

# **MAINTAINING EXERCISE THROUGH A LIFE TRANSITION**

**Jayne M. Jenkins, Ph.D.**

**Division of Kinesiology & Health - Physical Education Teacher Education**

**Jarred R. Curry, M.S.**

**Coordinator, Student Activities Programs, Campus Recreation**

**University of Wyoming**

# **PHYSICAL ACTIVITY (PA) – GOOD SEDENTARY LIFE STYLE – BAD**

**PA decreases across lifetime** (CDC-P, 1997; Pate, Long, & Heath, 1994; Rowland, 1990; Stone, McKenzie, Welk, & Booth, 1998)

**Most dramatic decline – late adolescence/young adulthood** (Calfas, Sallis, Lovato, & Campbell, 1994; Malina, 2001; Sallis, 2000; Sallis, Prochaska, & Taylor, 2000; Stone, McKenzie, Welk, & Booth, 1998)

**Major life stage change during this transition**  
(location, social support, leave home, begin studies, enter workforce)  
(Buckworth, 2001)

**What can we do to help  
students maintain a  
physically active lifestyle  
through this (most)  
important transition?**

# **JENKINS, P. (2003) PEAC: ARE WE MAKING THE GRADE**

## **Need and influence of required wellness/health course**

- Conceptual Physical Education (CPE)
- Basic Instruction Program (BIP)

**Top health risk behaviors of university students include injuries, inadequate PA, diet, tobacco/alcohol/illicit drug use** (Buckworth, 2001)

# **CPE INFLUENCES:**

- **Improve health and wellness behaviors**
- **Increase participation in and positive attitudes toward PA**
- **Enhanced student's health-related knowledge**
- **Boost fitness level**

(Adams & Brynteson, 1995; Adams, Graves, & Adams, 2006; Brynteson & Adams, 1993; Jorgenson, George, Blakemore, & Chamberlain, 2001; Roberts, Evans, & Ormond, 2006; Slava, Laurie, & Corbin, 1984; Welle & Kittleson, 1994).

# **PILOT STUDY UW STUDENTS**

**Increased Knowledge.....but.....**

**Negative Comments concerning lecture**

**“While I taught this course I couldn’t help but wonder if there would be a better way to teach this course. I felt that some of the information that was taught was not important or applicable to my students.” (p. 26)**

# **SUGGESTIONS**

## **Lab assignments (more & meaningful)**

- Set personal goals
- Create individual program

**Align lab assignments to lecture**

**Coordinating lecturer**

**Work with the Wellness Center**

# **WILLIAMS, M. (2004) RELATIONSHIP BETWEEN CAMPUS RECREATION PROGRAMS AND UNIVERSITY STUDENT RETENTION**

- **Positively influence academics, physical, and psychological aspects of student life**
- **Recreation sports activities were considered important to college satisfaction & success**
- **Student persistence & retention**
- **Social interaction or PA?**

(Astin, 1975, 1984, 1993; Belch et al., 2001; Bhui & Fletcher, 2000; Bradley, et al. 1993; Bryant et al., 1995; Collins, Valerius, King, & Graham, 2001; Downs, 2003; Ellis, Compton, Tyson, & Bohlig; Grubbs & Carter, 2002; Hudd et al., 2000; Kanters, 2000; Kovac & Beck, 1997; Kuh, 1995; Petruzzello, Landers, Hatfield, Kubitz, & Salazar, 1991; Ragheb & McKinney, 1993)

# **JENKINS, J. M., JENKINS, P., COLLUMS, A., & WERHONIG, G. (2006) STUDENT PERCEPTIONS OF A CONCEPTUAL PHYSICAL EDUCATION ACTIVITY COURSE**

- **Enhance CPE/BIP by more closely aligning lecture and activity sections**
- **Assignments– physical fitness testing, textbook laboratory assignments, physical activity log, goal setting, Testwell inventory**
- **Activity classes**
  - exercise (CV conditioning, circuit training, walk/jog)
  - sport (badminton, volleyball)

# **IDENTIFY COURSE CHARACTERISTICS THAT CONTRIBUTED TO POSITIVE AND NEGATIVE STUDENT PERCEPTIONS TOWARD CPE/BIP**

- **Curriculum:**
  - Relevant assignments (personal fitness & wellness, goal setting)
  - Variety of activities
  - Opportunity to exercise
  - Content: own health & wellness; sport skill, exercise
- **Teacher:** Prepared, helpful, organized, positive attitude
- **Social Environment:** Meet people

**KIMBALL, J., JENKINS, J. M., &  
WALLHEAD, T. L. (2009) INFLUENCE OF  
HIGH SCHOOL PHYSICAL EDUCATION ON  
UNIVERSITY STUDENTS' PHYSICAL  
ACTIVITY**

**Examine university students' perceptions of their high school physical education experiences have influenced their current levels of PA.**

# FINDINGS

**Students unprepared in lifetime activities**

**Focus team sports**

**Gender**

- Boys – weight lifting & team sports
- Girls – learned nothing unless they were on a competitive sport team; social environment had a profound effect

**“The results of this study suggest that high school PE programs are currently disconnected from the developing lifelines of PA.” (p. 265)**

**JENKINS, J. M. & ALDERMAN, B. L. (2011)  
INFLUENCE OF SPORT EDUCATION ON GROUP  
COHESION IN UNIVERSITY PHYSICAL  
EDUCATION**

**Identify components of CPE/BIP within the Sport Education framework incorporating various content\* that contributed to positive and negative students perceptions, and to investigate group cohesion in relationship to content taught in the SE curricular model**

**\*Content - exercise, competitive sport, lifetime skill**

# FINDINGS PAGE-Q

## Task Cohesion

- Competitive Sport & Lifetime Skill → Exercise

## Social Cohesion\*

- Lifetime skill → competitive sport → exercise

\* significant

# **FINDINGS**

## **CRITICAL INCIDENT & INTERVIEW**

- **Curriculum:**
  - Relevant Content, Variety of Activities, Personalized Assignments, Exercise Opportunity
- **Teacher:**
  - Motivational Strategies, Effective Instruction
- **Social Environment:**
  - Team/Group Membership & Meeting New People

# **SO – WHAT DO WE KNOW**

- **PA enhances health/wellness**
- **Life transition**
- **Coming to us unprepared for lifetime PA**
- **Social Cohesion connects to exercise adherence**

# **HENNINGS, J., & JENKINS, J. M. (FALL 2009) EXERCISE PLANNING FOR FRESHMEN**

**Course Description... Emphasis will be placed on identifying physical activity venues within the Laramie and University of Wyoming communities. Freshmen students will design a physical activity plan in which to engage throughout their four year academic career...**

# **CURRY, J., JENKINS, J. M., & LUX, K. FOCUS ON FRESHMEN: INVESTIGATING CPE/BIP TO ENHANCE PHYSICAL ACTIVITY**

**Specifically designed freshman class**

**Work with Student Rec**

- In class: guest speakers; HA circuit & CV machines
- Homework Activity assignments (e.g., attend exercise class, outdoor rec, intramural, city parks)
- Homework: Step counter, HRM, Testwell Inventory, Bouchard 3 Day PA

# PHYSICAL ACTIVITY

## Current status of university students

- Typically thought of as 'healthy'
- Students are partaking in unhealthy activities including lack of physical activity
- Six years post-graduation, still inert
- 81% show stagnant PA patterns or worse after graduation

(Bray & Born, 2004; Graham & Jones, 2004; Ebben & Brudzynski, 2008; Mierer, Stock, & Kramer, 2008; Sparling & Snow, 2002; AAHPERD, 2007)

# **EXERCISE PLANNING FOR FRESHMAN (EPF)**

**Promote lifelong PA and exercise adherence.**

**Incorporates group cohesion**

- Sport Education Model (Siedentop, Hastie, & van der Mars, 2004)
  - Affiliation
    - Teams
  - Records
  - Roles

**Other BIP courses offer a single activity within the class**

**EPF exposes students to a wide variety of activities**

**Creation of Personal Exercise Program**

# **EXERCISE PLANNING FOR FRESHMAN (EPF)**

## **Course Goals**

***By the end of this course you will be able to:***

**Identify multiple opportunities for a variety of physical activities at the University of Wyoming and in the Laramie community**

**Engage in a variety of activities to enhance all fitness components**

**Design an individual physical activity program including all fitness components**

**Engage in multiple fitness/wellness personal evaluations**

**Assess your personal fitness status**

**Set fitness/wellness goals based on individual/personal assessments**

**Engage in multiple opportunities to enhance social cohesion through physical activity**

# **EXERCISE PLANNING FOR FRESHMAN (EPF)**

**Put into teams after first lesson.**

**Team points accumulated during each lesson.**

- End of Semester Champions

**Each student takes on Coach Role for two lessons.**

# **EXERCISE PLANNING FOR FRESHMAN (EPF)**

**Campus Recreation Scavenger Hunt**

**Physical Fitness**

- Pacer, Sit-and-reach, Push-ups in one minute

**Weightlifting Techniques**

**Circuit/Cardio Training**

- Peer Teaching

**Swiss Ball Workout**

**Washington Park Par Course**

**Ultimate Frisbee**

**Beach Volleyball**

# **EXERCISE PLANNING FOR FRESHMAN (EPF) OUT-OF-CLASS ACTIVITIES**

**Group Fitness Sessions**

**Intramural/Club Sports**

**Outdoor Program/Rock Wall**

**Community Recreation**

- LaBonte Park Par Course
- Vedauwoo State Park
- Greenbelt
- Snowy Range Mountains
- Happy Jack Climbing Trails

# **EXERCISE PLANNING FOR FRESHMAN (EPF)**

**Target Heart Rate**

**Personal Exercise Program**

- SMART Goals
  - Fitness
  - Wellness

**Nutrition**

**Injury Prevention**

# **PEDOMETER ASSIGNMENT**

**Students are required to calculate their stride length.**

- $100 \text{ ft} / \# \text{ of steps}$

**Students then convert steps to mileage.**

- $\text{Stride length} \times \text{steps taken} = \text{total distance}$
- $\text{Distance} / 5280 = (\text{distance in miles})$

**Students keep track of distance in steps for one full week and average out distance per/day.**

# **PURPOSE**

**To investigate the influence of a specifically designed activity class (i.e., PEAC 1001: Exercise Planning for Freshman) on students' physical activity and group cohesion compared to other BIPs offered on campus.**

# **RESEARCH QUESTIONS**

- 1.) What are students' perceptions of the classes?**
- 2.) How do group cohesion levels compare between students enrolled in the specifically designed class and those enrolled in other activity classes?**
- 3.) How does physical activity engagement compare between the two groups?**
- 4.) Is there a difference between men and women in terms of both group cohesion and physical activity levels?**

# PARTICIPANTS AND SETTING

## Setting

- Rocky Mountain public land grant University (University of Wyoming)
- State funded school - enrollment 13,500 total students, including 10,000 undergraduates.

## Participants

- 108 freshman students enrolled in 7 integral BIP courses over 4 consecutive semesters
  - 50 males, 58 females
- Ages 18-24
- 50 minutes lecture & 50 minutes activity instruction

# CONCLUSIONS AND IMPLICATIONS

## Perceptions

- Multiple elements of curriculum important
- Group Cohesion not relevant
- Implications
  - Use of only one instructor
  - Continue to include multiple activities

## Group Cohesion

- No cohesive task focus
- Females value social setting

# CONCLUSIONS AND IMPLICATIONS

## Physical Activity - Groups

- PA higher at beginning and end
- Improvements in both groups
  - Treatment increases intensity

## Physical Activity - Sexes

- Males increase caloric expenditure
- Females decrease caloric expenditure
  - Treatment females increase intense activities

# CONCLUSIONS AND IMPLICATIONS

## Future Research

- Students enrollment in specific BIP classes
  - Also looking at GPA
- More meetings to increase cohesion
- Collect post-test data at less stressful time
- Longitudinal study on physical activity

# **SUMMARY**

**EPF's potential to increase physical activity**

**Large variety of activities**

**Expose students to new opportunities and resources**

**HOW CAN WE CONTINUE TO  
HELP OUR STUDENTS  
MAINTAIN THEIR LEVEL OF  
PHYSICAL ACTIVITY IN THE  
IMPORTANT TRANSITION FROM  
HIGH SCHOOL TO UNIVERSITY?**

# THANK YOU QUESTIONS/COMMENTS

