



*2017 Conference Proceedings*  
*Lipscomb University • Nashville, TN*  
*June 7-9, 2017*  
*#cskls2017*

**LIPSCOMB**

## ***Christian Society for Kinesiology, Leisure, and Sport Studies***

Welcome Conference Attendee!

The Board of Directors for the Christian Society for Kinesiology, Leisure, and Sport Studies (CSKLS) welcomes you to our 28<sup>th</sup> annual conference on the campus of Lipscomb University in Nashville, TN. Special thanks to Matthew Ruiz and David Bender, conference hosts and outgoing President and Student Director-at-Large, their Lipscomb team, and the many people who helped plan the conference, as well as the CSKLS members who assisted in the proposal review process. The work of these individuals has been essential to the creation of an outstanding conference program. An impressive list of invited keynote speakers, professional development workshops, uplifting worship experiences, and professional presentations submitted by you, the members of CSKLS, highlight the 2017 conference. Thank you for continuing to offer your best work at the CSKLS annual conference.

We are very pleased to be your host for this conference and hope you enjoy both the conference and the social activities that are planned. If we may be of assistance, please feel free to find us during the conference.

Sincerely,

CSKLS Board of Directors

**If you need any assistance while at Lipscomb, please call or text:**

**260.515.8955 (Matthew Ruiz)**

**808.888.9780 (David Bender)**

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### ***CSKLS Mission Statement***

*CSKLS is an international community of Christian scholars and professionals committed to excellence in kinesiology, leisure, and sport through faith-integration, professional development, mentoring, and fellowship.*

### ***The Four Pillars of CSKLS***

Faith integration  
Professional development  
Mentoring  
Fellowship

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## Conference Schedule

### Tuesday, June 6

3:00-10:00 Registration  
(*High Rise*)

5:00-6:30 Dinner  
(*Bennett*)<sup>+</sup>

4:00-9:00 Board Meeting

6:00-11:00 Social Time

### Wednesday, June 7

6:00-7:00 Early Bird Workout  
(SAC)

7:00-8:00 Breakfast  
(*Academy Cafeteria*)

9:00-11:30 Pre-conference  
(*High Rise*)

11:45-12:30 Lunch  
(*Academy Cafeteria*)

12:45-1:00 Welcome  
(*NHSC 114*)<sup>++</sup>

1:00-3:00 Professional  
Development  
Workshops  
(*NHSC 114 & 118*)

3:15-5:45 Presentation Block I  
(*NHSC 114 & 118; Fields  
205*)

6:15-7:15 Dinner  
(*Hughes Center*)

7:15-11:00 Social Time

### Thursday, June 8

6:45-7:50 CSKLS Board Meeting

7:00-7:45 Breakfast  
(*Academy Cafeteria*)

8:00-8:20 Devotional w/ William  
Vantrease  
(*NHSC 114*)

8:30-9:30 Daily Keynote I – Willie  
Steele  
(*NHSC 114*)

9:45-11:00 Presentation Block II  
(*NHSC 114 & 118; Fields  
205*)

12:00-1:00 Lunch  
(*Academy Cafeteria*)

1:00-1:45 CSKLS Business  
Meeting  
(*NHSC 114*)

1:45-2:30 Board Initiatives

2:30-4:15 Student Presentations  
(*NHSC 118*)

4:30-5:45 Presentation Block III  
(*NHSC 114 & 118; Fields  
205*)

6:15-6:20 Group Picture  
(*Bison Square*)

6:30-7:15 Banquet  
(*McAdams*)<sup>+++</sup>

7:15-8:15 Awards & Keynote –  
Annie Blazer

8:15-8:45 Worship – BHCOC  
Praise Team

8:45-11:00 Ice Cream Social  
(*Flatt Amphitheater*)

<sup>+</sup>Bennett Campus Center

<sup>++</sup>NHSC – Nursing & Health Sciences Center

<sup>+++</sup>McAdams Athletic Center (Football Stadium)

**Friday, June 9**

6:45-7:50	CSKLS Board Meeting
7:00-7:45	Breakfast <i>(Bennett)</i>
8:00-8:20	Devotional w/ Rob Touchstone <i>(NHSC 114)</i>
8:30-9:30	Daily Keynote II – Misty Parsley <i>(NHSC 114)</i>
9:45-11:00	Presentation Block IV <i>(NHSC 114 &amp; 118; Fields 205)</i>
11:15-11:45	Reflections & Wrap-up <i>(NHSC 114)</i>
12:00-1:00	Lunch <i>(Bennett)</i>
1:00	End of Conference

### Presentation Schedule

Room Number		NHSC 114	NHSC 118	Fields 205
Wednesday		3:15-3:45 <i>The health benefits of reading</i> Wayne Jacobs	<i>Spirituality among female Ironman triathletes</i> Emily Johnson & Leslee Fisher	<i>The Christian liberal arts: What are they and why are they important?</i> Matt Renfrow
3:55-4:25 <i>Utilizing classroom assessment techniques to gauge student learning</i> Karen Jacobs		<i>Considering wellness: Alternatives to a hookup culture</i> John Byl	<i>Jacob, Hosea, Ruth and Esther take the GRIT Test</i> Valerie Gin	
4:35-5:05 <i>Shared staffing between the small college kinesiology programs: Can you effectively serve two masters?</i> Dale Campbell		<i>Inner strength: College athletes' use of spirituality for managing life experiences</i> Landon Huffman & Robin Hardin	<i>The religion of sport: A Biblical response to society's obsession with athletics</i> Matthew Brunet	
5:15-5:45 <i>The role of exercise on addiction recovery program adherence in homeless men: The Luke Program</i> Chelsey Franz		<i>Integrating a conceptual framework for faith-based university visual identity</i> Jason Lee & Laci Wallace-McRee	<i>Integrating faith at a public institution: Legal implications and pedagogical strategies</i> Leeann Lower & Sarah Shore-Beck	
Thursday		9:45-10:15 <i>Hospitality and shared meals: Learning and building on teaching and Christian practices</i> Ted Anderson	<i>Sports chaplaincy: A snapshot of the next evolution</i> Steven Waller	
10:30-11:00 <i>Caring for the soul &amp; spirit together with the body: Considerations for preparing students for health professions</i> Jessica Ventura		<i>A successful model for working with collegiate athletes</i> Jaketa Bryant		
4:30-5:00 <i>Faith-integration in anatomy and physiology-based courses</i> Elizabeth Sled		<i>Sporting faith: University branding at today's Christian university</i> Jason Lee, Laci Wallace-McRee, Dawn Tolbert		
5:15-5:45 <i>The differences in attitudes towards obesity between Christian teenagers and Christian adults</i> Matthew Ruiz, Karen Robichaud, Jeremy Townsend		<i>Promising prison ministry: Fitness and physical activity</i> Matt Renfrow		
Friday		9:45-10:15 <i>Female specific PE: A Christian university distinctive opportunity</i> Joe Malone	<i>Faith Integration by coaches in the athletic arena</i> Jerry Bergsma	<i>Sport ministry that wins: Bringing research to the practitioners</i> Jimmy Smith
10:30-11:00 <i>Genesis of a university faith-based kinesiology program: Gods, expectations, and lessons learned</i> Scott Roberts		<i>Building your brand: Pedagogical practices and faith-integration for CSKLS disciplines</i> Jason Lee & Laci Wallace-McRee	<i>What championships are made of</i> Skyler Bedford & Doug Faulkner	



# Presentation Abstracts

## *The Health Benefits of Reading*

**Wayne Jacobs, PhD**

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### **Abstract**

Two of the greatest gifts we have today are a love and passion for reading! The cost is minimal. The various genres of reading captivates, comforts, excites, distracts, motivates, enlightens, and problem solves. Books help us evaluate, reason, make wise choices, and strive to be a better person. Adventures sought in reading increases knowledge of the world and exponential experiences that may not be found otherwise. Health benefits can reach far beyond our wildest imaginations through the written word. Words found in books can be priceless to wellness!

There are many health benefits to reading to our children/grandchildren by reading on their reading level and utilizing content in which they have an interest. We understand the importance of mental, emotional, and physical health and the impact those have on our wellness. These areas can become healthy due to reading!

### **Christian Perspective**

The overarching verse for this presentation is: Hear, Israel, and be careful to obey so that it may go well with you and that you may increase greatly in a land flowing with milk and honey, just as the Lord, the God of your ancestors, promised you. Hear, O Israel: The Lord our God, the Lord is one. Love the Lord your God with all your heart and with all your soul and with all your strength. These commandments that I give you today are to be on your hearts. Impress them on your children. Talk about them when you sit at home and when you walk along the road, when you lie down and when you get up. Tie them as symbols on your hands and bind them on your foreheads. Write them on the doorframes of your houses and on your gates. Deuteronomy 6:3-9 (NIV). The Bible is the main source of our reading and learning and should be utilized regularly.

### **Learning Outcomes**

1. Participants will learn ten different reasons why reading is important for health.
2. Participants will learn how reading to children impacts the health of the child and sets them on a course for continued healthy choices.
3. Participants will be able to understand how reading is a healthy behavior which can contribute to improved health and well-being.

## ***Spirituality among Female Ironman Triathletes***

**Emily Johnson**

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### **Abstract**

Over the years, only a few researchers have systematically explored the experiences of female triathletes (e.g. Cronan & Scott, 2008). The purpose of the current study was to assess the potential for growth through adversity among female Ironman competitors in sport and in life. By focusing on growth through adversity, empowerment, and athletic potential, the objective was to gain a clearer understanding of how female athletes capitalize on adversity to experience empowerment, achieve their potential, and develop as individuals. Seven female Ironman competitors were interviewed using Interpretive Phenomenological Analysis (IPA; Smith, 2011); IPA researchers explore peoples' lived experiences, how they make sense of their experiences, and the meaning of their experiences (Smith, 2011). Participants averaged 49.8 years of age and had been involved in triathlons for about 13 years. All participants self-identified as Christian and middle- to upper-class; additionally, six self-identified as Caucasian and one as Asian. One participant was widowed, six participants were married, and six had children. Results revealed that despite identifying as Christian, only one of the seven participants referenced her spirituality in relation to growing through adversity in her sport; one quote illustrating this was when she stated, "I don't feel that closeness to myself or to God at any other time, to that degree at least, as I do when I'm out there." However, all participants described "suffering well" as a component of their growth through adversity. As more women enter the Ironman world, continued discussion pertaining to what growth through adversity means for women as well as how their spirituality is developed is important (Galli & Reel, 2010; Krause, Ellison, Shaw, Marcum, & Boardman, 2001; Nes & Sergerstrom, 2006; Sarkar, Fletcher, & Brown, 2015; Shaw, Joseph, & Linley, 2005; Tamminen, Holt, & Neely, 2013; Tedeschi & Calhoun, 2004).

### **Christian Perspective**

The Christian perspective colored the literature review and the preparation for the study described in the abstract. Researchers know that Christian tradition comes from Jesus Christ, inner transformation, and unity with God, that sport builds character, and that spirituality is used as a coping mechanism when adversity is experienced (e.g., Nes & Sergerstrom, 2006; Pengelley, 2008; Tedeschi & Calhoun, 2004; Watson, 2007). One of the goals of this presentation is to wrestle with the spiritual disconnect seen among the participants. All of the participants identified as Christian, yet only one participant



referenced her spirituality. However, all referenced “suffering well” which can be linked to the Apostle Paul writings.

## **Learning Outcomes**

1. Understand how growth through adversity and the potential for spiritual development is discussed in the literature.
2. Discuss the concept of “suffering well” in sport and how it relates to the Apostle Paul’s description of suffering.
3. Identify future directions that will allow for the further exploration of how female athletes actualize their spirituality.

***The Christian Liberal Arts: What Are They and Why Are They Important?*****Matt Renfrow**

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**Abstract**

The concept of the liberal arts (LAs) is vexing. Many understand the LAs as “general education” which students perceive as courses “to get out of the way”. Even faculty at self-described LAs institutions are not immune to the confusion surrounding the LAs, often understanding them as a vague recipe for creating “well-rounded students”. While this is accurate, it is incomplete. The LAs date back at least to Plato and his seminal work, Republic, in which he wrote, among other issues, about the nature and purpose of education. Aristotle expounded further with his description of the “transcendentals” – goodness, truth, and beauty. St. Thomas Aquinas went a step further to ascribe these qualities to a perfect God. LAs education then is the process by which students are taught to be free and productive citizens (“liberal”) while pursuing and producing (“arts”) God’s goodness, truth, and beauty in all facets of their lives. Although care for created, physical humanity may seem unfitting in a conversation of the LAs, it was Plato who described “gymnastic education” and poignantly noted “...the good soul, by her own excellence, improves the body...” As such, education in caring for the body is a foundational art of classical Western education with strong philosophical and theological groundings and should be better inculcated in students so they understand why they are learning to care for the physical.

**Christian Perspective**

The LAs will be shown to not only be grounded in Christian theology and philosophy, but that they have a strong kinesiological component to them. Furthermore, providing a LAs framework for our content can allow students to appreciate the deeper aspects of being a physical child of God beyond our bodies “being temples.”

**Learning Outcomes**

1. Attendees will learn how the LAs have been defined historically as well as how they are rooted in Christian theology and philosophy.
2. Attendees will explore how the LAs may be fostered in the disciplines of kinesiology and leisure studies as well as how the content within these disciplines may be enriched from a LAs perspective.

## ***Utilizing Classroom Assessment Techniques to Gauge Student Learning***

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### **Abstract**

Work smarter, not harder is an often used phrase. How does it apply to the world of college teaching? Regardless of your discipline, as teachers we want our student to learn. Classroom Assessment Techniques (CATs) are simple, non-graded, anonymous, in-class activities designed to give you and your students useful feedback on the teaching-learning process as it is happening. CATs can be used to improve the teaching and learning that occurs in a class

Benefits of using CATs in the classroom:

- Provide just-in-time feedback about the teaching-learning process
- Provide information about student learning with less work than traditional assignments (tests, papers, etc.)
- Encourage the view that teaching is an ongoing process of inquiry, experimentation, and reflection
- Help students become better monitors of their own learning
- Help students feel less anonymous, even in large courses
- Provide concrete evidence that the instructor cares about learning

This presentation will cover the basic criteria for selecting classroom assessment techniques, techniques for assessing academic skills and intellectual development, techniques for assessing students' self-awareness as learners and self-assessments of learning skills, and techniques for assessing student reactions to teachers and teaching methods, course materials, activities, and assignments.

### **Christian Perspective**

Most of the information presented can be applied to topical learning as well as faith integration components.

### **Learning Outcomes**

1. Review ways to promote students' self-esteem and self-confidence through an understanding of how they learn to learn.
2. "Demonstrate how to develop students' capacity to reflect on the learning and to contribute to their future learning goals.
3. Assess the process of learning as it is experienced by the student.

***Considering Wellness Alternatives to a Hookup Culture*****John Byl, PhD**

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**Abstract**

Donna Fretias argues in her book, *The End of Sex*, that 'hookup culture' is dominant in US Public and Catholic Universities. She further argues that if post-secondary institutions' missions are about developing critical thinking, acting justly, being agents of renewal, truth living, servers, leaders, and reconcilers, how does a hookup culture enhance the mission of these institutions? She argues that hookup culture does not enhance those mission statements. She further argues that hookup culture is about bad sex. The question to be explored is how do we then explore with our students, what amazing sex (pleasurable, joyful, meaningful, exciting, beautiful, emotionally vulnerable, and unifying) might be like.

**Christian Perspective**

The primary perspective is that God wants us to live rich and whole lives, disengaged sex that is a significant aspect of hookup culture, deprives us of abundant living.

**Learning Outcomes**

1. Better understand the three characteristics and the prevalence of hookup culture in post-secondary institutions.
2. Understanding the dynamics of sexual assault.
3. Explore learning strategies to help students understand what good sex might be about.

***Jacob, Hosea, Ruth and Esther Take the GRIT Test*****Valerie Gin, PhD**

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**Abstract**

Angela Lee Duckworth defines grit as "the ability to persevere in pursuing a future goal over a long period of time and not giving up...it is having stamina...Grit is living life like it's a marathon, not a sprint." Although the word grit is not found in the Bible, there are synonyms found in Scripture: diligence, perseverance, steadfastness and endurance. There are also many examples of people with grit, whether good, bad or misguided grit. How would Jacob, Hosea, Esther and Ruth fare if they took the Grit test? What produces grit? Is there a difference between the grit that psychologists describe and the grit Christians are called to? As Christian sportspeople how can we learn from Biblical examples of gritty people in the Bible to help us develop grit in our sport participation and lives?

**Christian Perspective**

This paper will look at what produces grit, the differences between grit in Duckworth's terms of passion, excellence and goal achievement and Biblical grit in the lives of Jacob, Hosea, Ruth and Esther.

**Learning Outcomes**

1. Participants will learn what produces grit
2. Participants will consider if there is a difference between the grit psychologists describe and what Christians are called to.
3. Participants will learn principles from the gritty lives of Jacob, Hosea, Ruth and Esther to help us develop grit in our own sport participation and lives.

***Shared Staffing Between the Small College Kinesiology and Athletic Programs:  
Can You Effectively Serve Two Masters?***

**Dale Campbell, PhD**

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**Abstract**

Many small colleges struggle with the need to properly staff both their Kinesiology and Athletic Programs. With limited resources small colleges often turn to the staffing technique of the two departments sharing faculty/coaches within their departments. This presentation will focus of the effectiveness of this staffing technique and discuss positive ways in which leadership can make this a positive for both students and athletes at their college.

**Christian Perspective**

Matthew 6:24 & Luke 16:13 NIV. “No one can serve two masters. Either you will hate the one and love the other, or you will be devoted to the one and despise the other. You can serve both God and money.” The Jewish culture takes it a step further in they believe “that it is not proper for one man to have two governments meaning that two things cannot be done together.” There needs to be a separation so that both groups have their own priorities and leadership to accomplish these goals and priorities.

**Learning Outcomes**

At the end of this session attendees will be able to:

1. Better understand the concept of shared staffing.
2. Better understand the challenges of the concept of shared staffing.
3. Develop a position on whether or not shared staffing should be utilized.

***Inner Strength: College Athletes' Use of Spirituality  
for Managing Life Experiences***

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**Abstract**

Collegiate athletic administrators have a responsibility to ensure athletes' holistic health and well-being are valued beyond athletic endeavors. A growing number of resources targeting long-term holistic wellness are being provided, but one often-overlooked dimension is that of spirituality's role in holistic well-being. Cultivating spirituality within the athletic context has been linked to various individual and team benefits (e.g., greater well-being and life satisfaction, optimized team cohesion and commitment, greater social support, reduction in athletic identity and identity foreclosure, effective coping with perceived stress and anxiety, and greater resiliency) (Galli & Reel, 2012; Hales, 2007; Hufford et al., 2010; Koenig, 2009; Koenig et al., 2012; Moore, Berkley-Patton, & Hawes, 2013; Shaw et al., 2005; von Guenther & Hammermeister, 2007; Yi, Smith, & Vitaliano, 2005). Thus, it is important for administrators to realize the value of spiritual health and provide resources to meet athlete's needs.

Collegiate athletes competing in the Southeastern Conference (n = 646) completed an online questionnaire which included open-ended questions pertaining to their experiences with religiosity, resiliency, and perceived stress. SEC member institutions were chosen because they are situated along a geographic area that is also referred to as the "Bible Belt" due to the pervasive religious thread in the sociocultural fabric of this region.

An inductive thematic analysis was conducted to identify themes in the athletes' responses to role of religiosity and/or spirituality in negotiating life experiences (Glesne, 2011; Hatch, 2002; Saldana, 2013). A discussion of the themes supplemented by descriptors of religiosity is the point of emphasis of the current study. Results from this study are intended to inform athletic personnel and holistic care service providers of the complexities of managing holistic wellness and spirituality in the experience of college athletes.

**Christian Perspective**

This study is of empirical nature. Results represent various worldviews.

**Learning Outcomes**

1. Describe the landscape of holistic wellness in the lived experiences of SEC athletes.
2. Recall the relevant themes relating to religiosity in the lives of SEC athletes.
3. Identify best practices for holistic care service provision in collegiate athletics.

***The Religion of Sport: A Biblical Response to Society's Obsession with Athletics*****Matthew Brunet, PhD**

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**Abstract**

Do I have extreme passion for a particular team or athlete? Am I elated when they win and miserable when they lose? Is the remainder of my day or week affected by the outcome of the game? Do I worship sports? This session will discuss society's obsession with sports, our tendency to worship "the created" instead of "The Creator," and how Christians can glorify God while still enjoying our favorite past-times. "You shall have no other gods before me. You shall not make for yourself an idol in the form of anything in heaven above or on the earth beneath or in the waters below." Exodus 20: 3-4.

**Christian Perspective**

We might not be tempted by "Golden Calves" any longer, but Satan has found new and effective ways to distract Christians from pursuing the Great Commission. For many, distraction and even idolatry comes in the form of athletics. Although we attempt to justify our passion for sports as an innocent form of entertainment, a deeper look reveals our emotional connection and dependency on athletics, which can negatively affect our relationship with Christ and relationships with others.

**Learning Outcomes**

1. Recognize our tendency to worship the created instead of The Creator.
2. Understand how Christians can glorify God while still rooting for their favorite teams.
3. Learn how to use society's obsession with sports to build relationships and further God's kingdom.



***The Role of Exercise on Addiction Recover Program Adherence in Homeless Men: The Luke Program***

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**Abstract**

The goal of this program is to improve health, fitness, and health-related quality of life within the homeless men participating in the Life Change Program (an addiction recovery program for homeless men) as well as promote program adherence. Through a partnership with Bellarmine University, the Louisville Rescue Mission, and the YMCA, the men will have access to the 2nd Street YMCA on Tuesdays and Thursdays from 10-11am. During the time at the YMCA, Bellarmine professors and student interns will provide instruction and one-on-one guidance regarding fitness and wellness goals. To further improve program adherence, as the men successfully graduate from the LCP, they will be granted an additional month of YMCA access, 7 days per week, to continue their health and fitness gains, and provide a local resource to promote healthy living. The program is funded by the Louisville Rotary and runs the length of 12 months (September 1 – August 31).

Additionally, to support the nutritional side of wellness, Bellarmine professors will educate the men on healthy eating. Twice per semester, the professors will teach a healthy eating course, including shopping for local, healthy options, cooking a full meal, and dining alongside the LCP men. Emphasis will be placed on the “My Plate” curriculum and eating whole foods. Pre and Post fitness testing and survey data collection (IRB approved) are being conducted to ensure the program fulfills the desired.

**Christian Perspective**

The title of the program is The Luke Program, based on Luke 12:48. As a professor at a private Catholic University, I have a God-given responsibility to give back. Working with the Louisville Rescue Mission, a Christ-centered rehabilitation center, provides an opportunity where I fully acknowledge my faith and work towards ensuring the men are provided access and knowledge of a life chosen for them by God.

**Learning Outcomes**

1. Attendees will be able to articulate barriers to improved health seen by those in homeless and addiction situations.
2. Attendees will be able to appreciate the value of a Christ-centered addiction recovery program.
3. Attendees will be able to apply the principles of evidence based research to improve health and wellness among marginalized populations.

***Integrating a Conceptual Framework for Faith-Based University Visual Identity*****Jason W. Lee, PhD**

Professor

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903.923.2207 (o)**Abstract**

The creation and subsequent preservation of distinct and engaging university visual identity (VI) is considered a foundational step in brand building as such measures aid in establishing of institutional reputation and image (Alessandri, Yang, & Kinsey, 2006). VI refers to branding elements including names, symbols, color schemes, mascots, taglines, etc. that provide a symbolic organizational use for differentiation strategies for competitors and referent others (Alessandri, 2009; Lee & Alessandri, 2014). Enhancing brand image and bolstering institutional identity is key for service-oriented entities such as universities, and the incorporation of identifiable faith connection points provide opportunities for integrated messages and symbols of faith to provide added communicative features aid at targeting desired audiences.

Developing appropriate institutional VI for all colleges and universities (including faith-based educational institutions) can assist in gaining greater institutional brand awareness and recognition, while positively influence stakeholders (Balmer & Liao, 2007; Kantanen, 2012). Such influence can result in institutional benefits including student recruitment (student-athlete recruitment), hiring faculty, staff, and administrators, and enhancing development opportunities with alumni, community partners, existing and perspective corporate partners, and other key stakeholders (Bosch, Venter, Han, & Boshoff, 2006; Gregg, Pierce, Lee, Himstedt, & Felver, 2013); Kantanen, 2012).

Building upon literature related to branding in education, corporate, and sport-based settings, this presentation cultivates a framework for examining institutional brand elements and touchpoints in the context of faith-based universities. The presented Faith-Based University Visual Identity (FBUVI) delivers an integrated approach for the application of visual attraction, consistency, and distinctiveness through:

1. The identification of core VI brand elements pertaining to faith-based institutions and intercollegiate athletic programs;
2. The advancement of an integrated VI elements program (including grouping secondary and tertiary elements and touchpoints in thematic categories); and
3. The linkage between the integrated faith-based university VI elements program and institutional brand equity and reputation.

**Christian Perspective**

This framework contends that faith-based universities should focus on cultivating institutional visual identities that enriches overall institutional branding efforts. When appealing to the expectations and preferences of stakeholders seeking educational environments that are congruent in regards to

matching personal and institutional goals tied to Christian education, strategic integration of faith-based brand messages is to be predominant in the marketing enterprises occurring at Christian Universities. The examination of existing VI elements and the conceptualization of prospective brand modifications can aid institutional brand managers and influential “brand drivers” to present a more congruent, well received, and appealing brand image for faith-based institutions.

2 Corinthians 13:5 - Examine yourselves, to see whether you are in the faith. Test yourselves. Or do you not realize this about yourselves, that Jesus Christ is in you?—unless indeed you fail to meet the test! (ESV). Lamentations 3:40 - Let us test and examine our ways, and return to the LORD! (ESV)

### **Learning Outcomes**

1. School representatives (educators, administrators, etc.) educators will gain better understanding institutional brand-building practices.
2. Learners will be presented primary institutional visual identity elements impacting higher education institutions.
3. Learners will be provided information pertaining to the successful integration of congruent faith-based visual identity element implementation at Christian universities.

## ***Integrating Faith at a Public Institution: Legal Implications and Pedagogical Strategies***

**Leeann M. Lower, PhD**

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### **Abstract**

The U.S. Constitution sets forth foundational principles of government that prohibit specific government action. The First Amendment states, “Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof” (U.S. Const. amend. I). All state actors are subject to these prohibitions, including faculty at public institutions. The Free Exercise Clause protects not only the religious beliefs of American citizens but also the right to practice their religious beliefs. For example, many institutions have a policy allowing students to be excused for observing a religious holiday. Furthermore, the Establishment Clause protects the right of American citizens to not be subject to the endorsement of a particular religion or be coerced into conforming to a particular religion by a state actor. For example, the courts have determined that public institutions cannot mandate a time for prayer (*Engle v. Vitale*, 1962). However, the conflict exists for faculty who desire to practice their religious beliefs, within the context of a public institution. Spiritual development of college students is often perceived as the responsibility of faith-based organizations, such as Campus Crusade. Higher education overlooks the importance of spirituality in shaping the lives of students and enhancing a holistic and moral worldview. Faculty at public institutions can intentionally integrate their faith through curriculum and action. Moreover, faculty can encourage students to explore religion from an educational foundation by creating opportunities for objective discussion of values and beliefs relevant to the curriculum in a psychologically safe environment. Matthew 5:16 calls Christians to “let your light shine before others, that they may see your good deeds and glorify your Father in heaven.” In the same vein, faculty can live out their faith through praying for students and colleagues, answering questions of faith with honesty and transparency, and demonstrating the fruits of the spirit.

### **Christian Perspective**

This presentation is based upon the Bible’s commands regarding obeying governing authorities (1 Peter 2:13-14) and sharing the Gospel (Matthew 28:19-20). More specifically, the legal implications of freedom of religion will be founded on Romans 13:1 “Let everyone be subject to the governing authorities, for there is no authority except that which God has established. The authorities that exist have been established by God.” Furthermore, the pedagogical strategies for integrating faith in public institutions are grounded in Mark 16:15 “Go into all the world and preach the gospel to all creation.” The presentation will demonstrate how these commands are complementary rather than conflicting.

### **Learning Outcomes**

1. Attendees will develop a working knowledge of the First Amendment of the U.S. Constitution and grasp legal issues related to teaching at a public institution.
2. Attendees will understand how to integrate faith within their interactions with students and colleagues at a public institution, without becoming exposed to legal liability.
3. Attendees will develop proactive strategies to address the complex issue of freedom of religion within the context of teaching at a public institution.

## ***Hospitality and Shared Meals - Learning from and Building on Teaching and Christian Practices***

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### **Abstract**

The book *Teaching and Christian Practices* (Smith & Smith, 2011) was described by Perry Glanzer of Baylor University as a guide to help Christian professors who seek to integrate their faith into their teaching. It is a work in which thoughtful Christian teachers lead readers through reflections upon their own efforts to transform their pedagogical habits by incorporating unique Christian practices. A group of faculty from Point Loma Nazarene University sought to learn from the experiences of our colleagues at Calvin College and incorporate Christian Practices into our own courses. This presentation details lessons inspired from two chapters in the book dealing with Hospitality and Shared Meals.

The Optimal Health course at PLNU is an exercise and nutrition course, required for Kinesiology majors which also meets a GE requirement. Two-thirds of the students take it as an elective. Adding a Hospitality Assignment derived from the Smith book has exceeded expectations. Specific details that have led to this success include: students get to choose from 3 options to satisfy the course requirement. Option 1 - meet with students from another Optimal Health section and share a meal in the cafeteria. Option 2 – prepare and share a meal with an elderly couple. Option 3 – prepare and share a meal at the professor’s home. Preparing the students for the experience includes discussing the saying of Grace, appreciating new foods, working with others in the preparing the food, sustainability, nutritional content, the kitchen as the heart of the home etc. Concluding the assignment includes guiding students in the writing of their Reflection (which they turn in) on the experience, which must include a selfie of the group!

My hope is that sharing the details of the assignment with my colleagues will enable them to learn from my successes as well as my mistakes.

### **Christian Perspective**

For many, meals have become utilitarian, stopping at a drive through, heating frozen dinners. This is an effort to connect today's students with the idea of the kitchen as the heart of the home, with Christian Traditions such as thanking God for our food, blessing the hands that have prepared it, sharing a meal with strangers, eating fish on Friday's. ""Taking time to reflect on how shared meals allow God the opportunity to create openings in our lives where the grace, mercy, and presence of God may be made known to us. (Craig Dykstra)

### Learning Outcomes

1. To outline how to create connections for today's students with ancient Christian Practices and how it can benefit student's lives.
2. To outline how a Hospitality Assignment can enhance classroom atmosphere, as well as create and enhance student to student and student to professor relationships.
3. "To outline how a Hospitality Assignment can help move us from isolation and utilitarian eating habits to consider the needs of the hungry and hurting, and to care about the lives of the strangers among us.

## ***Sports Chaplaincy: A Snapshot of the Next Evolution***

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### **Abstract**

“Sports chaplaincy is the provision of ongoing pastoral and spiritual care, by permission, to those of faith or no faith, for the holistic well-being of all involved in the community of sport” (CEDE, 2017, International Sports Chaplaincy Federation, 2017). Sports Chaplaincy is developing across the world at great speed and consequently its practice varies widely from sport to sport and from culture to culture. In the United States sports chaplains are commonly found in all professional sports ranging from the National Football League to Major League Lacrosse (Dzikus, Waller, & Hardin, 2010). In intercollegiate athletics, the overwhelming majority of Division I-III schools utilize the services of sports chaplains that are predominately affiliated with Athletes in Action (AIA) and the Fellowship of Christian Athletes (FCA). In this decade sports chaplains can be found working right alongside other helping professionals such as the athletic trainer, physician, nutritionist and Sports chaplains as a part of the holistic care of athletes (Waller, Huffman, & Hardin, 2016). The services they perform include but are not limited to leading and coordinating chapel services; provide spiritual care to players, coaches, and support staff; crisis intervention; and praying for people in the sporting community (Dzikus, Waller, & Hardin, 2013). One of the crucial concerns globally is ensuring that practicing sports chaplains and those aspiring to enter the field are qualified to do so. Subsequently, an international credentialing program has emerged that examines the qualifications of sports chaplains, creates an international network for them, and prescribes training to encourage competency. This paper examines this new system and its implications for the practice of sports chaplaincy internationally.

### **Christian Perspective**

The vital work of sports chaplains includes “soul care” (Heb. 13:17b, New King James). To avert doing harm, practitioners must be trained and then deemed competent to practice. Toward this end, systems must be put into place that assesses training and the ability to effectively practice. The Bible requires that “all things be done decently and in order” (1 Cor. 14:40, New King James), hence putting registration and credentialing systems in place and that people involved “Obey those that have rule over you” (Heb. 13:17a, New King James), those that practice sports chaplaincy must obey established policies that govern practice.

### **Learning Outcomes**

At the conclusion of the session, participants will be able to:

1. Define the term sports chaplaincy
2. Discussion the current state of sports chaplaincy in the United States
3. Elaborate upon the globalization of sports chaplaincy and the impact on service provision



***Caring for the Soul & Spirit Together with the Body: Considerations  
for Preparing Students for the Health Professions***

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**Abstract**

In I Thessalonians 5:23, Paul describes Christians as tripartite beings, consisting of “body and soul and spirit.” The focus of Kinesiology is the study of the human body; but as Christian instructors, we should not stop there in our studies or instruction. How do we prepare students going into kinesiology-related professions to also consider their clients’ soul and spirit while they care for their bodies? How does viewing someone as a tripartite being affect how health professionals approach illness, disability and end-of-life issues? Or how trainers approach athletic training and performance? This presentation will begin with a review of Biblical passages that deal with the human body, soul and spirit in context with one another. It will continue with examples of how the Biblical viewpoint could affect how one approaches key health issues. Finally, it will conclude with discussion of ways we may be able to include these points in our instruction at the undergraduate level.

**Christian Perspective**

The study of kinesiology prepares students to care for the bodies of their clients through medicine, therapy and training. But it does not prepare them to care for their souls and spirits. The Bible has a unique view of humankind. Humans are the center and focus of God's creative work (Gen. 1-2) and were formed in His image and with his likeness (Gen. 1:26-27). While the fall has left us broken, God has not abandoned humankind and promises to accomplish His goal through us (Gen. 3). Many times throughout the Bible, the human body is presented in context of the deeper parts of man, the soul and the human spirit (ex: Matt. 20:28; Acts 19:12; Rom. 8; 1 Cor 6:19; I Cor 15; Gal. 5:15-25; James 2:26). Exploration of this biblical viewpoint will help us better prepare our kinesiology students for their individual vocations.

**Learning Outcomes**

1. Participants will review the Biblical references referring to tripartite beings.
2. Participants will consider how these Biblical references could impact health professional and athletic trainer preparation.
3. Participants will reflect on pedagogical examples utilizing the integration of tripartite beings in health profession preparation.

## ***A Successful Model for Working with College Athletes***

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### **Abstract**

Athletes are looked at as individuals who are glorified for playing sports. Collegiate athletes are considered at risk and likely to develop substance-use problems, eating disorders, be involved in domestic disputes and left with very little life skills beyond sports. Counselors, coaches, trainers, medical staff and teammates play an important role in mitigating these risk factors through prevention-education, screening programs and interactions. Student-athletes are likely to seek consult for a physical injury before any mental health concerns. Cultural pressures to continue to perform for their audience fill their heads daily. Athletes are college students, with challenges and opportunities of emerging adults and additional roles as sports performers. In many cases they are campus celebrities representing hope and expectations of their campus and community. This model will aid in developing the best practices for constructing mental health services with student athletes.

### **Learning Outcomes**

1. Challenge and expand your approach for assessing collegiate sports-athletes for mental health by utilizing a screening tool individualized to their population to determine potential risk.
2. Demonstrate how to create a culture where care seeking for mental health is a normative part of wellness within the collegiate student athletes.
3. Discuss interassociation recognition of distress, recommendations and referrals of student-athletes with psychological concerns.

## ***Faith-integration in Anatomy and Physiology-Based Courses***

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### **Abstract**

In this presentation, an approach to teaching human anatomy and physiology-based courses within the discipline of Kinesiology will be discussed from a creationist perspective. As a starting point for these discussions, a theology of the human body and human embodiment will be presented from the Scriptures (referencing Allison, 2009, and other sources). The Biblical description of the body as a “temple” and the glory that the temple brings to God will also be explored. Moving from this foundation, emphasis will be placed on the repeating patterns and themes in the study of all the systems of the body, which provide powerful evidence for a Divine Designer. These themes include: a) the direct relationship between structure and function; b) the role of homeostasis for precise functioning; c) the interdependence between parts of the body; d) the capacity for physiological adaptation; and e) the concepts of order, organization, and integration in the human body systems (Gillen, 2001). Physiological principles in the human body will be illustrated and applied from the perspective of intelligent design. An example of a writing assignment that encourages deeper reflection on God and His intricate, deliberate design of the human body will also be presented. Finally, the application of God’s creation of the body to our responsibility of good stewardship of this temple will be discussed. This presentation is intended to provide a forum for the sharing of pedagogical and Scriptural insights and resources among colleagues who teach human anatomy and physiology-based courses. Just as David praised God when he reflected on the fact that He was intricately knitted together by his Creator, may those who teach and those who study in human anatomy and physiology-based courses echo this praise and declare with great conviction that we are “fearfully and wonderfully made” (Psalm 139: 13-16).

### **Christian Perspective**

The study of faith integration in Anatomy and Physiology-based courses is informed by the truths that God is the one, true God (Deuteronomy 6:4), the Creator of the heavens and the earth (Genesis 1:1), and that human beings were created by God in His image (Genesis 1:27). The doctrine of Preservation holds that God is actively sustaining life, providing further evidence of the worth of His creation (Colossians 1:17). Faith integration is approached from the perspective that the Bible is the infallible, inerrant Word of God, is inspired by God, and is God’s written revelation to man (2 Timothy 3:16).

### **Learning Outcomes**

1. By the end of the session, participants will have a greater understanding of the repeating patterns and themes in the study of the systems of the human body, which provide powerful evidence for a Divine Designer.

2. By the end of the session, participants will be able to apply physiological principles in the human body from the perspective of intelligent design to their teaching of human anatomy and physiology-based courses.
3. By the end of the session, participants will have a greater understanding of the Biblical description of the body as a “temple” and of our responsibility of good stewardship of this temple.

***Sporting Faith: University Branding at Today's Christian University*****Jason W. Lee, PhD**

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**Abstract**

Universities have a wide variety of visual identity elements and associated touchpoints at their disposal. As contemporary higher education involves student-consumers that “shop” for educational prospects and institutions that are actively marketing themselves (Tolbert, 2014), various marketing and branding implementations are utilized to send compelling messages and resonate with intended publics. This study examines the marketing of faith-based institutions by examining how athletic departments integrate faith-related concepts in the presentation institutional missions and statements of purpose. The schools examined in this study were comprised of 131 member institutions that are members of Council for Christian Colleges & Universities (CCCU) and that compete in sanctioned intercollegiate athletics programs (NCAA, NAIA, NCCAA). The study attempted to quantify how strongly a university’s athletic program portrays the faith dimension of the school’s identity through the visible marketing tool of the athletic departments’ Website to determine whether that measure is indicative of external perception. Building off of the work by Tolbert (2014), and utilizing a research instrument developed by Pendleton (2008), institutional websites were examined to measure the strength of faith identity presented on the sites through a content analysis. In order to illustrate themes within Christian higher education, SPSS Modeler was used to examine the qualitative nature of the tagline, the university mission statement, and the athletic department mission statement. Using these three categories, the researchers were able to describe how universities can streamline and communicate their Christian brand identity through their websites. For example, only 60 of the 123 schools that had an athletic department mission statement mentioned a Christian phrase (e.g. God, Christ-centered, Christian), whereas, all of the 123 schools mentioned an athletic term (e.g. sports, athletes, student-athletes). This type of data would suggest that Christian Universities should focus more specifically about communicating their Christian brand identity through their athletic department's website.

**Christian Perspective**

This presentation provides viable information for individuals responsible for proving the promotion, communication, and branding and visual identity content at Christian universities. By examining brand

related content through the deployment of institutional academic and athletic Websites, insight is able to be obtained in regards to marketing strategies and messages that are conveyed which can result in associated brand associations, brand image, and institutional brand equity. The identification and promotion of Christian affiliation and faith (or lack thereof) poses valuable areas for discussion in regards to institutional marketing and congruence with stated institutional missions and goals.

1 Peter 2:9 - But you are a chosen people, a royal priesthood, a holy nation, God's special possession, that you may declare the praises of Him who called you out of darkness into his wonderful light. (NIV)

### **Learning Outcomes**

1. Presentation attendees will gain a better understanding faith-based institution visual identity elements and their application to institutional marketing touchpoints
2. Session attendees will appreciate the opportunities to convey desired messages to stakeholders and intended publics
3. Audience members recognize how marketing shortcomings that can result from incongruence between stated institutional goals and stated marketing communication content

***The Differences in Attitudes Towards Obesity Between  
Christian Teenagers and Christian Adults***

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**Abstract**

Along with the rise in rates of obesity across demographic groups, body shaming has become a fact of modern culture. What lies behind the phenomenon of body shaping are that attitudes that individuals hold toward obesity and obese individuals. Due to a Christian's mandate to "be in the world but not of the world" and to "treat others as you'd like to be treated", one can argue that Christians should and do perceive the obesity epidemic in a manner that is more consistent with Biblical ideals. But is this true? One could also argue that as a Christian matures, his/her perspective towards obesity will also become more consistent with Biblical ideals. But is this also true? The current research attempts to address these questions. In particular, this project is interested in exploring the attitudes that Christian teenagers and Christian adults hold regarding obesity and obese individuals and discovering differences between the two groups. In addition to differences in attitudes between Christian teenagers and Christian adults, the results of this study can also be compared to the attitudes of other populations, providing a more robust perspective of this phenomenon. Two scales (Attitudes Towards Obese Persons Scale [Allison, Basile, & Yucker, 1991] and Anti-Fat Attitudes Scale [Morrison & O'Connor, 1999]) were utilized as prescribed by their respective authors to collect the data. Findings and interpretation will be presented, as will a discussion about the significance of the findings.

**Christian Perspective**

This research directly addresses the attitudes of two Christian demographic groups: teenagers and adults. As one moves from milk to meat in his/her Christian journey, employing the Fruits of Galatians 5:22-23, perhaps how s/he views topics such as obesity evolves as his/her understanding of Christ also evolves. Additionally, loving one's neighbor (Mark 12:31) indicates that mature Christians should treat others as we would treat ourselves; the application of Christ's directive will be discussed.

**Learning Outcomes**

1. Explore the attitudes of Christian teenagers towards obesity; explore the attitudes of Christian adults towards obesity.

2. Explore the attitudes of Christian teenagers to the attitudes of Christian adults with regard to obesity
3. Provide insight and generate discussion on how to deal with the phenomenon of body shaming



## ***Promising Prison Ministry: Fitness and Physical Activity***

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### **Abstract**

Over 2 million people are incarcerated in the U.S. Those in prison have reported poor physical and mental health as well as a reduction in physical activity upon entering prison. Given the relationships between, health, activity and fitness, an understanding of fitness in this population is warranted. To date, literature on the physical fitness of inmates is lacking. Purpose: The purpose of this study was to gather descriptive fitness data for adult males in prison and compare their fitness to population norms. Methods: 39 men (avg. age=40 yrs) who were in New Castle Correctional Facility volunteered to be a part of this study. Over the course of 5 weeks, the 5 components of health-related physical fitness (body composition, aerobic capacity, muscular strength, muscular endurance, and flexibility) were assessed. Measurement procedures detailed by ACSM were used when testing each variable with the exception of muscular strength (measured via handgrip dynamometer). Results: On average, participants had a BMI=30.8±6.0 kg/m<sup>2</sup>, a waist circumference=91.8±18.2cm, an estimated VO<sub>2</sub>max=37.3±6.0ml/kg/min, a handgrip strength=42.7±8.5kg, completed pushups=22.4±10.5, and a sit-and-reach=51.9±6.5cm. Conclusion: 92% of participants were overweight/obese (BMI ≥25) which is 18% higher than the general population data (74%). 15% of the inmates had a waist circumference over 102 cm putting them at high risk. 76% of the men had a 'poor' or 'fair' VO<sub>2</sub>max. 73% of the men were in the 50th percentile or lower of handgrip norms. 36% of participants were categorized as 'fair' or 'needs improvement' for the push-up test. Finally, 97% of the inmates were classified as having 'very good' sit-and-reach flexibility scores. The fitness of this sample of inmates was similar in many ways to the health of the general population. This information could allow for successful exercise protocols used in the general population to be adapted and implemented in the prison system to enhance the health of inmates.

### **Christian Perspective**

Many in kinesiology desire to serve others by helping them better their health, holistically. However, in the U.S. we have approximately 2 million adults in the prison system and their health status is unknown. Given Christ's call to minister to those who are vulnerable, we entered Indiana's largest prison to assess the inmates' physical health and show them they are valuable people.

### **Learning Outcomes**

1. Attendees will learn the current state of fitness of inmates.
2. Attendees will understand the challenges of entering the prison system to conduct research.
3. Attendees will hear the perspective of faculty and students who sought to minister to a commonly unloved population.

## ***Female Specific PE: A Christian University Distinctive Opportunity***

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### **Abstract**

Female Specific PE: A Christian University Distinctive Opportunity The following is the introductory pragraqgh to the syllabus for an unusual Women's Personal Conditioning course that we created at Middle Tennessee State University: "Most P.E. classes past and present have been based on a male-oriented model with individual competition (ie. who can bench the most, who is faster or who is best at shooting baskets) rather than community success being the goal. This course takes a female-oriented approach. Using a team concept to impart the information and inspiration to empower women to create a P.E.! Lifestyle, which will result in them enjoying a lifetime of great wellness, is the major goal of this class. Women's Personal Conditioning is a course aimed at introducing women to the process of understanding, designing and engaging in fitness/nutrition routines tailored to female's values and needs. In addition, the class will help equip women with the wellness knowledge and skills necessary for a whole person approach to health". Although highly successful in terms of enrollment and enthusiastic response the class has met with resistance from certain segments of our public university faculty who don't think females and males should EVER be in separate classes even if it is the women's choice (ie. Title IX). My research shows that there is a significant percentage of female college students (at MTSU at least) who prefer their own PE environment and culture. This represents a pofound opportunity to be distinctively student-centered in this area I believe for Christian colleges and universities. I will share our program at MTSU as well as other similar allied programs around the United States.

### **Christian Perspective**

The Bible makes clear that though woman comes from man that we are two different biological entities. As Genesis 1:27 says: "God created humankind\* in his image, in the image of God he created them;\* male and female he created them". Additionally, especially from puberty on we now know males and females develop substantial physical differences and emotional preferences. To deny these differences isn't Biblical or in line with current science. Scientific evidence is now piling up through sex differences research that confirms the Biblical world-view about the complementary yet different natures of males and females. PE curriculum should be informed and shaped by this insight.

### **Learning Outcomes**

1. Attendees will be able to describe an example college women's PE class and wellness program.
2. Participants will be able to describe the issues involved in creating female-specific PE programming in public higher education settings versus Christian higher education.
3. Attendees will obtain the information and insights necessary to create their own female-focused PE classes and wellness programs.

***Faith Integration by Coaches in the Athletic Arena*****Jerry Bergsma, PhD**

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**Abstract**

The goal of this study was to examine the methods that coaches use to integrate faith in the context of interactions with athletic teams. Students at Calvin College in the Developing the Christian Mind (DCM) course Coaching Young Athletes (Jan. 2017) conducted interviews with coaches to gather information on the methods and approaches coaches use to integrate faith in the athletic team context. The principal researcher (Dr. Jerry Bergsma, instructor for the DCM course) compiled the responses to interview questions for further dissemination and reflection (Feb/March 2017). The hypothesis for this study was that coaches used methods and approaches that fall into one of the three Reformed tradition emphases: the doctrinalist, the pietist, and the transformationalist.

**Christian Perspective**

See abstract above.

**Learning Outcomes**

1. Participants will learn about faith integration distinctions through the lens of the reformed tradition (doctrinalist, pietist, transformationalist)
2. Participants will learn about the methods and approaches coaches in this study used to integrate faith in the athletic arena.
3. Participants will consider and discuss the faith integration approaches described in the study and compare/contrast faith integration approaches in their experience or observation.

***Sport Ministry that Wins: Bringing Research to the Practitioner*****Jimmy Smith, PhD**Assistant Professor  
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genglish@coolspring.org • 804.746.0801**Abstract**

The premise of sport ministry (also known as sport outreach) combines faith communities with character building aspects through sport participation. These efforts have shown to benefit individuals and religious organizations worldwide (Coakley, 2009). The essence of sport ministry is to produce confident youth and adults that one day will provide a social contribution to their communities. These efforts guide all involved toward a positive relationship with God through a biblical and sportsmanship foundation (Connor, 2003).

The purpose of the current research is to better understand the field of sport ministry through a sport management perspective. The authors inspiration for the study was based on Amis and Silk's (2005) framework on developing innovative research in the field of sport management when they stated, "...[conduct and] apply research so that it impacts, and is meaningful to the various communities that sport management has the potential to touch" (p. 355). This presentation is grounded in the empirical research of more than 20 face-to-face interviews regarding the experiences of sport ministers in the United States. This research fills a gap in the literature towards a better understanding of sport ministry programs from a management perspective.

The authors collected data based on knowledge experts in the field of sport management provided (Pedersen, Parks, Quarterman, & Thibault, 2011). The methodology was emphasized through the creation and interpretation of meaning in real-life scenarios. (Gephart, 2004; Suddaby, 2006). Results support sport ministry efforts through increased sport participation in 90% of the programs analyzed. Additional findings show that sport ministers have extensive leadership abilities, however struggle with other managerial elements such as planning, evaluation, goal/objective setting, and marketing their programs. The authors will discuss the transition from current results to a multi-level practical application of building a sport ministry program from a sport management perspective.

**Learning Outcomes**

1. Attendees will gain a perspective of the breadth and significance of the sport ministry field within the United States.
2. Attendees will gain knowledge in conducting sport ministry research and applying this research practically.
3. Attendees will gain a perspective of how the sports ministry practitioners are able to apply sport management skills within the context of a faith community.

## ***Genesis of a University Faith-Based Kinesiology Program: Goals, Expectations and Lessons Learned***

**Scott O. Roberts, PhD, FACSM**

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### **Abstract**

William Jessup University (WJU) is a Christian liberal arts university located in Rocklin, California with an additional site in San Jose, California. In the Fall of 2014, The Bachelor of Science in Kinesiology (BSK) was launched with the mission to engage students in critical topics within the kinesiology field with its related sub-disciplines, prepare for varied professional opportunities, and bring a Christian perspective to the sports and health industries. The kinesiology program at WJU provides instruction in a traditional kinesiology model, including; concentrations in exercise science, sports management and fitness and wellness as well as a faith-based fitness and wellness option. Students interested in allied health programs, kinesiology, sports associated education, physical education, athletic team involvement, and/or any of the sub-disciplines of kinesiology have a tremendous opportunity to further their education and careers within a Christ-centered environment at WJU. This presentation will present experiences to date from the perspective of the Chair of the program and original faculty member, administration and students. The goals and objectives for developing and offering a kinesiology program within a Christian liberal arts university and the experiences learned and gained from the launch of the program will be shared.

### **Christian Perspective**

William Jessup University (WJU) served over 1280 students during 2011/12, with 942 full-time equivalents. WJU is a Christ-centered institution of higher learning dedicated to the holistic formation of students; their academic, mental, physical, emotional, and spiritual formation. The purpose of the Bachelor of Science in Kinesiology (BSK) is to serve and lead within the health and sports industry with a Christ-centered perspective. The BSK program provides a sound liberal arts background and an area of academic specialization, with an associated foundation of understanding and competencies in the discipline with an integrated Christian world view. In 1 Corinthians 10:31, the Apostle Paul reminds us "*So whether you eat or drink or whatever you do, do it all for the glory of God.*" We edify that our bodies were created by God for His glory and that we should strive to glorify God in all we do, in all aspects of life, including; embodying Christ-centered physical, spiritual and emotional health and well-being attitudes and behaviors. We proclaim that our bodies are not our own, "*Don't you realize that your body is the temple of the Holy Spirit, who lives in you and was given to you by God? You do not belong to yourself.*" (1 Corinthians 6:19) and as instruments of service for God, the human body is sanctified. Students in the BSK program are encouraged to adopt attitudes and make behavioral choices that support Christian values. Students learn to integrate core biblical principles with fundamental theories and concepts of health, fitness and wellness to develop a meaningful response to the challenges and opportunities of life.

**Learning Objectives**

1. Review initial and current program goals and objectives, protocols and processes, including; curriculum development and review, assessment, rapid program growth and faculty and personnel development.
2. Detail the process by which the BSK critically integrates redemptive Christian perspectives in theory and practice.
3. Discuss the growth and future outlook for the BSK program at WJU.
4. Compare and contrast the program goals and objectives of the BSK at WJU with other similar size programs\universities in an effort to project future needs of faith-based health, fitness and higher education fields.

***Building Your Personal Brand: Pedagogical Practices and Faith-Integration for CSKLS Disciplines*****Jason W. Lee, PhD**

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**Laci Wallace-McRee, PhD**

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**Abstract**

This presentation will identify fundamental aspects associated with providing students with practical resources geared toward building greater self-awareness in regards to developing personal brands. Branding oneself through the development professional materials provides valuable pedagogical tools for students and educators in CSKLS academic fields. This session will address an authentic learning, technology-integrated pedagogical approaches used to enhance students in developing their personal brands. Accordingly, this work addresses pedagogical goals and instructional outcomes of communication strategies, self-marketing skills, critical thinking and reflection, and technological integration applicable to CSKLS disciplines. Such goals are accomplished through the examination of representative self-marketing tools (e.g., infographic resumes, virtual presentations, and branded websites) and signifying the application of such tools, including addressing nuisances pertaining to how such mediums can be integrated into an appropriate platform for the examination of personal values and faith systems. This includes considerations such as providing an academic atmosphere conducive for demonstrating personal faith in regard to how they conduct their personal lives and prepare for future professional pursuits. Such faith integration components can allow students to examine how their faith shapes personal moral and ethical standards, relating personal work ethic work to faith, and explaining how a personal relationship with Christ can shape how individuals interact with others in current or desired professions.

By detailing effective practices involving instruction that promotes self-branding, this proposal will provide detailed explanation of two course assignments implemented at separate academic institutions by delivering insightful introspection regarding the connection between self-promotion and self-awareness. Such mindfulness can result in greater opportunities for students to present themselves in positive light, while strengthening them as they progress in their professional futures. Likewise, strategies for enhanced learning will be addressed including suggestions for collaborative learning practices within a peer group constructs.

**Christian Perspective**

Learning activities and practices associated with building personal brands can provide a platform for the examination of personal values and faith systems, as well as providing a demonstration of your faith in regards to their personal lives, as well as future professional pursuits. The faith integration components can allow students to examine how their faith shapes personal moral and ethical standards, making connections to how their work ethic relates to their faith, and explaining how one's relationship with

Christ can shape the way you interact with others in your profession.

**Learning Outcomes**

1. Educators will gain a better understanding opportunities for integrating personal brand-building pedagogy in CSKLS discipline areas
2. Session attendees will appreciate the opportunities to present proper educational groundwork, while delivering authentic learning experiences for students focusing on self-awareness and self-promotion factors
3. Audience members recognize self-promotion/self-branding practices can integrate personals values and faith systems, and apply Christian beliefs into professional pursuits



## *What Championships Are Made Of*

### **Doug Faulkner**

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### **Skylar Bareford**

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### **Abstract**

Athletes dream of leaving their sport season the last team standing. The aim is to win their final game. The bigger question is “what are the factors that lead to that elusive National Championship finish?” This past spring the Greenville College women’s basketball team had the privilege of winning the NCCAA (National Christian College Athletic Association) Division I National Championship. The presenters are endeavoring to provide some information on how this historic season end came about, and what can be learned from an in-depth qualitative case study of the team. Before the championship game, the team faced a number of obstacles: a devastating loss in their conference championship, spring break plans changed for team members, and the program had never won a game in the NCCAA national tournament. Yet they were able to overcome all of these. The researchers will examine all the things that have been historically preached by coaches regarding the importance of practice time, team morale, and intrinsic motivation. Through this presentation, the researchers hope to provide some insight on if it was a magical season, or if there are some factors that could be replicated by future teams of all ages and sports looking to achieve success.

### **Learning Outcomes**

1. Factors that affect a successful end of season run
2. Practice models for end of season
3. The importance and definition of championship level team chemistry

# Student Presentation Abstracts

## *Correlation Between the Degree of Rear Foot Strike and Impact Force and Rate in Novice Runners*

**Tochi Anioke**

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### **Abstract**

**Introduction:** Studies have shown the relationship between rear foot striking and large impact forces. However, there has been little done to identify the differences in varying degrees of rear foot striking. **Purpose:** The purpose of this study was to look at the correlation between the degree of rear foot strike, measured as the moment arm of GRF at impact about the ankle joint, and the impact force and impact rate.

**Methods:** Thirteen novice runners participated in this study; all except one were rear foot strikers. The data of the forefoot striker is not represented. Participants had running shoes with heels of various heights ranging from 20-37mm. The moment arm, impact force and impact rate were determined for all participants running at a self-selected running speed for three right foot strikes.

**Results:** There was very little correlation ( $R^2=0.2184$ ) between the GRF moment arm at impact and the impact force. While there was some correlation ( $R^2 = 0.5857$ ) between the GRF moment arm at impact and the impact rate. **Conclusion:** Runners with a lower degree of a rear foot strike may have a reduced rate of impact compared to those with a higher degree of rear foot strike. Lower impact rates may reduce the risk of stress injuries to the lower legs.

### **Learning Outcome**

1. Recognize the different kinds of foot strike, including varying degrees of rear foot strike.
2. Define ground reaction force, moment arm, impact force and impact rate.
3. Understand how impact force and impact rate vary with the moment arm of the ground reaction force at impact.

## ***Curriculum Aimed at Cultivating Character Virtues among Elite Athletes***

**Rachel Falco**

Psy. D. Student

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### **Abstract**

Due to the lack of research and intervention around enhancing character virtues among elite athletes within a high-performance context, the following research project is comprised of both a comprehensive literature review and a research informed curriculum of interventions aimed at developing identity, purpose and virtue within elite athletes.

The comprehensive literature review looks at how identity, purpose and virtue are related, and how they interact with one another to facilitate thriving in an individual. While these constructs have been individually studied, the current research aims to examine the tridirectional influence that these three constructs have on one another within a relational context. The relationship between these three is an important one, as they all play a part in helping point an individual towards thriving and developing a transcendent self-narrative, one that prompts an individual to engage with and contribute positively beyond the self to the world at large (Bronk, 2011).

For the purpose of applicability, the curriculum has been explained through a theoretical model that focuses on the cultivation of characterological adaptations that result in embodied virtue (Schnitker, Houlberg, Dyreness & Redmond, 2017). These virtuous characterological adaptations are hypothesized to counter against an identity that is based on performance, ultimately allowing the athlete the freedom to perform without having their self-worth be contingent on successful output and therefore promote long term thriving. The curriculum is comprised of five key virtues that are thought to lead toward thriving and the development of eudaimonic well-being including love, gratitude, hope, patience and generosity, and away from their corresponding vices. The curriculum will be used in a future pilot study and include modes of intervention such as mindfulness exercises, reflection, homework assignments, and discussion.

### **Christian Perspective**

The proposed curriculum is permeated with the promotion and development of biblical Christian virtue. These virtues are utilized to help one develop purpose, meaning and identity that promote communal connection and relationship, values that are central to a Christian worldview. The goal of the curriculum is to cultivate a transcendent self-narrative that ultimately helps the athlete find purpose from something beyond themselves, connecting them to something larger than themselves.

### **Learning Outcomes**

1. To gain a comprehensive understanding of the tri-directional interaction and development of purpose, identity, and character virtue.

2. To develop understanding of the virtues of love, gratitude, hope, generosity, and patience, and their corresponding vices within a sporting context.
3. To convey an applicable and practical way to utilize clinically appropriate interventions in order to cultivate these virtues in a sport and high performance context.

## ***Performance-Based Identity and Christian University Athletics***

**Christa Nelson**

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### **Abstract**

Contingency self-worth and perfectionistic concerns over mistakes have been related to higher levels of depression, anxiety, and threat appraisals of competition (Crocker et al., 2006; Sterling & Kerr, 2006). However, very few studies have examined underlying mechanisms for how views of self in relation to competition are linked to psychological well-being, appraisal of competition, and view of self post-career. When athletes base their self-worth on performance outcomes, competition becomes a social-evaluative threat context that produces physiological markers of fear (Dickerson et al., 2009), leading to maladaptive coping strategies such as fear of failure. The present research examines fear of failure as a key mechanism for understanding the relationship between performance views of self and psychological well-being, threat appraisal, view of post-career life and implications for Christian university athletics programs.

The sample identified was predominantly Caucasian (73%) in early adulthood (Mdn age=22; male=55%) and were recruited through partnering Universities and Hope Sports, a service organization that partners with professional athletes. Athletes were all categorized as elite (NCAA or professional) and all measures were self-reports. Both contingent self-worth and perfectionistic concern were significantly and indirectly related to depression, anxiety, threat appraisal, and view of a good life post sports via fear of failure. These findings suggest that higher levels of contingency self-worth and perfectionistic concerns may lead to higher levels of fear of failure, which has a negative impact on psychological well-being, heightens threat appraisals of upcoming competition and relates to lower levels of a positive outlook on life post sports. Intervention efforts aimed at psychological well-being and perceptions of competition may benefit from targeting how athletes derive self-worth in order to reduce fear of failure. This value shift will be examined as it relates to Christian university athletics departments and the various responsibilities and opportunities for administrators, coaches and counseling centers.

### **Christian Perspective**

The measures and theory of this research project were derived from a Christian worldview that included measures related to religious affiliation and God perfectionism which is examined as the perceived difference between God's standard's and one's view of God. Connections have been drawn between perceived comfort from God, God perfectionism, perfectionistic concern, shame, and contingency self-worth. These correlations discuss important implications for theological development in the context of elite sports and speaks to important implications for athletic departments at Christian universities that strive to uphold Christian values in the midst of a highly competitive and evaluative environment.

**Learning Outcomes**

1. Attendees will be able to articulate performance-based identity and understand how maladaptive identity formation is perpetuated through competitive athletics.
2. Attendees will be able to identify the negative mental health well-being outcomes that are directly and indirectly related to performance-based identity.
3. Attendees will be able to consider important implications for Christian university athletic departments and possible interventions that may help to buffer the development of performance-based identity in elite athletes.

***Is a Low H:Q Ratio an Indicator of Quadriceps Dominance During a Drop-Jump?*****Christopher G. Leavitt**

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**Abstract**

In order to screen female collegiate athletes for Anterior-Cruciate Ligament (ACL) injury risk, a proper understanding of neuromuscular deficits related to the injury is necessary. This study focuses on one deficit called quadriceps dominance (QD). QD is reliance on the quadriceps muscles to stabilize the knee joint when landing. QD can be measured using Hamstring-Quadriceps (HQ) strength ratios on a dynamometer, or through functional testing. The HQ ratio that is attained when conducting an isokinetic strength test at 240°/s on a dynamometer will provide maximum strengths of the hamstring group to the quadriceps group over a range of angles. If the ratio is lower than 0.60, it is understood that the athlete is QD. Functionally, QD correlates to low flexion at the knee and high GRF peaks when landing. The goal of this study is to test if the HQ ratio correlates to GRFs and knee flexion angles during a drop jump. We hypothesize that there will be a positive correlation between the HQ ratio and peak GRF, and a negative correlation between the HQ ratio and the knee flexion angle. Measuring these two variables during functional drop-jump testing is important because subjects who are identified as having a low HQ ratio during strength testing can be more closely evaluated to determine: 1) If their landings produce high peak GRFs, indicating a stiff landing, and 2) low flexion angle at the knee which can lead to ACL injury risk.

**Learning Outcomes**

1. Be able to explain the meaning of Quadriceps Dominance and how it contributes to ACL injury.
2. Understand measures of Quadriceps Dominance: GRF peaks during a drop jump, knee flexion angles during a drop jump, and HQ ratios
3. Explore the correlation of HQ ratio to peak GRF and to knee flexion angle during a drop jump.

### *Keynote Speaker Biographies*



**DR. WILLIE STEELE** is a professor of English at Lipscomb University, his alma mater, where he teaches a variety of literature and writing courses. Upon graduating from Lipscomb, Willie completed his MA from Middle Tennessee State University and his PhD in Literature and Criticism from Indiana University of Pennsylvania. Both his master's thesis and doctoral dissertation addressed various issues in W. P. Kinsella's baseball fiction. His dissertation was later expanded and published as "A Member of the Local Nine: Baseball and Identity in the Fiction of W. P. Kinsella" in 2011. After reading the book, Kinsella reached out to Willie to ask about the possibility of writing the first biography on Kinsella, a project scheduled for publication by Douglas and McIntyre in the fall of 2018.

Before returning to Lipscomb in 2015, Willie taught at Cascade College, in Portland, Oregon, and Oklahoma Christian University in Oklahoma City. Besides sports literature, his research interests are the Civil War, holocaust literature, and Mark Twain.

Willie is the co-editor of *NINE: A Journal of Baseball History and Culture*, published by the University of Nebraska and regularly presents baseball related papers at the NINE conference, the Cooperstown Symposium on Baseball and American Culture, and the Sport Literature Association conference. He is a member of the Modern Language Association and the Sport Literature Association.



**DR. MISTY PARSLEY** has bachelors and masters degrees in Speech Language Pathology and a doctorate degree in Special Education Administration. She has dedicated her career to students with disabilities, previously serving as an autism consultant and special education coordinator in public schools. She also worked for four years in the Vanderbilt TRIAD program providing state-wide consultation to schools and providing support to families and students with autism through social skills programs and home consultations. She has presented both locally and nationally on autism and postsecondary topics. Misty is an associate professor and the Director of Special Education Programs at Lipscomb University where she teaches in the graduate and undergraduate special education programs. Misty's passion is including people with disabilities in all aspects of the community



and ensuring that they have the same opportunities to participate as do all other individuals. She started the IDEAL program, Igniting the Dream of Education and Access at Lipscomb, in January 2014 for students with disabilities who would not otherwise be able to attend college. The students are able to participate in the social and academic aspects of college while learning vocational and daily living skills necessary to function independently. Misty and her husband Bill live in Nashville and enjoy hiking, kayaking, camping, and traveling.

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**DR. ANNIE BLAZER** is an associate professor of religious studies at the College of William and Mary in Williamsburg, Virginia. Her courses cover religion in America from the colonial to contemporary period. In particular, Dr. Blazer's courses investigate the relationship between religion and popular culture, paying attention to race, class, gender, and sexuality.

Professor Blazer's first book, *Playing for God: Evangelical Women and the Unintended Consequences of Sports Ministry* (NYU Press), was released in July 2015. The book is an ethnographic exploration of the religious experiences of contemporary Christian athletes in the U.S. She discusses the book in an interview with Marginalia Review of Books. Dr. Blazer previously served as co-chair of the Religion, Sport, and Play Group for the

American Academy of Religion and has also published scholarship on sports media, foodways, and teaching and learning in religious studies.

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***CSKLS Annual Business Meeting***  
***Thursday, June 8<sup>th</sup>, 2017***

Agenda for 2017 Annual Business Meeting (from Policy & Procedures Manual II.E)

*(The president of the Society takes responsibility for this annual meeting held during the annual conference.)*

- I. Welcome and opening prayer of thankfulness for the past year and for God's blessing on this meeting
- II. Administrative:
  - a. Approval of minutes from 2016 Annual Business Meeting
  - b. Membership and treasurer's report
- III. Other items:
  - a. Report on and provide opportunities for the members to discuss the activities of the board of directors during the past year
  - b. Recognition of each retiring officer with plaque
  - c. Installation of new officers
  - d. Vision and plans for the coming year
  - e. Suggestions from the Society's members to be considered by the board
  - f. Preview of the next annual conference
  - g. Conference evaluations
  - h. Other announcements
- IV. Closing prayer and adjournment

Minutes from 2016 Annual Business Meeting at Westmont College, Santa Barbara, CA

- I. President Matthew Ruiz called the meeting to order at 1:18 PM (PDT).
- II. First-time attenders were recognized: Kent Clark and Marcia Jones
- III. Secretary/Treasurer Report
  - A. A motion to approve the minutes of the June 11, 2015 membership meeting held at Calvin College in Grand Rapids, MI was passed.
  - B. There are 81 current members
  - C. Account balances: Checking - \$17,658.02 (prior to conference bills being paid); and the Savings/Gordon Dahl Account - \$ 7,838.06
- IV. Recognition of Officers
  - A. The responsibilities and accomplishments of each BOD members was recognized.
  - B. Retiring officers Chris Milner and Wayne Jacobs were presented plaques for their years of service to CSKLS.
- V. Installation of officers
  - A. Matthew lead us in an installation of the following officers:
    - 1. Julie Powell as Member-at-large (2016-2019)
    - 2. Glen Van Andel as Secretary Treasurer (2016-2017)
  - B. Trevor Egli (Member-at-Large 2016-2019) and David Bender (Student Member-at-Large 2016-2017) will be installed at the next meeting of the board.
- VI. Suggestions/Brainstorming by Society members
  - A. Ideas for recruitment and retention of members:
    - 1. Contact private Christian Schools in the area and invite them;
    - 2. Promote the value of CSKLS membership to others;
    - 3. Recruit at ACSM and other conferences that attract Christians who might be potential members;
    - 4. Improve website;
    - 5. One member (Thank you Karl) offered to give up to \$200 to provide memberships to new members if others would contact/recruit these members;
    - 6. Include more students into the conference to introduce speakers and work at the conference, possibly receiving 1 credit for their work;
    - 7. Offer CEU's
    - 8. Recruit/invite individuals from other professions such as the American Academy of Religion;
    - 9. Daily/weekly blogs including: reviews of textbooks, journal

articles, etc.

VII. Retirement Tributes

- A. Chris Milner (Westmont College) noted God's faithfulness as she related the various highlights of her career over several decades. Chris has been a two-time member of the CSKLS BOD (2004-2005; 2013-2016).
  
- B. Dickie Hill (Abilene Christian University) humorously shared some thoughts of his involvement in CSKLS over the 40 plus years of his academic career. Dickie served CSKLS as a BOD member (2007-2010) and as president (2009-2010).

VIII. Future Conference Hosts

- A. June 7-9, 2017 Conference will be hosted by Lipscomb University in Nashville, TN. A brief video presentation highlighting Lipscomb University was shown.

IX. Conference Evaluations

- A. Conference evaluations will be sent out next week. Please respond to this request for feedback as quickly as possible.

X. Steve Waller closed this meeting in prayer at 2:20 PM (PDT).

Respectfully submitted,  
Glen Van Andel, Secretary/Treasurer



**CALL FOR PRESENTATIONS FOR THE 2018 ANNUAL CONFERENCE**  
**JUDSON UNIVERSITY, ELGIN, IL, JUNE 6-8, 2018**

**Purpose of the Annual Conference**

The annual CSKLS conference purports sharing current research and pedagogical ideas in kinesiology and leisure studies, fellowship opportunities to connect with other believers, and fostering professional collaborative opportunities, all with an emphasis in faith integration.

**Our Mission**

CSKLS is an international community of Christian scholars and professionals committed to excellence in kinesiology, leisure, and sport through faith-integration, professional development, mentoring, and fellowship.

**Conference Objectives**

1. Develop and contribute faith-integrated scholarly work to those in higher education and the Church in our related disciplines.
2. Strengthen Christian professional relationships and foster collaborative scholarly efforts.
3. Provide quality presentations to meet professional development needs.
4. Share faith-integration pedagogical approaches.

**Conference Format**

The conference is organized into two Disciplinary Tracks and a student track. All entail scholarly works that are distinctively Christian in their approach to issues of faith and learning:

**TRACK 1 -- KINESIOLOGY (includes exercise science, physical education, health & wellness, dance, and all related subdisciplines)**

**TRACK 2 – LEISURE & SPORT STUDIES (includes community recreation, therapeutic recreation, outdoor recreation, parks, tourism, sport studies, and all related subdisciplines)**

**TRACK 3—STUDENT TRACK (includes kinesiology and leisure & sport studies topics)**

### **Presentation Proposal Guidelines**

Each presentation must address relevant issues relating to the Christian worldview and faith integration and/or detail empirical studies conducted by people of faith in at least one of the academic areas listed in the three tracks. **Proposals must contain the following elements:**

1. **Title of presentation**
2. **Presenter(s) information** (name, title, institution, address, email, phone)
3. **Abstract** (not to exceed 300 words)
4. **Christian Perspective\*** (not to exceed 100 words; explains how the Christian worldview and faith integration inform the presentation)
5. **Learning Outcomes** (3 succinctly written)

*\*Empirical presentations are highly encouraged. If your presentation is strictly empirical please complete proposal elements 1, 2, 3, & 5.*

**Speaker sessions** are 30 minutes in length: (20 minutes for the presentation, 10 minutes for questions/discussion).

**Student sessions** are 20 minutes in length: (10 minutes for presentation, 10 minutes for questions/discussion).

**Poster sessions** entail a period for viewing posters, after which authors will be present at their poster for discussion with interested participants.

### **Acceptance of Presentations**

Only complete proposals will be eligible to be reviewed by the Program Committee through a blind, rolling review of proposals. Notification of acceptance or rejection will be made via email within three weeks of the proposal being submitted. Selections will be made according to:

1. Appropriateness of content for the desired session.
2. Demonstrated organization of material and learning outcomes.

**Proposal Format**

For full consideration, proposals must be submitted using the proposal submission form located at [cskls.org/conference/call-for-proposals/](http://cskls.org/conference/call-for-proposals/) by the listed deadlines via e-mail to [waynejacobs@letu.edu](mailto:waynejacobs@letu.edu) (see following example). Proposals submitted after the listed deadlines will only be considered for presentation if there is still space available in the program.

Presenters must register for the conference. Conference registration information and form with further information is available at [www.cskls.org](http://www.cskls.org) <<http://www.cskls.org>>. Click on conference. We encourage all presenters listed on the presentations to become members of CSKLS also.

**Please submit your completed proposal submission form via e-mail to  
Wayne Jacobs at [waynejacobs@letu.edu](mailto:waynejacobs@letu.edu).**

**Deadline for professional proposals for early acceptance is December 1, 2017.  
Deadline for student proposals is March 31, 2018**

**We look forward to your submission and seeing you at the  
2018 conference on June 6-8!**

CSKLS Proposal Submission Form

Title of presentation:

[Dashed box for title of presentation]

Presenter 1:

Name: [ ]  
Title: [ ]  
Affiliation: [ ]  
Address: [ ]  
Email: [ ]  
Phone: [ ]

Presenter 2:

Name: [ ]  
Title: [ ]  
Affiliation: [ ]  
Address: [ ]  
Email: [ ]  
Phone: [ ]

Presenter 3:

Name: [ ]  
Title: [ ]  
Affiliation: [ ]  
Address: [ ]  
Email: [ ]  
Phone: [ ]

Presenter 4:

Name: [ ]  
Title: [ ]  
Affiliation: [ ]  
Address: [ ]  
Email: [ ]  
Phone: [ ]

Track:

[Dashed box for track]

Abstract:

[Large dashed box for abstract with 'EXAMPLE' watermark]

Christian Perspective:

(if presentation is Christian worldview, philosophical, faith/integration, etc. please complete this section)

[Large dashed box for Christian Perspective]

Learning Outcomes:

1. [ ]  
2. [ ]  
3. [ ]





### About the 2018 Conference Site



Judson University is pleased to be the host site for the 2018 CSKLS Conference ([www.judsonu.edu](http://www.judsonu.edu)). CSKLS was birthed from a series of “Christianity and Leisure” conferences that began at Calvin College (Grand Rapids, Michigan) in 1989. In addition to the peer-reviewed presentations, we are planning to offer several outstanding keynote sessions highlighting topics that are of special interest to all conferees. These presenters and topics will be announced as the final program takes shape in late March of 2018.

Judson is an evangelical Christian university that represents the Church at work in higher education, equipping students to be fully developed, responsible persons who glorify God by the quality of their personal relationships, their work, and their citizenship within the community, the nation and the world.

Through a broadly based education in the liberal arts, sciences and professions, the university enables its students to acquire ideas and concepts that sharpen their insights, develop skills appropriate to their career goals, and develop the skills and commitment for lifelong learning. The Judson community experience challenges graduates to be decisive leaders and active participants in church and society, articulate proponents of Biblical Christianity, persuasive advocates for the sovereignty of God over all life, and effective ambassadors for Christ.

Please let us know if you have questions about the conference or travel to the Chicago area. Use the “Contact Us” button on the [cskls.org](http://cskls.org) website or send an email to: Cathy Headley – [theadley@judsonu.edu](mailto:theadley@judsonu.edu).

**CSKLS Board of Directors****Matthew Ruiz, Ph.D.\****President (2015-2017)*

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**Steven (Steve) Waller, Ph.D., D.Min.***President-Elect (2015-2017)\***President (2017-2019)\*\**

Professor, Recreation & Sport Management  
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**Wayne Jacobs, Ph.D.\*\****President-Elect (2017-2019)*

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**Glen Van Andel, Re.D.\****Secretary/Treasurer (2016-2017)*

Professor of Recreation Emeritus  
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**David Bender, M.S.\****Student Member at large (2016-2017)*

Lipscomb University • Nashville, TN

**April Crommett, Ph.D.\****Member at large (2014-2017)*

Program Director, Kinesiology and Allied Health  
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**Melicia Whitt-Glover, Ph.D.\****Member at large (2014-2017)*

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\* - completing term at 2017 conference

\*\* - beginning term at 2017 conference

***Past Distinguished Service  
Award Winners***

- 2016 – Dr. Marcia Carter, Western Illinois
- 2015 – Dr. Don De Graaf, Calvin College
- 2014 – Dr. Dickie Hill, Abilene Christian  
University
- 2013 – Dr. Margaret Hothem, Gordon College;  
Dr. John Byl, Redeemer University  
College, Canada
- 2012– Dr. Valerie Gin, Gordon College
- 2011 – Dr. Jim Gustafson, Messiah College
- 2010 – Dr. Dale Connally, Baylor University
- 2009 – Dr. Paul Heintzman, University of  
Ottawa, Canada
- 2008 – Dr. Bud Williams, Wheaton College
- 2007 – Dr. Tom Visker, Bethel College
- 2006 – Dr. Glen Van Andel, Calvin College

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***Past Literary Award Winners***

- 2016 – Dr. Hayden Ramsey, Notre Dame,  
Australia  
– Dr. Paul Heintzman, University of  
Ottawa, Canada
- 2014 – Dr. Karl Johnson, Chesterton House Inc.
- 2013 – Dr. Melicia C. Whitt-Glover, Gramercy  
Research Group
- 2012 – Dr. Nick Watson, York St. John  
University, England
- 2011 – Dr. Gervais Deschenes, University du  
Quebec a Chicoutimi

- 2010 – Dr. Glen Van Andel, Calvin College
- 2009 – Dr. Peter Walters, Wheaton College
- 2008 – Dr. Don De Graaf, Calvin College
- 2007 – Dr. Paul Heintzman, University of  
Ottawa, Canada
- 2006 – Dr. John Byl, Redeemer University  
College, Canada

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***Past Presidential Award  
Winners***

- 2015 – Chris Milner, Westmont College
- 2014 – Dr. Jim Gustafson, Messiah College
- 2013 – Dr. Sue Walsh, Concordia University  
Chicago;  
– Keith Walsh, Willow Creek Community  
Church
- 2012 – Dr. Glen Van Andel, Calvin College
- 2011 – Dr. Don Lawrence, Azusa Pacific  
University
- 2010 – Dr. Dale Connally, Baylor University,  
Calvin College
- 2009 – Dr. Dickie Hill, Abilene Christian  
University
- 2008 – Dr. Dale Connally, Baylor University
- 2007 – Dr. Julie Walton, Calvin College
- 2006 – Dr. John Byl, Redeemer University  
College

### ***Past Conferences***

- 1989 - Calvin College, Grand Rapids, MI
- 1990 - Calvin College, Grand Rapids, MI
- 1991 - Calvin College, Grand Rapids, MI
- 1992 - Northwest Nazarene College, Nampa, ID \*
- 1993 - Calvin College, Grand Rapids, MI
- 1994 - Calvin College, Grand Rapids, MI
- 1995 - Calvin College, Grand Rapids, MI
- 1996 - Messiah College, Mechanicsburg, PA
- 1997 - Messiah College, Mechanicsburg, PA
- 1998 - Dordt College, Sioux Center, IA
- 1999 - Calvin College, Grand Rapids, MI
- 2000 - Westmont College, Santa Barbara, CA
- 2001 - Calvin College, Grand Rapids, MI
- 2002 - Wheaton College, Wheaton, IL
- 2003 - Redeemer College, Ontario, Canada
- 2004 - Baylor University, Waco, TX \*\*
- 2005 - Azusa Pacific University, Azusa, CA
- 2006 - Gordon College, Wenham, MA
- 2007 - Trinity International University, Chicago, IL
- 2008 - Seattle Pacific University, Seattle, WA
- 2009- University of Ottawa, Ottawa, Ontario, Canada
- 2010- Calvin College, Grand Rapids, MI
- 2011 – College of the Ozarks, Branson, MO
- 2012 – Indiana Wesleyan University, Marion, IN
- 2013 – Baylor University, Waco, TX
- 2014 – Messiah College, Mechanicsburg, PA
- 2015 – Calvin College, Grand Rapids, MI
- 2016 – Westmont College, Santa Barbara, CA
- 2017 – Lipscomb University, Nashville, TN
  
- 2018 – Judson University, Elgin, IL

*\*CCCU sponsored conference expanded from just leisure studies to all HPERDS disciplines*

*\*\* Christianity and the Soul of the University Conference; CSKLS organizes into formal professional society*

### ***Past-Presidents***

- Glen Van Andel, Calvin College (2004-2005)
- Glen Van Andel, Calvin College (2005-2006)
- Bud Williams, Wheaton College (2006-2007)
- Julie Walton, Calvin College (2007-2008)
- Dale Connally, Baylor University (2008-2009)
- Dickie Hill, Abilene Christian University (2009-2010)
- Tim Voss, Trinity International University (2010-2011)
- Peter Walters, Wheaton College (2011-2012)
- Valerie Gin, Gordon College (2012-2013)
- Tom Visker, Bethel College (2013-2015)
- Matthew Ruiz, Lipscomb University (2015-2017)

### ***Past Board Members***

- Tom Visker (2004-2010) Sec/Treasurer
- Bud Williams (2004 – 2008) Wheaton College
- Chris Milner (2004-2005; 2013-16) Westmont College
- Tony Ladd (2004-2005) Wheaton College
- Joe Cole (2004-2005) Trevecca Nazarene University
- Valerie Gin (2005-2008; 2009-2012) Gordon College
- Julie Walton (2005-2009) Calvin College
- Paul Heintzman (2006-2009) University of Ottawa
- Jim Gustafson (2006-2009) Messiah College
- Dickie Hill (2007-2010) Abilene Christian University
- Peter Walters (2008-2011) Wheaton College
- Don Lawrence (2008-2010) Azusa Pacific University
- Jack Reimer (2009-2012) Trinity Western University
- Lorraine Wilson (2010-12) Abilene Christian University
- Glen Van Andel (2010-2017) Sec/Treasurer
- Peggy Hothem (2010-2013) Gordon College
- Don Hoeck (2010-2013) College of the Ozarks
- Mathew Ruiz (2011-2014) Huntington University
- Sue Walsh (2011-2014) Concordia University – Chicago
- Dale Connally (2012-2015) Baylor University
- Steve Waller (2012-2015) University of Tennessee
- Aly Williams (2013-2014) Indiana Wesleyan University
- Wayne Jacobs (2013-2016) LeTourneau University
- April Crommett (2014-2017) Cedarville University
- Melicia Whitt-Glover (2014-2017) Gramercy Research Group
- David Bender (2016-2017) Lipscomb University

