It is hard to believe that five years have passed since we issued the first On the Move Newsletter. Not only does this occasion mark the fifth annual newsletter, it also marks the fifth anniversary of the School of Education and Movement Studies. The past half-decade has continued to provide challenges and change. We have seen many shifts in personnel and changes in leadership. During this time we have refined and improved our curricular offerings - reconfiguring the Health and Fitness Management concentration into the Health and Fitness Promotion concentration, and overhauling all of our minor offerings. We have also implemented new assessments in all majors, including a senior exit survey, which has provided the impetus for improvements such as enhanced technology infusion into the curriculum. Assessments have also continued to demonstrate the benefit of the internship program in the majors as well as the strength of the Physical Activity General Education Program. As we move into the next five years we will continue to strive to offer a relevant, rigorous and engaging curriculum lead by a strong group of committed teacher-scholars.

This anniversary edition of On the Move features reflections on teaching and movement, as well as perspectives on current issues in the field. Again we recognize our community partners who are instrumental in helping our students reach their full potential during their internship and student teaching experiences. We also hold up our graduating seniors and wish them the very best as they move forward in pursuit of their own hopes and dreams.

In my first year here as Dean of the School of Education and Movement Studies, I have several strong impressions of the Department of Movement Studies and Wellness Education. First of all, this department plays a key role in defining what a “Lute” is. PHED 100, Personalized Fitness Programming is one of the core courses taken by almost ALL undergraduate students as part of the General Education Program. This course is designed to provide a foundation for physical fitness. In addition to this course, students take three other activity courses. Encompassing a huge range of physical activities, from soccer to scuba to sailing to skiing, these courses help Lutes develop a repertoire of fitness activities that can last a lifetime. They constitute a significant and important part of what it means to be a “Lute.” MSWE is helping me learn to be a “Lute!” I couldn’t ask for better coaches.

After three years of service to the MSWE department and PLU, Dr. Matt Madden will be leaving us to join the faculty at the State University of New York – Cortland. During his tenure, professor Madden has been instrumental in bringing stability to the BAPE program. His commitment to academic rigor and his high professional standards have helped to produce three exceptional classes of teacher candidates. Visiting Assistant Professor, Dr. Terri Farrar, will be heading up the BAPE program for the coming two years. Dr. Farrar and Dr. Madden are working together to create a smooth transition and to ensure that the quality of the program remains strong. We wish Dr. Madden all the best as he pursues his professional goals at SUNY-Cortland!
The Code of Masculinity
by Sophomore BSPE student Markelle Lance

Why is it that we never hear about male eating disorders? Could it be because males are less likely to discuss body image in fear of breaking the “code of masculinity?” Like females, male athletes also face pressures to increase performance by altering their bodies. A preliminary study recently conducted by Galli, Reel, Petrie, Greenleaf, and Carter (2009) investigates the weight pressures in sport for male athletes. The study modified a body image scale written for cheerleaders and made it more relevant to male athletes. The Weight Pressures Scale for Male Athletes (WPS-M) captures the unique pressures that male athletes may experience in the areas of muscle gain, being lean and being an athlete.

The pressure to appear strong and muscular has always been a norm of competitive sport, so individuals may not recognize attempts to gain weight or increase muscle mass as being disordered. The two main types of pressures for Division I male athletes are coach/teammate pressure and appearance pressure. Coach/teammate pressure consists of the push to fulfill the ideal sport weight desirable by coaches and teammates, while appearance pressure includes maintaining a specific weight or appearance that exudes the look of a Division I athlete for friends, family and spectators. The athletes reported significantly higher coach/teammate pressure than appearance pressure.

There are a variety of practical implications that individuals working with male athletes can utilize. It is imperative for authority figures to be aware of the potential for males to develop dangerous eating and muscular habits. Male athletes often lack the vocabulary to discuss body image concerns. Individuals working with them must create strategies to uncover connections between body expectations, stress and performance. The opportunity to open up about their body image concerns may uncover sources of stress or behaviors that interfere with optimal performance. Although eating disorders are less common in males, they are just as dangerous and should not be overlooked. All coaches and authority figures can only benefit their athletes by being knowledgeable and open about disordered weight or muscle gain practices.

Perspectives in Exercise Science – Overcoming Sedentary Recreational Choices
by Assistant Professor Nicole Wood

Our society struggles with physical inactivity throughout the lifespan. Both the adult and child populations suffer from obesity as a consequence of sedentary lifestyles. The most commonly cited barriers to physical activity include: perceived lack of time, lack of knowledge (why it’s important and how to exercise), lack of interest or importance, and lack of enjoyment. At the same time, an increase in technology has changed our modern lifestyle such that moving our bodies has become an inconvenience, and video games have contributed to the rapid rise in obesity in younger populations.

We need to find a way to modify sedentary recreational time and turn it into physically active recreational time. One way in which this may be possible is to turn video games, which contribute significantly to sedentary recreational time, into physically active entertainment (i.e. active video games). Developing appropriate and effective ways to supplement physical education and exercise programming with active gaming might help reduce the amount of time we spend in sedentary recreational time. Understanding these types of issues and their contributing factors and creating realistic tactics to address them are an inherent part of PHED 190: To Wii or Not To Wii, HEED 366: Health Psychology; PHED 386: Psychosocial Aspects of Physical Activity and PHED 324: Lifespan Physical Activity and Health.

The Biology of Inactivity
by Professor Anthony Evans

The hot political potato called Health Care Reform has focused increased attention on the role of lifestyle and its influence on helping to reduce health care costs. The Healthy People Initiatives started during the Carter Administration in 1979, and the subsequent decade long Health and Fitness Objectives for the Nation, have brought increased focus to how particular changes in lifestyle can have a positive influence on the health and fitness of the individual as well as that of the nation. Other significant events such as the Surgeon General’s Report on Physical Activity in 1996 and the most recent Federal Guidelines for Physical Activity released in October 2008 consistently put an important emphasis on the role of physical activity in lifelong health and fitness. Bringing this message to individuals, as well as those working in healthcare, legislation, business and industry is an important and timely endeavor. It is a great time to be involved as a teacher educating students about the role that exercise science plays in understanding the benefits of physical activity in our lives. Learning to effectively advocate for and promote physical activity in a variety of settings and to a variety of audiences is a critical skill that needs to be developed in current exercise science curriculum across the country. Students develop these skills through applied projects and courses such as PHED XXX: Health and Fitness Promotion and PHED 330: Programming and Leadership in Sport and Recreation.
Why We Move: Inspirations and Choices

Professors typically choose to study in areas that they are deeply passionate about and personally connection to. In the area of Movement Studies and Wellness Education it seems logical that faculty would be engaging in physical activity as a part of their lifestyle and as an expression of their personal and professional identities. The following short reflections express faculty member’s preferred activities and their motivations for being physically active.

Nicole Wood, Assistant Professor

I love being physically active, mostly in group oriented activities, but I am developing a new appreciation for lifelong physical activities such as swimming and running. I currently play on a co-ed indoor soccer team and I love learning new skills and participate in a series of fitness classes at the YMCA (kickboxing, yoga, and just for fun, hip hop dance). I run for 20 minutes before each fitness class and complete a resistance program geared toward maintaining muscular and core strength three days a week. I am intrinsically motivated. My fitness activities reflect current fitness guidelines while also allowing for fun, entertaining activities.

Colleen Hacker, Professor

One challenge I set for myself many years ago was to try at least one new physical activity every year of my life. In the past 5 years, that goal has resulted in: climbing a vertical, granite cliff in Alaska, running two marathons in four months, stand up paddling in Hawaii, catching waves on an Outrigger canoe and becoming a member of the national running group called Half Fanatics. I move to learn…about myself, about dedication and fear and pain and adversity and about joy and perseverance and accomplishment. I often do my best thinking on long runs. I feel more free and creative and expansive. Running and lifting weights is an essential part of life. I workout purposefully six days a week but I’m physically active virtually every day of the year. My goals and performance may have changed over the years but I have been committed to working out, to health, vitality and fitness my entire life. For me, working out in all its forms is truly my essential and authentic self.

Matt Madden, Assistant Professor

I still love to compete! As a younger person I was active in multiple sports but fell in love with rugby and played for 15 years…I have not put “the boots” on for the last 18 months and this has been the longest break since picking-up the game in 1996. My current PA and exercise time are spent at the Names Fitness Center.

Tony Evans, Professor

I do a variety of things to be physically active. I love to run, hike, backpack, and play tennis. I enjoy being active because it helps me to enjoy the outdoors and it provides me with a variety of physical challenges. I have also enjoyed the opportunities to travel and meet diverse populations in many different countries. Finally I have frequently participated in physical activity with family members and that has always been a special time for all of us.

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I like to lift weights and use the elliptical at the gym. I have always enjoyed lifting weights and believe weight training is very beneficial for women. I also stay active coaching softball as I am an active participant in practice with my players. My goal is to work out three to four days a week with each day including some type of cardiorespiratory training, strength training, and flexibility training. I am motivated by my own desire to stay active and to try to be a positive role model for my students and athletes.

Terri Farrar, Visiting Assistant Professor

My love of movement stems from very early in my childhood. I was always an active person and I learned to relate to the world through moving in the world. My physical activities provide me with opportunities to reflect, meditate, ruminate on issues, and simply decompress. I enjoy all sorts of outdoor recreation and typically engage in running, walking, hiking and cycling. I also regularly workout at the YMCA and have been faithfully practicing Bikram Yoga for three years. One of the main reasons I am committed to being a physically active person is so that I can fully engage with all that life has to offer – from traveling the globe to gardening in my backyard. I want to always strive to have strong movement competence and to be able to confidently say yes to as many physical challenges and opportunities as I can – for as long as I can.

Karen McConnell, Professor

My main form of physical activity is walking. My wife, Rhonda, and I have a neighborhood route that we walk about three times per week. It takes approximately 30 minutes to cover. One of the benefits of this activity beyond the exercise is that as we walk, we catch up with each other and what’s happening in our lives. Probably my favorite form of physical activity at the moment is fly fishing. I don’t get to do this nearly enough to “count” in terms of increased health, but when I do get to go, I enjoy it immensely!

Frank Kline, Dean

Perspectives in Physical Education – Continuing to Mentor Beyond...
by Assistant Professor Matt Madden

Physical education teacher education (PETE) programs need to continue their efforts in trying to understand the values and beliefs of the student in their programs. Graduates of the BAPE degree at Pacific Lutheran University need to continue their relationship with mentors/faculty after being removed for their pre-service experience which in turn may heavily influence their decisions during the induction years (1-3yrs). The PETE program alone may provide the pre-service teacher with the foundation to be successful but needs to work in collaboration with the community and thus the teachers in schools. Therefore, PETE programs must continue placing student teacher’s in environments where they are going to succeed. Cooperating teachers continue to shape their perceptions of a positive physical education program throughout the process and into the beginning of young years.

Bulger and Housner (2010) have recently suggested that “PETE programs and faculty need to step up and adopt a “scholarship of engagement,” and move beyond the “comfort zone” in higher education” (p.449). They continue by challenging universities to provide professional development for practicing teachers and to make PD the “cornerstone of their programs”. I agree and propose that PETE programs not only rely on the faculty members to provide support to local schools but demand that students do the same by continuing to prepare PETE students so that they can be a positive influence on local schools. Finally, universities and its faculty need to be available. They should view themselves as well educated change-agents.

The issue of collaboration and mentoring in the community while staying in contact with PLU alum is one of many initiatives that the MSWE curriculum does well. Faculty members, current and former students continue to provide professional development, programming, and internships throughout the community.
According to Centers for Disease Control increasing obesity rates of our nation. This decrease in physical education classes is that of high school online physical education classes. The issues with physical education in online schools are twofold. First of all physical education teachers need to be taught how to teach physical education online as it involves a different skill set than what is needed in the traditional brick and mortar setting. Secondly, online physical education curriculum focuses primarily on cognitive development rather than increasing physical activity. Many of the current online physical education programs do not meet the recommended 225 weekly minutes of physical education instruction (high school) and rely on student honesty in tracking daily workouts.

While I am a proponent of online education and have taught in a high school online physical education classroom, I am fully aware of the strengths and weaknesses of virtual education. Moving from a brick and mortar building to teaching in a virtual environment involves a steep learning curve and one that is constantly changing as technology continues to evolve. As for curriculum, it is important to develop and implement online lessons which address both cognitive and psychomotor components of physical

Students and families on how to maintain an active lifestyle, as well as ensuring that every child is given the opportunity to stay active and healthy. With your help, we can adopt this program in all schools and help develop a healthier and more active community. If you would like to know more about how you can incorporate this program to your school or community, check out www.letsmoveinschools.org.

Candidates for a teaching credential in Health and Fitness must complete two distinct student teaching experiences – one at the elementary level and one at the secondary level. During their semester long student teaching experience students attend regular seminars on campus to actively reflect on their practice. They also complete daily lesson plans, a comprehensive portfolio, professional growth plans and other assignments and assessments geared at preparing them to become leaders in their field. The student teaching experience relies on the dedication of teachers and administrators from a variety of schools and districts that maintain strong and vital programs, and that share a commitment to developing future educators.
Teaching provides an opportunity to **create positive change** within an individual, a profession, a community and by extension….the world. I am passionate about motivating students to bridge the gap between theory and practice and about engendering in them, an authentic commitment to lifelong learning, service and leadership.

*Colleen Hacker, Professor*

I love the opportunity to **bring hope into people’s lives**. Students enter a class with some kind of hope. They hope to learn about the content; they hope to gain new skills; eventually they hope that that will lead to a better life. As the instructor, I have a role as a “bringer of hope,” a high calling indeed!

*Frank Kline, Dean*

I’ve always loved education. I loved school as a child and throughout early adulthood, and I love it now. When I was a kid and as I progressed through each grade I thought each was better than the previous. Education typically involves pondering the unknown, and this is what intrigues me, pondering undiscovered concepts and **developing new ways of thinking** about our world, and teaching allows me the opportunity to share this experience with others who share a similar passion for lifelong learning and discovery.

*Nicole Wood, Assistant Professor*

I recognize the importance of teacher-student interactions (which I enjoy a great deal) in **creating a positive learning environment**. In my teaching, I try to convey a sense of trust, open communication and caring. I feel that students know that they can trust that I will provide them with a solid framework of knowledge and teach them to think critically so that they can address important educational issues and problems faced by teachers. Above all else, I care about my students and I see the importance of providing quality, developmentally appropriate physical education. Because I care about my students and have their best interests in mind, I know that I will always be motivated to do the very best job that I can.

*Matt Madden, Assistant Professor*

Hacker, C.M. (2012, March) Mental Skills Training to Develop the Champion Within: An Overview; Applying Mental Toughness Skills: Pre-Game Preparation, Focusing/Refocusing & Imagery Training and Mental Training Techniques. Soccer Champions Coaches Clinic, Las Vegas, NV.


Hacker, C.M. (2011, September) Create it, imagine it, do it: Imagery DVD training to enhance confidence among National Team soccer players. Invited Lecture, Performance Psychology: AASP International Conference, Honolulu, HI.


Hacker, C.M. (2011), The Psychology of Excellence, Keynote Presenter, Pierce County Medical Society, Annual Meeting Hood Canal, WA.


Kline, F.M. (2011, November). Common ground: What can we do together? Presented at the joint Executive Board Meetings of the Oregon Association for Colleges of Teacher Education and the Washington Association for Colleges of Teacher Education, Portland, OR.


Wood, N. (2012, August). Social Influences of Evaluative Others in Youth Soccer: Is it possible to have friendly competition? Accepted for presentation at the American Psychological Association Annual Convention, Orlando, FL.
Thank you to all of our partner institutions in 2010-2011!

Spanaway Elementary, Bethel SD  
Josh Takayoshi
Hudtloff Middle School, Clover Park SD  
Greg Fredlund
Woodbrook Middle School, Clover Park SD  
Josh Takayoshi
Ballou Jr. School, Puyallup SD  
Amber Pritchard
Brouillet/Edgerton Elementary, Puyallup SD  
Amber Pritchard
Mountain View Middle School, Sumner SD  
Kim Lind
Emerald Hills Elementary, Sumner SD  
Kim Lind
Edison Elementary, Tacoma SD  
Greg Fredlund

Internship Placements 2011-2012

Once again the department successfully placed interns in a variety of sport, recreation, health and rehabilitation settings. The internship program is organized and supervised by faculty members Dr. Tony Evans and Dr. Nicky Wood. In addition to attending regular internship seminars on campus, students complete a variety of assignments and assessments while committing at least 20 hours of contact time on site for each credit hour enrolled. The commitment of external agencies and internship site supervisors are instrumental to the overall student experience and the success of the internship program.

Thank you to all of our internship host sites!

Apple Physical Therapy-  
Parkland  
Karli Hurlbut
Apple Physical Therapy- South Hill  
Casey Anderson, Lauren Gazdik & Joni Johnson
Apple Physical Therapy –  
Spanaway  
Thomas Denis
CATZ Performance  
Nicholas Lewis
Competitive Edge - South Hill  
Erik Hoiyum
Elite Physical Therapy  
Thomas Molyneux - Elliot
Exercise Science Center  
Jacob Wilkins
Gig Harbor Athletic Training  
Jennifer Land
Good Samaritan Children’s  
Therapy Unit  
Lauren Gazdik & Rebecca Ford
Horizon House-In Patient  
Physical Therapy  
Laura AuBaird
Mary Bridge Children’s Hospital  
Joni Johnson
Mary Bridge Children’s Therapy Unit  
Casey Anderson
Meridian Physical Therapy  
Marie Rempola
Morgan Family YMCA: 12 week program  
Abby Smith
MultiCare Good Samaritan Hospital – Bonney Lake  
Ken Davies
MVP Physical Therapy- Lakewood  
Karli Hurlbut
Northwest Sports Physical Therapy  
Emnete Belete & Rebecca Ford
Northwest Sports Rehabilitation  
Emnete Belete
Peninsula High School Athletic Training  
Jennifer Land
Pierce County Parks and Recreation  
Carol Bautista & April Gonzales
Pierce County Public Health Department  
Wesley Wood
PLU Athletic Training room  
Erin Bremond, Shelby Daly, Caitlin Gallion & Wesley Wood
PLU Athletics – Football  
Greg Ford
Providence St. Peter Cardiac Rehabilitation  
Erin Bremond
Sanford Power Center and Fitness  
Ashley Hull
St. Joseph In-Patient Physical Therapy  
Hector Montances
Stuart Jones Physical Therapy  
Laura AuBaird
Tacoma General Cardiac Rehabilitation  
Ashley Christie & Diana Sellers
Tacoma Reserve Mission  
Wesley Wood
University of Washington Athletic Training Department  
Caitlin Gallion
Warrior Transition Battalion  
April Gonzales
Weyerhaeuser Corporate Fitness  
Chad Peterson

Congratulations MSWE 2011-2012 Graduates!!

BAPE  
Jennifer A. Fontanilla
Gregory S. Fredlund
Kimberly A. Lind
Amber R. Pritchard
Joshua C. Takayoski

BSPE  
Casey M. Anderson
Laura S. Au-Baird
Emnete M Belete
Michelle E. Blauman
Ryan M. Boddy
Erin M. Bremond
Ashley M. Christie
Colby S. Davies
Gregory F. Ford
Rebecca A. Ford
Catlin J. Gallion
Lauren T. Gazdik
Troy A. Gessler
April R. Gonzales
Karli M. Hurlbut
Joni L. Johnson
Meaghan N. Krebs
Jennifer A. Land
Thomas H. Molyneux-Elliot
Hector Adrian B. Montances
Chad A. Peterson
Diana M. Sellers
Abigail I. Smith
Wesley A. Wood

BAR  
Carol A. Bautista