Kinesiology Capstone Presentations
Spring 2022

*Capstone presentations were recorded this semester.

Students in the Health & Fitness Education with certification completed their student-teaching and Education Teacher Performance Assessment (EdTPA).

Student Name	**Student-Teaching Location**	**EdTPA**
Maddie Elliott	Stafford Elementary School, Tacoma School District	5th grade Physical Education - Soccer
Christel Pie	Graham-Kapowsin High School, Bethel School Distraict	HS Health – Body Image / Analyzing Influences
Sunee Schneider	Edison Elementary School, Tacoma School District	5th grade Physical Education – Volleyball
Wyatt Winkle	Spanaway Lake High School	HS Physical Education - Basketball

Students in the Pre-Physical Therapy, Exercise Science and Health & Fitness Promotion concentrations selected two Demonstration of Knowledge and Evidence (DKE) Standards to present their knowledge and application.

Student Name	**DKE 1**	**DKE 2**
Brad Anderson	Knowledge of environmental factors as they relate to the safe participation (e.g., outdoor, indoors, flooring, temperature, space, lighting, room size, ventilation, equipment layout)	Knowledge of personal, social, environmental and cultural barriers to exercise adherence and compliance (e.g., time management, body image concerns, fear of musculature, significant others, injury, fear, lack of knowledge, weather).
Hope Baldyga	Knowledge of common nutritional ergogenic aids, the purported mechanism of action, physiological benefits, and any risks associated with use (Select one: creatine).	Knowledge of different types, amounts, and timing of feedback and the ability to use feedback to optimize behavior and/or performance.
Kathleen Basilio	Knowledge of the factors that affect musculoskeletal force production	Knowledge of different types, amounts, and timing of feedback and the ability to use feedback to optimize behavior and/or performance.
Rachelle Betow	Knowledge of the assumptions, advantages (include 3), disadvantages (include 3) and limitations of various body composition techniques (select 2: skinfolds, plethysmography (BOD POD), bioelectrical impedance, infrared, dual-energy x-ray absorptiometry (DEXA), circumference measurements).	Knowledge of motor learning theories of skill acquisition (e.g. open loop, closed loop, schema, ecological theory, hierarchy of motor skills) (Select 2)

Karl Bulley	Knowledge of the kinematics and kinetics of gait and ability to describe the biomechanical principles that underlie gait abnormalities (Select 1: waddling gait, scissor gait, hemiplegia gait, parkinsonian gait).	Knowledge of body image and the ability to explain positive and negative body image, outlining the potential consequences of developing a negative body image.
Michael Campbell	Ability to adapt frequency, intensity, duration, mode, and progression in exercise programs for patients with controlled chronic disease with COPD.	Knowledge of the ways in which arousal and anxiety affect performance using appropriate theoretical explanations and ability to discuss strategies for controlling activation and arousal levels.
Emily Capps	Knowledge of the kinematics and kinetics of gait and ability to describe the biomechanical principles that underlie gait abnormalities (Select 1: waddling gait, scissor gait, hemiplegia gait, parkinsonian gait)	Knowledge of the myths and consequences associated with inappropriate weight loss methods (e.g., fad diets, dietary supplements, over-exercising, starvation diets)
Anita Chung	Knowledge of the kinematics and kinetics of gait and ability to describe the biomechanical principles that underlie gait abnormalities (Select 1: waddling gait, scissor gait, hemiplegic gait, parkinsonian gait).	Knowledge of various design and measurement variables related to skill acquisition, performance curves and discuss the various reasons why performance frequently levels off.
Eduardo Estrada	Knowledge of the amount and type reinforcement and ability to give examples of each in Kinesiology	Knowledge of physical laws of motion (Select 3: inertia, acceleration, momentum, impact and reaction forces, lever classes) and ability to describe how each impacts human movement.
Ariana Fabico	Knowledge of common nutritional ergogenic aids, the purported mechanism of action, physiological benefits and any risks associated with use (Select 1: pre-even carbohydrate supplementation, during an event carbohydrate supplementation, creatine, steroids, caffeine).	Knowledge of personality traits (Big 5) that may enhance program adherence, safety, and success.
Cyril Fernandez	Knowledge of the heart rate, stroke volume, cardiac output, and blood pressure responses during sub-maximal and maximal exercise and ability to describe the underlying physiological mechanisms for such responses	Knowledge of physical barriers that could hinder involvement in physical activities for individuals with a disability

Riley Graniczny	Knowledge of the effects of diet and exercise as methods for modifying body composition.	Knowledge of personal, social, environmental, and cultural barriers to exercise adherence and compliance (e.g., time management, body image concerns, fear of musculature, significant others, injury, fear, lack of knowledge, weather).
Alex Gregory	Knowledge of the factors that affect musculoskeletal force production.	Knowledge of the ways in which arousal and anxiety affect performance using appropriate theoretical explanations and ability to discuss strategies for controlling activation and arousal levels.
J. Houston	Knowledge of the factors that affect musculoskeletal force production	Knowledge of competition and cooperation, and how each affects participation, investment, and attrition, and discuss strategies for structuring games
Maritess Jose	Knowledge of the primary action and joint range of motion for each major muscle group. (Select 2 major upper body: Trapezius and Abdominal muscle and 2 major lower body muscle groups: Gluteal and Hamstring muscles and ability to prescribe 3 different exercises per muscle group.	Ability to discuss how to coach clients to set achievable goals for behavior change or to enhance performance
Max Larson	Knowledge of the kinematics and kinetics of gait and ability to describe the biomechanical principles that underlie gait abnormalities (Select 1: waddling gait, scissor gait, hemiplegia gait, parkinsonian gait).	Knowledge of the ways in which arousal and anxiety affect performance using appropriate theoretical explanations and ability to discuss strategies for controlling activation and arousal levels.
Jerad Lewis	Knowledge of the primary action and joint range of motion for each major muscle group. (Select 2 major upper body and 2 major lower body muscle groups) and ability to prescribe 3 different exercises per muscle group. Chest, biceps, quadriceps, & hamstrings.	Knowledge of stress management and relaxation techniques (e.g., progressive relaxation, guided imagery, massage therapy, mindfulness, social support and social relationships, time outdoors) and how to appropriately incorporate each to reduce the negative effects of the stress response.
Samuel Livingston	Knowledge of common nutritional ergogenic aids, the purported mechanism of action, physiological benefits, and any	Knowledge of different types, amounts and timing of feedback and the ability to use feedback to

	risks associated with use (Select 1: Steroids)	optimize behavior and/or performance.
Simon Mayberry	Knowledge of the primary action and joint range of motion for each major muscle group. (Select 2 major upper body and 2 major lower body muscle groups) and ability to prescribe 3 different exercises per muscle group	Knowledge of the type of practice (e.g., whole/part) and the length of spacing of practice (massed, distributed) influence the learning and performance of motor skills.
Daniel McClough	Knowledge of the assumptions, advantages (include 3), disadvantages (include 3) and limitations of various body composition techniques (Select 2: skinfolds, plethysmography (BOD POD), bioelectrical impedance, infrared, dual-energy x-ray absorptiometry (DEXA), circumference measurements).	Ability to discuss how various visual properties influence skill acquisition and performance.
Bailey Morrish	Knowledge of the kinematics and kinetics of gait and ability to describe the biomechanical principles that underlie gait abnormalities (Select 1: waddling gait, scissor gait, hemiplegia gait, parkinsonian gait).	Knowledge of motor learning theories of skill acquisition (e.g., open loop, closed loop, schema, ecological theory, hierarchy of motor skills) (Select 2).
Alyssa Pociernicki	Knowledge of the kinematics and kinetics of gait and ability to describe the biomechanical principles that underlie gait abnormalities (Select 1: waddling gait, scissor gait, hemiplegia gait, parkinsonian gait).	Knowledge of motor learning theories of skill acquisition (e.g., open loop, closed loop, schema, ecological theory, hierarchy of motor skills) (Select 2)
Carolyn Roberts	knowledge of the primary action and joint range of motion for each major muscle group (select 2 major upper body and 2 major lower body muscle groups) and ability to prescribe 3 different exercises per muscle group	Knowledge of motor learning theories of skill acquisition (e.g., open loop, closed loop, schema, ecological theory, hierarchy of motor skills)
Jack Robinette	Knowledge of skill components of fitness and ability to plan an exercise session that effectively targets and improves skill related components of fitness.	Knowledge of motor learning theories of skill acquisition. (E.G., Open Loop, Closed Loop, Schema, Ecological Theory, Hierarchy of Motor Skills) (Select 2)
Jessica Saathoff	Knowledge of the primary action and joint range of motion for each major muscle group. (Select 2 major upper body and 2 major lower body muscle groups) and ability to prescribe 3 different exercises per muscle group.	Knowledge of how the type of practice (e.g., whole/part) and the length of spacing of practice (massed distributed) influence the learning and performance of motor skills

Rikiho Sakai	Knowledge of the kinematics and kinetics of gait and ability to describe the biomechanical principles that underlie gait abnormalities (Select 1: waddling gait, scissor gait, hemiplegia gait, parkinsonian gait).	Knowledge of stress management and relaxation techniques (e.g. progressive relaxation, guided imagery, massage therapy, mindfulness, social support and social relationships, time outdoors) and how to appropriately incorporate each to reduce the negative effects of the stress response.
Crystal Sanderson	Fuel (carbohydrate and fat) utilization and the role of the endocrine system during aerobic and anaerobic exercise	Knowledge of the obesity myth (and related terms associated with the "anti-fat movement") and the ability to describe the effect of body size as well as the type, amount, and distribution of fat on health.
Taylor Shigeta	Knowledge of the primary action and joint range of motion for each major muscle group. (Select 2 major upper body and 2 major lower body muscle groups) and ability to prescribe 3 different exercises per muscle group	Ability to analyze and discuss how practice methodology impacts the performance and retention of motor skills (e.g. blocked, serial, random, constant, variable, etc).
Tabitha Messineo	Knowledge of nutritional factors related to the female athlete triad syndrome (i.e, eating disorders, menstrual cycle abnormalities, and osteoporosis)	Ability to discuss inclusionary strategies and the importance of inclusion for individuals with a disability
Kimber Thomas	Knowledge of how to modify exercise programs using the FITT-VP principle as well as associated basic training principles (e.g., specificity, adaptation, overload) for developing and/or maintaining cardiorespiratory fitness.	Knowledge of stress management and relaxation techniques (e.g. progressive relaxation, guided imagery, massage therapy, mindfulness, social support and social relationships, time outdoors) and how to appropriately incorporate each to reduce the negative effects of the stress response.