



## This Issue's Highlights

CLINICIAN TIPS  
Best Practices

AWARDS

REFEREED PAPER  
Do Smelling Salts Affect Reaction Time?

INVITED PAPER  
Relationship Between Global Cognitive  
Function, Dynamic Balance, and Age of  
Healthy Older Adults

# LAHPERD Journal

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Louisiana Association for Health Physical Education,  
Recreation, and Dance  
[www.lahperd.org](http://www.lahperd.org)

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# LAHPERD Journal

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VOLUME 75 | NUMBER 2

## CLINICIAN TIPS

|                      |   |
|----------------------|---|
| Best Practices ..... | 1 |
|----------------------|---|

## AWARDS

|   |    |
|---|----|
| Health Educator of the Year—K-12 .....                                | 2  |
| Health Educator of the Year—College/University .....                  | 2  |
| Health Educator of the Year—Public Health.....                        | 3  |
| Ellen Gillentine Adapted Physical Education Teacher of the Year ..... | 4  |
| Elementary School Physical Education Teacher of the Year .....        | 5  |
| Middle School Physical Education Teacher of the Year .....            | 5  |
| Secondary Physical Education Teacher of the Year .....                | 6  |
| Taylor Dodson Young Professional Award.....                           | 6  |
| Recreation Professional of the Year .....                             | 7  |
| Dance Educator of the Year .....                                      | 7  |
| Scholar of the Year .....   | 8  |
| Ethnic Minority Award.....  | 8  |
| Athletic Director of the Year .....                                   | 9  |
| Outstanding Future Professional Award.....                            | 10 |
| LAHPERD Honor Award.....  | 11 |
| LAHPERD President's Awards.....                                       | 11 |

## REFEREED PAPER

|   |    |
|---|----|
| Do Smelling Salts Affect Reaction Time?.....                              | 12 |
| <i>Charles Ciccarella and Chelsea Jecmenek, Louisiana Tech University</i> |    |

## INVITED PAPER

|  |    |
|--|----|
| Relationship Between Global Cognitive Function, Dynamic Balance, and Age of Healthy<br>Older Adults..... | 14 |
| <i>David Bellar, University of Louisiana at Lafayette</i>  |    |

## RESEARCH ABSTRACTS

|   |    |
|---|----|
| Pre-Service Teachers' Knowledge of ADHD.....                                  | 18 |
| <i>Claytonia Washington and Dan Denson, McNeese State University</i>          |    |
| Student Knowledge of Human Papillomavirus (HPV) Infection .....               | 19 |
| <i>Casey Guillory and Dan Denson, McNeese State University</i>                |    |
| College Freshmen Perceptions of Body Weight Compared to Body Mass Index ..... | 20 |
| <i>Mike VanGossen, McNeese State University</i>                               |    |

## FUTURE PROFESSIONALS

|   |    |
|---|----|
| New Student Chair Named Future Professional ..... | 20 |
|---|----|

## "LET'S MOVE IN SCHOOL"

|  |    |
|--|----|
| Let's Move in School with the President's Challenge and FitnessGram® ..... | 21 |
|--|----|

## ADS

## 2012 CONVENTION FORMS

## MEMBERSHIP APPLICATIONS

## AWARDS' CRITERIA

## JOURNAL SUBMISSION GUIDELINES

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## CLINICIAN TIPS

### BEST PRACTICES

JiJi Jonas, NBCT  
Joanna Faerber, NBCT

If you are not already assessing your students in your physical education classes, you will be in the future. One of the easiest and quickest ways to assess is by using a checklist. To make and use a checklist for various skills, list the cues for the skill and as the students are practicing or playing a game using the skill, walk around and check off the cues that each student is following. This way the students remain active and you get your assessment done at the same time. You all probably have a list of cues that you use in your teaching but just in case we have listed below cues for various skills. From PE Central (<http://www.pecentral.org>), we picked out the most common skills to high light but go to the PE Central Web site for much more. We hope this will be useful information to help you be a better physical education teacher.

#### *Underhand Toss*

*Grade Levels: K-2*

1. Face the target.
2. Step with opposite foot from throwing hand.
3. Tick-Arm goes back like a grandfather clock.
4. Tock-Arm swings forward and releases the ball.
5. Have students use the saying, "Tick tock goes the clock," and that will help them remember the cues for the underhand toss.

#### *Throwing Underhand*

*Grade Levels: 3-5*

1. Face your target.
2. Step with opposite foot toward the target.
3. Use a pendulum arm motion with the arm you are throwing with (i.e., like you are bowling).

4. Follow through to the sky or ceiling using the hand with which you are throwing.

#### *Throwing Overhand*

*Grade Levels: K-2*

1. Ring Ring: Arm back to answer the telephone.
2. Hello: Bend arm up bringing hand toward the ear.
3. It's for you: point hand/finger toward target and say "it's for you."

#### *Throwing Overhand*

*Grade Levels: 3-5*

1. Stand side ways to target with opposite foot toward target.
2. Arms in a T with opposing arm pointed at target.
3. Bring throwing arm to the ear.
4. Follow through with throwing arm's hand touching the knee.

#### *Catching*

*Grade Levels: K-5*

1. Keep eye on ball.
2. Reach arms toward ball.
3. Give with ball as ball hits hands (bring ball into body).
4. Keep pinkies together if ball is below waist. Keep thumbs together if ball is above waist.

#### *Hopping*

*Grade Levels: K-3*

Hopping is very similar to jumping, but it is done on one foot only.

1. Push off with toes and bend knee to lift off into the air.
2. Land softly on toes and bend knee and hips when landing. Other leg is usually bent with foot held behind.
3. Put arms out to the side to keep balance. Hopping can be done in the same place or you can have them move in the area.

*Galloping**Grade Levels: K-3*

1. Face and move in a forward direction.
2. Choose a foot with which to start and step forward with it.
3. Keep the same leg in the lead during gallop. The back leg chases the front leg, but does not go ahead of it.
4. Bend at the knees, and try to be “light” on feet during gallop.

*Skipping**Grade Levels: K-3*

1. Take a step forward on one foot and then perform a hop on that same foot.
2. Step forward on the other foot and perform a hop just as on the first foot.
3. Keep alternating feet doing procedure.
4. Keep arms are out to the side for balance.

*Shooting a Basketball**Grade Levels: 6-8 (or teacher's choice)*

Note: Acronym to remember this activity is BEEF (see bolded letters).

1. **B**alance ball on shooting hand. **E**lbow stays directly under the ball and over knee.
2. Keep **e**ye on the target (front of the rim).
3. **F**ollow through, snapping the wrist overhead.

*Dribbling with Hands**Grade Levels: 2-5*

1. Keep eyes up.
2. Use the finger pads instead of fingertips.
3. Keep ball at side for control.
4. Keep ball at waist level or lower. Proper belt level is a good cue.
5. Keep ball in “foot pocket,” which is done by dropping the right foot behind left foot (for right-handed players). This will help control the ball and protect it from defenders.

**AWARDS**HEALTH EDUCATOR OF THE YEAR—  
K-12

Sheliah DiJohn

Sheliah DiJohn teaches health and physical education at Hazel Park Elementary School. In her position as a district health resource teacher, Sheliah teaches model lessons throughout the school district, and serves as a lead member and advisor on the School Health Advisory Council.

Professional affiliations include LAHPERD, Action for Healthy Kids, LSU Agriculture Center Advisory Council, 4-H Ambassador, Healthy Lifestyle Choices, Ochsner Community Outreach Programs, FUTP60, and Alliance for a Healthier Generation. Sheliah volunteers for the following organizations: the Harry Thompson Homeless Shelter, the Greater New Orleans Visiting Pet Program, the Louisiana Veterinary Adoptions and Jefferson Dollars for Scholars.

Sheliah holds a Bachelor of Science in Health Promotion and Human Performance from the University of New Orleans, a Master of Art in Liberal Arts, and Louisiana teacher certification in Health, Physical Education, and Adapted Physical Education.

HEALTH EDUCATOR OF THE YEAR—  
COLLEGE/UNIVERSITY

Tara Gallien

Dr. Tara Gallien, CHES, is an associate professor in the Department of Health and Human Performance at Northwestern State University (NSU) of Louisiana. She is in her fifth year as the grant coordinator for the Louisiana Tobacco-Free College Initiative (LTFCI) at NSU, a grant funded by the Campaign for Tobacco-Free Living within the

Louisiana Public Health Institute. She serves as faculty advisor for Fresh Campus, a student-led organization advocating for 100% tobacco-free colleges and universities in Louisiana.

Tara earned an associate's degree in Fire Science Technology and a bachelor's degree in Biology from the University of Alaska in Fairbanks, a master's degree in Health Promotion from NSU, and a doctoral degree in Health Studies from Texas Woman's University (TWU). Before moving to Louisiana in 1997, she worked as an emergency medical technician and firefighter/engineer in Fairbanks, Alaska. She was also self-employed as an emergency medical service educator, and a certified personal trainer and group fitness instructor.

Over the past 14 years, Tara has taught a variety of undergraduate and graduate health courses at NSU and TWU, including Sexuality Education, Consumer Health, Medical Terminology, Cultural Diversity and Health, Health and Exercise Psychology, Introduction to Health Education, Health Behavior, Strategies in Health Promotion, Fitness Programming for Health Promotion Specialists, Epidemiology, and Statistics in Health Promotion/Sport Administration. Among those listed are three graduate courses Tara developed, which are now required in the graduate program in Health Promotion at NSU.

Tara has published and presented internationally, nationally, and at the state level in research areas that include the use of technology to improve online learning/teaching, tobacco control and prevention, and teacher stress. She served as chair of the E-Learning Advisory Council from 2007 to 2011 and is currently chair of the Campus Tobacco Task Force. She is a member of the Institutional Review Board (IRB) for research at NSU and serves on several health coalitions throughout the community and state. Tara was director of the largest community health fair in Natchitoches Parish in 2002, 2003, 2006, 2007, and 2008 and she routinely presents on topics related to nutrition, tobacco and health, and fitness.

From 2008 to 2010, Tara worked as a consultant for The Rapides Foundation on their Diet and Physical Activity Initiative in the nine

Central Louisiana school districts covered by the Foundation. The initiative has resulted in positive school policy changes to promote healthy diet and physical activity among school-aged children.

Tara has served LAHPERD as Vice-President of the Health Division and twice as chair of the Administration/College University Division, and she currently serves as chair of the Ad Hoc Technology committee.

## HEALTH EDUCATOR OF THE YEAR— PUBLIC HEALTH

Patty Strikmiller

Patty Strikmiller earned her Bachelor of Science degree in Physical Education from University of New Orleans and Master of Science degree from Louisiana State University. She worked at Tulane University School of Public Health for 20 years where she helped design and implement three major grant awards from the National Institutes of Health to promote healthy nutrition and physical activity in school-based settings.

Patty helped develop the physical education component of *The Child and Adolescent Trial for Cardiovascular Health (CATCH)* project, which demonstrated a significant increase in physical activity during elementary school physical education. She also served on the national working group for the *Trial of Activity for Adolescent Girls (TAAG)* that designed and implemented a school and community based intervention to increase the physical activity behavior of middle school girls. Her favorite research project was *ACTION!*, a worksite wellness environmental intervention specifically targeting health and wellness of adults (faculty, staff and administration) working in 22 elementary schools in Jefferson Parish.

She has co-authored 14 publications in peer reviewed journals and has twice received the American Education Research Association Exemplary Paper Award (1997, 2003). She is a

co-author on two nationally recognized evidence-based physical education programs *Coordinated Approach to Child Health and Sports, Play and Active Recreation for Kids* (SPARK) and conducts physical education teacher trainings throughout the nation. She has been an invited speaker to LAHPERD, AAHPERD, Eastern and Southern District, American Heart Association, National Recreation and Park Association, American Public Health Association along with numerous state conferences. She also serves as a national trainer in using direct observation instruments to assess physical activity in school and park environments (System for Observing Fitness Instruction Time, System for Observing Play and Leisure Activity in Youth, and the System for Observing Play and Recreation in Communities).

Patty currently serves on the faculty at St. Andrew's Episcopal School in New Orleans. Her efforts to promote healthy school environments and encourage school wellness initiatives continue to be a top priority. In collaboration with Ochsner Health System and Jefferson Parish, she helped develop a Web site to highlight and promote best practices in school wellness.

Patty loves participating in community physical activity events with her husband. Together they have completed several triathlons including the New Orleans Half Ironman and the Escape from Alcatraz triathlon in San Francisco.

#### ELLEN GILLENLINE ADAPTED PHYSICAL EDUCATION TEACHER OF THE YEAR

Susan Gremillion

Susan Gremillion received her Associate of Arts from Hiwassee College in Madisonville, Tennessee, in 1990, then her bachelor's degree in General Studies from Louisiana State University in 1995. Later, she earned Adapted Physical Education teacher certification at Southeastern Louisiana University while working toward a

master's degree in Deaf Education from the University of New Orleans in 2008.

"Coach G" (as her students and athletes refer to her) has been teaching and coaching for 15 years. Her coaching experience ranges from volleyball and softball to basketball and football. Most recently, Susan taught APE in East Baton Rouge Parish but is currently teaching at Louisiana School for the Deaf and coaching at University Laboratory School. In her spare time, she umpires high school softball, coaches AAU Girls' Basketball for the Baton Rouge Lady Tigers and fulfills a desire to contribute to her community by volunteering at such events as RocketKidz Triathlons, the Cajun Classic Wheelchair Tennis Tournament, and by organizing a "team" to participate in the Susan G. Komen Race for the Cure. However, it is through the Capitol Area Special Olympics that Coach G takes great pride in bringing her favorite athletes to compete in bowling and track and field events.

As a teacher, Susan strives to treat the youth she impacts as she would want her own children taught, whether in the classroom or on the field. Using respect, fairness, and a competitive spirit, she brings 100% of herself to the classroom and practice field, challenging kids to give 100% back. She is a proponent of giving the best of what you have to give right now. Also, Susan teaches acceptance and appreciation of diversity through each attempt by everyone.

As a LAHPERD member, Susan has served as Vice-President for Physical Education and is currently the Vice-President-Elect for General Division, a member of the Ad Hoc Technology committee, and Co-Convention Manager.

Susan is married to Darren Gremillion. When they are not teaching and coaching together, they enjoy attending LSU sporting events and spending time with family, friends, and their three four-legged "children" (Ribbi, age 10; Pigskin, age 9; and Tippie, age 7).

## ELEMENTARY SCHOOL PHYSICAL EDUCATION TEACHER OF THE YEAR

Karen Simpson

Karen Simpson is a graduate of Westlake High School in Calcasieu Parish. She received her bachelor's degree in Health and Physical Education in 1984, her first master's degree in Educational Technology in 1999, +30 endorsement in 2000, and her second master's degree in Educational Leadership in 2007, all from McNeese State University.

As an undergraduate, she played basketball and softball for McNeese State University and was a member of the first softball Southland Conference championship team in 1983. She coached volleyball, basketball, and track from 1984 to 1996 at S. P. Arnett Middle School, started the softball program at Westlake High School in 1985, and coached softball at Barbe High School from 1991 to 1997 and volleyball during the 1996 and 1997 seasons. Her last coaching stint ended as co-head coach, winning the 5A state softball championship in 1997.

Karen introduced a computer based scoring system for the Calcasieu Parish Physical Fitness Meet approximately 15 years ago and worked with Rudy Macklin, the Governor's Game Representative, at Calcasieu's meets. She was chosen to be one of the coaches for Calcasieu Parish's team and won several state championships. Karen also developed the parish's lesson plan format currently used and serves as the Elementary Physical Education Facilitator, planning and carrying out in-services.

She has received several grants and has presented at numerous parish and state conferences, including Teaching aNd Technology (TNT), Louisiana Association for Computer Using Educators (LACUE), and LAHPERD.

Karen was named Westwood Elementary School's Teacher of the Year in 2005-2006. Integrating technology and the core curriculum into the lessons is an important part of her teaching. She stresses safety over and over to her

students, which, fortunately, has paid off more than once.

Karen's educational philosophy is: "It doesn't matter what field of education that you choose; it's the end result that counts. It's not about us."

She believes that the best part of teaching is knowing that she has reached a student. She says that, "It's a great feeling when they come back to the school as parents or as professionals and stop by to say hi. A big hug is a bonus!"

She enjoys traveling, camping, fishing, and playing golf.

## MIDDLE SCHOOL PHYSICAL EDUCATION TEACHER OF THE YEAR

Kim Sager

Kim Sager received her Bachelor of Science degree from the University of New Orleans in 1980. Kim is currently a resident of St. Tammany Parish and has been a public school teacher at Clearwood Junior High School for the past 31 years. She began her career teaching elementary Physical Education and then moved to the junior high school setting where she found her niche. She has served as the Department Chair for the Health and Physical Education Department for the last 29 years. She has served her school well and has been tapped to work on the district-level committee that rewrote the Health and Physical Education curriculum.

Kim has not only been a leader in the development of the Health and Physical Education curriculum but also an outstanding coach at Clearwood Junior High School. She has coached volleyball for 31 years, and her teams have won six undefeated titles during her tenure. Her team members have gone on to play at three local high schools and have been instrumental in their teams' successes. Kim's successes on the court are not her only achievements. She was voted Teacher of the Year for Clearwood Junior High School by her peers and went on to

compete at the district level. She was voted the Elks' Teacher of the Year and won the 1<sup>st</sup> Runner Up Award for Elks' Teacher of the Year that year.

In Kim's spare time, she enjoys traveling to New York with her husband and two sons to watch the Yankees play. When she is not at school or traveling, you will find her on the tennis courts. She is an active member of the United States Tennis Association and LAHPERD and represents her tennis team as their captain. And if all of that is not enough, she is an exercise guru!

## SECONDARY PHYSICAL EDUCATION TEACHER OF THE YEAR

Terence Thiel

Terence Thiel earned a Bachelor of Arts in Health and Physical Education from Southeastern Louisiana University in 1986. He continued his studies at the United States Sports Academy in Mobile, Alabama, earning a master's degree in Fitness Management.

He interned and worked at West Jefferson Medical Center in Marrero, Louisiana, as an Exercise Physiologist. Following that, he became an Adaptive Physical Education teacher and coached orthopedically handicapped students in track and field in Jefferson Parish. Terence was then hired as the Adaptive Physical Education Coordinator and teacher for Cumberland County in North Carolina.

For the last 20 years, he has been a teacher and coach for St. Tammany Parish School System. His physical education classes include traditional activities with an emphasis on fitness. His coaching experiences include football, track and field, soccer, and swimming. He is currently the head track and field and swimming coach at Fontainebleau High School.

Terence has conducted clinics and camps to assist athletes from every level with speed development and technical training for multiple sports for the past 25 years. He volunteered as a

youth coach for soccer, basketball, and baseball for local programs for over 15 years. He was an official for the 1996 Olympic Games and the 1992 Olympic Trials in track and field along with other major track and field events.

He promotes and models a healthy lifestyle for his students with daily exercises including running, swimming, cycling, and training for master's track and field competitions.

Terence enjoys a wide variety of outdoor activities with his family.

## TAYLOR DODSON YOUNG PROFESSIONAL AWARD

Christina Courtney

Christina Courtney majored in Pre-Physical Therapy at Louisiana State University. During her junior year, she took a Health and Physical Education methodology course that very quickly changed the course of her life and also her major to education. In 2003, she graduated from Louisiana State University with a Bachelor of Science degree. She was later accepted in the Department of Kinesiology as a graduate assistant and received her Master of Science in 2005.

Christina has been a member of LAHPERD since 2003. She has served in the Dance Division as Elementary Dance Chair and is currently serving as Vice President of Sport and Leisure. Since finishing her master's degree, she has done her best to be certified and over-qualified for her job. In 2003, she received her Physical Best Certification. Currently, she is awaiting her results to become a National Board Certified Teacher.

Christina was hired as an elementary physical education teacher at Louisiana State University's Laboratory School in 2005 where she still teaches K-5 grade students health and physical education. Since beginning at the Laboratory School, she has helped guide many Louisiana State University pre-service teachers

and student teachers to becoming accomplished physical education teachers. Christina, along with Joanna Faerber and Carrie Chandler, are active members of the Jump Rope for Heart team, and over the last four years, they have raised close to \$100,000 for the American Heart Association. Her biggest accomplishment to date is getting her fifth grade students involved in “Healthy Community” events. Last year alone, all 52 of her fifth grade students competed in a 5K family fun run or walk to help organizations in their community such as JDRF, American Heart Association, and the Susan G. Komen Foundation.

## RECREATION PROFESSIONAL OF THE YEAR

Patrick Wesley

Patrick Wesley has worked in parks and recreation, higher education, and public service for over 17 years. He currently serves as Assistant Director of Shreveport Public Assembly and Recreation for the City of Shreveport providing recreational, athletic, and leisure services to over 100,000 Shreveport citizens daily.

Patrick earned a Bachelor of Arts degree in Sociology from Northwestern State University and two master’s degrees from Grambling State University (Master of Arts in Teaching and Master of Science degree in Sport Administration). He is also a Certified Sport Event Executive.

Patrick truly believes athletics, recreation, health, and fitness are fundamental to developing great communities.

His unique partnerships and accomplishments include:

- Established partnership with Caddo Parish School Board to provide wellness programs, fitness activities, and related staff development in all 15 community centers within the City of Shreveport

- Partnered with area educational, medical, governmental, business and charitable agencies to establish Fit Cities Challenge in Shreveport-Bossier City
- Partner with Dr. Shelley Armstrong and Centenary College to facilitate the annual Youth Fit, a summer fitness program for ages 7-17 with skill and fitness instruction in cross country and long distance running
- Successfully facilitated youth USA Weightlifting partnership with SPAR and Louisiana State University at Shreveport Weightlifting Development Center (Dr. Kyle Pierce) and provided skill development and strength training programs to youth ages 11-14, four of whom participated in the 2011 AAU Junior Olympics Games in New Orleans
- Partnered with USA track and field Olympian LaMark Carter to annually facilitate the Summer Youth Track and Field Program for ages 9-18, where 46 of the 49 athletes in the program qualified and participated in the 2011 Junior Olympics in Wichita, Kansas

## DANCE EDUCATOR OF THE YEAR

Josephine Charles

Jo received her bachelor’s degree from Southern University in Baton Rouge, Louisiana, with a concentration in health, physical education, recreation, and dance. She received her master’s degree in occupational counseling and gerontology. She has taught dance for 40 years at the University of Louisiana at Lafayette (ULL) and surrounding area schools. She is currently employed as a dance instructor and a supervisor of physical education interns at ULL.

Jo has received many awards in the area of dance and physical education. For example, she received the Woman of Excellence Award for the city of Lafayette and LAHPERD’s Ethnic Minority Award.

She is the pioneer of many different programs in the city of Lafayette. Some examples include the Tiny Tots School of Dance, Diabetic Walking Program, Step Aerobics, and zydeco dancing, where she targets a highly diverse population of children and adults. She is a consultant for many different pageants, dance teams, and teacher in-service workshops. Jo believes that “If you can walk, you can dance. Move it, or lose it!”

### SCHOLAR OF THE YEAR

David Bellar

Dr. David Bellar is currently an assistant professor at the University of Louisiana at Lafayette (ULL). David began his post-secondary education at John Carroll University where he received a Bachelor of Science with dual concentrations in Biology and Chemistry as well as a Master of Education. He then enrolled at Kent State University, ultimately graduating with a Ph.D. in Exercise Physiology. In the last five years, David has conducted numerous research projects and in 2011 was the recipient of the Patrick Rutherford/BORSF endowed professorship.

David has been the lead investigator for research projects dealing with fitness and cognitive function in older adults, the ergogenic and analgesic properties of caffeine, predictive ability of exercise testing for performance, and relationship of aerobic exercise to academic performance. He has over 40 peer reviewed articles in journals such as *Neuroscience*, *European Journal of Applied Physiology*, *Journal of Strength and Conditioning Research*, *European Journal of Sport Science*, and others. His research has also reached a larger audience having been featured in publications such as *Men's Health* and the LiveStrong Web site. David contributes frequently to international and national conferences.

In addition to working on research projects, David is the director of the Human

Performance Lab at ULL, sits on the ULL institutional review board, and is a member of the coaching staff for the track and field team. During the 2010-2011 season, he coached the first athlete since 2004 to represent ULL at the NCAA National Championship where the student athlete earned Honorable Mention All-American Honors. He is also an active member of AAHPERD, the NSCA, and the ACSM.

### ETHNIC MINORITY AWARD

Yvonne Calvin

Yvonne Calvin received her Bachelor of Arts degree in Sociology from Dillard University in New Orleans, Louisiana, and her master's degree in Leisure Studies with a concentration in Therapeutic Recreation from Southern University in Baton Rouge, Louisiana. She is employed as an assistant professor in the Department of Kinesiology, Sport, and Leisure Studies at Grambling State University. Yvonne worked previously at the Baton Rouge General Medical Center for 12 years as Director of Leisure Services.

Yvonne is a tireless advocate for the profession. She has been a member of LAHPERD for 10 years having served in various capacities as Vice President of the General Division, Ethnic Minority Chair, Chair of the Honors and Outstanding Future Professional Committee, and presenting at LAHPERD's annual convention. Additionally, she is a board member of the Louisiana Recreation and Park Association and the Louisiana Magnolia Chapter of the American Therapeutic Recreation Association.

She is no stranger to community and volunteer services. Some of the organizations where she has volunteered her services are Special Olympics, Upward Bound, Louisiana State University Medical Center Annual Career Day, New Rocky Valley Church of Grambling, Louisiana, City of Grambling Youth Coalition,

the Council on Aging, and Shreveport Parks and Recreation.

Yvonne's achievements include an appointment by Governor Bobby Jindal to become a commissioned member of the Louisiana State Park and Recreation Board, LAHPERD 2008 Recreator of the Year Award, Louisiana Recreation and Park Association's 2008 Fellow Award, and the Therapeutic Recreation Symposium for the Southwest's 2010 Outstanding Professional of the Year Award.

The professional who nominated Yvonne said of her, "I know of no one who works as hard as she does to be inclusive of all minority individuals in her professional works. Her middle name should be 'Encouragement' because she spends so much of her time helping others to reach their potential."

#### ATHLETIC DIRECTOR OF THE YEAR

Alan Carter

Alan Carter received his Bachelor of Science from McNeese State University and his Master of Education from Louisiana State University at Shreveport. Alan was a Health and Physical Education instructor and head football coach for 27 years collectively at Loyola High School, Parkway High School, and C.E. Byrd High School. He is presently the Supervisor of Health and Physical Education, Athletics, and Driver Education for Caddo Parish Schools and has been the High School Health and Physical Education Supervisor for Caddo Parish Schools for the past nine years.

Alan had two undefeated seasons at C.E. Byrd High School and was awarded District Coach of Year three times. He was elected to the C.E. Byrd Athletic Hall of Fame and was presented the Distinguished Honor Award from the National Football Foundation and college Hall of Fame.

With the implementation of the federal mandated wellness policy in 2006, Alan has played an important role in the health and fitness

component of the wellness policy. He has served on the Caddo School Health Advisory Council for five years and has been instrumental in the "Wings to Wellness" school initiatives to promote physical activity and nutrition in every school.

Community partnerships with the YMCA of Northwest Louisiana, Boys and Girls Clubs, and Shreveport Parks and Recreation have expanded the wellness initiative to the after-school programs, families, and communities.

In 2009, under the leadership of Alan and Caddo Parish Schools' K-8 Physical Education supervisor, Jimmy Windham, Caddo schools secured administrative support and funds to implement the FitnessGram®. As of 2011-2012, all schools were implementing the FitnessGram® with pre- and post-assessments, student goal-setting, and annual fitness reports sent to parents.

In 2009, the parish received the Carol M. White Physical Education Program Grant (the PEP Grant). Resources provided through the grant have given Alan, Windham, and teachers the opportunity to revise the physical education curriculum to meet state standards and Grade Level Expectations. Staff development for all teachers has expanded. Quality lessons have been implemented that blend fitness and nutrition content into all grade levels. Common assessments, both physical and cognitive, have been developed and required by all physical education teachers.

With Alan's experience and leadership, Caddo Parish schools have continued to change the culture of physical education. Physical educators will play a stronger, effective role in the school learning environment, improve school climate, and encourage a healthier, more successful student body that will be equipped to make better healthy lifetime choices.

The Caddo Parish school system is grateful to have Alan, a professional educator to promote physical education and athletics.

## OUTSTANDING FUTURE PROFESSIONAL AWARD

Timenee Thomas

Timenee Thomas is currently in her senior year at Louisiana Tech University (LTU) where she holds a 3.8 GPA. She is a Health and Physical Education major who was first introduced to LTU as a high school student through the LA Gear Up program. Upon completing high school and enrolling at LTU, she readily became involved in the Kinesiology Department. Her involvement and leadership skills gained her recognition among the kinesiology faculty and of the College of Education administration. Timenee served as President, Secretary, and Freshman Class representative for ESPE.

Timenee is a dedicated advocate of the profession, who works diligently to provide and encourage professional development opportunities and activities for herself and classmates. She possesses the unique ability of getting others involved. Some of her professional development activities have been presentations given on health related topics at Grambling State University, LAHPERD conventions, and most recently at AAHPERD's 2011 annual convention held in San Diego, California. Additionally, she has assisted faculty members at various conventions with presentations and has given back to the community and her campus as a whole by engaging in several campus and community health fairs.

She has received numerous honors. Her vision for the future afforded her a position on the Tech 2020 Action Plan Committee. She was also a NCATE student representative for the site visit, the 2011 NASPE Major of the Year Award recipient, and a nominee for the AKA Scholar Award in Kinesiology.

The professional who nominated Timenee said of her, "I have never seen a more professional leader than Timenee Thomas. From the time she began her studies at LA Tech, she was involved in everything that the College of Education and the Department of Kinesiology

had to offer. Timenee has been our 'go-to gal' within the department when we needed strong student support."

## LAHPERD HONOR AWARD

Mamie Hammock

Mamie Hammock received her Bachelor of Science in Physical Education along with 30 plus hours in Educational Leadership from Louisiana Tech University and earned a master's degree from Grambling State University in Sports Administration. Mamie is currently employed as a Physical Education teacher and coach at Riser Middle School in Ouachita Parish. In addition, she has worked at Grambling State University as an adjunct instructor in the Department of Kinesiology, Sport, and Leisure Studies.

Mamie is dedicated to her profession and serves as an advocate at every opportunity on various state, regional, and national levels. Some of her advocacy has been through LAHPERD in which she has been a member for several years. Her efforts to serve have been through presentations at LAHPERD'S annual convention, serving as Vice President of Physical Education, Chair of Girls and Women Sports, and involvement in recruitment efforts and community service. She was presented the prestigious LAHPERD President's Award for invaluable service to the organization and its presidents.

Related professional activities to which she has been committed have been with the Louisiana State Department of Education's Louisiana Health Education Content Standards Review and Development Committee, Facilitator for Louisiana School Health Index, committee member for the Grade Level Expectations for Physical Education Editorial Board of Strategies, and presenter at the Louisiana Recreation and Parks Annual convention.



*2011 Award Winners*

Photo taken during presentation at 2011 Convention, Baton Rouge, Louisiana.

#### LAHPERD PRESIDENT'S AWARD

Michael Comeaux

Michael Comeaux is a native of the small town of Raceland, Louisiana, but has resided in Baton Rouge since 1988. Michael holds a Bachelor of Science in Health and Physical Education from Nicholls State University, a Master of Science in Exercise Physiology from the United State Sports Academy, and Master of Science in Health Services Administration from the University of St. Francis.

Michael served three years in the United States Marine Corps, proudly serving as a Presidential Guard at Camp David, Maryland. He has been a classroom teacher at his alma mater of Central Lafourche High School, a Clinical Exercise Physiologist with the Baton Rouge General Medical Center, and Executive Director of two YMCAs in Baton Rouge. For the past three years, he has served as the Health and Physical Education Coordinator at the Louisiana Department of Education.

Although Michael has had the opportunity to work with diverse populations in various capacities over the last 23 years, he has a great deal of passion for helping children and families live healthier lifestyles.

#### LAHPERD PRESIDENT'S AWARD

Dee Jacobsen

Dr. Dee Jacobsen is a faculty member at Louisiana State University and has served on the faculty of Southeastern Louisiana University. Dee has been a major contributor to the high energy required to keep LAHPERD functioning. During the past three years, she has served as Convention Manager. Her energy is a primary ingredient for the success of LAHPERD's conventions over the last few years. In addition to her convention work, she has been an active member of LAHPERD, participating in numerous other activities.



## REFEREED PAPER

## DO SMELLING SALTS AFFECT REACTION TIME?

Charles Ciciarella  
 Chelsea Jecmenek  
 Louisiana Tech University

Media attention has recently been called to the use of smelling salts as a supposed performance-enhancing drug by athletes. Reports have been published citing such use by athletes in professional football (Freeman, 2005; Reiss, 2008), professional ice hockey (McManaman, 2007), professional tennis (BBC, 2002), and college football (Freeman, 2005), and is so widespread in powerlifting and weight lifting that internet advertisements for smelling salts are specifically targeted at these sports (APT Pro Gear, 2008; NOSE TORK, 2008; Pullum Sports, 2008). Further, the use of smelling salts is banned in kick boxing (IKF, 2008), reflecting concern over its use.

The momentary inhalation of ammonia has been employed as an aid to recovery from loss of consciousness at least since the Roman era, although its use in cases of possible concussion or neck injury is now strongly discouraged. Its irritating properties appears to initiate a reflexive inhalation (McCrorry, 2006), which is why it is used for revival of the unconscious.

There does not appear to be any scientific support in the literature for the existence of any effect from smelling salts on athletic performance. However, whether or not smelling salts actually enhance any aspect of athletic performance is a moot point. They are used, apparently, because they are believed to benefit performance. Athletes appear to believe that the use of this substance improves focus or alertness, although they may be rather vague about the meanings of such terms. According to McCrorry (2006), the effects of smelling salts on alertness, reaction time, or any measure of cognitive performance remains to be demonstrated. The only other relevant, documented effect of smelling salts is a single study (Schwartz, 1979) showing a reduction in action potential in certain muscles in about 12 percent of subjects. There do not appear to

be any reports of adverse effects from smelling salt use (McCrorry, 2006). However, there also do not appear to be any reports of effects beneficial to any form of athletic performance.

*Method**Participants and Setting*

Sixteen members of a Division I college football team served as subjects in this study. Subjects were chosen because they had been observed to be already involved in an off-season weight training regimen and already using smelling salts during training. All procedures were approved by the university's institutional review board (IRB). Subjects were informed of the purpose and nature of the study and each subsequently signed an informed consent form. All subjects were male, very physically fit for power and strength type activity, and between the ages of 18 and 25. Because this study involved looking at the effect of a behavior (use of smelling salts prior to weight training) that subjects were engaged in on their own initiative, all data was collected in an athletic weight-training room.

*Instrument and Protocol*

Reaction times were measured using a Lafayette Instruments Company Multi-Choice Reaction Timer, Model 63013. The instrument, which consists of a subject module and a control module, was placed on a table located in the weight-training in a manner such that subjects could not observe changes in settings made by the researcher. This instrument is capable of a variety of reaction time experiments and measures with a resolution of .001 second.

For this experiment, subjects sat comfortably at a table, with their preferred arm resting on the table and index finger in position on the response key of the instrument. The subjects' task was to press the key as quickly as possible in response to illumination of the designated stimulus light. In each trial, the cue duration, which is actually the time between illumination of a light indicating the device has been activated and the presentation of the stimulus was varied, by the experimenter, between one and ten seconds. A few seconds of rest was allowed between trials, while

the experimenter recorded data and re-adjusted the cue duration.

### *Design and Procedure*

This study employed a one-group, two condition design, with a balanced order of treatment. Simple reaction times to a light stimulus were measured immediately following after self-administration of ammonia smelling salts and in the absence of use of smelling salts. Each subject was tested under first one condition and then the other. Subjects tested under the control condition first were tested after smelling salt use on the same day. Subjects tested in the reverse order were tested on subsequent days. Each subject performed two practice trials, which were recorded but not used in the subsequent analysis, and then ten real trials under each condition. Data were recorded manually as trials took place. Each subject's mean across trials, for each condition, was calculated by hand and then manually entered into an SPSS data file for analysis.

### *Results, Conclusions, and Recommendations*

Mean reaction times were .197 seconds (SD=.0183) following self-administration of smelling salts, and .194 seconds (SD=.019) under the control condition. The Pearson r correlation was .83, which is significant at the .01 level of confidence. This means, simply, that individuals with faster reaction times with smelling salts also had faster reaction times without smelling salts. A paired-samples t-test, which is a test of the difference between the smelling salt and no smelling salt means, yielded a value for t of 1.031, which is not significant (p = .319). An independent samples t-test for order of treatment was also not significant.

This study appears to confirm that the use of ammonia smelling salts has no effect on reaction time, contrary to the belief commonly expressed among athletes who use them. Whether, or not, their use has any effect, beneficial or otherwise, on other aspects of physical or mental performance, remains to be tested.

Athletes use smelling salts because they believe they may aid reaction time or other aspects of performance. Such an effect has never been documented and this study refutes such an effect.

Athletes, and their coaches, should be advised that smelling salt use for this purpose is a fallacy. Unless some other benefit is documented for smelling salts it seems unreasonable to risk their use, even if, as is the case at present, no particular risk has been identified either.

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cutoff for cognitive impairment. The average time to complete the 8ft Up and Go test was significantly related to the performance on the MMSE ( $r=-0.329$ ,  $p=0.043$ ), and that MMSE performance as also significantly related to the age of the participants ( $r=-0.421$ ,  $p=0.013$ ). These results suggest that the dynamic balance of older adults is related to global cognitive function. As dynamic balance is related to mobility, it can be suggest that older adults attempt to maintain mobility to maintain dynamic balance and cognitive function.

Keywords: Cognitive function, balance, older adults

### *Introduction*

Often in population of older adults lack of mobility is associated with the onset of cognitive decline (Buchman et al., 2011). Mobility is a concept that is made up both of physical active, as well as functional capacity. A person must have both the desire and ability to be mobile in order to maintain an active lifestyle. Given that cognition is associated with mobility it is logical to assume that factors associated with mobility would also likely have associations with cognitive function. One recent study demonstrated that cognitive impairment and brain atrophy is related to postural instability in a group of 390 community dwelling older adults (Kido et al., 2010). Physical performance in terms of gait speed and timed up and go performance has been shown to relate to executive function in older adults with mild cognitive impairment (McGough et al., 2011). Though the evidence is not all conclusive, some studies have found no relationship. Alvarenga, Pereira, and Anjos (2010) demonstrated a relationship between dynamic balance and verbal fluency in elderly community dwelling adults with diabetes, but not in those who were not diabetic. A more recent study involving a different mobility assessment (performance oriented mobility assessment) reported the physical performance in a cohort of 629 elderly Korean men and women was related to lexical fluency and global cognition (Huh et al., 2011).

Of the many options to measure dynamic balance in older adults, one of the necessary functional capacities related to mobility, is the

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## INVITED PAPER

### RELATIONSHIP BETWEEN GLOBAL COGNITIVE FUNCTION, DYNAMIC BALANCE AND AGE OF HEALTHY OLDER ADULTS

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#### *Abstract*

The decline of physical activity and capacity is often associated with a simultaneous decline in mental performance in older adults. Studies have suggested that reduced mobility is implicated in cognitive decline with aging. The purpose of the present investigation was to assess any relationships that might exist in healthy, older adults between dynamic balance and cognitive function. Participants for the present investigation included 28 apparently health older adults (Age:  $70.8 \pm 9.3$  yrs, Body Fat percentage:  $29.4 \pm 4.8$ ). Participants reported to the laboratory where descriptive data was collected, followed by the administration of the Mini-Mental Status Exam (MMSE), the 8ft Up and Go test and finally the 6 minute walk test). Data was analyzed for relationship via Pearson's bivariate correlation. The result of the descriptive data collection suggested that the participants were overweight on average, but the result of the cognitive testing demonstrated that all fell above the

timed 8ft up and go test. In a study that examined this test against two other tests of dynamic balance, the Berg balance test and the Dynamic Gait Index, the 8ft up and go test resulted in normally distributed data from a sample of 265 healthy older adults. This same study also demonstrated that only the 8ft up and go test was related to cognitive performance, particularly in the domains of verbal fluency and working memory (Herman, Giladi, & Hausdorff, 2011).

Based upon the information in the literature, it appears that dynamic balance may be related to cognitive function in older adults. However, some differences may exist in this relationship between older adults with and without disease states or lower levels of cognitive function. The purpose of the present investigation is to elucidate any relationship that may exist between dynamic balance and global cognitive function in a group of healthy older adults.

### *Methods*

#### *Participants*

The present investigation employed a cross sectional design and was approved for human subjects inclusion by the institutional review board at Kent State University. A total of 28 healthy older adults (see Table 1 for descriptive data) volunteered for the present investigation. All subjects gave written informed consent prior to beginning the protocol.

#### *Procedures*

Participants reported to the applied physiology lab on one occasion. After giving written informed consent descriptive information was gathered about the participants including height, age, weight, and three site skinfold analysis and a basic medical history questionnaire. Following these assessments, participants were lead to a quiet room that was comfortably furnished and the Mini Mental Status Exam was administered. Following cognitive testing, participants' dynamic balance was assessed via the 8-foot Up-and-Go test, and their cardiovascular fitness was tested with the 6-minute walk test.

#### *Height and Weight*

The participants' height and weight was assessed via a standard physician's triple beam balance scale and stadiometer. The participants were measured in stocking feet and were coached to stand tall after exhaling prior to the assessment of their height.

#### *Skinfold Analysis*

Each participant was assessed for body fat percentage via three sites skinfold analysis. The three sites chosen include: abdomen, suprailiac and triceps. An individual who was trained and experienced in assessing body composition via skinfolds performed the measurements. Lange calipers (Model 14921, Beta Technology, Santa Cruz, CA) were used for all skinfold analyses.

Abdominal folds were a horizontal measurement that is one inch to the left and one half inch below the navel. The suprailiac folds were taken as a diagonal fold above the iliac crest. The triceps site was measured with a vertical fold that occurs at the midline of the arm halfway between the acromion and olecranon process. The equations that will be used to determine percent body fat are as follows:

$$\begin{aligned} &\text{Males Percent Body Fat (Jackson and} \\ &\text{Pollock, 1978):} \\ &(0.39287)(\text{sum of folds})- \\ &(0.00105)(\text{sum of folds})^2+(0.15772)(\text{age})- \\ &5.18845 \end{aligned}$$

$$\begin{aligned} &\text{Females Percent Body Fat (Jackson, Pollock} \\ &\text{and Ward, 1980):} \\ &(0.4153)(\text{sum of folds})-(0.00112)(\text{sum of} \\ &\text{folds})^2+(0.03661)(\text{age})+4.03653 \end{aligned}$$

#### *8-Foot Up-and-Go Test*

This assessment was designed as a measure of dynamic balance and agility for older adults. The participant were seated in a chair that is 17 inches tall with their legs and feet pointed directly in front of them and their feet squarely on the floor. The participant will be asked to place their right and left hand on the middle of the corresponding thigh. The participant were then instructed that on the "GO" command they are to stand up and walk around a mark on the floor 8ft away and return to the chair in the same position. The time taken for the task was



Alvarenga, Pereira, and Anjos (2010) where there was no association found between dynamic balance and cognitive function in the non-diabetic or apparently health segment of the cohort for the study. However, other studies such as Huh et al. (2011) reported similar findings to the present investigation. Given the plausible links between frailty, mobility, hormone levels and cognitive function, good evidence exists to support a hypothesis that relates dynamic balance and cognition (Herman, Giladi, & Hausdorff, 2011).

### Conclusion

Based upon the evidence from the present study, it appears that a relationship exists between dynamic balance and cognitive function in healthy older adults. It can be suggested based upon these results that older adults attempt to maintain their mobility with advancing age as dynamic balance is associated with mobility and both are related to maintenance of cognitive function.

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## RESEARCH ABSTRACTS

### PRE-SERVICE TEACHERS' KNOWLEDGE OF ADHD

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#### *Problem*

Attention deficit hyperactivity disorder (ADHD) is characterized by inattention, hyperactivity, and impulsivity. Although commonly diagnosed in childhood, it remains pervasive during adolescence and adulthood. It is a chronic, incurable disorder. Since 2007, there have been 5.4 million children diagnosed with ADHD. Teachers are often the first professionals to observe the disorder in children. Most of the knowledge that teachers acquire about ADHD is related to symptoms. Researchers have found that parents are concerned about the teachers' lack of general knowledge of the disorder. Teachers often offer incorrect advice to parents and do not provide proper educational support at school.

#### *Purpose of the Study*

This study was designed to determine 1) the general knowledge of pre-service teachers regarding ADHD, including causation, treatment, and classroom management; 2) which courses in the undergraduate teacher education curriculum provided relevant information on the disorder; and 3) differences in knowledge, if any, by academic major and gender.

#### *Methods*

Seventy-three students at McNeese State University (63% females, 79% white, mean age 23) completed a 10-item true-false & multiple choice questionnaire adopted from previous studies. Some multiple choice items had more than one correct answer; therefore, the best possible score was 15. Thirty-three students (46.5%) students declared education as their major. Data were collected in education classes and other classes. Descriptive statistics were computed for each variable. The t test statistic was employed to determine differences in knowledge scores by gender and major (education and non education).

#### *Findings*

Participants reported getting information on ADHD from parents and teachers (37%, n=27), the media (27.4%, n=20), classes (18%, n=13), other sources (18%, n=13). Most participants desired more information (70%, n=21). The mean score was  $7.59 \pm 2.45$  with scores ranging from 2 to 12 out of 15. Participants *knew more* about hallmark symptoms, proper behavioral interventions, and non-traditional strategies. Respondents *knew less* about causes of ADHD, the role of nutrition, and perinatal influences. There were no differences by major ( $p=.93$ ) or by gender ( $p=.82$ ).

#### *Conclusions and Recommendations*

Our sample, though relatively small, confirmed what other investigators have found: pre-service teachers' knowledge of ADHD is relatively low and no different from ADHD knowledge of other students. Other researcher also found high levels of knowledge about behavioral interventions as we did. A positive finding in our study was that participants rarely selected negative responses to strategies to manage ADHD. Few students reported punishment as acceptable way to manage ADHD

behaviors. Education majors should have more knowledge than other students on the topic. Given the relatively low knowledge of ADHD among pre-service teachers in our study, we recommend coverage of more ADHD information in both the content and pedagogical coursework within the teacher education curriculum.

## STUDENT KNOWLEDGE OF HUMAN PAPILOMAVIRUS (HPV) INFECTION

Casey Guillory  
Dan Denson  
McNeese State University

### *Problem*

Human Papillomavirus (HPV) is the most common sexually transmitted infection. Studies have shown that 10% to 40% of sexually active women are infected at some time. It is estimated that over 26% of all women aged 14 to 59 are infected. High risk types of HPV can cause cervical cancer, and up to 70 percent of cervical cancers are caused by two high risk strains: HPV 18 and HPV 16. Despite the high prevalence and possible severity of complications associated with HPV infection, most college students know very little about HPV. In a national awareness study of over 1000 Americans in year 2000, only 28% ever heard of HPV. Affluent and well-educated students in universities do not necessarily apply their knowledge of HPV to their own sexual behaviors.

### *Purpose*

This study was performed to measure the general knowledge of the HPV infection and related issues regarding the vaccine among university students.

### *Methods*

Sixty students (mean age 21.4 years) from McNeese State University in Southwest Louisiana consented to complete a 15-item true-false examination of general knowledge of HPV and the HPV vaccine (Gardasil® and Cervarix®). All data were collected in health and human performance classes at McNeese. Descriptive statistics were

computed for each variable. Differences in knowledge scores by gender, race, major (HHP or other), and vaccination status (yes, no, or yes, but not all 3 shots) were determined using t tests of significance.

### *Findings*

The average group score was  $7.52 \pm 3.5$  (50%). Students knew more about the side effects of the vaccination, lack of symptoms with HPV, and the major means of HPV transmission. They knew less about other causes of cervical cancer, the number of HPV strains responsible for cervical cancer, or about the male vaccine for HPV. There were no statistical differences ( $p > .05$ ) in knowledge by gender, race, major, or HPV vaccination status.

### *Conclusions and Recommendations*

Overall, the scores were low for the group, a consistent finding of other researchers. Although Caucasian females majoring in programs other than HHP tended to have higher scores, no group or subgroup achieved a score over 57% on the 15-item test. Respondents did no better on general knowledge of HPV than they did on questions that measured knowledge of the vaccine. Those who were vaccinated had no higher scores than those who were unvaccinated, which seems to contraindicate knowledge as a barrier to vaccination. We did not question our participants on possible barriers to vaccination nor did we attempt to survey them on sexual behaviors. Although we did not survey their utilization of health services as other researchers have, it is possible that sexually active women who have Pap tests and pelvic exams know more about HPV than their unscreened cohorts. Effective HPV education appears to be lacking among our participants. Future studies should attempt to measure knowledge of women who are routinely screened for HPV as part of their annual medical examination



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## COLLEGE FRESHMEN PERCEPTIONS OF BODY WEIGHT COMPARED TO BODY MASS INDEX

Mike VanGossen  
McNeese State University

### *Objective*

Body mass index, or BMI, is the most commonly used measurement of an individual's body weight compared to his or her height. Using these measurements and evaluating persons BMI measures assist the health professional in determining the individual's health risk and provide a tool for explaining the hazards of excessive body weight. Students from varying cultural and racial communities have their own perception regarding healthy or ideal body weight as well as differences in dietary choices. A weight status category for an obese or overweight individual is based on the body mass index (BMI). Among adult populations, age of 18 and above, having a BMI between 25.0 to 29.9 falls within the overweight range and a BMI over 30 is categorized as obese.

### *Methods*

A questionnaire was developed to collect data on height and weight from 100 (n=100) college freshmen. Students in a southern university in Louisiana completed a questionnaire and chose a BMI category that best fit the perception of their body image. Participants then entered a private room where the researcher recorded the confirmed measurements from a body weight scale with attached stadiometer for height measurements.

### *Results*

An analysis of the data revealed that participants in this study were more likely to have a correct self-perception of their body mass compared to the available literature. Male participants perceived themselves to weigh less compared to their confirmed BMI scores whereas female participants had closer self-reported perceptions of their body weight compared to their confirmed BMI scores. Females (n = 57) had a lower mean BMI of 24.43, and males (n = 43) had a higher mean BMI of 28.08. Fifty-six percent of the participants were found to be overweight and one was categorized as

obese. No significance was determined between African American and Caucasian males. African American women (n=14) were more likely to be in normal weight ranges compared to Caucasian women (n=39).

### *Conclusions*

Racial differences existed in this study. For example, Caucasian women were less likely to accurately perceive their body weight compared to the confirmed measurements. The literature depicted African American females as more likely to be larger and view a larger body size as desirable. The African American women in this study were less overweight and more closely selected their confirmed body weight category. College freshmen, especially males, were more likely to underestimate their actual body mass. This study found that men were significantly more likely to underestimate their body size classification and women were slightly more likely to accurately estimate their body size classification. The findings conflict somewhat with previous research.

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## FUTURE PROFESSIONALS

### NEW STUDENT CHAIR NAMED FUTURE PROFESSIONAL

Tiffany Deville  
University of Louisiana at Lafayette

Tiffany Deville is the current student chair of LAHPERD's Future Professionals. Originally from Baton Rouge, Tiffany is a student at the University of Louisiana at Lafayette. She is a senior preparing for graduation in Health Promotion and Wellness in the Department of Kinesiology and expects to complete an internship at a wellness center and a nonprofit health organization. Some of her spare time activities consist of exercising, reading, drawing, and spending time with friends and family. After



she graduates, she intends to pursue a master's degree in kinesiology.

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## “LET'S MOVE IN SCHOOL”

### LET'S MOVE IN SCHOOL WITH THE PRESIDENT'S CHALLENGE AND FITNESSGRAM®

JiJi Jonas, Chair  
Louisiana “Let's Move in School”

The FitnessGram® is a fitness assessment that includes a variety of health-related physical fitness tests that assess aerobic capacity; muscular strength, muscular endurance, flexibility and body composition. Scores from these assessments are compared to Healthy Fitness Zone® standards to determine students' overall physical fitness and suggest areas for improvement when appropriate. The Healthy Fitness Zone® standards are not based on class averages or any other peer comparisons. They are criterion-referenced standards that are based on levels of fitness needed for good health. The standards are set specifically for boys and girls of various ages using the best available research.

The President's Challenge is a physical fitness test that recognizes students for their level of physical fitness in five areas: curl-ups (or partial curl-ups), shuttle run, endurance run/walk, pull-ups (or right angle push-ups or flexed-arm hang), and v-sit reach (or sit and reach).

The standards for this assessment are based on the 1985 National School Population Fitness Survey. They were validated in 1998 through comparison with a large nationwide sample collected in 1994.

So how do we use these assessments to get students moving in school and at home? For the FitnessGram®, simply give and discuss with students their scores and ways to improve. If they see their scores and various activities that can lead to improvement, it will be a motivating factor for students to be more active at school and home. Include fitness activities in classes each week.

The President's Challenge assessment standards are geared more toward the more athletic

student because they are established on comparisons of scores across the country. Again, give students their results and ways to improve so that they might participate in activities at recess and home. Another way to motivate students is to have top scorers participate in the Elementary Fitness Meet each year. At the beginning of each school year, tell the students about the meet and help them train.

Louisiana is fortunate to have one of the best Governor's Council on Physical Fitness and Sport (GCPFS) in the nation. In 1994, GCPFS was one of the first organizations to announce publicly Louisiana's childhood obesity problem, and the Council laid out its strategy for addressing the problem. Fitness assessment tests on elementary school children were conducted (12 parishes in 1995; 30 parishes in 2005), and the results were frightening.

Since 1993, the Council has sponsored the Elementary State Fitness Meet. This event highlights the most fit children in our state, just as the science fairs, social studies fairs and other areas compete and recognize their top students.

Remember that not all students will score high enough to participate in the Elementary Fitness Meet, but all students can reach the “Healthy Fitness Zone” and with your help learn to “Move in School.”

The GCPFS plays a vital role in the promotion of physical activity and wellness throughout the state of Louisiana. In 1992, GCPFS started with no money, staff or equipment. With the appointment of new hard-working board members and an aggressive executive director, GCPFS is now one of the top Fitness Councils in the country.

In 1994, GCPFS was one of the first organizations to announce publicly that a childhood obesity problem was coming to Louisiana, and the Board laid out its strategy for addressing the problem. The first order of business was to conduct fitness assessment tests on elementary school children and the results were frightening. In the spring of 1995, GCPFS tested kids in twelve parishes, and in 2005 thirty parishes were tested statewide. From 1993 to the present day, GCPFS is the only state that has a statewide Fitness competition for elementary schools called, the Elementary Fitness Meet that involves thousands of kids across the state.

**LAHPERD PROGRAM REQUEST FORM**

**Program Requests are Due by May 1, 2012**

**For programs to be considered, ALL information must be entered.**

**This request form is designed to be completed and transmitted in Microsoft Word.**

**Thank you for taking advantage of this opportunity to share your ideas with your peers.**

**1. Proposed Program Title:**

**2. Program Description – Write 3 sentences, grammatically correct and descriptive, to highlight your program content.**

**This will be used in the program booklet and sent to school principals to request in-service credit for your presentation.**

**Your program materials MUST BE included in the Program CD that is for sale during LAHPERD. The materials MUST BE submitted via email ([sgremillion@lalsd.org](mailto:sgremillion@lalsd.org)) to the Convention Manager by October 1, 2012 (this includes PowerPoint slides, handouts, etc.). If you do not submit your materials for publication, please prepare 25 sets of handouts for distribution at your presentation.**

**3. Division Area (You may check more than one area where the program may be submitted.)**

| <b>PHYSICAL EDUCATION</b>                     | <b>SPORT &amp; LEISURE</b>                       | <b>DANCE</b>                               | <b>HEALTH</b>  | <b>GENERAL</b>                               |
|---|--|--|--|--|
| <input type="checkbox"/> Adapted PE           | <input type="checkbox"/> Athletic Training       | <input type="checkbox"/> Dance Education   | <input type="checkbox"/> Health Promotion & Wellness | <input type="checkbox"/> Ethnic Minority     |
| <input type="checkbox"/> Elementary Phys Educ | <input type="checkbox"/> Coaching education      | <input type="checkbox"/> Dance Performance | <input type="checkbox"/> School Health               | <input type="checkbox"/> Exercise Science    |
| <input type="checkbox"/> Middle & Secondary   | <input type="checkbox"/> Community & Outdoor Rec |  |  | <input type="checkbox"/> Future Professional |

|                           |  |  |  |  |
|---------------------------|--|--|--|--|
| <b>Physical Education</b> |  |  |  |  |
|                           | <input type="checkbox"/> <b>Fitness,<br/>Leisure,<br/>&amp; Aquatics</b> |  |  | <input type="checkbox"/> <b>Higher<br/>Education</b> |
|                           | <input type="checkbox"/> <b>Sport<br/>Management</b>                     |  |  | <input type="checkbox"/> <b>Research</b>             |

**4. Presentation type: (check one)**

**Lecture/Discussion/Panel - small meeting room, 25-40 theatre style seats, no activity area provided**

**Audience Participation/Activity – large room, perimeter seating, activity area in center of room**

**5. Audiovisuals needed: (must check at least one box) Please request only A/V items that are vital to your presentation.**

**overhead projector – transparencies only (PowerPoint projectors & computers must be provided by presenter)**

**screen**

**TV with VCR or DVD**

**none required**

**Note: CD players and microphones are not provided for activity sessions**

**6. Person presenting program (contact person):**

**Name:** \_\_\_\_\_

**Institution/Company/Parish** \_\_\_\_\_

**Mailing address:** \_\_\_\_\_  
Street Address City/State/Zip

**Contact Information: (program presenter must be available for contact during the summer months)**

**Home Phone:** \_\_\_\_\_

**Work Phone:** \_\_\_\_\_

**Cell Phone:** \_\_\_\_\_

**E-Mail** \_\_\_\_\_

**Additional Presenters must be submitted in order to be listed in program:**

**2. Name** \_\_\_\_\_

Institution/Parish \_\_\_\_\_

3. Name \_\_\_\_\_

Institution/Parish \_\_\_\_\_

4. Name \_\_\_\_\_

Institution/Parish \_\_\_\_\_

Proposals are due by May 1, 2012.

**Your program must be submitted by e-mail to the Vice-President of the Division in which your presentation best fits:**

**(Hand-written program submissions will not be accepted.)**

**Division:**

Physical Education  
Health  
Sport & Leisure  
Dance  
General

**Vice-President:**

Lisa Johnson  
Gail Tyler  
Valerie Altazin  
Carol Revel  
Susan Gremillion

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[crevel@ebrschools.org](mailto:crevel@ebrschools.org)  
[sgremillion@lalsd.org](mailto:sgremillion@lalsd.org)

or e-mail to:

**Susan Gremillion, Convention Manager  
Louisiana School for the Deaf  
2888 Brightside Lane  
Baton Rouge, LA 70821  
[sgremillion@lalsd.org](mailto:sgremillion@lalsd.org)**

**Eligibility to Present: All Presenters (posters included) who are eligible for LAHPERD membership must be current members and must register as a conference participant.**

**Confirmation of Programs: Confirmation notices of programs accepted for the Convention will be sent following the June Board meeting. Confirmation notices detailing the day and time of presentation will be sent out after the program is completed. We are planning for the entire convention program to be online by the beginning of school; therefore we hope to complete all convention programming decisions by August 15, 2012.**

**LAHPERD 2012 CONVENTION**  
Poster Presentation Abstract Submission Form

**Submission Deadline: Sept 1st, 2012**

Submission form may be mailed or emailed (**preferred**) to David Bellar. You will receive email confirmation upon receipt. If you need any assistance with the submission process please contact David Bellar at dmb1527@louisiana.edu.

**Required Information from Presenting Author:**

First Name, Middle Int: [redacted] Last Name: [redacted]  
Degree (highest completed): [redacted]  
Organization, School or University: [redacted]  
Address: [redacted] City: [redacted] State: [redacted]  
Zip: [redacted] Primary Phone: (xxx) xxx - xxxx [redacted]  
Email: [redacted]

**Required Guidelines for Abstract:**

Abstract should be submitted in 12pt font Times New Roman font, single spaces. The abstract should be limited to no more that 2000 characters (spaces not included) and should be the result of completed work that is not presently in press elsewhere at the time of submission.

Submitted abstracts will be blind **peer-reviewed** for scientific merit prior to acceptance. The corresponding author will be notified of acceptance no later than 1 month from the date of the convention, although every effort will be made to make notifications as soon as possible. Accepted abstracts should be presented by the corresponding author as either a standard research poster or via laptop computer as a slideshow (a slide show with timing must be set up and running).

The following sections should be included in the abstract:

**TITLE**

*Authors*

*Affiliations*

***Objective:***

***Methods:***

***Results:***

***Conclusion:***

Please submit both Abstract Submission form (required) and properly formatted Abstract to:

David Bellar, Ph.D.  
University of Louisiana at Lafayette  
Department of Kinesiology  
225 Cajundome Blvd.  
Lafayette, Louisiana 70506  
dmb1527@louisiana.edu | (216) 374-2590

Sample Abstract

**THE RELATIONSHIP BETWEEN PERCENTAGE OF DIETARY CALORIES FROM FAT, ANXIETY, DEPRESSION AND VIGOROUS PHYSICAL ACTIVITY AMONG HEALTHY COLLEGE STUDENTS: A PILOT STUDY**

*David Bellar, Ph.D.*

*Department of Kinesiology  
University of Louisiana Lafayette  
225 Cajundome Blvd.  
Lafayette, La. 70504*

**Objective:** The present investigation is a pilot study assessing the use of the International Physical Activity Questionnaire (IPAQ), the Zung Anxiety (ZungAnx) and Depression (ZungDep) Self- Rated Scales and the National Cancer Institutes Quick Food Scan Questionnaire (QFC) within the population of healthy college student. It was hypothesized that increased percentage of calories from fat would positively correlate to anxiety and depression, and that increased levels of vigorous physical activity would negatively correlate to those same variables. **Methods:** Participants (male n=14, female n=10) for the following investigation were given verbal instructions regarding the four questionnaires (IPAQ, ZungAnx, ZungDep, QFC) and then were asked to answer the questionnaires as completely as possible. After data was coded and analyzed for normality, subsequently variables of interest were assessed for correlations. **Results:** Partial correlation analysis (controlled for gender) revealed a significant positive correlation between QFC and ZungAnx ( $r=0.556$ ,  $p=0.008$ ,  $\text{power}=0.815$ ), suggesting a relationship between the percentage of calories from fat in the diet and anxiety. Similar partial correlations also revealed negative correlations between vigorous physical activity levels (sub score of IPAQ) and ZungAnx ( $r=-0.471$ ,  $p=0.024$ ,  $\text{power}=0.650$ ) and ZungDep ( $r=-0.418$ ,  $p=0.042$ ,  $\text{power}=0.542$ ). **Conclusion:** It would appear that relationships exist in healthy college students between the percentage of calories from fat and anxiety, and between vigorous levels of physical activity and anxiety and depression. Further work with a larger sample will be needed to assess the strength of these relationships.