

**Mississippi Alliance for Health, Physical Education,
Recreation and Dance
Research Section Abstracts**

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**Mississippi Alliance for Health, Physical Education Recreation and
Dance
Research Presentations**

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ABSTRACTS

Terrorism Preparedness and Collegiate Sport: Lessons from the Field

Christina Merckx, Ph.D., A.T.,C., Southeastern Louisiana University; Mark W. Maneval, Ph.D., Thomas Christian, M.S., A.T.,C., both from The University of Southern Mississippi.

Abstract

A study to examine the current anti-terrorism procedures at NCAA-Division 1 venues (n=25) was conducted. The purpose of the research was to discover the level of preparedness for a national disaster, and compliance with Department of Homeland Security Guidelines at selected NCAA-Division 1 football venues. Data indicated that compliance with the new Homeland Security Advisory System was less than optimal. However, during the research process, it was serendipitously revealed that many of the participants engaged in a variety of unique safety measures in an effort to protect spectators and game participants in the event of a disaster. These qualitative findings were divided into three themes; precautions taken to prevent and prepare for disaster, game day activities to inform and educate on site spectators, and inclusion of specialized personnel to perform pre-event, event, and post-event disaster services. It is only through research and subsequent dissemination of that knowledge that one can implement effective procedures to deal with the terrorism threat at college athletic events.

Mississippi Class 1-A Head Coaches' Decision-Making on Returning Injured Athletes to Play

Rhonda Cross, Ph.D., A.T.,C., Southeastern Louisiana University

Abstract

The purpose of this study was to examine Mississippi class 1-A high school head coaches' decision making regarding the return of injured athletes to competition based on the athletes' ability level. Sixty-three subjects of the 132 head coaches solicited, completed and returned the surveys, yielding a 48% return rate. *The Return Athletes to Play Survey* (RAPS) was developed to gather the data for this study. The RAPS consisted of three sections: Demographics (DS), Perceptions (PS) and Scenarios (SS). The PS consisted of a Likert-type scale anchored by (1) strongly disagree and (6) strongly agree. The SS included five scenarios pertaining to returning injured athletes to play based on ability level and situations including importance of game, urgency, grade level, and eagerness. In scenarios 1 and 4 the athlete could be **returned** to play and in scenarios 2, 3, and 5, the athletes **should not** be returned to play. A significant correlation

was found between coaches that feel they need an athletic trainer at practices and competition to help decide when the injured athlete should be returned to play ($r=.29$). A statistically significant relationship was found between age of coach and scenario 1 for returning the weak team asset athlete to play ($r=.27$). A significant relationship was found between number of years in coaching and ability level of the athlete in scenarios 1 and 4 [scenario 1/strong team asset athlete ($r=.31$); scenario 1/weak team asset athlete ($r=.38$); scenario 4/strong team asset athlete ($r=.26$), scenario 4/weak team asset athlete ($r=.25$)]. It was concluded that although coaches feel competent in their decision to return an injured athlete to play, they also feel a need to have an athletic trainer at practice. For scenario 1, the older the coach the more likely they are to play a weak team asset athlete. Additionally, it was concluded that for scenarios 1 and 4, the more years of coaching, the more likely the coach is to return an athlete to play regardless of ability level.

The Effects of Partial vs Full Range of Motion Strength Training on Maximal Strength

Dwayne Massey, Ph.D., Mississippi State University, Mark Maneval, Ph.D., The University of Southern Mississippi, and John Vincent, Ph.D. The University of Alabama

Abstract

The purpose of this investigation was to compare partial range of motion versus full range of motion strength training in the development of maximal strength. The bench press was used as the criterion measurement. The study was conducted over a 10 week period with training sessions occurring twice per week. Subjects (college males and females) were divided into three groups. Group one ($n=11$) trained with three full range of motion sets on the bench press. Group two ($n=15$) trained with three partial range of motion sets. A partial repetition was defined as one that is beyond the sticking point two to five inches from full extension of the elbows. Group three ($n=30$) trained with a combination of partial and full range of motion sets. All subjects were pre and post tested on a 1 repetition maximum lift using the full range of motion bench press. Results indicated that each of the three groups demonstrated statistically significant increases from pre to post test. No differences were found between groups. These findings appear to suggest that partial range of motion training can positively influence the development of maximal strength. Therefore, those involved in the strength and conditioning profession can confidently include this method as an adjunct to their normal training protocols when working with individuals similar to those found in this investigation. It is suggested that additional research be conducted to further establish the effectiveness of partial range of motion training in the development of maximal strength.

KEY WORDS: range of motion, maximal strength, partial repetitions

Can an Intramural Sport Program Have a Positive Affect on Student Behavior and Reduce the Dropout Rate in Our Public Schools?

Cliff Summar, Ph.D., The University of Southern Mississippi

Abstract

If teachers were asked to list five major problems within our public schools, it would be safe to say “student discipline” would be at the top of the list. School administrators, however, would probably place “student drop out rate” near the top of their list. This study examined the effects a modified intramural sports program had on student behavior in the Bernalillo County Juvenile Detention Center in Albuquerque, New Mexico and the potential of this type of program to reduce the dropout rate of students in the New Mexico public schools. The ten week study was limited to the student population ages 12-19, in the Center (N=74). Records of student behavior were examined for a period of five weeks prior to the sports program and four weeks after the program was concluded. A survey was administered to each student that participated in the games and their opinions were collected and recorded. Results of the study indicated that an abbreviated intramural sports program does not seem to have a statistical effect on students’ behavior, however, personal observations by detention center staff members indicated differently. Finally, student responses on the survey identified 3several cogent thoughts and reasons for dropping out of school that would be of interest to most educators.

Information Technology: Is It Needed In The Sport Management Curriculum?

Dan Drane, Ph.D., The University of Southern Mississippi, and Greg Letter, Ph.D., Adelphi University

Abstract

Sport management practitioners of the 21st century rely on information technology (IT) for carrying out essential daily tasks. Therefore, it is imperative for sport management students to enhance competence in IT to enter into and progress in the sport industry. Increased demand for IT proficient sport practitioners amplifies the importance for programs to evaluate the education methods utilized for improving students’ IT skills. Connecting appropriate technology training with specific technology requirements of associated sport professionals provides the following benefits: a relevant educational experience, superior student learning, re-establishes a more effective academic climate, and facilitates program improvements that parallel the contemporary business trend. With the sport industry’s need for practitioners with IT competence there is a corresponding need for vigorous, relevant IT curriculums in the academic department to satisfy that demand. Continuous developments in technology will impact the sport industry and in turn, the sport management curriculum. As a result, program coordinators

need to assess how their curriculum is progressing in this area. The presenters will discuss the areas of information technology currently emphasized in sport management courses. Based on information gathered regarding IT competence and IT integration into the curriculum of 54 sport management undergraduate and graduate programs, the presenters realize the need for integrating more sport management specific IT into relevant courses. The presentation will end with ideas for applicable IT that should be integrated in sport management courses.