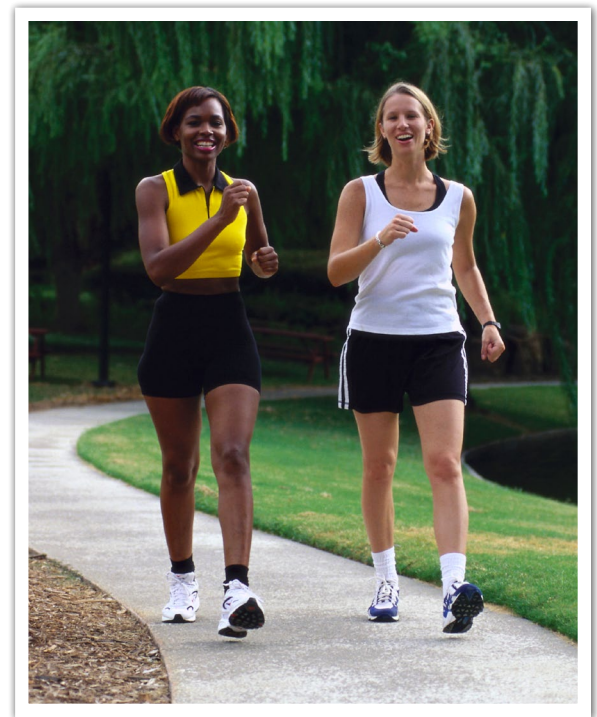
The authors argued that collecting real time data using accelerometers on cell phones might provide more accurate data on physical activity (of course you would need to be carrying your cell phone at all times!). They argue for a methodology called

Ecological Momentary Assessment (EMA) that collects data in real time as they occur in everyday life as a better methodology to gain reliable data.

The researchers developed an ap for smartphones to measure happiness and physical activity. They used data over a period of time from February of 2013 to June of 2014 for over 10,000 individuals who downloaded the ap. The data on happiness, mood, negative feelings, and life satisfaction was collected at two random times. Physical activity was assessed through self-report and accelerometer data on the phone. Much of the physical activity was fairly low intensity like walking.

The authors concluded that “Using a large-scale, public deployment of mobile application that periodically assessed participants’ happiness and passively measured physical activity, we discovered a modest but reliable association between happiness and physical activity.”

The study demonstrates how smart phones can be used to collect large scale data. It may have missed formal exercise sessions because people may not “wear” their phone when they are in exercise class



and certainly not when they are doing activities like swimming! While the study cannot claim that exercising causes happiness, it has sufficient data to suggest there is a relationship. -PMC

Lathia N., Sandstrom, G.M., Mascolo C., Rentfrow P.J. (2017) Happier People Live More Active Lives: Using Smartphones to Link Happiness and Physical Activity. *PLoS ONE* 12(1): e0160589. doi:10.1371/journal.pone.0160589

## A Special Place for Dancers with Special Needs

By Amy Rose, KT Staff Writer

Thirteen year-old Dancing Dehvin is a dancer, entertainer and motivational speaker who tours the country; he also has Down's Syndrome. Dehvin has been inspiring and entertaining audiences with his dance performances and engaging personality for most of his young life. His mother, Kenya Flowers, supports Dehvin's passion for dance and his aspirations to spread a message of inclusion and inspiration to others. Dehvin's mom is now helping other special needs children and adults enjoy the benefits of dance through her Fairfield, Ohio dance studio, Special Techniques. <http://specialtechniques.org/>

Special Techniques is open to dancers of all physical, mental and social abilities. "Dehvin gets a lot of love and joy from dance and I want other children to feel that also," Flowers said.

In just a few short months, the studio has already gotten an overwhelmingly positive response from students, their families and the community. Flowers has a team of volunteer instructors that teach a variety of dance and movement classes in the studio and travel to other locations in the area. They offer everything from hip-hop, begin-

ning ballet and line dancing to yoga, a props class and a special wheelchair movement class. Classes at the studio often integrate students of different abilities, including able-bodied students, and allow the students to help guide the activities in class. "People are so happy to find a place where they can be accepted and be themselves," Flowers said. "I tell people there is no wrong way to dance, just do whatever motions you feel in the beat and in your soul."

Instructor Angelina Demers teaches children in beginning ballet and leads the popular Stretching Your Faith yoga class for clients of all ages and abilities. Demers says the greatest challenge for her has been changing her own expectations and approach to classes after years of teaching traditional dance classes. Demers said, "They really are just happy to be there. It is a



Dancers of all abilities enjoy classes at Special Techniques.

very playful and light-hearted environment."

The instructors describe the classes as a full-spectrum experience. The students benefit from the movement in the class, but it also helps them with self-esteem, social interaction and building confidence in their abilities.

Keeping everybody in the class engaged is also a challenge says Ceykylia Evans, a dance instructor who also has training

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in rehabilitation services. She allows the students to pick the songs or make suggestions on which routines to work on. She will also consult with parents to see what the children like or don't like and will incorporate that into the classes. "It is a family-oriented environment with the involvement of the whole family. Everybody wants to see their kids succeed and this is the place to do that," she said. Parents also use the class time together to provide support to each other, compare experiences and share helpful resources.

Many of the students don't have a lot of opportunity for physical activity and movement in their daily lives. "Obesity is a big problem with the disabled population," says Instructor Emalee Holbrook, who danced in the same studio space as a child. "Dance classes give them a chance to move and it doesn't feel like a work out." Students gain mobility, dexterity and improve gross and fine motor movement through the dance movements. Evans adds not only do the special needs students benefit from the movement and exercise in class, but they are also learning lessons about such things as appropriate behavior, honoring personal space and independence.

During one of her first classes, Holbrook encountered an autistic student who didn't like to stand, had no social interaction and spent the class sitting in the corner wearing headphones with his back turned to the room. She gently sat with the student and explained that he was free to be himself in dance class. No one was going to tease him. Finally she got the student to stand up and look in the mirror. Eventually, he started kicking his legs and moving his hips with the music. Now that student is up and moving and interacting with the other students. A buddy system is sometimes used to give students more confidence in class or to assist them with movements.

Flowers is thrilled with the response to the opening of Special Techniques Dance and hopes that their success will help to spread the message about inclusion in dance. "It was a dream and a leap of faith. I am just happy that the world is smiling upon it," she said.



Kenya Flowers and her son Dehvin at the Grand Opening of Special Techniques dance studio.

PHOTOS CREDIT: Provided by Kenya Flowers





# Kinesiotherapist: The Original Exercise Therapist

By Melissa Ziegler, MA, FMFA, RKT



The American Kinesiology Association (AKA) strives to be the Leader in Physical Activity Knowledge and Practice. The AKA currently affiliates with about 20 scholarly and professional societies that are also related to physical activity or utilize kinesiology knowledge in professional practice. The Affiliate Association program allows both organizations to share information of mutual interest and to promote physical activity for all. Contact Executive Director Amelia Lee if you know of a scholarly association the AKA should consider as a partner in physical activity promotion.

This column summarizes a recent affiliate organization with long ties to kinesiology's beginnings in physical education. Several kinesiology departments have kinesiotherapy programs leading to RKT license. Kinesiotherapy grew out of early corrective therapy research in physical education and links with early rehabilitation, particularly with veterans at VA Hospitals.

As President of AKA, Duane Knudson started the Affiliate Association Program.

Kinesiotherapy is an allied health profession that has been in existence since 1946. During World War II this rehabilitation discipline was created to return active duty soldiers to the front lines as quickly and effectively as possible. Many Registered Kinesiotherapists (RKT) today state that they are proud to have had the opportunity to provide restorative services to support the service men and women of this country. The fundamentals of Kinesiotherapy, formally

named Corrective Therapy, are in physical education and kinesiology. This foundation in exercise and education prepares an RKT with knowledge and skills to bridge the gap between short-term treatment of acute illness and long-term recovery and promotion of physical wellness.

At the University of Southern Mississippi (USM) the Kinesiotherapy (KT) emphasis is housed in the School of Kinesiology. The basic KT curriculum is similar to kinesiology

and athletic training programs including courses in human anatomy and physiology, biomechanics, motor learning and motor development and exercise physiology. However, a KT curriculum also includes course work in neurology and pathology, manual muscle testing, goniometric measurement, adapted physical education, abnormal psychology, physiological psychology, and therapeutic exercise. The KT academic curriculum and clinical courses are based on measurable behavioral objectives and use case-based, patient-centered, problem-solving activities. These courses prepare students to assist individuals through the entire "transition" stage of rehabilitation. More information on the KT program at USM is available at: <http://www.usm.edu/kinesiology/bs-kinesiology-kinesiotherapy-emphasis>

In most instances the RKT takes direct referrals from physicians. RKTs are exercise consultants at numerous hospital facilities, hospital based fitness programs and community fitness centers, and clinics nationwide. An RKT must have completed a

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bachelor's degree from a university program accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP). In addition to completing all didactic courses, 1000 hours of clinical internship must also be completed before being allowed to sit for the Kinesiotherapy Registration Exam. Upon passing the exam

these clinical practitioners are managed through a national registry established by the Council on Professional Standards for Kinesiotherapy (COPSKT) and must meet annual continuing education requirements to maintain registered status. Many RKTs are employed at Veterans Administration Medical Centers but are also employed

at fitness facilities, as adapted physical activity specialists, or at other rehabilitation facilities. For more information visit the American Kinesiotherapy Association at [www.akta.org](http://www.akta.org) or send an email to [info@akta.org](mailto:info@akta.org). AKTA is an affiliate association member of AKA.

## Choke Author Honored by National Academy of Sciences



Sian Beilock

If you are in the field of sport and exercise psychology or motor behavior, you are well aware of the research and also popularity of research by Dr. Sian Beilock. While Dr. Beilock is

in the Psychology department at University of Chicago and more recently serves as Executive Vice Provost there, some of her roots are in Kinesiology. She received not one, but two Ph.D. degrees from Michigan State University in 2003. One degree in Psychology and one degree in Kinesiology where Dr. Deb Feltz served as her advisor. Since that time she has been a prolific

researcher and has published two popular books based on her research.

Dr. Beilock is well published in the scientific literature with over 100 publications. Her popular press books have brought her name recognition within and beyond the halls of academia. Her first book in 2010 was "Choke" where she provides examples from a host of fields including athletic, academic performance, and business. Her book is well-researched and provides ideas about how NOT to choke under pressure. Her second book in 2015 titled "How the Body Knows Its Mind" extends her previous work and shows us how our body and surroundings affect how we think, learn and behave.

In honor of her accomplishments, Sian has been awarded the 2017 Troland Research

Award for her pioneering work on anxiety and performance in high-stress situations by the National Academy of Sciences. <http://www.nasonline.org/programs/awards/2017/Sian-Beilock.html>

Two Troland awards of \$75,000 are given annually to recognize unusual achievement by young investigators and to further empirical research within experimental psychology. Congratulations to Sian. We look forward to your continued work that has many implications for kinesiology.

-PMC

Beilock, S. (2010). *Choke: What the secrets of the brain reveal about getting it right when you have to*. Simon and Schuster.

Beilock, S. (2015). *How the body knows its mind: The surprising power of the physical environment to influence how you think and feel*. Simon and Schuster.

## Recess –Is It Important?

When the Centers for Disease Control (CDC) speaks – people tend to listen. Well the CDC joined forces with the Society for Health and Physical Educators (SHAPE) to develop guidelines to enhance activities during recess for children in grades K through 12. The materials are provided for free and there are links on both organization's web sites and include:

- Strategies for Recess in Schools –Provides 19 evidence-based strategies for planning and providing recess in schools to increase physical activity participation and improve academic achievement (e.g. performance, behavior, attention)

The strategies include the following categories:

- Make Leadership Decisions
- Communicate and Enforce Behavioral and Safety Expectations
- Create an Environment Supportive of Physical Activity During Recess
- Engage the School Community to Support Recess
- Gather Information on Recess

- Recess Planning in Schools – Helps schools put the Strategies for Recess in Schools into practice when developing a written school recess plan
- Recess Planning Template
- Resources for Recess in School Promotion Kit

SHAPE America Chief Executive Officer E. Paul Roetert, Ph.D. suggests that “Recess contributes to the recommended 60 minutes of daily physical activity for students and helps them apply the knowledge and skills they learn in an effective health and physical education program.” In addition the report cites evidence that suggests when children are physically active they tend to have better grades, better attendance, better cognitive performance and better classroom behavior. They clearly cite that most of the evidence thus far has been produced in elementary school but believe the same principles will generalize to high school students as well.

I went a little further to find out if other individuals has studied recess. I identified Dr. Debbie Rhea from the Department of Kinesiology at Texas Christian University who has done some research and programing around recess. She has developed the LIINK project (let's inspire innovation 'N Kids ([www.liinkproject.tcu.edu](http://www.liinkproject.tcu.edu))) –“the newest research endeavor in K-12 children focused on the combination of multiple recesses daily and character lessons taught weekly to strengthen the academic achievement and

social/emotional well-being of children. A secondary focus is on body image issues in adolescent students (eating disorders/muscle dysmorphia to obesity) and effective pedagogical strategies for quality physical education in the K-12 setting.”

I asked Dr. Rhea about the new directive. “As the creator and director of the LIINK Project, I am in favor of unstructured, outdoor play for all kids and teachers and feel that teachers need to be outside as much as the kids. I support the mission of SHAPE and the CDC to create a more active environment in schools, but am opposed to the approach they are using to reach that goal.”

Well it seems that there is increasing interest in recess and getting children moving. Identifying the best strategies may take additional time.

-PMc

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Clark, L., & Rhea, D. (In press, 2017). The LIINK Project®: Comparisons of Recess, Physical Activity, and Positive Emotional States in Grade K–2 Children. *International Journal of Child Health & Nutrition*.

Rhea, D.J., Rivchun, A., & Pennings, J. (2016). The LIINK Project: Recess and Character Development Intervention Pilot in Elementary Schools. *Texas Association of Health, Physical Education, Recreation, & Dance Journal*, 84(2), 14-18.

Rhea, D.J. (January, 2016). Recess: The forgotten classroom. *Instructional Leader Journal*, 29 (1), 1-4.

You can find the documents and more information on the CDC and SHAPE respective web sites: <https://www.cdc.gov/healthyschools/physicalactivity/recess.htm> <http://www.shapeamerica.org>

# Sports Ethics: Has Winning Usurped Morality and Sportsmanship?

By Patrick Wade, KT Staff Writer

Angela Lumpkin saw a problem as she watched this year's NCAA basketball tournament. Of the 68 teams which started the tournament, only one team's players were smiling at the end as they hoisted the trophy over their heads. The other 67 ended their season in defeat, and some even shed tears.

"Why should there be tears?" Lumpkin said in an interview with Kinesiology Today. "They just achieved at a high level. They've honed their skills. Sports is achieving at your highest level while enjoying it." Lumpkin is a professor and department chair of Sport Management at Texas Tech University, and she also coached the University of North Carolina at Chapel Hill women's basketball team in the 1970s. She's written a number of pieces on sports ethics, and she believes the focus on winning has become crushing at just about every level.

So as the student-athletes in this year's big tournament felt that they failed, huge sums of money were swapped between advertisers, coaches and athletic departments. Lumpkin says that's an unfortunate condition of today's society. "Sports and the reason they exist should be basically

two reasons," Lumpkin said. "One is to develop the skills of people as far as they want to develop those skills. ... Second, the enjoyment or the fun of it. The reason so many people drop out of sports is because it stops being fun, and the major reason why it stops being fun is the overemphasis on winning."

Don't get her wrong; she's not against winning. But the pressure – largely an economic pressure – on coaches and players to win in today's society may be compromising their ability to make moral and ethical decisions. Some college coaches are making tens of thousands of dollars daily while "some of their athletes are struggling to buy toothpaste."

"If it's driven by money and power, which I would argue it currently is, then values take a distant back seat," Lumpkin said. She offers as an example a 2016 scandal at Baylor University where it was revealed university officials took no action after being made aware of multiple allegations of sexual assault committed by football players. The scandal led to several arrests and convictions, and the resignations of high-level university administrators.



Submitted by Positive Coaching Alliance

Tina Syer, Chief Impact Officer for Positive Coaching Alliance, talks to young athletes, including her own children. The nonprofit Positive Coaching Alliance conducts 2,500 workshops with 1,600 different youth sports organizations around the country each year.

And there was, of course, the 2011 sexual abuse scandal at Penn State University, where a locker room code of silence allowed former coach Jerry Sandusky to continue his crimes against children. Those are just two of many examples, and it extends to the fans too, Lumpkin said. The focus on winning may drive a sports fan to shout obscenities at an official or an opposing team – even in youth sports.



"The reputation of the football program, the making money, has caused people for whatever reason to not look out for the values that they would probably say they espoused," Lumpkin said. A 30-year review of data by researchers Sharon Kay Stoll and Jennifer M. Beller found that athletes score significantly lower on moral reasoning examinations than do non-athletes. And the longer an athlete has been in sports, the lower he or she tends to score. And to take it a step further, athletes who are in revenue generating sports score even lower than athletes in non-revenue sports. Male athletes score lower than female athletes, although the scores are trending in a direction to converge.

"We need much better coaching at the lower levels, and we need to make sure that the values we say should be associated with youth sports is what we're teaching and applying," Lumpkin said.

That's where groups like the nonprofit Positive Coaching Alliance come in. The group was founded in 1998 when its current CEO Jim Thompson became disturbed by the sideline behavior of parents at his son's Little League baseball games. "They got out onto the ballfield, and they just seemed to turn into this unimaginable negative force in youth sports," said Tina Syer, the chief impact officer at Positive Coaching Alliance.

The group runs coaching clinics and workshops with those involved in youth sports around the country. They preach being a "double goal coach" in about 2,500 sessions per year with 1,300 different sports organizations. "The first goal is you're striving to win," Syer said. "There's nothing wrong with that. That's why we play competitive sports." But the second goal has to be teaching life lessons, she says.

Gamesmanship and the win-at-all-costs mentality is an issue in youth sports, Syer said. For example, an athlete may be inclined to trick an official into making a beneficial call and think it is OK, as long as it helps them win. School officials or coaches may look the other way when a player misbehaves so they can keep that player on the field. That kind of behavior may extend to other areas of life.

"If we're teaching them to be dishonest and deceive the officials, why would they think that doesn't apply to the classroom," Syer said. It's up to coaches and other adults to flip that script and articulate to athletes that the positive lessons they learn in sports can apply to other goals – like college applications or helping others build confidence. "You have to make that translation for them," Syer said. "I think a lot of people will just think that kids will see it naturally. They don't. It's up to adults to draw that connection."

Positive Coaching Alliance offers free



Tina Syer talks to young athletes.

resources for coaches online at [www.PCAdevzone.com](http://www.PCAdevzone.com).

Lumpkin said she sees lessons like these as a way out of the problem. She also thinks collegiate coaching contracts should be restructured to hold them accountable when players misbehave.

She references Congressional legislation that would limit the salaries of college coaches and better provide for the economic well-being of athletes. But she does not have a particularly optimistic outlook for that kind of change. "I'm not holding out a lot of hope that that's going to happen," Lumpkin said. "It may have to implode first. It may have to get out of control further."

Stoll, S. K., & Beller, J. M. (n.d.). Moral Reasoning in Athlete Populations a 20 Year Review. Retrieved March 23, 2017, from [https://www.webpages.uidaho.edu/center\\_for\\_ethics/research\\_fact\\_sheet.htm](https://www.webpages.uidaho.edu/center_for_ethics/research_fact_sheet.htm)



## EDITOR'S ONE CENT'S WORTH

## Coming of Age

By Penny McCullagh, Ph.D. KT Editor



Penny McCullagh

Kinesiology and its sub-disciplines are coming of age. This year at the annual workshop in Texas, the American Kinesiology Association (AKA) celebrated its 10th anniversary. A num-

ber of the early leaders in the field attended the celebration and shared their thoughts and wisdom on the development of the association (see the President's Column in this issue). "The American Kinesiology Association promotes and enhances kinesiology as a unified field of study and advances its many applications. AKA does this by advocating for kinesiology at national and international levels as well as by supporting its member departments by providing resource materials and leadership and educational opportunities for university administrators in kinesiology."

Other associations in our field have long-standing histories extending through several decades. "The American Alliance of Health, Physical Education, Recreation and

Dance was founded on November 27, 1885, when William Gilbert Anderson, a physical training instructor invited a group of people who were working in the gymnastic field to come together to discuss their profession. The name of the first association was the Association for the Advancement of Physical Education. Over the years, the association changed its name a number of times and in 1997 it became AAHPERD and in 1980 moved to its own headquarters in Reston. In January of 2014, the association changed its name one more time and is now called the Society of Health and Physical Educators or SHAPE. The long-standing history of the organization points to the importance that many professionals had about enhancing physical activity experiences for individuals of all ages. <http://www.shapeamerica.org/>

In 1904/1905 Luther Halsey Gulick organized the Academy of Physical Education to bring together scholars who were doing original scientific work in physical training. The Academy has continued to focus on scientific work in the field and has also went through a number of name changes. The current name is the National Academy of Kinesiology. Each year the honorary society

reviews applications of individuals who are deemed scholars in the field to determine membership. <http://www.nationalacademyofkinesiology.org/>

Other societies were an outgrowth of AAHPERD. In 1954, the American College of Sports Medicine was founded by a small group of physical educators and physicians. The primary focus at the beginning was concern about smoking and lack of physical activity. Over the years, the focus of ACSM has been on promoting healthier lifestyles. This organization is heavily populated by individuals in exercise physiology although it also caters to many other sub-areas concerns with physical activity. ACSM relocated to Indianapolis in 1984. <http://www.acsm.org>

The North American Society for the Psychology of Sport and Physical Activity (NASPSPA) is also an outgrowth of AAHPERD and will celebrate its 50th Anniversary this year June 4-8 in San Diego. Small groups of individuals interested in sport psychology would meet alongside other professional societies in Europe in the 50's and 60's. However, when the First Interna-

*Continue on Page 17*

tional Congress of Sport Psychology was held in Rome in 1965, Warren Johnson of the University of Maryland suggested that it was time for individuals in North America to meet and he suggested they meet one day prior to AAHPER meetings in Texas in 1965. Over the next few years the group continued to meet alongside AAHPER until the first independent meeting was held in 1973 at Allerton Park in Monticello, Illinois. The group aligned with AAHPER in 1974 and then with its growing strength has met independently ever since. NASPSPA now has over 700 members from 29 countries and about one half of the members are graduate students. NASPSPA attempted to change its name – but a suitable alternative could not be found – so it remains. Other societies have demonstrated interest in the applied issues in sport psychology which was deemed outside the vision of NASPSPA. Thus the Association for Applied Sport Psychology grew out of NASPSPA in the mid-80s and focused on applied issues in the field and certification of sport psychology consultants. <http://www.applied-sportpsych.org>

According to the NASPSPA website the mission of the society is to:

- Develop and advance the scientific study of human behavior when individuals are engaged in sport and

physical activity

- Facilitate the dissemination of information
- Improve the quality of research and teaching in the psychology of sport, motor development, and motor learning and control

This year at the 50<sup>th</sup> Anniversary meeting, NASPSPA will celebrate some of its history with special symposia, that reflect on not only the history of the fields represented by the organization: Motor Learning and Control, Motor Development, and Sport and Exercise Psychology, but also project where these fields are headed in the future. [www.naspspa.com](http://www.naspspa.com)

There are of course many other societies that reflect sub-disciplines in Kinesiology – biomechanics, sport history, and sport sociology to name a few. I have often thought that perhaps we have too many societies for such a relatively small field. While each society has its own vision and mission, the common goal of most of the societies is to raise the importance of physical activity for health and wellness and encourage the promotion and study of physical activity in its broadest sense. This idea is by no means new – professionals over the years have suggested a variety of ideas including one huge Federation that serves as an umbrella for all the sub-groups. Oftentimes in our field

we feel ignored in the media or by other organizations due to lack of understanding of the depth and breadth of Kinesiology. We often see individuals who do not have background or training in kinesiology or related fields, claiming expertise. If we want name recognition, would it not be better if we were larger? The American Psychological Association (<http://www.apa.org>) has over 100,000 members and 54 divisions representing sub-disciplines in psychology. And they have a building in Washington, DC. Is it time to reconsider how we organize ourselves or is it too late?

If you have any comments please contact me at [kintodayaka@gmail.com](mailto:kintodayaka@gmail.com)

[Roberts, G.C. \(2017\). The Early History of NASPSPA: From Chicago to Allerton Park. NASPSPA Spring Newsletter, 10-14.](#)

# The International Olympic Committee Speaks Out About Youth Sport

In recent years, a great deal of emphasis has been put on the types of experiences youth derive from participation in sport. A host of programs have been developed to help coaches and parents create positive environments so youth can maximize positive outcomes from participation.

In the summer 2016 issue of *Kinesiology Today* (KT), I wrote an article titled “Eight Countries Come to Consensus on Physical Activity for Children”. The article was put together by a group of experts and primarily focused on psychological outcomes in youth sport.

In an effort to advance a more unified, evidence-informed approach to youth athlete development, the International Olympic Committee (IOC) convened a consensus meeting of experts in the field in November 2014. The committee reviewed 256 research articles across a wide breath of topics to help inform them on the status and then make recommendations for youth sport. The following information does not include all aspects of the entire report. The group was charged with two tasks:

1. Highlight key considerations and challenges in competitive youth sport, and critically evaluate the current state of science and practice of youth athlete development.

The committee did an extensive review of the literature and came up with three broad categories of information to assess the current state of affairs in youth sport. They examined:

- Maturation – and examined such factors as biological maturity and physiological changes across age groups
- Challenges – This was the longest list of topics examined and included items such as specialization, injury, chronic and acute health conditions, psychological overload from excessive expectations, safeguards from abuse, nutrition, eating disorders and environmental challenges
- Youth Athletic Development – here they examined a host of frameworks that have been employed with focus on psychological experiences, talent identification issues, and coaching education.



Based on their assessment of the literature, they went on to complete their second charge.

2. Create guidelines for a sustainable model to develop healthy, resilient and capable youth athletes, while providing opportunities for all levels of sport participation and success.

The group created an extensive list of guidelines and a few of the highlights are listed here. Readers are urged to examine the full report to gain an understanding of all the guidelines.

*Continue on Page 20*

## General Principles

- Allow for a wide definition of success for youth in sport
- Encourage participation in unstructured environments
- Commit to positive psychological development and high self-regulation to uphold ideals of Olympism
- Encourage participation in unstructured as well as structured environments that are age appropriate
- Commit to promoting safety, health and respect of rules and other athletes

## Coaching

- Focus on personal assets of youth and create a mastery environment
- Coaches should be informed by research based guidelines
- Coaches should seek interdisciplinary support in managing athlete development

## Conditioning, Testing, and Injury Prevention

- Design variability in participation to reduce overuse injury
- Promote evidence informed injury prevention programs

## Nutrition, Hydration, and External Heat Illness

- Education should emphasize optimal eating patterns
- Education should include information on dietary supplements and energy drinks
- Education should include information on heat illness risks

## Sports and Sport Medicine Governing Bodies

- Organizations should provide on-going education
- Diversification in athletic exposure should be encouraged

A call to action was put forth by the committee:

“We challenge all youth and other sport governing bodies to emphasise awareness, education and implementation of these IOC recommendations and to support the promotion of evidence-informed perspectives to coaches, the athlete entourage, medical providers and administrators involved in youth sports to ensure an enjoyable, safe, healthy and sustainable experience for all participants.”

-PMC

Bergeron MF, Mountjoy M, Armstrong N, *et al.* (2015). International Olympic Committee consensus statement on youth athletic development. *British Journal of Sport Medicine*, 49, 843-851.

Bangsbo, J., Krstrup, P., Duda, J., *et al.* (2016). The Copenhagen Consensus Conference 2016: Children, Youth, and Physical Activity in Schools and During Leisure Time. *British Journal of Sports Medicine*. doi: 10.1136/bjsport-2016-096325.





# NPAP Quarterly Update – CDC Physical Activity Framework

By Jason R. Carter, AKA Board Member of the NPAP Alliance



Jason Carter

The AKA is a member of the National Physical Activity Plan (NPAP) Alliance which is predicated upon a the vision that “one day all Americans will be physically active by living, working, and playing in environments that encourage and support regular physical activity.”

My last quarterly update provided some context and links related to the NPAP Report Card on Physical Activity for Children and Youth that was released in November of 2016. In this KT quarterly update, I will introduce the Centers for Disease Control and Prevention (CDC) Physical Activity Framework that NPAP has recently advocated for.

The CDC Physical Activity Framework is consistent with NPAP vision of a physically active country, with a specific emphasis on ensuring every American has access and opportunities to be active. Importantly, the

CDC Physical Activity Framework emphasizes that factors such as gender, race, ethnicity, socioeconomic status, cognitive function, and geography are important in fostering this vision.

The new CDC Physical Activity Framework includes the following 5-step action-oriented plan for creating **sustainable** change that requires attention to delivery, mobilization, messaging, training, and development:

- 1. Deliver** programs that work
- 2. Mobilize** partners
- 3. Message** active lifestyles
- 4. Train** leaders for action
- 5. Develop** technologies, tools and data that matter

For more information about the CDC Physical Activity Framework, visit the following links that provide a Summary Sheet and Presentation Slides:

## CDC Framework Summary Sheet:

[http://physicalactivityplan.org/docs/2016\\_12\\_06\\_PA\\_Framework\\_One\\_Pager\\_Final.pdf](http://physicalactivityplan.org/docs/2016_12_06_PA_Framework_One_Pager_Final.pdf)

## CDC Framework Presentation Slides:

[http://physicalactivityplan.org/docs/2016\\_12\\_06\\_PA\\_Slides\\_for\\_Partners\\_Final.pdf](http://physicalactivityplan.org/docs/2016_12_06_PA_Slides_for_Partners_Final.pdf)

In additional news, the NPAP Alliance is currently having all standing committees in each of the nine key societal sectors review the tactics and objectives, with a focus on updating objectives to include appropriate benchmarks. I am a member of the faith-based physical activity committee, and we are in the process of making recommendations for objective updates to the Board.

In upcoming KT quarterly updates, I intend to take a closer look into each of the nine societal sectors highlighted in the NPAP plan, and share some of the tactics and objectives suggested for each sector.

Full access to the NPAP can be access via the following link:

[http://physicalactivityplan.org/docs/2016NPAP\\_Finalforwebsite.pdf](http://physicalactivityplan.org/docs/2016NPAP_Finalforwebsite.pdf)



## AKA NEWS

## 2017 Student Award Winners Announced

By Amelia Lee, Executive Director

The American Kinesiology Association is committed to recognizing and focusing attention on member departments' most exceptional students. The 2017 student winners represent the next generation of national leaders who will continue to promote and enhance kinesiology as a unified field of study and will work to advance its many applications. Congratulations to all AKA member departments whose students received one of the awards this year and especially the four national competitive award recipients.

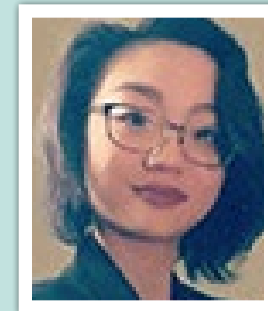
Since 2010 AKA member departments have had the privilege of submitting nominations for Undergraduate, Master's, and Doctoral Scholar Awards and a Graduate Student Writing Award. The goal of this program is to focus national attention on students who have been screened and recommended by the faculty in their departments. In 2017 a total of 100 students were honored for outstanding achievements in kinesiology and these students received certificates and are publicly recognized on the AKA web site: [www.americankinesiology.org](http://www.americankinesiology.org)

In addition to the recognition awards that focus attention on member departments' most exceptional students, for the fourth year the AKA is also honored to announce the recipients of four National Competitive Awards: a National Undergraduate Scholar Award, a National Master's Scholar Award, a National Doctoral Scholar Award, and a National Graduate Student Writing Award. These awards are competitive and one winner is chosen by the AKA Awards Committee for each category. Additionally, the remaining finalists in each award category were designated as honorable mention for the national awards. The National Scholar Awards recognize the academic and leadership accomplishments of undergraduate, master's, and doctoral students in AKA member departments, and the Graduate Student Writing Award recognizes exceptional ability to conduct and disseminate research in kinesiology. We are proud to announce the recipients of these awards:

### 2017 National Awards

#### National Undergraduate Scholar Award

Monica Szeto, Arizona State University



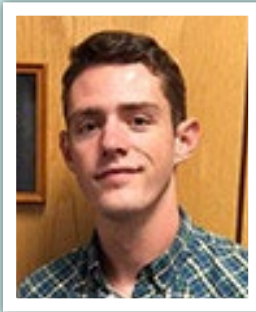
Monica Szeto

#### Honorable Mention

Hannah Gerding, Meredith College  
Morgan Green, University of Georgia  
Elizabeth Petran, Iowa State University

**National Master's Scholar Award**

Daniel Kuhman, East Carolina University



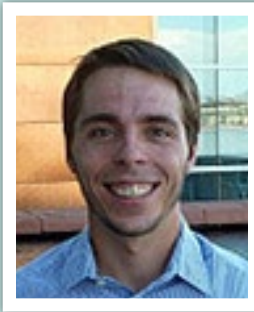
Daniel Kuhman

**Honorable Mention**

Erin Dunston, Louisiana State University  
 Taylour Hinshaw, University of Wyoming  
 Kathleen Miller, University of Wisconsin-Madison  
 Ashlyn Schwartz, University of Tennessee

**National Doctoral Scholar Award**

Simon Holzapfel, Arizona State University



Simon Holzapfel

**Honorable Mention**

Chueh-Lung Hwang, University of Florida  
 Anthony Delli Paolli, Michigan State University  
 Leanna Ross, University of South Carolina  
 Nicholas Washburn, University of Alabama

**National Graduate Student Writing Award**

Chueh-Lung Hwang, University of Florida



Chueh-Lung Hwang

**Honorable Mention**

William Boyer, University of Tennessee  
 Hayden Hyatt, Auburn University  
 Danielle Levitt, University of North Texas

These award winners were selected by the AKA Awards Committee and we would like to thank them for their personal commitment and energy. We appreciate their generous participation and the time they spend to make the awards program that recognizes our young professionals success.

**The 2017 AKA Awards Committee**

Chris Hearon, Chair, Texas A&M University-Kingsville  
 Karen Meaney, Texas State University  
 Lanie Dornier, Louisiana Tech University  
 Kristian O'Connor, University of Wisconsin-Milwaukee  
 Catrine Tudor-Locke, University of Massachusetts Amherst  
 Lara Duke, Douglas College  
 Joe Pujol, Southeast Missouri State University  
 Tom Templin, AKA Liaison, University of Michigan

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