President’s Message

I am honored and quite humbled to serve as the 2014-2015 OAHPERD President. I was an OAHPERD member many years ago as a student at Oklahoma State – and again joined OAHPERD upon my return to Oklahoma in 2003. I have served as a Council member, as a Board member, and now am living a dream serving you in the capacity of President.

The next year will be a busy and productive one – one in which your voices should collectively be heard. My hope this year is to listen to you for direction regarding change. As I am sure you are aware, AAHPERD and the specialty area associations have changed. AAHPERD is now Shape America and the specialty area associations no longer exist. These changes have begun to trickle down to the District and State Associations.

One simple decision to change the name of OAHPERD could lead to many other important changes within our Association. I ask that you share your opinions regarding a change in the name of our Association. Your thoughts (and voices) will lead the Board & Council to an informed discussion. Your collective voice is important and imperative in molding the future name, as well as structure of OAHPERD.

Our possibilities as an Association absolutely have “No Limits” – so, I have selected this to be the theme for the 2014-2015 year…the theme is “No Limits”.

There are “No Limits” to what we can do for OAHPERD – for what we can do for our communities – for what we can do for our schools – for what we can do for each and every individual – and for what we can do to help these individuals achieve success.

The only limits we truly have are those we place on ourselves – so, please, let your voices be heard and let your mantra, at least for the next year, be…there are “No Limits” to what we can do…there are “No Limits” to what we can do. Let’s have a great year!!

Healthy regards,
Jan L. Drummond
Board of Directors and Advisory Council

President
Jan Drummond

President-Elect
Susan McLemore

Past-President
Stephanie Canada-Phillips

Executive Director
Donna Cobb

General Division
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Physical Education Division
Kay Daigle, Vice President
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Athletic Section
Elizabeth Herbert, Vice President
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College Section
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Sarah Headrick, Vice President
Stephanie McCrary, Vice President-Elect

Secondary Physical Education Section
Laura Lynn, Vice President
Nikki Burdick, Vice President-Elect

Exercise Science Section
Darla Fent, Vice President
Jason West, Vice President-Elect

Research Section
Mike Reed, Vice President
Bill Cash, Vice President-Elect

Journal Editor
Kay Daigle

Appointed Positions
Metro Area: Glenna Mears
Northwest Area: Stephanie McCrary
Northeast Area: Deb Skinstad
Southwest Area: Stephanie Koper
Southeast Area: Jillian McCarty

Archivist/Necrologist
Nicki Keele

Parliamentarian
UNFILLED

Exhibits Manager
Krista Fagala

Newsletter/Directory
Donna Cobb

Convention Manager
Donna Cobb

JRFH/HHF Coordinator
Susan Lalman

LMAS Coordinator
Samantha Beams
Wow! What an exciting convention! It was great seeing everyone and visiting. The numbers are in and we set new attendance records this year! A big thanks goes out to the 2013-14 board and council for planning this event, to our past-president, Stephanie Canada-Phillips for her leadership, and to Donna Cobb for managing all of the logistics. The 2014-15 board and council had their retreat on November 15, 2014 and “No Limits” seems to be the prevailing theme! We hit the road running and are off to a fantastic start in the planning of next year’s convention. See you there!

Thank you,

Dr. Kay Daigle
In Memoriam

By Nicki Keele

**Aletta Crabtree**

*(April 10, 1937 - September 15, 2014)*

Aletta Crabtree, age 77 of Wayne, passed away Monday, September 15, 2014, at the Noble Health Care Center. Aletta Rhea Crabtree was born April 10, 1937 in Shawnee, OK. She graduated from Purcell High School in 1955. She obtained her Bachelors degree in physical education and elementary education from Central State University. Aletta began immediately teaching in the Oklahoma City Public School system mainly in the elementary schools. She taught school in Oklahoma City for 33 years at Jackson Junior High at Southwest Villa and 25th. She was instrumental in passing the first In House Suspension Program at Jackson Jr. High. She taught P.E. and coached many different sports. Throughout her life, Aletta remained active with children and their activities. She was Camp Director for the Girl Scouts and an avid supporter of the Special Olympics. She was a member of OAHPERD. After retiring, Aletta moved to Wayne to care for her parents and help on the family farm. She was a valued member of the Wayne community, a great supporter of the Wayne FFA, and a faithful member of the Wayne United Methodist Church. She will be remembered for her generous heart and her service to others.

She was preceded in death by: Her parents, Ted and Evelyn Crabtree and Her sister, Lahoma Mueller and husband Harold.

Aletta leaves behind: Her friend of many years, Joyce Fondoble of the home; Her nephew, Steve Mueller and wife Kim of Byars; Nieces, Amy Johnson and husband Lance of Austin, TX and Stacey Swanson of Pauls Valley; Cousin, Phyllis Lane of Ft. Smith, AR; Great nieces and nephews, Logan, Ashley, Lane, Stephen, Eric and Ryan And a host of other family and friends.

Funeral Services were held Thursday, September 18, 2014, at the Wilson-Little Funeral Home Chapel. Burial was at the Hillside Cemetery.

In lieu of flowers, please make memorials to Cancer Research, The Wayne United Methodist Church or the Wayne Senior Citizens.

Aletta taught 33 years at Jackson Junior High. She was a member of OAHPERD.

*Obit info from Wilson-Little Funeral Home and Purcell Register, OAHPERD archives*
Executive Director’s Message

I am thrilled to begin my journey as OAHPERD’s Executive Director and assume this responsibility with a deep appreciation and passion for OAHPERD’s achievements. I am no stranger to OAHPERD’s commitment to enhancing the healthy lifestyles of Oklahoma’s children, adolescents, and adults having served OAHPERD the past 30+ years in several different leadership roles.

The 2014 OAHPERD Convention was a huge success and record breaker with 757 Oklahoma Health Heroes present. Two Olympians, Cheryl Miller and Shannon Miller, shared their experiences and expertise as well as Jean Blaydes, an Action Based Learning expert. In addition, Artie Kamiya, one of the nation’s leading experts for K-12 physical education conducted four concurrent sessions. This amazing convention could not have happened without hard work from the Board and Council guided by the 2014 OAHPERD President, Stephanie Canada-Phillips.

I thank the OAHPERD Board and Council for giving me the opportunity to serve in this role at this time. Dr. Mark Giese, former OAHPERD Executive Director, has left a strong legacy of leadership and commitment for all of us to follow. Under the leadership of Dr. Jan Drummond, OAHPERD President, our association is positioned to continue our focus on providing resources to help all educators with our goal of improving the lives of Oklahomans through proper physical activity and healthy living.

All Oklahoma Health Heroes, mark your calendars for October 5-6, 2015 for the next OAHPERD Convention in Edmond, OK. It will be a convention with “No Limits”.
Run2B: A Piloted Youth Running Program
Timothy Baghurst, PhD

The primary purpose of this initiative was to develop and implement a city-wide running program for youth in first through fifth grade as a pilot program to determine whether it could improve participants’ sprint speed, fitness levels, and self-concept. As a pilot, a secondary purpose was to evaluate the successes and failures of the program to better understand how similar initiatives could use best-practices to develop their own programs.

Participants were 27 (10 male, 17 female) youth in first through fifth grade enrolled in Stillwater schools as well as children who were homeschooled. Participants enrolled in a running program advertised as Run2B which lasted for four weeks during the spring on a Tuesday and Thursday after school. Participants completed a series of tests at the beginning and end of the program including four sprint trials of 20 meters, the Fitnessgram PACER test, and the Self-Description Questionnaire-I, which was employed to assess multidimensional self-concept.

Both the first and last sessions were dedicated to testing where each participant completed the Pacer test, the four 20 meter sprints, and the SDQ-I. Therefore, six sessions were dedicated to training, where the focus was on developing overall fitness, sprint speed, and having fun in the process. Each training session lasted 50 minutes and began with a general warm-up period which consisted of approximately 5 minutes of small games activities. This was followed by approximately 5 minutes of a sport-specific warm-up which transitioned into four separate work stations which lasted approximately eight minutes each. These stations varied depending on the day, but in each session one station focused on running technique, another on fitness, another on speed, and a final station that emphasized game activities. Stations were taught by university physical education students and graduate students in health and human performance.

Participants significantly improved their standing start spring and Pacer distances. Participants’ SQDI posttest scores were higher than pretest scores on all subscale measures including Physical Appearance (4.05; 4.51), Physical Ability (4.31; 4.44), Peer Relations (3.55; 3.87), and General Self (4.33; 4.50).

Although these findings are encouraging, circumstances during the program occurred which may have altered these results. Such factors included the weather, the duration of the event, how recruitment occurred, and the motivation of the participant versus the parent. Therefore, although findings indicate that short-term activity programs can be successful in multiple areas of health, best-practices can improve their overall effectiveness.
*Award Winners*

*Palm Cooling’s Impact on Blood Lactate Responses Incurred Through Resistive Exercise Workouts.*

Rachel Perry¹, Lacey Erickson¹, Roman Edwards¹, Amanda Barbosa¹, Rachel Giebel¹, Lexis Learmonth¹, William Potter², John Caruso¹

1: Exercise & Sports Science Program, The University of Tulsa. 2: Department of Chemistry & Biochemistry, The University of Tulsa.

Pyruvate kinase, a glycolytic enzyme, may be inhibited at higher internal body temperatures such as those achieved with exercise, to elicit lower blood lactate concentrations ([BLa⁺]). To test this hypothesis subjects (n = 33) performed three four-set leg press workouts while one of three treatments was administered: no palm cooling (NO PC), palm cooling between sets (PC BTN), or palm cooling between sets and for 20 minutes post-exercise (PC BTN & POST). Workouts with the PC BTN or PC BTN & POST treatment saw subjects submerge their left hand in a 15°C water bath for 100 seconds between sets. [BLa⁺] were measured before each workout, and at 0-, 5-, 10-, 15-, and 20-minutes post-exercise. Under aseptic conditions, each measurement entailed collection of a fingertip blood drop that was immediately placed in a calibrated analyzer (Accutrend; Hawthorne, NY). [BLa⁺] were compared with a 3 (treatment) x 6 (time) ANOVAs, with repeated measures for treatment and time. A simple effects analysis was our post-hoc and α = 0.05 denoted significance. The result of our [BLa⁺] data analysis was a treatment x time interaction. Our post hoc revealed NO PC produced a significantly higher [BLa⁺] than the PC BTN or PC BTN & POST treatment at 0-POST, contrary to our proposed hypothesis. It was concluded palm cooling hastens the removal of lactate from the bloodstream, resulting in significantly lower [BLa⁺] at 0-minutes post-exercise, versus workouts that did not involve a palm cooling treatment.
*Palm Cooling’s Impact On Skin Temperature Values Incurred From Resistive Exercise Workouts.*

Lacey Erickson¹, Rachel Perry¹, Roman Edwards¹, Amanda Barbosa¹, Rachel Giebel¹, Lexis Learmonth¹, William Potter², John Caruso¹

¹: Exercise & Sports Science Program, The University of Tulsa. ²: Department of Chemistry & Biochemistry, The University of Tulsa.

We assessed palm cooling’s impact on skin temperature values incurred through resistive exercise. Subjects (n = 35) performed three four-set leg press workouts while one of three treatments was administered: no palm cooling (NO PC), palm cooling between sets (PC BTN), or palm cooling between sets and for 20 minutes post-exercise (PC BTN & POST). Thermomistors (Bio-Medical Instruments, Warren, MI) were applied to their right forearm, right thigh and the left hand’s palmar surface. Temperatures were recorded before workouts, after a warm-up, following the first three leg press sets, and every fifth minute post-exercise. Workouts with the PC BTN or PC BTN & POST treatment saw subjects submerge their left hand in a 15°C water bath for 100 seconds between sets. Temperatures were compared with a 3 (treatment) x 10 (time) ANOVAs, with repeated measures for treatment and time. A simple effects analysis was our post-hoc and α = 0.05 denoted significance. Right thigh and right forearm results each included a time main effect. In contrast left hand skin temperature results included a treatment x time interaction. Post-hoc results showed NO PC, PC BTN > PC BTN & POST at 5-, 10-, 15- and 20-minutes post-exercise. A “high responder” subset that produced warmer (≥ 40°C) hand temperatures had their data scrutinized with an additional ANOVA that again produced a two-way interaction with PC BTN > NO PC > PC BTN & POST at 5-, 10-, 15- and 20-minutes post-exercise. It was concluded hand blood flow was improved by the intermittent nature of cold application seen with the PC BTN treatment, and counteracted the vasoconstriction from palm cooling to elicit cold-induced vasodilation. This appears to be particularly true of our high responders, as they may possess more anastomoses, which are blood vessels believed to expedite body heat transfer.

*Do Active People Have Different Perceived Stress Than Inactive People*

Tori Mandrell, Kayla Smith, and Alvin Aldaz

University of Central Oklahoma

Among college students, perceived stress levels are high and physical activity rates continue to decline. The purpose of the study is to determine whether active college students have different perceived stress levels than inactive college students. The subjects were a convenience sample of college students, 18 years and older. Participants were asked if they met American College of Sports Medicine (ACSM) guidelines and divided into active and inactive groups based on their response. The Perceived Stress Scale (PSS) was used to assess perceptions of stress. The Perceived Stress Scale. An independent t test was used to examine differences between the groups. The results indicated that the inactive group had a mean PSS of 19.14 (SD4.06) where as active group had a mean PSS of 13.38 (SD 4.73). This difference is significant (t = 2.92, p = .007). We concluded that inactive college students have significantly higher levels of perceived stress than active college students. These results can be used by college health professionals to target inactive students for both stress reduction and physical activity promotion programs.
The Quality of School Wellness Policies, Sociodemographic Variables, and School-based Physical Activity

Jessica Berg; Kristin Zwerneman; Kevin Fink, PhD; Deana Hildebrand, PhD, SNS, LD; Nancy Betts, PhD, RD; Christi Erwin, MS
Oklahoma State University

Federal laws requiring schools to develop local wellness policies have the potential to prevent childhood obesity by improving school nutrition and physical activity (PA) environments. School environments are of great importance because of the significant amount of time children spend at these institutions (Story, Nanney, & Schwartz, 2009). This study reviewed wellness policy language for 176 school districts in Oklahoma using the Wellness School Assessment Tool (WellSAT) and examined various district sociodemographic characteristics (Yale Rudd Center, 2013). Comparisons were examined between (1) policy compliance in conjunction with these mandated acts; and (2) the strength of the policy’s wording related to physical education and activity. Independent-samples t-tests, ANOVA, and Mann-Whitney U tests were run to compare physical education and activity wellness policy scores with academic status, free and reduced price meal eligibility, and geographic location. Most school districts (77.3%) addressed an advisory committee and most districts (69.3%) met or went above time per week spent in school-based PA for elementary school students, as required by Oklahoma legislation. Many of the seventeen physical activity policy elements on the WellSAT were not mentioned; as suggested by low overall mean physical education and activity comprehensiveness and strength scores of 24.47% and 12.29%, respectively. Contrasting previous wellness policy research, there were no statistically significant differences in policy scores and free and reduced price meal eligibility, or geographic location. Marginal significance was found among academic status and mean physical education and activity comprehensiveness and strength scores ($p = 0.066$). Although PA is of utmost importance in decreasing childhood obesity, lack of strong wording and policy comprehensiveness suggest that this area is often overlooked in school wellness policy development. Local and state policy makers may have an opportunity to improve school environments by developing stricter minimum physical activity and physical education statements and using stronger language for policy goals.

The Effects of a Competitive Season on Aerobic Fitness in Male Intercollegiate Soccer Player

Nathan Billings, Ahmet Ozturk, Mark Giese
Northeastern State University

The purpose of this study was to determine to what extent a competitive college level soccer season affects the aerobic fitness levels in intercollegiate soccer players. Previous studies indicate that a competitive soccer season has positive effects on the personal fitness levels of players. The objective of this research is to define the effect a college soccer season has on players by determining if their aerobic fitness levels improved, worsened, or stayed the same from the beginning of the season to the end of the season. To accomplish this, a widely used fitness test was conducted in which 16 players were instructed to run two miles as quickly as possible. The players were tested first at the end of pre-season and again at the end of the season. The results were compared in order to determine what effect (if any) the season had on the players’ fitness levels. In this study, the overall average time actually increased from a test one average of 12.2519 minutes to a test two average of 12.8038 minutes with a t score of -2.336 where $p<0.05$. This illustrated a decrease in aerobic fitness.
Body Mass Index (BMI) and Waist Circumference

Olivia Curtis, Brett Dickson, & Mark Darter
University of Central Oklahoma

BMI is traditionally used to determine the health of an individual. It is possible that individuals may be misclassified based on BMI, but there may be a lower chance of classification error with waist circumference. The purpose of this study is to determine if there is a positive correlation between measured BMI and waist circumference in college students. Participants in this study are University of Central Oklahoma students ages 18 and older. Height and weight were measured to the nearest half pound. BMI was recorded using a Bioelectrical Impedance Analyzer and waist circumference was measured at the umbilicus using a standard flexible tape with a tensometer to the nearest half inch. We expect our results to have no correlation between measured waist circumference and BMI.

Are you Mannequin Material?

Cynthia Fierro, B.S., Vanessa Fiaud, Ph.D
West Texas A&M University

The aims of this study were to investigate and compare the anthropometric measurements and the body types of mannequins to actual males and females in the literature found. A total of 4 male and 4 female mannequins were selected from a city in the southern United States; based on complete body figure. The subject underwent measurements of shoulder diameter, height, bust, waist, hip, biceps, thigh, and calf girths. Additionally, waist to hip ratio and bust to hip ratios were also calculated to look at the characteristics of body type. In conclusion, it was observed that there were differences between male and female mannequins, minimal differences between female mannequins, and slightly more variation between male mannequins than female. Results between female mannequins and actual females were substantially different with mannequins being unrealistically smaller. Differences in male mannequins and actual males were less and more realistic than female. Furthermore, there has been little research on this particular association, but these findings serve as a basis for future investigation along with more in depth topic and related topics of this nature.
Foot Strike Patterns and Injuries Among Distance Cross-Country Runners

Evan Fike
University of Central Oklahoma

Foot strike patterns are highly associated with injury rates in the lower body among runners (Daoud, et al. 2012). Running with a forefoot strike reduces the load on one’s legs when compared to heel striking (Shih, et al. 2012). The purpose of this study is to examine injury rates and injury type based on foot strike patterns of cross-country runners. Based on literature, the researcher hypothesizes that runners with heel strike patterns will have a greater likelihood of stress fracture, while runners with forefoot strike patterns will be more likely to experience Achilles tendinitis. There is a lack of literature when researching tibia stress fracture and its relation to heel strike. There is research concerning rates of injury for different foot strikes; however, there is no research thus far for specific injuries to foot strikes. Research in this area could help provide clues for lowering the high persistent of running injuries. Distance running causes higher rates of running related injuries, estimated to be about 30% to 75% per year although there are several different methods to study injuries in the realms of frequency and intensity of workouts and running (Daoud, et al. 2012). Hip pain, knee pain, tibial stress injuries and plantar fasciitis have all been attributed to heel strike running patterns. Injuries related to forefoot strike are Achilles tendon injury, foot pain, and stress fracture of the metatarsals (Daoud, et al. 2012). Tibial stress fracture is one of the most common stress fractures of runners. Tibial stress fractures account for 35% to 49% of the injuries in runners (Clansey, et al 2012). Foot strike has also been shown to be an important factor when considering running in shoes or barefoot. Running with a forefoot strike reduces the load on one’s legs when compared to heel striking (Shih, et al. 2012). Fatigue has also been looked at regarding foot strike. In a marathon, rear foot striking was more common at the 32km point than 10 km point during a marathon. This might be due to load and pressure on the ankles and lower leg muscles are fatigued quicker using forefoot strike pattern (Larson, et al 2011). Participants will consist of 20 collegiate male and female cross-country athletes between the ages of 18 and 22 years old. Participants will log daily miles over the 15-week season. On their logs, participants will report any injuries that are diagnosed by an athletic trainer or physical therapist. Foot strikes data will be collected using the Tekscan F-scan sensors while running a lap on a track. The F-scan sensors can be placed in the runner’s shoes and records pressure during activities. For this test, the participant’s foot pressure will be recorded during running at the athlete’s preferred speed. Pressure data will be analyzed and used to group participants into two groups based on foot strike pattern (heel or fore). Foot strike pattern will be assessed at the beginning of the study prior to logging daily miles and injuries. The independent variable is foot strike group (heel or fore), while the dependent variable is injury. Injury will be grouped by type (stress fracture, Achilles tendinitis, other, and no injury). Descriptive statistics will be used to determine the frequency of injuries by type within each foot strike group. Because variables are categorical (foot strike pattern and injury), the Chi- squared test will be used to analyze differences between foot strike groups. Secondary analysis of logged miles by foot strike group and diagnosed injury will be conducted using descriptive statistics.
Lessons Learned: PhotoVoice as a Vehicle to Better Understanding the Inequity of Homelessness

Haleigh M. Larkin
University of Central Oklahoma

This poster will highlight lessons learned from PhotoVoice research with Oklahoma City metro participants who are homeless. PhotoVoice projects provide community members with cameras, enabling them to capture images pertaining to the social and built environment. Participants for this research were selected with assistance through a contact who is homeless as well as through partnership with the Curbside Chronicle, a non-profit organization devoted to working with people who are homeless. Purposive sampling was used, allowing researchers to gather names and contact information of participants from those in the community. After taking photographs, participants met with researchers to share their work and discuss the impacts of the environment on members of the metropolitan homeless population. This poster will share lessons learned from working with people who are homeless as well as preliminary research findings from this study. The poster will provide recommendations to better address health equity among people who are intermittently and chronically homeless in the metro.

Effect of Nintendo® Wii Fit™ Balance Games on Postural Control and Balance Among Adults with Down Syndrome

Michelle Miller
University of Central Oklahoma

Adults with Down syndrome may benefit from a balance training regimen; however, there are many barriers to exercise that inhibit participation in balance training. Utilizing a Nintendo Wii Fit gaming device may eliminate several barriers to exercise and promote participation in balance training. This study seeks to determine if implementing a Nintendo Wii balance exercise regimen will improve postural control and balance among adults with Down syndrome 18-30 years of age. Twenty adults with Down syndrome between the ages of 18 and 30 years old will be randomly split into an experimental and comparison group. The experimental group will participate in specific exercises utilizing the Nintendo Wii balance games and the comparison group will only use one of the non-balance games on the Nintendo Wii Fit. A Tekscan HR mat will be utilized to measure center of pressure medio/lateral and anterior/posterior measurements pre and post intervention. Balance will be measured by time (in seconds) the participant can stand on both legs, left leg only, and right leg only with and without eyes closed. Results will be analyzed using a 2 X 2 ANOVA for each dependent variable.
Physical Activity Guidelines and Overwhelming Anxiety of College Students

Shea N. Ware
University of Central Oklahoma

Physical activity is known to improve overall health as well as decrease stress and anxiety levels. The American College Health Association’s (ACHA) National College Health Assessment (NCHA) data were utilized to review a variety of physical and health patterns of college students. This project sought to examine patterns of physical activity and overwhelming anxiety among college students. In spring 2012, data from the ACHA-NCHA survey were collected from college students in Healthy Life Skills class at the University of Central Oklahoma. 722 participants were surveyed over various topics such physical activity and ever felt overwhelming anxiety. The data were analyzed by descriptive statistics, also using crosstabulation. Categories of felt overwhelming anxiety are: never, not in the last 12 months, in the last 2 weeks, in the last 30 days, in the last 12 months. The results showed that 52.5% of male and female college students do not meet physical activity guidelines. Thirty-six percent of males and females met the guidelines and have never felt overwhelming anxiety, whereas 32.6% did not meet the guidelines and have never felt overwhelming anxiety. Fifty-six percent of participants reported not met physical activity guidelines and have felt overwhelming anxiety in the last 2 weeks, in the last 30 days, or in the last 12 months, whereas 46.2% reported met the guidelines and have felt overwhelming anxiety in the last 2 weeks, in the last 30 days, or in the last 12 months. The findings of this research study showed students that met the physical activity guidelines were slightly less likely to have felt overwhelming anxiety. Recommendations for health educators might include educating students on the importance of physical activity as well as how to handle mental health such as, overwhelming anxiety, in a healthy and positive way; implementing mental health training for faculty and staff; starting a peer run mental health organization; or planning fun physical activity activities for students during midterm and final’s week. Future studies should look at college students as a whole, the triggers of overwhelming anxiety, and controlled studies.
Awards and Honors

2014 Recipients

Helen Corrubia Scholarship
Hannah Kostelecky, UCO

Emma Plunkett Scholarship
Tori Mandrell, UCO

Karen J. Dowd Scholarship
Danica Atchley, Cameron University

Elementary Physical Educator
Suzanne Cyrus, Jenks Schools

Health Educator-Higher Education
Tia Bennett, Northeastern State University

Virginia Peters Higher Education Professional of the Year
Tim Baghurst, Oklahoma State University

Betty Abercrombie Scholar Award
Tyler Tapps, Northwest Missouri State University

OAHPERD Research Fellow
Tyler Tapps, Northwest Missouri State University

Recreation Professional
Jerel Cowan, University of Central Oklahoma
Honor Award
Karen Allen Renfro, OK State School for the Blind
Jason Hasty, Putnam City Schools

Future Professional Poster Awards
Rachel Perry, Lacey Erickson, Roman Edwards,
Amanda Barbosa, Lexis Learmonth, William Potter, &
John Carusa; The University of Tulsa
Tori Mandrell, Kayla Smith, and Alvin Aldaz; Uni-
versity of Central Oklahoma

Presidential Citations
Robert Christenson, Oklahoma State University
Betty Abercrombie Scholar Award

Call for Nominations

The Betty Abercrombie Scholar Award is designed to (1) promote and stimulate scholarly productivity among professionals representing health, physical education, recreation, leisure, dance and sport, and (2) recognize scholars who have made and continue to make noteworthy contributions to the scholarly enterprise.

The following criteria are used by the selection committee. The individual selected:

1. must be a member of AAHPERD and OAHPERD.
2. should have achieved a commendable record evidenced by creative productivity to enhance the profession of health, physical education, recreation and dance.
3. shall be currently involved in the scholarship of promoting the fields of health, physical education, recreation and dance through various meaningful contribution such as:
   a. Articles in refereed journals
   b. Scholarly contributions to books
   c. Scholarly presentations to professional meetings
   d. Acquisition of grants
   e. Officer of professional organization
   f. Major projects
   g. Professional development
   h. Development of curricular and instructional activities
   i. Contributions to the profession including research
4. must be willing to assume responsibilities so designated for a period of one year to include:
   a. making a presentation at the annual OAHPERD Convention the following year.
   b. Serving as chair of the selection committee for the following year.
Adapted Physical Education Teacher of the Year

The Oklahoma Association for Health, Physical Education, Recreation, and Dance is seeking nominees for the annual Adapted Teacher of the Year award.

For the purposes of this award, an adapted physical educator is defined as a person assigned at least 50% of his/her teaching responsibility:
1. In providing direct and/or consultative services to individuals with disabilities ages birth to adult.
2. In providing appropriate instruction, support, and modifications to individuals with disabilities ages birth to adult.

The candidate must be someone who:
1. Conducts an appropriate physical education program as reflected in the students' IEP and generally accepted standards of practice for APE.
2. Utilizes various teaching methodologies and plans innovative learning experiences to meet the needs of all students.
3. Serves as a positive role model epitomizing personal health and fitness, enjoyment of activity, and sensitivity to the physical and emotional needs of all students.
4. Participates in professional development opportunities.
5. Is a current OAHPERD member.

Self-nominations are welcomed and encouraged. Please send the following information to:

Name:
Place of Employment:
Address:
Phone #:
E-mail:
Valerie Colvin Graduate Scholarship Award Chair:

The candidate must be someone who:

- Be a Master’s degree candidate
- Have completed a minimum of 15 hours
- Have a minimum GPA of 3.5 in an Oklahoma institution (based on 4.0 maximum)
- Be a current member of OAHPERD

Application Checklist

- Form is completed by computer or in ink and signed by:
  - Student
  - Faculty advisor or dept/area chair letter of endorsement
  - Form is completed and accompanied by:
  - Academic Progress: Institution; Degree Program; Major; Academic Advisor; Faculty Endorsement; Hours Required for Degree; Hours completed (College only); Expected Graduation Date; Cumulative Grade Point Average at Certifying Institution; Academic Honors; Awards; Intramural or Varsity Sports; Active Professional Memberships; Offices Held; Other Organizations; Offices Held; Scholarships; Related Work Experience.
  - Transcript with faculty endorsement or university seal and all grades with GPA shown (Must include all undergraduate work and graduate work) (When scanned, courses, grades and GPA must be readable)
  - Current vitae or resume
  - Description of Future Plans and Goals (150 words or less)
OAHPERD Journal Peer-Review Guidelines for Authors

Manuscripts involving practical applications for the HPERD readership are priority. Manuscripts that are informational and that involve scholarly research are also encouraged, but must address practical application. You may also submit manuscript materials pertaining to OAHPERD news, statewide news, national news and other items which are not peer-reviewed. The author guidelines in this document apply only to peer-reviewed manuscripts.

Submission Deadlines:
Spring Journal (mid-April): Deadline for peer-reviewed manuscripts February 1st, all other items March 1st
Fall Journal (mid-September): Deadline for peer-reviewed manuscripts July 1st, all other items August 1st.
Winter Journal (mid-December): Deadline for peer-reviewed manuscripts October 1st, all other items November 1st.

Basis for Acceptance of a Manuscript for Publication:
- Significance to the HPERD profession
- Accuracy of the material
- Originality of material
- Clarity of material
- Validity of material
- Compliance with OAHPERD guidelines for submission

Preparation of the Manuscript:
Manuscripts must be submitted using Microsoft Office Word
Preferred length of manuscripts submitted, including tables, graphs, references, etc., is 5-12 double-spaced, typed pages using 12-point font. Longer manuscripts will be returned to the author without review. Shorter manuscripts of interest to the readership are appropriate to submit and will be reviewed.
Manuscripts should be written in third person.
American Psychological Association (APA) format should be used throughout the manuscript.
Keep direct quotations, especially lengthy ones, to a minimum (see APA style for formatting)
Insert line numbering in the manuscript as it is helpful in communicating location if there are questions or corrections to be made. (Microsoft Word = File, Page Setup, Layout, Line Numbering, Check Line Numbering Box, Continuous, Apply)
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Assessing Attitudes and Knowledge Toward Sexual Intercourse of Adolescent Students

Darcy Castleberry
Oklahoma State University

Timothy Baghurst, PhD
Oklahoma State University

Abstract
Effective sexual education is important for adolescent students (Abraham, Henderson, & Der, 2004). A comprehensive sexual education program provides students with information about safe sexual practices that can help students make more intelligent choices when becoming sexually active (Wiszniowski, 2013). Assessing the knowledge and attitudes of students may increase their awareness of risks and knowledge about sexual activity while providing educators with an understanding of what does and does not need to be taught to students. This article presents an overview of current research associated with adolescent sex education, and provides an explanation of how the Sex Knowledge and Attitude Test for Adolescents (SKAT-A) can be used to measure students’ knowledge and attitudes toward sexual intercourse. Using such a measure might serve to improve the knowledge and attitudes of adolescent students towards sexual intercourse and provide an opportunity to evaluate the effectiveness of educational interventions.

Introduction
The number of teens who are sexually active continues to increase. According to the Youth Risk Behavior Survey (YRBS) conducted in 2011, 51% of high school students in Oklahoma were sexually active and 43% did not use a condom during their last sexual intercourse. Sex education in schools is needed so that students are knowledgeable about the risks of being sexually active at a young age. For example, sexually transmitted disease risks increase with the number of partners a person has (Finer, Darroch, & Singh, 1999). This is concerning given that 17% of sexually active youth in Oklahoma reported having had sexual intercourse with four or more persons (YRBS, 2011). Such a statistic lends credence to the suggestion that further sexual knowledge is needed and students should become aware of the risks associated with sexual intercourse.

Effective education should not only provide students with the risks associated with sexual intercourse, but provide education that encourages greater knowledge about sex in general. For example, students can be made aware that romance and sexual intercourse need not be synonymous, and that many young people regret early sexual experiences (Abraham, Henderson, & Der, 2004). The knowledge of other options may lead to a decrease in unwanted sexual intercourse and a decrease of students participating in sexual activities at a young age.

Another alternative that needs to be presented to students is the use of condoms. The most effective way to prevent sexually transmitted diseases (STDs) and unwanted pregnancy in sexually active adolescents is through the use of condoms (Christ, Raszka, & Dillon, 1998). Comprehensive sexual education programs that include condom use instruction have been shown to delay sexual intercourse and increase the chance that students who are sexually active will use a condom the next time they engage in sexual intercourse (Eisenberg, Bernat, Bearinger, & Resnick, 2009).

Attitudes toward sexual intercourse in adolescents can be influenced by a myriad of
personal and situational factors. Exposure to different types of media can impact their expectations, perceptions, and attitudes toward sexual intercourse (Bleakley, Hennessy, Fishbein, & Jordan, 2011). According to Bleakley and colleagues, the more one believes that the outcome of a decision will be positive the more likely that person will participate in the activity. Thus, if a student believes that participation is necessary or feels influenced by significant others to have sexual intercourse, and if they perceive that other students their age are participating, the more likely that student will have sex. When exposed to sexual media content, an adolescent’s sexual behavior increases by creating social pressures to have sexual intercourse. Furthermore, students’ attitudes show that if they believe other peers are having sex, their intent to have sex will increase (Bleakly et al., 2011). It becomes important, therefore, to provide education for those who might be encouraged to participate in sexual intercourse to ensure that they are making wise decisions.

Why Assess Attitude Towards Sexual Intercourse?

The increase in sexual activity among adolescents and the changing attitudes toward sexual intercourse is a concern that should be addressed through a comprehensive sexual education curriculum in schools (Abraham et al., 2004). Students participating in abstinence-only programs are more likely to view consequences from sexual activity as an accident, and these programs have shown to be less effective than abstinence-based programs that include appropriate contraceptive teaching (Little, Henderson, Peterson, & Stonecipher, 2010). Fifteen million STDs are contracted annually in the United States, (St. Lawrence et al., 2002), and according to the Center for Disease Control and Prevention, over 130,000 teenage girls were pregnant in 2011. Therefore, it is important that schools provide an age-appropriate and comprehensive sexual education curriculum. However, having effective curricula and lesson content requires teachers to better understand students’ knowledge and attitudes prior to teaching. Doing so allows lessons to be tailored to address inadequate knowledge and/or attitudes which could be considered risky.

The Sexual Knowledge and Attitude Test for Adolescents (SKAT-A)

The Sexual Knowledge and Attitude Test for Adolescents (SKAT-A) is a survey that aids in assessing the knowledge and attitudes toward sexual activities. SKAT-A is developed for students between the ages of 12-18 and is a self-report questionnaire (Fullard, Lief, & Scheier, 2005). The attitude section of the test contains 40 statements that solicit the opinions of students’ attitudes toward sexual intercourse. It uses Likert-scale response where participants are provided with questions to which they must provide their opinion on a sliding scale from 1, strongly disagree, to 5, strongly agree (Davis, 1998). Sample questions from the attitudes section of the test include: premarital sexual intercourse for young people is unacceptable to me and a person who catches a sexually transmitted (venereal) disease is probably getting exactly what he/she deserves. Scores are obtained for the attitude section of the SKAT-A by adding the responses to each of the 40 items.

The knowledge section consists of 40 questions that are in a true/false/not sure format. These questions cover topics including pregnancy/contraception, abstinence/sexual awareness, orgasm, masturbation, negative consequences of sex, and homosexuality (Fullard et al., 2005). Scores for knowledge are calculated by adding the total number of correct responses. Each correct answer earns one point and all incorrect or not sure responses do not receive any points (Davis, 1998).

Practical Use of SKAT-A in School Health Education

SKAT-A can be used as a pre- and post-test with an educational intervention to assess the students’ attitudes. Students can participate in interventions that discuss different aspects of sexual education. For example, they can be provided with information regarding sexually transmitted diseases, the dangers of having more than one sexual partner, teenage pregnancy, and the impact of having a child while still in school. Topics may also include contraception and different types of birth control, information regarding condoms, and the benefits and risks of their use. Information covering orgasms, masturbation, homosexuality, abstinence and sexual harassment will also be beneficial for the students to learn. Interventions should include both a presentation covering the material and a
discussion portion so that students may ask questions and be a part of the learning process. The two tests and interventions may be spread throughout the year to allow students to fully learn the material presented.

Conclusions

Sexual education in schools is an element of school curriculum that is often debated; however, the negative effects of STIs and pregnancy to the individual indicate a need to help students learn strategies for making safer decisions about sex (Wisnieski, 2013). It is needed to inform students of the consequences of becoming sexually active at a young age as well as understanding the benefits of abstinence or being safe if they should choose to participate in sexual activities. Sexual education can help students understand different components of sexual intercourse, so that they can make informed, knowledgeable decisions when thinking about becoming sexually active. The use of SKAT-A can provide health educators with a simple and effective measure of determining the knowledge and attitudes of students toward sexual intercourse prior to any education on the subject. Further, it can be used as a post-measure to determine whether students’ knowledge and attitudes have changed following any educational intervention.

References


ABOUT THE AUTHORS

Darcy Castleberry is in the final semester of her Physical Education degree at Oklahoma State University. She is currently completing her internship at the Pan-American School in Belen, Costa Rica.

Tim Baghurst is an Assistant Professor of Health and Human Performance at Oklahoma State University. His research interests are varied but primarily focus on living as health professionals and male body image.