

Strengthening the core

A Department of Health and Human Performance publication for students and alumni

Winter 2002

Why *Strengthening the core*?



Health and human performance students enjoy their time at the Faculty Fireside held at the Kieffer's home in October.

Strengthening the core is our top priority and occurs as we commit ourselves daily to spiritual growth and maturity and living lives of servant-leadership in our churches and society.

Strengthening the core . . . a title that captures the essence of what the Messiah College Department of Health and Human Performance is all about. The core is that basic, essential, enduring aspect around which everything else is centered. Academically, our core is the human body; we use movement, therapy, exercise, and sport activities to help individuals improve the functional capacity and health of the body.

Within the body itself, the anatomical and physiological core is the trunk and lower torso—the virtual power center of the body. For athletes, a strong core is vital for transferring force generated in powerful athletic movements. For the adult popula-

tion, a strong core protects against some causes of chronic back pain and assures proper vertebral support and alignment.

As faculty, students, and alumni of Messiah College, however, our interest extends well beyond the body to the very essence of our existence on earth. The core that binds us together and gives our lives meaning and purpose is our faith in Jesus Christ. Strengthening that core is our top priority and occurs as we commit ourselves daily to spiritual growth and maturity and living lives of servant-leadership in our churches and society. We trust this newsletter will be one way we can together strengthen the core.



Dean Moshier's charge is to build community, cultivate an energizing vision, oversee faculty and curriculum development, enlist external collaborators, solicit resources, and administer programs.

The Dean's Corner

Packing Parachutes

His F-4B Phantom jet crippled by a surface-to-air missile, U.S. fighter pilot Charlie Plumb ejected and parachuted over enemy territory in North Vietnam. He was captured immediately and held for the next 6 years in communist prison camps where he was routinely subjected to psychological and physical torture for military information and political propaganda. He survived the ordeal and now lectures on lessons learned from those experiences.

Years after his repatriation, a man approached Plumb and his wife in a restaurant and said, "You're Plumb! You flew jet fighters in Vietnam from the aircraft carrier *Kitty Hawk*. You were shot down!" Plumb asked, "How in the world did you know that?" The man replied, "I packed your parachute." Plumb gasped in surprise and gratitude. The man pumped his hand and said, "I guess it worked!" Plumb assured him, "It sure did. If your chute hadn't worked, I wouldn't be here today."

Plumb says that he couldn't sleep that night, thinking about that man. "I kept wondering what he might have looked like in a Navy uniform: a white hat, a bib in the back, and bell-bottom trousers. I wonder how many times I might have seen him and not even said 'Good morning, how are you?' or anything because, you see, I was a fighter pilot and he was just a sailor." Plumb thought of the many hours the sailor had spent on a long wooden table in the bowels of the ship, carefully weaving the shrouds and folding the silks of each chute, holding in his hands each time the fate of someone he didn't know.

In his lectures, Plumb elaborates that he needed all kinds of parachutes to survive his ordeal—a physical parachute, a mental parachute, an emotional parachute, and a spiritual parachute. He describes some of the men and women who instilled in him the values and character traits he utilizes to conquer fears and face adversity. Now he asks his audience, "Who's packing your parachute?" Everybody needs someone to prepare them for the challenges of life.*

The faculty and staff of Messiah College are parachute packers. Our mission is to pack the parachutes of intellect,

character, and Christian faith of young men and women launching lives of service, leadership, and reconciliation in church and society. To better accomplish this lofty mission, a new academic structure was inaugurated this summer with the formation of five new Schools, each led by its own academic dean—the Schools of Art, Education and Social Sciences, Health and Natural Sciences, Humanities, and Mathematics, Engineering, and Business. The Departments of Health and Human Performance (formerly Health, Physical Education, and Recreation), Nursing, and Natural Sciences form the School of Health and Natural Sciences. Typically this brief description of the new academic structure invokes at least two obligatory questions.

What do these three departments have in common with each other that they should be aligned to form the School of Health and Natural Sciences? I would like to highlight four of many mutual attributes that link these three departments. First, each offers programs that are strongly based in the natural sciences and share a focus on serving God and humankind by caring for his creation—especially the promotion of human health. Second, each department offers programs designed to promote student learning that balances the mastery of discipline-specific concepts and facts with the development of "best practice" skills for applying that knowledge to health promotion. Third, each department relies heavily on not only "hands-on" but also "heads-on" experiential learning opportunities (e.g., practica, internships, discovery labs, etc.) to engage students' minds and encourage lifelong active learning. Fourth, the faculty, programs, and resources of the three departments complement each other in ways that suggest tremendous potential for new interdisciplinary courses, programs, and projects such as a variety of new health science majors and/or shared cross-cultural mission projects.

The next commonly raised question is, "What exactly does a dean do?" Returning to Plumb's metaphor, substantial human and material resources are required

to ensure that parachute packers have everything they need to devote themselves fully to their essential task. No pilot wants to place his or her life in the hands of a parachute packer whose mind and schedule is overburdened with secondary responsibilities. So too at Messiah College, it is critical that our talented faculty and staff focus their attention and efforts on what they do best: packing the spiritual, intellectual, emotional, and vocational parachutes of young women and men. The dean's charge is to build community, cultivate an energizing vision, oversee faculty and curriculum development, enlist external collaborators, solicit resources, and administer programs so that faculty and staff have what they need to excel at their jobs both now and well into the future. If someone asks what deans do, maybe the best answer is simply—they pack the parachutes of parachute packers!

I am excited to be part of such a significant mission and to be working with the gifted faculty and staff of the Department of Health and Human Performance. Their passion to see every student mature into a well-rounded, well-prepared servant leader is matched only by their skill at accomplishing this task. However, this is such a challenging vocation that even academic restructuring and the addition of a dean do not guarantee continued success. We readily acknowledge our need for the wisdom, expertise, and resources of involved parents, alumni, community partners, and College friends to help us do an even better job in the future. I hope that the readers of this newsletter will consider how they might renew or strengthen their ties with the Department of Health and Natural Sciences. Come and pack parachutes with us!

**SOURCE: Charles Plumb, "Packing Parachutes," in Insights to Excellence, Executive Books, Harrisburg, Pa.*



The Chair's Column

Greetings to Alumni and Friends,

The Department of Health and Human Performance is excited about this first edition of our newsletter, *Strengthening the core*. I hope this letter will provide the opportunity to improve our connectedness with friends and alumni, to inform our readers about the Department of Health and Human Performance's programs, students, and faculty, and to invite alumni and

friends to participate in this newsletter and update us on what is happening in your lives.

As you may have noticed, Messiah's Department of Health, Physical Education, and Recreation has a new name: the Department of Health and Human Performance. Over the past nine years, the department has discussed options for a new name. Recently, we became more intentional about searching for a name that better defined the profession of health and physical education, one that would encompass all aspects of who we are: athletic training, health and physical education—recreation, sport and exercise science, and therapeutic recreation. After considering a number of options, the department faculty unanimously recommended the name Department of Health and Human Performance.

The health part of the name represents the sport and exercise science major with its concentration on the fitness industry, wellness issues, physical therapy, and sport and fitness administration programs. This portion of the label also includes the therapeutic recreation major with its emphasis on rehabilitation through the modality of play, games, and physical activity; the teaching major which certifies students to teach health K–12 in the public schools; and the athletic training major with its focus on prevention and care of athletic injuries and illnesses for the athlete. All these majors in the department provide a plethora of health-related experiences for students.

The human performance part of the name represents the main outcome of what the department attempts to accomplish in every one of its majors. Improving and enhancing performance is an outcome of health and physical education—teaching majors as they strive to teach movement skills, sport skills, and fitness skills. Exercise science majors focus on the psychomotor and the physical domain to find ways to improve the development of motor skills and enhance physiological performance through testing and prescription. Therapeutic recreation and recreation majors provide services and programming to enhance the emotional/social domain of human performance as well as improving the physical performance of those participating in recreational programs and rehabilitative services. And finally, athletic training majors' efforts improve performance through rehabilitative and/or preventative conditioning programs for athletes. The Department of Health and Human Performance title has the breadth to include the variety of majors that the department supports.

We are excited about our new name, new curriculum initiatives, new department programs, and the recent addition of new faculty colleagues. However, in the midst of all the new, we are committed to the unalterable mission of educating men and women toward maturity of intellect, character, and Christian faith in preparation for lives of service, leadership, and reconciliation in church and society.

— Barbara Burwell,
chair of the Department of
Health and Human Performance



Solutions would require a new voice, and a courageous group of sport and exercise science professors provided leadership when they began integrating philosophical and ethical dialogue into students' technical preparation.

A Bright Future for Sport and Exercise Science

Millionaire athletes destroyed by the lure of drugs . . . well-established men's athletic programs dropped for gender equity . . . violent parents banned from attending youth soccer games . . . newly marketed pills and supplements proclaimed as the panacea for fatness and fitness . . . sedentary Americans spend billions on healthcare gimmicks . . . innovative no-impact machines help joints but not bones. More problems than promise? Not according to professionals in the field of sport and exercise science who see a bright future and view today's challenges as tomorrow's opportunities.

Dateline: 2015 A.D.

The relatively young discipline of sport and exercise science has quickly emerged as the primary voice influencing sport, health, and fitness issues in this country. With so many potential voices addressing these areas, how did the academic professionals reach the top?

They spoke with one voice . . .

Nationwide accreditation of academic programs offering degrees in sport and exercise science swept across the country's colleges and universities over the past 10 years. This curricular standardization enhanced respect for the discipline, guaranteed competent graduates, and opened new doors into the medical field for clinical exercise physiologists.

They spoke with a new voice . . .

For years, the emphasis in sport science was technical preparation. Sport technology dramatically altered training methodologies and analysis capabilities and ushered in an age of unparalleled athletic performance. But sports' shining skies darkened as this same technology was used to design illegal equipment, camouflage banned substance use, and perform muscle biopsies on young children in order to predict future athletic potential.

Solutions would require a new voice, and a courageous group of sport and exercise science professors provided leadership when they began integrating philosophical

and ethical dialogue into students' technical preparation. These graduates, committed to returning fair-play ideals to sport, hosted "Spirit of the Rules" workshops for athletes all across the country. As a result, accredited sport and exercise science programs developed coaching certifications that all youth, high school, and collegiate coaches are now required to have.

They spoke with a loud voice . . .

For years, a primary problem facing exercise science was getting the word out. Sensational headlines and TV charlatans conveyed more information to the public about health and fitness than faculty did. But colleges and universities are now taking bold, creative steps to broaden the scope of their classrooms. Every newspaper in the country now features regular columns authored by sport and exercise science faculty. Professional associations representing the discipline subsidize 30-second TV commercial spots highlighting the latest research findings and exercise recommendations.

This one, new, loud voice of the sport and exercise science discipline that I envision is already beginning to emerge, bringing hope for the future. Now we need to see if anybody's listening. . . .

— Doug Miller, associate professor of sport and exercise science

Reprinted from the fall 1999 issue of *The Bridge*



Commitment, integrity, responsibility, and spirituality help form the cornerstone of Jim Gustafson's life.

A Department Cornerstone: Jim Gustafson

When Dr. Jim Gustafson came to Messiah College in 1973 approximately 800 students were enrolled in undergraduate classes, and the College did not offer a health and physical education major (until 1975). Over the past 29 years, he has witnessed substantial growth on the Grantham campus including facilities, curricula offerings, and student population. The question remains: What has kept "Dr. G" at Messiah College for so long?

According to the distinguished associate professor, "I have enjoyed the whole process and would not change one thing. It is definitely God's call to serve at Messiah, using my teaching as a ministry to the students and the College community." Gustafson possesses the gift of encouragement and mentoring to students and peers alike, as he demonstrates each day in the classroom.

Gustafson's whole family has been involved at Messiah College. Jim's wife, Gloria, graduated from the College along with his two oldest sons. Currently, he and Gloria have another son who is a sophomore at Messiah, which leaves young Joshua as the only one who has not yet attended classes (projected date for Joshua's graduation from Messiah is

2017). Although noncommittal regarding retirement, Gustafson is looking forward to spending more time at home with his wife and family and to taking an occasional trip to the golf course.

Gustafson has been responsible for the development of the recreation program in the early years and the therapeutic recreation major in recent years. A certified therapeutic recreation specialist, he is a member of several professional organizations and has presented research papers at regional and national conferences. According to Jim, his greatest professional accomplishment was receiving his doctorate in education in recreation and leisure studies at Temple University in 1986. "At that time there were no sabbaticals or reduction of teaching loads. I went part time for approximately eight years while coaching wrestling and teaching, so it was definitely a major accomplishment in my professional life."

Commitment, integrity, responsibility, and spirituality help form the cornerstone of Jim Gustafson's life, and he demonstrates those qualities daily. Although retirement may be on the horizon for him, he does not rule out making a run at 40 years of service in Christian higher education.



Health and human performance major Grace Wasiak '03

The Human Performance Lab

The "old" E-4 classroom has been converted to the Human Performance Lab. The upgrade to this facility has been the removal of many desks to increase lab space, the addition of new fitness machines, and a computer with video and video editing equipment. In addition, Messiah College has recently allocated funds for the purchase of a state-of-the-art metabolic cart (oxygen analyzer) with breath-by-breath sampling. The addition of this new equipment will allow for expanded lab experiences in Exercise Testing and Prescription, increased research options for students taking the Research Methods course, and for the faculty to expose students to more clinical applications of Sport and Exercise Science.

Health and Human Performance Department: By the Numbers

Athletic Training Majors	31
Health & Physical Education Majors	47
Recreation Majors	11
Sport & Exercise Science Majors	78
Therapeutic Recreation Majors	13
Total Majors	180

Student Researcher: Allison Harris



The purpose of this study is to determine the effects of 12 weeks of field hockey training during the course of a season on flexibility, power, and agility for Division III field hockey players. This investigation should help determine whether field hockey training sessions for Division III collegiate women are as active and intense as needed to be to make significant changes occur in flexibility, power, and agility.

Population Sample

The subjects in this study will consist of 30 Division III female field hockey players from Messiah College. Subjects will range in age from 18 to 21. All subjects will be required to perform a summer conditioning program designed by the Messiah College coaching staff.

Data Collection

Each subject will complete pre-season testing within three days of the first day of preseason field hockey training. The subjects will complete the same tests within ten days of the last game. Each test will be demonstrated and explained before being administered.

Summary

The tests done in this study will measure flexibility, power, and agility. Subsequently,

by comparing the tests that will be performed once in preseason and once in postseason, it should be evident whether the season caused any changes in these three areas. The results from these tests should be important in revealing whether the current training program should be changed in order to create improvements in these performance variables during the season. In addition, the comparison of preseason and postseason scores should also suggest important differences in the training programs between the junior varsity and varsity teams. Consequently, by examining the amount of change that occurred for members of these two teams, it should be visible whether one team improved scores of flexibility, power, and agility more than the other.

Editor's note: Allison Harris, a senior SPEX major from Pitman, N.J., developed a research project for Health and Human Performance 410 Research Methods entitled "The Physiological Changes of Field Hockey Players During a Competitive Season." Allison just completed post-testing and will be presenting her findings at the School of Health and Natural Science Colloquium.

Professor Doug Miller Studies Moral Values in Youth Soccer Players



Associate professor Doug Miller recently presented his research findings on moral reasoning patterns in youth soccer players at an

international conference on youth sports held at Michigan State University. Miller designed a Value/ Behavior Inventory that was administered to 387 youth soccer players (approximately half girls and half boys) between the ages of 10–12. The inventory included 12 sport scenarios (six

soccer, six non-soccer), and three life scenarios. The athletes recorded their feelings (strongly approve, approve, neutral, disapprove, strongly disapprove) about the action taken by the player in the scenario, then reported what they would have done in the same situation.

The inventory focused on the moral values of honesty, justice, and responsibility. Results revealed that males had lower moral value scores and predicted moral action scores than females. Male and female Division I players had lower moral value scores than Division II and III players. Males who had more years of experience playing soccer had lower moral value scores than males with less playing experience. Finally, older males had lower moral value scores than younger males.

Specific scenario responses revealed that 17 percent of the athletes approved of eating an illegal candy bar for extra energy, 34 percent approved of intentionally tripping opponents from behind who are dribbling in on the goalkeeper, 21 percent approved of punching a ball into the goal with a fist, and 41 percent approved of illegally setting a wall only 5 yards from the ball if the coach had instructed them to do so. It is clear that these findings suggest the need for youth soccer coaches, parents, and league organizers to more actively promote the development of moral values through sport.

— Doug Miller, associate professor of exercise physiology

Ministry Through Soccer



Aaron Faro with young soccer enthusiasts in Okinawa

Aaron spent two weeks on mainland Japan and one week on Okinawa playing a total of thirteen games against university soccer teams.

Aaron Faro, a junior sport and exercise science major from North Chili, N.Y., endured a very hectic summer, but one that he would repeat if given the opportunity. Aaron teamed up with Missionary Athletes International (MAI) for a three-week trip in July to Japan in which he utilized soccer as a tool for ministry. MAI is based out of Colorado and is associated with three professional soccer organizations. Two teams were selected to travel to Japan, 19-year-old and under and 20-year-old and over teams. Aaron also participated with MAI during the summer of 2000 in Holland.

He spent two weeks on mainland Japan and one week on Okinawa, playing a total of thirteen games against university soccer teams. In Okinawa, camps were held for military children and local children. After each game, the host community was presented a soccer ball and the American players discussed the purpose of their team and what set them apart. The largest attraction was "Soccer Night," which was held at the end of each stay in a local community. Songs, skits, and testimonies

were performed in front of an enthusiastic audience. According to Faro, "Our team needed to put our trust in God working behind the scenes due to the language barrier. We relied on him for strength and knew that God brought the team to Japan for a special reason."

According to Aaron, the temperature and high humidity were tremendous during their stay. God's strength and energy were keys to Aaron not only when enduring the eleven-hour time difference in Japan, but also arriving in Buffalo at 2:00 a.m. and 24 hours later traveling to Messiah College to participate in conditioning drills for the NCAA 2000 Division III soccer champions. The next day, he once again boarded an airplane with his teammates to Holland for two weeks.

Aaron's future plans include additional trips with MAI and, upon graduation from Messiah College, being a part of a sports ministry organization. "Sports are a great platform for ministry to demonstrate to those in American society and other cultures the important things in life," concludes Faro.

MESSIAH COLLEGE

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Alumni News & Information

The Department of Health and Human Performance would like to include your alumni news in future editions of *Strengthening the core*. Please take a few minutes and complete the following form.

NAME _____ YEAR GRADUATED _____

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