

BONNIE TJEERDSMA BLANKENSHIP
Office: 765-494-3188

Education

- Ph.D. University of South Carolina, Columbia; Sport Pedagogy/Motor Learning Concentration, Research Methods/Statistics Supporting Area; 1993
- M.S. University of North Carolina at Greensboro; Exercise and Sport Science, Sport and Exercise Psychology Concentration; 1989
- B.A. Northwestern College, Iowa; Physical Education; 1984

Academic Appointments

- 2003-present **Associate Professor** (2003-2010)/**Professor** (2010-present), Purdue University, College of Liberal Arts (2003-2010)/College of Health & Human Sciences (2010-present), Department of Health and Kinesiology, Physical Education Teacher Education
- 1996– 2003 **Assistant Professor** (1996-2001)/**Associate Professor** (2001-2003), Georgia State University, College of Education, Department of Kinesiology and Health, Physical Education Teacher Education
- 1993 – 1996 **Assistant Professor**, Old Dominion University, Darden College of Education, Department of Health, Physical Education and Recreation, Physical Education Teacher Education
- 1991 – 1993 **Graduate Research and Teaching Assistant**, University of South Carolina, Department of Physical Education
- 1990 **Research Assistant**, University of South Carolina, Department of Exercise Science
- 1988 - 1989 **Graduate Research and Teaching Assistant**, University of North Carolina – Greensboro, Department of Exercise and Sport Science
- 1985 – 1988 **Physical Education Teacher and Coach**, Maurice-Orange City Public Schools, Orange City, IA
- 1984 – 1985 **Physical Education/History Teacher and Coach**, Westside Christian School, Davenport, IA

Awards and Honors

- 1999 Fellow, Research Consortium, American Alliance for Health, Physical Education, Recreation, and Dance
- 1990 Berlin Writing Award, University of North Carolina, Greensboro
- 1988 - 1989 Greensboro Graduate Scholar, University of North Carolina, Greensboro

Memberships in Academic, Professional, and Scholarly Societies

- 1990 – present Society of Health & Physical Educators (formerly AAHPERD)
- 1993 – 2010 American Educational Research Association
- 2000-2007 Association Internationale des Ecoles Superieures d'Education Physique (AIESEP; International Association for Physical Education in Higher Education)
- 2003-present InSHAPE
- 1996 – 2003 Georgia Association for Health, Physical Education, Recreation, and Dance

LEARNING & RESEARCH

Beyond the important role of promoting college student learning, professors associated with teacher education are involved in a multitude of other activities related to learning: conducting research on learning and instruction, translating research and theory for practitioners, helping researchers of teaching improve their research and writing (via journal editing and reviewing), assessing the effectiveness of educational programs, and serving on educational committees. Most of Blankenship's academic activities encompassed these areas of learning and established her as a national authority through the high quality and impact of her work.

Blankenship is dedicated to the service of others. This was demonstrated in her role as a teacher educator and learning expert. In her duties, she sought to help individuals develop a meaningful understanding and application of effective teaching/learning principles, holding learners and herself to the highest standards in the process. Blankenship's main areas of expertise related to learning centered on three areas: teacher education for pre-service and in-service teachers, assessment, and the psychology of teaching physical education. These areas often overlap. For instance, Blankenship has conducted research, co-authored a book, published a monograph and several journal articles, and made numerous presentations on the assessment of teacher education programs. She published a single-authored book and several journal articles, and made presentations translating the theories and research of the psychology of teaching physical education for pre-service and in-service teachers. As part of a grant from the United States Department of Education, Blankenship and her colleagues provided educational opportunities for local physical education teachers to update their teaching skills and conduct curricular revision. They also assessed the effectiveness of their attempts.

Blankenship's work on committees, journals, and with graduate students also reflected the learning areas of teacher education, assessment, and psychology of teaching physical education. In serving on national committees, Blankenship enhanced the knowledge and practice of teacher educators as well as in-service physical educators. After only nine years in teacher education, Blankenship was chosen to serve a four-year term as editor of the most prestigious research journal in physical education, *The Journal of Teaching in Physical Education*. In this role, as well as the role of journal reviewer, she positively impacted the research and writing of fellow education researchers. Serving on Purdue University College of Education, College of Health & Human Sciences, and Health and Kinesiology Department committees, as well as being the department undergraduate program director, allows Blankenship many opportunities to enhance student learning. Her expertise in assessment is heavily relied on as the department's NCATE and Higher Learning Commission outcomes coordinator. Finally, in most graduate student research and projects with which Blankenship has been involved, she provides assistance in the areas of teacher education, assessment, and/or psychological aspects of physical education.

With the demise of the teacher education programs in the department and after 30 years in her chosen specialty area, Blankenship has been required to re-invent many aspects of her scholarship. She has spent many hours learning new content in order to best serve the students she teaches. She has also been working on a new research area, bullying in summer camps, which combines her love of engagement (with the PALS camp) with research.

Courses Taught at Purdue University

Undergraduate

HK 10000 *Foundations of Kinesiology*
HK 21000 *History & Philosophy of Physical Education*
HK 32200 *Physical Education in Elementary School*
HK 32900 *Curriculum in Physical Education*
HK 33000 *Teaching Physical Education in Schools*
HK 33500 *Junior Teaching Seminar*
HK 37600 *History of Sport*
HK 38000 *The Psychology of Teaching Physical Education*
EDCI 42900 *Methods of Teaching Physical Education in Secondary Schools*

Graduate

HK 53700 *Analysis of Teaching and Coaching in Physical Education*
HK 53900 *Pedagogical Studies in Physical Education*
HK 63400 *Seminar in Physical Education Curriculum Theory*

Courses Taught at Other Universities

Undergraduate

Performance & Analysis: Movement and Rhythmics
Performance & Analysis: Team Sports
Instructional Skills for Health & Physical Education, P-12
Practicum in Health and Physical Education
Psychology of Physical Activity
Curriculum & Instruction for Secondary Physical Education
Curriculum & Instruction for Elementary Physical Education
Curriculum and Assessment in Health and Physical Education
Student Teaching in Health and Physical Education (P-12)

Graduate

Psychology of Physical Activity
Advanced Methods of Teaching Physical Education
Contemporary P-12 Physical Education Programming
Instructional Effectiveness in Health & Physical Education
Research Methods in HPER
Statistics in HPER

Publications

Books

* indicates primary author(s)

Blankenship, B.T. (2008). *The psychology of teaching physical education: From theory to practice*. Scottsdale, AZ: Holcomb Hathaway Publishers.

*Metzler, M.W., & ***Tjeerdsma, B.L.** (2000). *Assessment of physical education teacher education programs*. Reston, VA: National Association for Sport and Physical Education.

Book Chapters

Graber, K., Mercer, J., Templin, T., & **Blankenship, B.** (2014). Physical education practices in the United States: Past, present, and future. In M. Chin & C.R. Edginton (Eds.), *Physical education and health: Global perspectives and best practice* (pp. 531-544). Urbana, IL: Sagamore.

Templin, T., Richards, K., **Blankenship, B.**, Smith, A., Kang, B., & Cory, E. (2011). Professional development and change in middle high school physical education: The experience of a teacher in her induction years. In S. Brown (Ed.), *Issues and controversies in physical education: Policy power and pedagogy* (pp. 173-182). Auckland, N.Z. Pearson Education Publishing.

Metzler, M., & **Tjeerdsma, B.** (1998). Selected results from the Georgia State University Health and Physical Education Teacher Education Assessment Project. In R. Feingold et al. (Eds.), *Education for Life: Proceedings of the 1998 AIESEP/Adelphi Conference* (pp. 46-51.).

Refereed Monographs Edited

* indicates primary editor(s)

***Blankenship, B.T.**, & Ayers, S.A. (Eds.) (2013). Undergraduate research in the academics: Ready, set, go! *Journal of Physical Education, Recreation, and Dance*, 84(9).

***Blankenship, B.T.**, & Heidorn, B. (Eds.) (2012). Zumba to yoga to reality tv: Using pop culture to teach the sciences. *Journal of Physical Education, Recreation, and Dance*, 83(8).

Finch, L., & **Blankenship, B.T.** (Eds.) (2011). Not that there's anything wrong with that: Dealing with differences across the profession. *Journal of Physical Education, Recreation, and Dance*, 82(8).

Landers, R.Q., Carson, R.L., & **Blankenship, B.T.** (Eds.) (2010). The promises and pitfalls of sport specialization in youth sport. *Journal of Physical Education, Recreation, and Dance*, 81(6).

***Blankenship, B.T., & Solmon, M.A. (Eds.) (2004).** Physical education, physical activity, and public health: Learning from the past, building for the future [Monograph]. *Journal of Teaching in Physical Education*, 23(4).

***Metzler, M.W., & *Tjeerdsma, B.L. (Eds.) (2000).** Model-based assessment for physical education teacher education [Monograph]. *Journal of Teaching in Physical Education*, 19(4).

Refereed Journal Articles

* indicates primary author(s) in multiple-authored publications

McDavid, L., McDonough, Wong, J., Snyder, F., Ruiz, Y., & **Blankenship, B.** (in press). Associations between a summer physical activity-based positive youth development program and academic outcomes. *Journal of Adolescence*.

Blankenship, B.T. (2017). We have met the enemy – and it is us. *International Journal of Kinesiology in Higher Education*, 1(2), 35-43.

McDavid, L., McDonough, M.H., **Blankenship, B.T.**, & LeBreton, J.M. (2016). A test of basic psychological needs theory in a physical activity-based program for underserved youth. *Journal of Sport & Exercise Psychology*, 39, 29-42.

***Blankenship, B.T., & *Templin, T. J.** (2016). The decline and elimination of PETE: Implications for doctoral education. *Quest*, 26, 383-393.

Richards, K. A. R., Templin, T. J., Levesque-Bristol, C, & **Blankenship, B. T.** (2014). Understanding differences in role stressors, resilience, and burnout in teacher/coaches and non-coaching teachers. *Journal of Teaching in Physical Education*, 33, 383-402.

Hemphill, M.A., Richards, K.A., **Blankenship, B.T.**, Beck, S., & Keith, D. (2012). Making PALS through Partnerships: A collaboration to promote physically active Lafayette students. *Journal of Physical Education, Recreation, and Dance*, 83(9), 23-27, 36.

Cho, O., Richards, K.A., **Blankenship, B.T.**, Templin, T.J., & Smith, A.L. (2012). Motor skill development of students enrolled in a sport education volleyball season delivered by inservice physical education teachers. *The Physical Educator*, 69(4), 375-394.

Hemphill, M.A., Richards, K.A., Templin, T.J., & **Blankenship, B.T.** (2012). A content analysis of qualitative research in the Journal of Teaching in Physical Education from 1998 to 2008. *Journal of Teaching in Physical Education*, 31, 279-287.

***Blankenship, B.T., & *Ayers, S.A.** (2010). The role of physical education teacher education in joy-oriented physical education. *Quest*, 62(2), 171-183.

***Blankenship, B.T., Taylor, T., Voll, C.A., & Lufkin, S.** (2010). Using graduate students to assess the coherency of a PETE program. *Indiana Association for Health, Physical Education, Recreation, and Dance Journal*, 39(1), 15-18.

- ***Blankenship, B.T.**, & Coleman, M.M. (2009). An examination of “wash-out” and workplace conditions of beginning physical education teachers. *The Physical Educator*, 66(2), 97-111.
- *Gurvitch, R., & ***Blankenship, B.T.** (2008). Implementation of models-based instruction: The induction years. *Journal of Teaching in Physical Education*, 27, 529-548.
- *Gurvitch, R., ***Blankenship, B.T.**, Metzler, M.W., & Lund, J. (2008). Student teachers’ implementation of models-based instruction: Facilitators and inhibitors. *Journal of Teaching in Physical Education*, 27, 466-486.
- *Spangler, K., ***Blankenship, B.T.**, Leverenz, L., & Templin, T. (2008). Student and athletic trainer perceptions of caring behaviors of athletic trainers. *Indiana Association for Health, Physical Education, Recreation, and Dance Journal*, 37(2), 23-26.
- *Metzler, M.W., & ***Blankenship, B.T.** (2008). Taking the next step: Connecting teacher education, research on teaching, and programme assessment. *Teaching & Teacher Education*, 24, 1098-1111.
- Blankenship, B.T.** (2007). The stress process in physical education. *Journal of Physical Education, Recreation, and Dance*, 78(6), 39-44.
- *Templin, T.J., & ***Blankenship, B.T.** (2007). Accreditation in kinesiology: The process, criticism, and controversy, and the future. *Quest*, 59, 143-153.
- *Meers, A., & ***Blankenship, B.T.** (2005). Developing sportsmanship in elementary physical education through social learning. *Indiana Association for Health, Physical Education, Recreation, and Dance Journal*, 34(3), 6-9.
- *Metzler, M.W., & ***Tjeerdsma, B.L.** (2000). Ending back at the beginning: Some reflections on PETE assessment. *Journal of Teaching in Physical Education*, 19, 543-547.
- *Metzler, M.W., & ***Tjeerdsma, B.L.** (2000). Subjects, data sources, methods, and data analysis. *Journal of Teaching in Physical Education*, 19, 411-430.
- *Metzler, M.W., & ***Tjeerdsma, B.L.** (2000). Teacher education program assessment and the GSU PETE assessment project. *Journal of Teaching in Physical Education*, 19, 395-401.
- *Metzler, M.W., & ***Tjeerdsma, B.L.** (2000). Using the development, research, and improvement model for PETE program assessment. *Journal of Teaching in Physical Education*, 19, 402-410.
- *Metzler, M.W., ***Tjeerdsma, B.L.**, & Mozen, D. (2000). Assessing pedagogical knowledge. *Journal of Teaching in Physical Education*, 19, 487-507.
- *Metzler, M.W., ***Tjeerdsma, B.L.**, & Walker, T.M. (2000). Contextual analysis of the GSU PETE program. *Journal of Teaching in Physical Education*, 19, 431-450.

- *Tjeerdsma, B.L., & *Metzler, M.W. (2000).** Making decisions for program improvement. *Journal of Teaching in Physical Education, 19*, 538-542.
- *Tjeerdsma, B.L., *Metzler, M.W., & Walker, T.M. (2000).** Assessing knowledge. *Journal of Teaching in Physical Education, 19*, 476-486.
- *Tjeerdsma, B.L., *Metzler, M.W., Walker, T.M., & Mozen, D. (2000).** Assessing dispositions. *Journal of Teaching in Physical Education, 19*, 451-475.
- Tjeerdsma, B.L. (1999).** Physical education as a social and emotional development laboratory. *Teaching Elementary Physical Education, 19*(4), 12-16.
- *Metzler, M.W., & *Tjeerdsma, B.L. (1998).** PETE program assessment within a development, research, and improvement framework. *Journal of Teaching in Physical Education, 17*, 468-492.
- Tjeerdsma, B.L. (1998).** Cooperating teacher perceptions of and experiences in the student teaching practicum. *Journal of Teaching in Physical Education, 17*, 214-230.
- Tjeerdsma, B.L. (1997).** A comparison of teacher and student perspectives of tasks and feedback. *Journal of Teaching in Physical Education, 16*, 388-400.
- Tjeerdsma, B.L. (1997).** Enhancing classroom communication between teacher and student. *Journal of Physical Education, Recreation, and Dance, 68*(5), 26-28, 32.
- *Rink, J.E., *French, K.E., & Tjeerdsma, B.L. (1996).** Foundations for the learning and instruction of sport and games. *Journal of Teaching in Physical Education, 15*, 399-417.
- Tjeerdsma, B.L. (1996).** Using lesson “bookends” to enhance student motivation. *Strategies, 10*(1), 24-27.
- *Tjeerdsma, B.L., *Rink, J.E., & Graham, K.C. (1996).** Student perceptions, values and beliefs prior to, during, and after badminton instruction. *Journal of Teaching in Physical Education, 15*, 464-476.
- Tjeerdsma, B.L. (1995).** How to motivate students...without standing on your head! *Journal of Physical Education, Recreation, and Dance, 66*(5), 35-39.
- Tjeerdsma, B.L. (1995).** “If-then” statements help novice teachers deal with the unexpected. *Journal of Physical Education, Recreation, and Dance, 66*(9), 22-24.
- Tjeerdsma, B.L. (1991).** Imagery in elementary physical education. *Strategies, 4*(4), 25-28.

Non-refereed Journal Articles

Blankenship, B.T. (2013). Knowledge/skills and physical activity: Two different coins, or two sides of the same coin? *Journal of Physical Education, Recreation, and Dance*, 94(6), 5-6.

Richards, K. A., Hemphill, M. A., Templin, T. J., & **Blankenship, B. T.** (2010). Advocating for quality physical education in Indiana: An open letter to physical educators, school administrators, school boards, state legislators, state superintendent Dr. Tony Bennett, and parents. *Indiana Association for Health, Physical Education, Recreation, and Dance Journal*, 39(2), 11-16.

Tjeerdsma, B.L. (1995). Instant activity in middle school physical education. *Teaching Middle School Physical Education*, 1(3), 7-9.

Tjeerdsma, B.L. (1992). Dealing with the psychological side of injury. *Scholastic Coach*, 61(7), 42-44.

Presentations

Refereed Presentations

* indicates the individual(s) who presented the work orally or, in the case of a poster presentation, was (were) available at the poster session to answer questions (when multiple authors listed)

*Snyder, F. J., McDonough, M. H., Riciputi, S., McDavid, L., Boyer, P., Ruiz, Y., & **Blankenship, B.** (April, 2017). *Electronic and combustible cigarette use among children and young adolescents from low-income families*. Society for Public Health Education, Denver, CO.

***Blankenship, B.T.**, & Clark, V.T. (March, 2017). *Prevalence of bullying in a positive youth development camp*. Society for Health and Physical Education – America, Boston, MA.

***Blankenship, B.T.**, McDonough, M.H., Snyder, F.J., Riciputi, S., & McDavid, L. (March 2017). *Predictors of bullying in a summer positive youth development camp*. Society for Health and Physical Education – America, Boston, MA.

McDonough, M.H., Snyder, F., Riciputi, S., **Blankenship, B.**, McDavid, L., Boyer, P., & Ruiz, Y. (2017). *Engagement in a summer physical activity-based positive youth development program predicts improvement in life skills among youth from low-income families*. Presented at the annual meeting of the Canadian Society for Psychomotor Learning and Sport Psychology, St. John's, NL.

*Snyder, F.J., McDonough, M.H., **Blankenship, B.T.**, Wynkoop, R., Clark, V.T., Riciputi, S., McDavid, M.L., & McKee, R.K. (November, 2015). *Development of an innovative physical activity-based positive youth development program for low-income youth*. Presented at the annual meeting of the American Public Health Association, Chicago, IL.

- *Ayers, S.A., & *Blankenship, B.T. (October, 2015). *Where have all of the systematic observation tools gone?* Paper presented at the PETE & HETE Conference, Atlanta, GA.
- *McDavid, L., McDonough, M.H., & Blankenship, B.T. (2014, June). *The effect of a self-determination theory based intervention on social relationships and psychological outcomes in a youth physical activity program.* Presented at the annual meeting of the North American Society for the Psychology of Sport and Physical Activity, Minneapolis, MN.
- *Ayers, S.F., *Blankenship, B.T., *Davis, K.L., & *Lund, J. (2012, October). *Where's the beef? Preparing teachers who are skilled and fit.* Presentation at the National Association for Sport and Physical Education's Physical Education Teacher Education Conference, Las Vegas, NV. **National – Oral.**
- *Cho, O., Blankenship, B.T., Smith, A.L., & Templin, T.J. (2011, March). *Employing the health-related fitness model improves secondary student fitness.* Paper presented at the annual meeting of the American Alliance for Health, Physical Education, Recreation, and Dance, San Diego, CA. **National – Oral.**
- *Cho, O., & Blankenship, B.T. (2011, March). *Physical education teachers' perspectives on roles of theory and research.* Paper presented at the annual meeting of the American Alliance for Health, Physical Education, Recreation, and Dance, San Diego, CA. **National – Poster**
- *Hemphill, M., *Richards, K., Templin, T., & Blankenship, B. (March, 2010). *Qualitative research in sport pedagogy: A review of JTPE.* Paper presented at the annual meeting of the American Alliance for Health, Physical Education, Recreation, and Dance, Indianapolis, IN. **National – Oral.**
- *Cho, O., Blankenship, B., Templin, T., & Smith, A. (March, 2010). *Impact of a sport education season on students' motor skills.* Paper presented at the annual meeting of the American Alliance for Health, Physical Education, Recreation, and Dance, Indianapolis, IN. **National – Oral.**
- *Blankenship, B.T., & *Ayers, S.F. (October, 2009). *Where did all the fun go? Preparing teachers who teach for fun.* Presentation at the National Association for Sport and Physical Education's Physical Education Teacher Education Conference, Myrtle Beach, SC. **National – Oral.**
- *Smith, A.L., Sampson, M., DeFreese, J.D., Blankenship, B.T., & Templin, T.J. (2009, June). *Peer victimization and student motivation in middle school physical education.* Paper presented at the annual meeting of the North American Society for the Psychology of Sport and Physical Activity, Austin, Texas. **National – Oral**
- *Templin, T.J., Blankenship, B.T., Smith, A.L., Kang, B.J., & Eichenauer, J. (2009, May). *Teacher professional development and change: Evidence of compliance, redefinition, and reflection in the use of sport education.* Paper presented at the AIESEP International Seminar for Specialists, Besancon, France. **International – Oral**

- *Gurvitch, R., & **Blankenship, B.T.** (2009, April). *The effects of video editing on teacher candidates' reflection levels*. Poster presented at the annual meeting of the American Alliance for Health, Physical Education, Recreation, and Dance, Tampa, FL. **National – Poster**
- Blankenship, B.T.** (2008, April). *O be careful little tongue: Effective teacher/coach feedback*. Presented at the annual meeting of the American Alliance for Health, Physical Education, Recreation, and Dance, Fort Worth, TX. **National – Oral**
- ***Blankenship, B.T.**, *Taylor, T., Voll, C., & Lufkin, S. (2007, April). *Examining the coherency of a teacher education program*. Presented at the annual meeting of the American Educational Research Association, Chicago, IL. **National – Roundtable**
- *Kang, B.J., ***Blankenship, B.T.**, Tyler, A., & Lutes, K. (2006, October). *A PDA system for the SOFIT physical activity levels*. Presented at the National Physical Education Teacher Education conference, Long Beach, CA. **National – Oral**
- *Eagen, M.S., Lyle, R.M., **Blankenship, B.T.**, Lutes, K.D., Lowe, K.M., & Weaver, C.M. (June, 2006). *Use of accelerometry and personal digital assistant (PDA) self-reporting to assess physical activity in free living, normal weight, Asian adolescents*. Presented at the annual meeting of the American College of Sports Medicine, Denver, CO. **National – Poster**
- Blankenship, B.T.**, & *Metzler, M. (2006, April). *Linking research on teaching, teacher education, and program assessment*. Presented at the Carnegie Academy for the Scholarship of Teaching and Learning Colloquium, Madison, WI. **National – Poster**
- *Rhea, C., Erwin, H., & **Blankenship, B.** (2006, April). *Biomechanical knowledge of practicing physical education teachers*. Presented at the annual meeting of the American Alliance for Health, Physical Education, Recreation, and Dance, Salt Lake City, UT. **National – Poster**
- ***Blankenship, B.T.**, & *Metzler, M.W. (2005, February). *Establishing and maintaining a comprehensive, longitudinal assessment plan for a teacher education program*. Presented at the annual meeting of the American Association of Colleges for Teacher Education, Washington, D.C. **National – Oral**
- ***Blankenship, B.T.**, *Myer, J., & *Dryden, M. (2004, November). *Using games stages for teaching skills and tactics in games*. Presented at the annual meeting of the Indiana Association for Health, Physical Education, Recreation, and Dance, Indianapolis, IN. **State – Oral**
- *Metzler, M., & ***Blankenship, B.** (2004, April). *Connecting teacher education, research on teaching, and teacher education program assessment*. Presented at the annual meeting of the American Educational Research Association, San Diego, CA. **National - Oral**

- *Metzler, M., & *Blankenship, B. (2004, February). *A comprehensive, longitudinal assessment model for teacher education program improvement*. Presented at the annual meeting of the American Association of Colleges for Teacher Education, Chicago, IL. **National - Oral**
- *Blankenship, B.T., *Metzler, M., *Shapiro, D., & *Walker, T.M. (2003, October). *Analyzing PETE assessment data in real time: The power of a longitudinal, comprehensive data base*. Presented at the Physical Education Teacher Education conference, Baton Rouge, LA. **National - Oral**
- *Blankenship, B.T., *Metzler, M., *Shapiro, D., & *Walker, T. (2003, October). *Field-based experiences in PETE: Design, implementation, and assessment*. Presented at the Physical Education Teacher Education conference, Baton Rouge, LA. **National - Oral**
- Blankenship, B.T. (2003, April). *Motivating students in physical education: From theory to practice*. Presented at the annual meeting of the American Alliance for Health, Physical Education, Recreation, and Dance, Philadelphia, PA. **National - Oral**
- *Blankenship, B.T., & Coleman, M. (2003, April). *An examination of “wash-out” and workplace conditions of beginning physical education teachers*. Presented at the annual meeting of the American Educational Research Association, Chicago, IL. **National - Roundtable**
- *Blankenship, B.T., & *Walker, T.H. (2003, April). *How “if-then” statements can help novice teachers handle the unexpected*. Presented at the annual meeting of the American Alliance for Health, Physical Education, Recreation, and Dance, Philadelphia, PA. **National - Oral**
- *Blankenship, B.T. (2003, February). *A framework for examining “wash-out” in the induction years*. Presented at the Fifth New Teacher Center Symposium on Teaching Induction, San Jose, CA. **National - Oral**
- *Metzler, M.W., *Tjeerdsma, B.L., *McCullick, B., & Mitchell, M. (2000, September). *Devising a model for PETE assessment*. Presented at the International Association for Physical Education in Higher Education World Sport Science Congress, Rockhampton, Australia. **International - Oral**
- *Metzler, M.W., *Tjeerdsma, B.L., *McCullick, B., & Mitchell, M. (2000, September). *Using research-based assessment data for program improvement*. Presented at the International Association for Physical Education in Higher Education World Sport Science Congress, Rockhampton, Australia. **International - Oral**
- *Tjeerdsma, B.L., *Coleman, M., *Barton, G., *Kirby, K., *Fleming, D., & *Rink, J.E. (2000, March). *The promise, reality, and potential of physical education programs*. Presented at the annual meeting of the American Alliance for Health, Physical Education, Recreation, and Dance, Orlando, FL. **National - Oral**

- *Tjeerdsma, B.L., *Coleman, M., *Kahan, D., & *Veal, M.W.** (2000, March). *Making student teaching better: View of all participants*. Presented at the annual meeting of the American Alliance for Health, Physical Education, Recreation, and Dance, Orlando, FL. **National - Oral**
- *Tjeerdsma, B.L., *Metzler, M.W., *Mitchell, M., *McCullick, B., & *Tom, A.** (2000, March). *Teacher education program assessment as research*. Presented at the annual meeting of the American Educational Research Association, New Orleans, LA. **National - Oral**
- Tjeerdsma, B.L.** (1999, May). *The student teaching practicum: A comparison of participants' perspectives*. Presented at the annual meeting of the Georgia Association for Health, Physical Education, Recreation, and Dance, Jekyll Island, GA. **State - Oral**
- Tjeerdsma, B.L.** (1999, April). *Holistic perspective of the student teaching practicum*. Presented at the annual meeting of the American Alliance for Health, Physical Education, Recreation, and Dance, Boston, MA. **National - Roundtable**
- *Tjeerdsma, B.L., *Metzler, M.W., *Walker, T.H., & *Mozen, D.** (1999, April). *Student teacher perceptions of the student teaching practicum and teaching abilities*. Presented at the annual meeting of the American Alliance for Health, Physical Education, Recreation, and Dance, Boston, MA. [abstract published in *Research Quarterly for Exercise and Sport*, 70, A103]. **National - Poster**
- *Walker, T.H., *Metzler, M.W., & *Tjeerdsma, B.L.** (1999, May). *Preparing for PRAXIS II*. Presented at the annual meeting of the Georgia Association for Health, Physical Education, Recreation, and Dance, Jekyll Island, GA. **State - Oral**
- *Metzler, M.W., *Tjeerdsma, B.L., Walker, T.H., Owen, S., & Russell, D.** (1998, April). *Everything you ever wanted to know about your teacher education program but were afraid to ask!* Presented at the annual Share the Wealth College/High School Conference, Augusta, GA. **State - Oral**
- *Metzler, M.W., *Tjeerdsma, B.L., *Wiegand, R., *Mohr, D.J., & *Siedentop, D.** (1998, April). *Systematic assessment of physical education teacher education*. Presented at the annual meeting of the American Alliance for Health, Physical Education, Recreation, and Dance, Reno, NV. **National - Oral**
- *Tjeerdsma, B.L., & *Ellis, S.D.** (1997, October). *Developing skillful games players: The stage approach*. Presented at the annual meeting of the Georgia Association for Health, Physical Education, Recreation, and Dance, Jekyll Island, GA. **State - Oral**
- *Tjeerdsma, B.L., *Metzler, M.W., Russell, D., & Walker, T.H.** (1997, October). *Systematic assessment of HPE teacher education*. Presented at the annual meeting of the Georgia Association for Health, Physical Education, Recreation, and Dance, Jekyll Island, GA. **State - Oral**

- *Tjeerdsma, B.L., *Metzler, M.W., *Walker, T.H., & Owen, S. (1997, April).** *HPETE program assessment at Georgia State University.* Presented at the annual Share the Wealth College/High School Conference, Augusta, GA. **State - Oral**
- *Tjeerdsma, B.L., *Walker, T.H., & *Metzler, M.W. (1997, April).** *Planning for team supervision at Georgia State University.* Presented at the annual Share the Wealth College/High School Conference, Augusta, GA. **State - Oral**
- *Tjeerdsma, B.L., *Metzler, M.W., *Walker, T.H., & *Owen, S. (1997, April).** *Georgia State University's HPE Semester Conversion Plan.* Presented at the annual Share the Wealth College, High School conference, Augusta, GA. **State - Oral**
- Tjeerdsma, B.L. (1997, March).** *Case studies of four high-skilled students with high or low motivation in physical education.* Presented at the annual meeting of the American Alliance for Health, Physical Education, Recreation, and Dance, St. Louis, MO. [abstract published in *Research Quarterly for Exercise and Sport*, 68, A91-92]. **National - Oral**
- Tjeerdsma, B.L. (1997, March).** *Case studies of four low-skilled students with high or low motivation in physical education.* Presented at the annual meeting of the American Educational Research Association, Chicago, IL. **National - Roundtable**
- *Hohn, R.C., Werner, P., *Young, D., Stellar, J., & *Tjeerdsma, B.L. (1996, April).** *Validation of a comprehensive third grade physical education curriculum.* Presented at the annual meeting of the American Alliance for Health, Physical Education, Recreation, and Dance, Atlanta, GA. **National - Oral**
- Tjeerdsma, B.L. (1996, April).** *Increasing student motivation.* Presented at the annual meeting of the American Alliance for Health, Physical Education, Recreation, and Dance, Atlanta, GA. **National - Oral**
- Tjeerdsma, B.L. (1996, April).** *The impact of the student teaching practicum on the cooperating teacher's beliefs, perceptions and teaching skills.* Presented at the annual meeting of the American Educational Research Association, New York, NY. **National - Oral**
- *Tjeerdsma, B.L., & *Bowie, S.C. (1995, November).** *Systematic observation forms to assist the cooperating teacher.* Presented at the annual meeting of the Virginia Association for Health, Physical Education, Recreation, and Dance, Charlottesville, VA. **State - Oral**
- Tjeerdsma, B.L. (1995, April).** *A comparison of teacher and student perspectives of tasks and feedback.* Presented at the annual meeting of the American Educational Research Association, San Francisco, CA. **National - Roundtable**
- Tjeerdsma, B.L. (1994, November).** *Blocked versus random practice: Which is the best way to practice those fifty free throws?* Presented at the annual meeting of the Virginia Association for Health, Physical Education, Recreation, and Dance, Norfolk, VA. **State - Oral**

- Tjeerdsma, B.L.** (1994, November). *Content development in physical education: Creating an appropriate progression of tasks*. Presented at the annual meeting of the Virginia Association for Health, Physical Education, Recreation, and Dance, Norfolk, VA. **State - Oral**
- Tjeerdsma, B.L.** (1994, April). *A comparison of four models of children's achievement, perceptions of competence and control, and motivational orientation in a physical domain setting*. Presented at the annual meeting of the American Alliance for Health, Physical Education, Recreation, and Dance, Denver, CO. [abstract published in *Research Quarterly for Exercise and Sport*, 65, A91]. **National - Oral**
- Tjeerdsma, B.L.** (1994, April). *An exploration of the causal relationships among achievement motivation variables in physical education*. Presented at the annual meeting of the American Educational Research Association, New Orleans, LA. **National - Roundtable**
- *Tjeerdsma, B.L., *Hohn, R.C., Young, D., & Stellar, J.** (1994, April). *A description of third graders' attitudes toward and thoughts while performing the mile run*. Presented at the annual meeting of the American Alliance for Health, Physical Education, Recreation, and Dance, Denver, CO. [abstract published in *Research Quarterly for Exercise and Sport*, 65, A42]. **National - Poster**
- *Tjeerdsma, B.L., Rink, J.E., & Graham, K.C.** (1993, March). *A description of the beliefs and attitudes of high school students toward sports and physical education*. Presented at the annual meeting of the American Alliance for Health, Physical Education, Recreation, and Dance, Denver, CO. [abstract published in *Research Quarterly for Exercise and Sport*, 64, A96]. **National - Poster**
- Tjeerdsma, B.L.** (1992, November). *Exploring the relationship between student perceived competence levels and teacher verbal feedback: An ethnographic approach*. Presented at the annual meeting of the South Carolina Association for Health, Physical Education, Recreation, and Dance, Myrtle Beach, SC. **State - Oral**
- Tjeerdsma, B.L., & *Williams, H.G.** (1991, June). *A comparison of clumsy and normal children in levels of physical perceived competence and skill knowledge*. Presented at the annual meeting of the North American Society for the Psychology of Sport and Physical Activity, Asilomar, CA. **National - Poster**
- Tjeerdsma, B.L.** (1990, November). *Relaxation techniques for children*. Presented at the annual meeting of the South Carolina Association for Health, Physical Education, Recreation, and Dance, Myrtle Beach, SC. **State - Oral**
- Tjeerdsma, B.L.** (1990, June). *The effect of cognitive strategies on endurance running performance in children*. Presented at the annual meeting of the North American Society for the Psychology of Sport and Physical Activity, Houston, TX. **National - Poster**

Invited Scholarly Presentations

Blankenship, B.T. (March, 2016). *We have met the enemy – and it is us*. Curriculum and Instruction Scholar Lecturer, Society for Health and Physical Education- America, Minneapolis, MN.

Blankenship, B.T. (April, 2013). *PE or PA? Two different coins or two sides of the same coin?* Presented at the annual meeting of the American Alliance for Health, Physical Education, Recreation, and Dance, Charlotte, NC. **National – Oral.**

Templin, T., **Blankenship, B.**, Kang, B.J., Cho, O., Richard, K.A., Hemphill, M., & Haag, R. (2010, February). *Teacher professional development and change: Evidence of compliance, redefinition, and reflection*. Presented at the annual meeting of the Indiana Higher Education Conference in Physical Education. **Local - Oral**

Tjeerdsma, B.L. (1996, 1999-2003). *The psychology of physical activity*. Presented at the Georgia State University and American College of Sports Medicine Exercise Specialist Workshops. **Local - Oral**

*Metzler, M.W., & **Tjeerdsma, B.L.** (1998, July). *Selected results from the Georgia State University HPETE Assessment Project*. Paper presented at the International Association for Physical Education in Higher Education World Sport Science Congress, Garden City, NY. **International - Oral**

Grants and Awards – Research & Learning

Funded Grants - Extramural

Agency: National Institute of Food & Agriculture – United States Department of Agriculture

Title: 4-H PALS Purdue University Sustainable Community Project

Duration of Funding: 5 years (2014-2019)

Total Amount of Award: \$93,750 (Year 1); \$145,000 (each of Years 2-5 of the project); Total = \$673,750

Role: Co- Principal Investigator

If Co-PI, for how much of the total funding are you directly responsible: 20%

PI: Renee McKee – CES-Engagement; Co-PIs: Dr. Meghan McDonough, Dr. Frank Snyder – Department of Health & Kinesiology.

Agency: Indiana Association for Health, Physical Education, Recreation, and Dance

Title: Bullying in a Summer Physical Activity Day Camp

Duration of Funding: Summer 2014

Total Amount of Award: \$2,000

Role: Principal Investigator

Agency: U.S. Department of Education

Title: *Making PALS (Physically Active Lafayette Students) through Partnerships*

Duration of Funding: 3 years (2008-2011)

Total Amount of Award: \$674,398 (non-match portion; \$319,088 subcontract to Purdue University)

Role: Co- Principal Investigator (on behalf of the Lafayette School Corporation)

If Co-PI, for how much of the total funding are you directly responsible: NA

PI: Dr. Al Smith - Department of Health & Kinesiology; Co-PIs: Dr. Thomas Templin - Department of Health & Kinesiology, Dr. John Layton – Lafayette School Corporation, Pauline Shen – Tippecanoe County Health Department.

Agency: Georgia Association for Health, Physical Education, Recreation, and Dance

Title: *A Holistic Exploration of the Student Teaching Practicum*

Duration of Funding: 1 year (1997)

Total Amount of Award: \$500

Role: Principal Investigator

Agency: National Association for Sport and Physical Education

Title: *Monitoring the Effectiveness of a Physical Education Teacher Education Program in Achieving the NASPE Beginning Teacher Standards*

Duration of Funding: 1 year (1996)

Total Amount of Award: \$2,500

Role: Co- Principal Investigator

If Co-PI, for how much of the total funding are you directly responsible: NA

PI: Michael W. Metzler – Georgia State University

Agency: Virginia Department of Education

Title: *HIV/AIDS and Substance Abuse Prevention Education*

Duration of Funding: 1 year (1995)

Total Amount of Award: \$4,520

Role: Co-investigator

PI: Pat Tow - Old Dominion University; Co-investigator: David Branch - ODU

Funded Grants - Intramural

Agency: College of Health & Human Sciences, Purdue University

Title: *I-pads in Motion in Fitness and Physical Education*

Duration of Funding: 1 year (2013)

Total Amount of Award: \$15,000

Role: Primary Author

Agency: College of Liberal Arts, Purdue University

Title: *The Relationship between Content Knowledge and Instructional Skills in Physical Education Teaching Majors*

Duration of Funding: 1 year (2006)

Total Amount of Award: \$1,000

Role: Principal Investigator

Agency: School of Liberal Arts, Purdue University
Title: *Assessing the Effectiveness of a Health Teacher Education Program*
Duration of Funding: 1 year (2003)
Total Amount of Award: \$1,000
Role: Principal Investigator

Agency: Georgia State University Scholarship of Teaching Grant Program
Title: *Research-based, Computer Analysis of Preferred Pedagogical Skills during Student Teaching*
Duration of Funding: 1 year (1997)
Total Amount of Award: \$2,850
Role: Co- Principal Investigator
If Co-PI, for how much of the total funding are you directly responsible: NA
PI: Michael W. Metzler - University; Co-investigators: Terry Walker and Sandra Owen – Georgia State University

Agency: Old Dominion University Faculty Summer Research Fellowship
Title: *The Impact of the Student Teaching Practicum and Training on the Cooperating Teacher's Beliefs, Perceptions and Teaching Skills*
Duration of Funding: 1 year (1995)
Total Amount of Award: \$4,000
Role: Principal Investigator

Unfunded Grants – Extramural

Agency: National Institutes of Health
Title: Preventing Substance Use Through a Physical Activity Based Positive Youth Development Intervention
Duration of Funding: 3 years 2016-2019
Total Amount of Award: \$680,000
Role: Co-Investigator (PI: Frank Snyder)

Agency: National Institute for Health
Title: *Improving Diet and Physical Activity Assessment in Adolescents*
Duration of Funding: 3 years (2006-2008)
Amount Requested: \$1,084,370
Role: Co-investigator
PI: C. Boushey – Purdue University; Co-investigators: B. Cronig, D. Kerr, K. Lutes, R. Lyle, C. Weaver – Purdue University

Agency: Active Living Research
Title: *An Analysis of Passed and Pending State Policy Legislation for Physical Education in Schools*
Duration of Funding: 1 year (2005)
Amount Requested: \$196,150
Role: Co-investigator

PI: Michael W. Metzler – Georgia State University; Co-investigators: Jackie Lund, Jeff Rupp, and Wayne Rogers – Georgia State University

Agency: National Association for Sport and Physical Education

Title: *A Developmental Comparison of Student and Teacher Perspectives of Tasks in Physical Education*

Duration of Funding: 1 year (1995)

Amount Requested: \$2,500

Role: Principal Investigator

Agency: National Association for Sport and Physical Education

Title: *The Impact of the Student Teaching Practicum and Training on the Cooperating Teacher's Beliefs, Perceptions, and Teaching Skills*

Duration of Funding: 1 year (1994)

Amount Requested: \$3,180

Role: Principal Investigator

Unfunded Grants - Intramural

Agency: College of Liberal Arts, Purdue University (Teaching Development Incentive Grant)

Title: *Creating On-line Teaching Portfolios in Health and Physical Education Teacher Education*

Duration of Funding: 1 year (2005)

Amount Requested: \$750

Role: Principal Investigator

Agency: Purdue University Research Foundation Summer Faculty Research Program

Title: *Assessing the Effectiveness of a Health Teacher Education Program*

Duration of Funding: 1 year (2004)

Amount Requested: \$7,000

Role: Principal Investigator

Agency: School of Liberal Arts, Purdue University (Teaching Development Incentive Grant)

Title: *Assessing the Effectiveness of the Physical Education Teacher Education Program at Purdue University*

Duration of Funding: 1 year (2003)

Amount Requested: \$750

Role: Principal Investigator

Service Related to Learning & Research

Journal Reviewing/Editing

1. International Level

Teaching and Teacher Education

- Guest Reviewer (2008)

Physical Education and Sport Pedagogy

- Guest Reviewer (2008 & 2009, 2013)

European Physical Education Review

- Guest Reviewer (2009)

2. National Level

Journal of Teaching in Physical Education

- Editor (2002-2006)
- Editorial Board (1998-2002, 2006-2007)
- Guest Reviewer (1992, 1997-1998, 2007, 2009-2013, 2015, 2016)

Research Quarterly for Exercise and Sport

- Guest Reviewer (1998-2003, 2013, 2015, 2016, 2018)

Quest

- Guest Reviewer (2007, 2010, 2013, 2015, 2016, 2018)

Leadership Roles

National and State

American Alliance for Health, Physical Education, Recreation, and Dance (AAHPERD)

- Research Coordinator, National Association for Sport and Physical Education (NASPE) (2010-2013)
- Member, NASPE Initial Teacher Standards Revision Committee (2012-2015).
- Member, AAHPERD, Committee on District Leadership Structure (2013)
- Member, Minimal Competencies Task Force, NASPE (2009-2011)
- Grant Proposal Reviewer, Helen M. Heitmann Research Grant, NASPE (2009)
- Reviewer, NASPE/ING Run for Something Better School Award (2009-15)
- Chair-Elect, Chair, and Past-Chair, NASPE Curriculum and Instruction Academy (2000-2003)
- Planning Committee Member, NASPE National Teacher Education Conference (2002-2003)
- Convention Abstract Reviewer, Research Consortium (Pedagogy Section) (2001-2002, 2011-2012)
- Abstract Reviewer, NASPE/SHAPE National Teacher Education Conference (1999, 2003, 2015)

American Educational Research Association (AERA)

- Chair-elect/Chair, Special Interest Group on Research on Teaching and Learning in Physical Education (2008-2010)
- Reviewer, research abstracts for the Special Interest Group on Research on Teaching and Learning in Physical Education (2008 & 2009)

Chair of the Data Safety and Monitoring Board for the study, “ERPs to Academics: Effects of Exercise on Cognition in School-aged Children,” conducted by researchers at the University of Illinois and funded by the National Institute of Child Health and Human Development (2008-2017)

Co-chair, Philosophic Issues in Teaching Physical Education Strand, History & Future Directions of Research on Teaching and Teacher Education in Physical Education Conference (2007)

Virginia Alliance for Health, Physical Education, Recreation, and Dance

- Chair-elect and Chair, Research Section, General Division (1994-1996)

Purdue University

1. College of Education

Program Convener, Health Teacher Education & Physical Education Teacher Education Programs (2006-2016)

Teacher Education Council (2006-2016)

Teacher Education Council Executive Committee (2007-2011, 2013)

Special Cases Committee, Teacher Education Council (2007-2013)

2. College of Health & Human Sciences

Undergraduate Curriculum Committee (2010-present)

Member, Honors Program Coordinating Committee (2013- present)

Member, Interdisciplinary Task Force (2011)

Member, Task Force to write Learning Outcomes for College Mission (2011)

Member, Presidential Scholarship Selection Committee (2012-2015)

3. Department of Health and Kinesiology

Undergraduate Program Director (2007-present)

Coordinator, Higher Learning Commission Outcomes (2007-present)

Department representative to the University Senate (2014-2017)

- Member, Educational Policy Committee of the University Senate

Coordinator, health and physical education teacher education NCATE assessments and TaskStream on-line portfolio (2004-2016)

Member, Strategic Planning Committee (2014-15)

Doctoral Program Advisory Committee (2004-2007)

Search Committee Member

- Sport management instructor (2020)
- Applied exercise and health instructor (2015)
- Public health professor (2014)
- Health education professor (2007)
- Health education instructor (2007)
- Department chair (2006 & 2012)
- Sport psychology professor (2006)
- Health clinical instructor (2005)
- Motor development professor (2005)
- Physical education clinical instructor (2004)

Thesis and Dissertation Committee Responsibilities

Ph.D. Thesis Chair

Cho, O. (2011). *An investigation of physical education teachers' health related fitness knowledge, self-efficacy, and students' physical fitness levels*. Department of Health and Kinesiology

Ph.D. Thesis Committee Member

Zhang, L. (2019). Department of Health & Kinesiology

Eberline, A. (2016). Department of Health and Kinesiology.

Padaruth, S. (2016). Department of Health and Kinesiology.

McDavid, L. (2015). Department of Health and Kinesiology.

Voll, C.A. (2015). Department of Health and Kinesiology

DeMano, A.M. (2012). *Does a faith-based community center impact physical activity practices among middle age and older adults?* Department of Health and Kinesiology

Kang, B.J. (2010). *Exploring teachers' professional development and change through physical education curriculum reform and the sport education model*. Department of Health and Kinesiology

Helm, K.D. (2009). *The effectiveness of nontraditional methods of instruction in health sciences*. Department of Health and Kinesiology

Wilcoxson, A. (2007). *The socialization of athletic training clinical instructors*. Department of Health and Kinesiology

Carson, R. (2006). *Exploring the episodic nature of teachers' emotions as it relates to teacher burnout*. Department of Health and Kinesiology

Cox, A. (2006). *Student motivation in physical education*. Department of Health and Kinesiology

Hicks, L. (2004). *Attitudes toward physical education and physical activity patterns of students enrolled in the classes of teachers of the year*. Department of Health and Kinesiology

M.S. Thesis Committee Chair

Taylor, T. (2007). *Physical education teacher expectations for students' motor demonstrations and verbal responses*. Department of Health and Kinesiology

M.S. Thesis Committee Member

Richards, K.A. (2010). *The role of induction assistance in the socialization of a beginning physical education teacher during curricular reform*. Department of Health & Kinesiology.

Woodruff, B. (2007). *Competitive sports/activities and bone mass: A cross-sectional study among early adolescent females*. Foods & Nutrition Department

M.S. Project Chair

Copsy, J. (2019). Department of Health & Kinesiology

Harpenau, S. (2019). Department of Health & Kinesiology.

Clark, V.T. (2015). *Bullying in a summer physical activity program*. Department of Health & Kinesiology.

M.S. Project Committee Member

Thornburg, M. (2019)

Pennewell, D. (2019)

Krieves, L. (2017).

Elwazeer, S. (2017)

Sinz, J. (2016).

Vance, K. (2016).

Mane, K. (2015).

Coletta, M.L. (2013). *Establishing an After-School Physical Activity Program for Children*. Department of Health & Kinesiology.

Huff, S.M. (2010). *Public Health in the Community*. Department of Health and Kinesiology

Gonzalez, J. (2009). *Incorporating a Sports Video Game Simulation into the Sport Management Curriculum*. Department of Health and Kinesiology

Deifel, C.J. (2009). *Football Coaching Philosophy*. Department of Health and Kinesiology

- Bunnell, S. (2008). *High School Basketball Program Guide*. Department of Health and Kinesiology.
- Glass, C.S. (2008). *ACL Injury Prevention and the Female Athlete*. Department of Health and Kinesiology
- Jacobs, M.R. (2008). *Football Graduate Assistants' Handbook*. Department of Health and Kinesiology
- Pierce, H.S. (2008). *Starting a Summer Camp: An Event Manual*. Department of Health and Kinesiology
- Cavalier, J.D. (2008). *A High School Soccer Athlete Handbook*. Department of Health and Kinesiology.
- France, K.O. (2008). *The Effectiveness of Coach Demonstrations to Improve the Understanding of the Game*. Department of Health and Kinesiology
- Anoliefoh, A.O. (2007). *Global Coaching and Leadership Philosophies Across Borders*. Department of Health and Kinesiology
- Humphries, R. (2007). *Musculoskeletal Imbalances and Injury in Collegiate Athletes*. Department of Health and Kinesiology
- Lee, N.A. (2007). *Fundraising Development and Charity Event Management*. Department of Health and Kinesiology
- Raff, R.L. (2007). *Analysis of Weight Training Instruction by Division I Coaches*. Department of Health and Kinesiology
- Watson, L.A. (2007). *Student-Athlete Perceptions of Effective Management Styles of Athletic Trainers during Rehabilitation*. Department of Health and Kinesiology
- Cherry, M.A. (2006). *High School Baseball Coach's Handbook*. Department of Health and Kinesiology
- Spangler, K. (2006). *Student and Athletic Trainer Perceptions of Caring Behaviors of Athletic Trainers*. Department of Health and Kinesiology
- Dershowitz, B. (2005). *Does the Relationship between Social Status and Social Physique Anxiety Depend on Self-presentational Efficacy?* Department of Health and Kinesiology
- Lufkin, S.C. (2005). *Physical Education Advocacy: A Website*. Department of Health and Kinesiology
- Nixon, F. (2004). *Website Design in Athletic Training*. Department of Health and Kinesiology
- Everett, I.L. (2003). *School Nutrition Services*. Department of Health and Kinesiology

ENGAGEMENT

In recent years, the value placed on and the investment made in engagement activities by Purdue University has greatly increased, as evidenced by the numerous activities that are linked to Purdue's Strategic Plan. This translates into meaningful contributions to people in the community across the lifespan in several areas, including physical activity and health. This emphasis on engagement corresponds with Blankenship's priority on service to others. Blankenship has played a significant role in promoting the engagement vision of Purdue University, the College of Liberal Arts, the College of Health and Human Sciences, and the Department of Health and Kinesiology by her involvement in two prominent outreach programs: the Purdue Athletes Life Success Program (PALS), and Operation Purple. In these programs, Blankenship uses her expertise in the teaching/learning process to address the needs of community youth, while at the same time providing undergraduate and graduate students practical opportunities to grow in their leadership skills and service to others. Both programs require a significant amount of collaboration with others and preparation time during the spring semester, and even more preparation and actual operation time during the summer.

Purdue Athletes Life Success Program (PALS) (2004-2020) (formerly known as the National Youth Sports Program – NYSP)

PALS is a free summer day program for underserved youth in our community. There are two main purposes of the program: (1) to help participants learn lifelong skills (i.e., trustworthiness, respect, caring, and responsibility); and (2) to provide physically active opportunities for participants. Each summer PALS serves 400-600 youth, ages 8-14 (formerly 10-16) who meet low income requirements. The program runs 20 June and July weekdays starting at 7:30 a.m. until 2:30 p.m. Purdue University undergraduate and graduate students serve as instructors, team leaders, service learning supervisors, athletic trainers, discipline counselors, and character development specialists. When it was NYSP, the program was funded with federal funds (supplemented with Purdue funds), but the federal funds have since been eliminated. However, the program's importance is reflected in the external funding that has been acquired to ensure its existence. This includes private donors (e.g., Drew Brees Dream Foundation, John Schuemann, Alcoa, Bison Financial Group), along with funds from grant applications (e.g., U.S. Department of Agriculture/Indiana Department of Education, Coca-Cola). As NYSP, the program was recognized in 2002 from the national organization as an Outstanding New Program. Data collected throughout the years show that the ISTEP scores (Indiana Statewide Testing for Educational Progress) of PALS participants tend to increase concurrent with the number of years they have engaged in the program. Moreover, the ISTEP scores of PALS participants in their 2nd, 3rd, or 4th years of participating tend to be higher than comparable students (students from the same school district who are the same age and also in the free and reduced lunch program but do not attend PALS).

Blankenship has been involved with PALS since the summer of 2004, which was the program's third year at Purdue. Her role has evolved over the years from instruction supervisor to that of activities director and now camp co-director. Throughout the program's existence, a variety of daily activities have been provided, including: volleyball, basketball, fitness, cooperative games, Sharbade, softball, judo, tennis, soccer, track and field, health (drugs/alcohol and personal

health), table tennis, computers/writing, art, career education, financial literacy, musical activities, swimming, flag football, American Sign Language, and service learning opportunities. The arrangement of these activities requires coordination with a wide variety of Purdue offices and community organizations, such as: Division of Recreational Sports, Center for Career Opportunities, University Residences, Risk Management Office, Ivy Tech Community College, Purdue Employees Federal Credit Union (PEFCU), Alcoa, and local school corporations. Blankenship's specific duties have included:

- Plan the daily activities and schedule
- Conduct staff interviews and help make hiring decisions
- Coordinate with the Division of Recreational Sports to acquire space for activities
- Work with University Residences to establish contract for meals (breakfast, lunch, snack) and residence hall space
- Write and assist with funding applications/proposals (e.g., U.S. Department of Agriculture/Indiana Department of Education)
- Coordinate with the Risk Management Office to obtain medical insurance for participants
- Assist with medicals for participants (physical exams are required of all participants; these exams are offered without charge on at least three evenings in May)
- Plan and help implement staff training (3 full days before the program begins)
- Coordinate bus supervisors (free transportation is offered to participants via local public school busses; each bus must be supervised by at least one PALS staff member every day of the program to ensure safety)
- Supervise instruction (assist instructors with content, progression, effective instructional skills, assessments)
- Organize and supervise junior team leaders
- Manage the use of pedometers by most participants and the recording of their steps per day; these pedometers were donated to the camp by Alcoa in 2009
- Handle late arrivals/early departures by participants (to ensure participant safety, one administrator must be present when participants arrive late or are picked up early; this involves getting the child from their station, walking them to the central pick-up point, and verifying the parent/guardian's signature and identification)
- Coordinate with Lafayette School Corporation (LSC) band and orchestra instructors to organize arrivals & departures of PALS participants who also attend band practice during part of the day (LSC provides a special bus to drop these children off and pick up other children for later band practice; Blankenship meets the band bus and gets these children to their respective stations, as well as picks up band children from their stations and brings them to the pickup point for later band practice)
- Work with Ivy Tech Community College to plan Career Day (one day is devoted to presenting several career options to participants; Blankenship works with Ivy Tech personnel to present about 20 careers to the participants while at the Ivy Tech campus)
- Coordinate with the Center for Career Opportunities to provide children with career education
- Assist with Financial Literacy program (this program, provided by PEFCU, began in 2008 to help participants learn about financial aspects of life)

- Assist with Drew Brees Day and football clinic planning and implementation (help decide when/where/what will occur with the day; help organize PALS participants for the event)
- Organize rainy day space/activities (each year several activities are held outdoors and must be moved indoors on rainy days; Blankenship works with the Division of Recreational Sports to determine what space is available, decide which activities meet in what spaces, and help instructors adjust activities so instruction still occurs)
- Help with weekly staff meetings (e.g., make announcements, set agenda for discussion topics, etc.)
- Assist with equipment needs for the instructors and stations
- Give counsel and advice concerning participant discipline
- Assist with research on program effectiveness (Blankenship works with other department researchers to determine what/when/where to assess, and assists with the organization)
- Trouble shoots (each staff member does whatever it takes to ensure an enjoyable experience for participants and staff; for instance, Blankenship has delivered lunches to instructors whose tight schedules only allowed 10 minutes for lunch, provided coffee and bagels for bus drivers on the last day of the program to thank them for their contribution to the program, drove to a bus stop to pick up a staff member who needed a ride home, purchased program supplies)
- 2006-2008, planned special activities for older participants (many of these youth had attended camp several years; different activities were provided to give them some variety - bowling, golf, pottery, Boiler Challenge course, dance, Colby Fitness Center)
- 2004-2008, assisted with Mobile Dentist program (Mobile Dentist spent 2-3 days at PALS providing free dental services to participants whose parents gave permission; Blankenship helped get children from the activity stations, to the dentist, and back to their stations)
- 2004-2008, assisted with speech and hearing screenings (free screenings were given to first-year participants by the Department of Speech, Language, and Hearing Sciences; Blankenship helped transfer these children from their activity stations, to the screenings, and back to their stations)

Operation Purple at Purdue University (2008-2012)

Operation Purple programs are sponsored by the National Military Family Association (NMFA). These are free, weeklong residential programs for children of deployed military personnel. Operation Purple has two purposes: (1) to give participants the tools to deal with the stresses resulting from a parent's deployment; and (2) provide a week of fun for children in an outdoor setting during a difficult time in their lives. During the summer of 2009, approximately 90 weeks of Operation Purple at 62 locations in 37 states and territories were sponsored, serving 10,000 children. In 2008, Operation Purple at Purdue was the first of two programs ever to be held in the state of Indiana. Results of pilot data from 2008 indicate that the program had a positive impact on the participants' social acceptance, athletic competence, and global self-worth.

Operation Purple at Purdue University was the joint venture of the Health and Kinesiology Department and the Military Family Research Institute (MFRI), led by Shelley MacDermid. Funds were obtained from the NMFA to run the program. The MFRI provided additional funds,

a youth outreach specialist, and volunteers to assist with program activities. The Purdue program, held the first week of June, served 45 9-15 years olds each summer. The Purdue program was extremely unique; while other Operation Purple programs around the country were held on traditional outdoor camp sites, Purdue's was held on a university campus. While this afforded the participants special opportunities (e.g., easy access to computers for communication purposes, wide variety of campus services), it also provided some unique challenges (e.g., providing outdoor experiences on an urban campus, transportation needs and costs).

Blankenship served as the Director for the Operation Purple program at Purdue. In 2008, one graduate student provided assistance in planning and running the program, while two graduate students assisted in 2009-2011. The NMFA required that the following activities be provided: (1) formal introduction of Operation Purple to the participants; (2) team building activities; (3) service project; (4) military themed fun day; (5) military speaker; (6) Top Ten List (differences and similarities between military and civilian children); (7) communication activities; (8) outdoor education; and (9) t-shirt signing. Blankenship coordinated with several Purdue University offices and local organizations in providing Operation Purple activities to participants, such as: Division of Recreational Sports, University Residences, Risk Management Office, Purdue ROTC, Animal Sciences Research and Education Center, Transportation Services, Division of Theatre, Lafayette Chapter of the American Red Cross, Tippecanoe County Historical Association, and the Lafayette Division of the Indiana National Guard. Blankenship's specific duties with the program were as follows:

- Write and submit grant proposal
- Attend required 2-day training for program directors
- Advertise for staff
- Conduct staff interviews and make hiring decisions
- Coordinate with Conference Services to put Operation Purple on the University Calendar
- Obtain proof of Purdue's liability insurance (required by the NMFA) from the Risk Management Office
- Attend telephone training of the on-line application system called THRIVA
- Assist with Operation Purple advertising
- Create Operation Purple registration forms (which are then placed on the THRIVA application system for parents/guardians to access)
- Assess and handle applications (place applicants in tiers [1st, 2nd, 3rd] of priority for acceptance to the program, decide who would be accepted, call and e-mail parents to determine if children would actually attend, record who gave proper notice of not attending since those who do not give proper notice are not allowed to attend the next summer, as per NMFA regulations)
- Organize registration forms for accepted children (including specific permission forms for some activities)
- Categorize all participant medical forms (record allergies, medications, medical conditions; provide information to the Operation Purple medical personnel)
- Create list of emergency contact names and phone #s for all participants, with copies for Blankenship, the graduate student on-site activity director, and the medical personnel
- Place participants into squads and assign their sergeant (i.e., counselor)
- Coordinate with the Division of Recreational Sports to acquire space for some activities

- Establish contract with University Residences for room, board and residence hall space
- Coordinate with the Risk Management Office to obtain medical insurance for participants
- Order Operation Purple merchandise for participants
- Purchase medical, craft, and communication supplies
- Work with graduate student to create daily schedule; activities have included:
 - Boiler Challenge course
 - Canoe trip down Sugar Creek (2009)
 - Tour of Ropkey Armor Museum in Crawfordsville (2008 & 2010; set up 3 guest speakers: one chaplain/father who discussed life while being deployed; a special agent from Afghanistan who showed participants various artifacts from the country; the third speaker pointed out special military transportation vehicles at the museum)
 - Science at the Celery Bog (2008; participants learned about the Celery Bog plants and animals from Greg Louk, local elementary principal and science instructor, by walking through the Bog and even wading into the Bog)
 - Swimming (on campus, at Tropicanae Cove, and at Faith Community Center)
 - Orienteering around campus using Global Positioning Systems (GPSs) to find campus landmarks (2008; borrowed GPSs from Anderson University)
 - Trip to Tippecanoe Battlefield (2008; fishing, creeking, scavenger hunt)
 - Service learning (in 2008, participants pulled garlic mustard weed at Tippecanoe Battlefield; in 2009, they tie-dyed bandanas for Indiana Veteran's Home residents)
 - Walk through the Purdue Horticulture Park (2009)
 - Tour of Purdue Animal Sciences Research and Education Center (2009)
 - Drama activities (2009-2011; coordinated with Gordon McCall of the Purdue Division of Theatre)
 - First aid in the outdoors (2009; coordinated with Christine Brady of the Lafayette Chapter of the American Red Cross)
 - Arts & Crafts (making a raft out of sticks, making a good feelings box, making a squad flag, making ice cream in a ziplock bag)
 - Archery
 - Judo
 - Communication activities – creating and updating an Operation Purple blog, writing letters to deployed parent, Top Ten list of things they like/dislike about being a military child, journaling
 - Military Themed Fun Day
 - In 2008, worked with the Purdue ROTC to establish a fun morning of activities at Armory: climbing wall, eating MREs, learning the military alphabet and insignias, weapons simulator, creating a bunker with sand bags, learning about military vehicles, running a relay with military gear
 - In 2009, worked with Capt. Ryan Core and the Lafayette Division of the Indiana National Guard to establish a day of activities on campus and at the Lafayette Guard Armory: climbing wall, eating MREs, relays wearing military gear, vehicle display, inflatable jousting, shooting simulation
 - Free time activities (cards, low organization games, karaoke)

- Set up contracts with some activity providers (Boiler Challenge course, canoe trip, Lily Nature Center)
- Work with graduate student and the MFRI to obtain speakers and volunteers (approximately 40 people volunteer to be speakers or assist with activities like crafts, archery, judo, communication, and Military Themed Fun Day)
- Coordinate with Purdue Transportation Services to obtain transportation (a bus for one full day and vans for other days); drove one van
- Oversee the establishment of the budget and spending of funds
- Organize participant registration on the first day of camp
- Act as liaison to media (provide supervised access to participants & staff for interviews)
- Assist with MFRI research on achievement of Operation Purple outcomes
- Oversee daily activities during Operation Purple (although Blankenship does not stay overnight in the dorms, she arrives at the dorm by 7 a.m., leaves at 10 p.m. each day, and is on call throughout the night)
- Work with the NMFA's mental health consultant during the program to ensure participants' emotional security as they discuss concerns about their parents' deployment
- Apply and maintain participant discipline
- Write the After Action Report for the NMFA, reporting on the implementation of the Operation Purple week and spending of funds

Engagement Grants and Awards

Funded Grants

Agency: U.S. Department of Agriculture (administered through the Indiana Department of Education)

Title: *Purdue Athletes Life Success Program (PALS)*

Duration of Funding: 8 separate years (2009, 2013- 2019)

Total Amount of Award: \$27,000 in 2009; \$33,000 in 2013; \$45,000 in 2014; \$46,000 in 2015, \$31,500 in 2016, \$45,000 in 2017, \$38,000 in 2018, \$39,000 in 2019

Role: Principal Investigator

Agency:

Agency: Subaru of Indiana Automotive Foundation

Title: *Equipment Revival for the Purdue Athletes Life Success Program (PALS)*

Duration of Funding: Summer 2015

Total Amount of Award: \$9,990

Role: Principal Author

Agency: Indiana Sports Corporation, Susan Williams CHAMPS Program

Title: *Wall Climbing in the Purdue Athletes Life Success Program*

Duration of Funding: Summer 2014

Total Amount of Award: \$4,000

Role: Principal Investigator

Agency: The National Military Family Association
Title: *Operation Purple at Purdue University*
Duration of Funding: 3 separate years (2008-2010)
Total Amount of Award: \$30,000 in 2008; \$32,500 in 2009 & 2010
Role: Co-Principal Investigator
If Co-PI, for how much of the total funding are you directly responsible: 100%
Co-PI: Shelley MacDermid, Military Family Research Institute (at Purdue); Co-investigator – William Harper, Department of Health and Kinesiology

Unfunded Grants

Agency: Indiana Sports Corporation, Susan Williams CHAMPS Program
Title: *CHAMPS Challenge Course Grant*
Duration of Funding: Summer 2015
Total Amount of Award: \$6,932
Role: Principal Author

Agency: Gannett Foundation
Title: *PALS Newsletter*
Duration of Funding: Summer 2015
Total Amount of Award: \$5482
Role: Principal Author

Agency: American Alliance for Health, Physical Education, Recreation, and Dance Research Consortium
Title: *A Collaborative After School Physical Activity Program for Children*
Duration of Funding: 1 year (2006)
Amount Requested: \$15,000
Role: Principal Investigator

Agency: Department of Health and Human Services
Title: *Fit Family: Innovative Approaches to Prevention of Obesity*
Duration of Funding: 2 years (1999-2000)
Amount Requested: \$536, 769
Role: Co-investigator
PI: Michael W. Metzler – Georgia State University; Co-investigators: Debbie Rupp, Jimmy Calloway, D. Greenberge, L. Spence, and Walt Thompson – Georgia State University

Agency: The National Military Family Association
Title: *Operation Purple at Purdue University*
Duration of Funding: 2011
Total Amount of Award: \$32,500
Role: Co-Principal Investigator
If Co-PI, for how much of the total funding are you directly responsible: 100%
Co-PI: Shelley MacDermid, Military Family Research Institute (at Purdue); Co-investigator – William Harper, Department of Health and Kinesiology.

Presentations

- *Blankenship, B.T. (2011, November). *Advocating for your physical education program: How NASPE can help*. Presented at the annual meeting of the Indiana Association for Health, Physical Education, Recreation, and Dance, Indianapolis, IN. **State – Oral.**
- *Blankenship, B.T., *Pierce, H., & Harper, W.A. (April, 2009). *How to run a free summer youth activity program*. Workshop presented at the annual meeting of the American Alliance for Health, Physical Education, Recreation, and Dance, Tampa, FL. **National – Oral.**