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# Curriculum Vitae

## Paul T. Stuhr, Ph.D., RFSA

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E-mail: [pstuhr@csusm.edu](mailto:pstuhr@csusm.edu)

Phone: 760-750-7357

### Professional Experience

2019-present	Professor, Department of Kinesiology; California State University San Marcos
2019-present	Coordinator, Physical Education Minor, Department of Kinesiology; California State University San Marcos
2019-2021	Chair, Department of Kinesiology; California State University San Marcos
2019-2021	Program Coordinator for Extended Learning Accelerated Bachelor of Science in Kinesiology and Temecula Kinesiology Health Science Programs
2018-2019	Associate Chair, Department of Kinesiology; California State University San Marcos
2014-2019	Associate Professor, Department of Kinesiology; California State University San Marcos
2008-2014	Assistant Professor, Department of Kinesiology; California State University San Marcos, San Marcos, CA
2004-2008	Graduate Teaching Assistant, School of Physical Activity and Educational Services; The Ohio State University, Columbus, Ohio
2006-2007	Graduate Teaching Assistant, School of Policy and Leadership; The Ohio State University, Columbus, Ohio
2001-2004	K-12 Physical Education Teacher, Co-department chair Marston Middle School, San Diego Unified School District, CA
2000-2001	K-12 Teacher Candidate and Visiting (substitute) Teacher, San Diego Unified School District, CA
Fall 2000	Assistant Track and Field Coach, Valhalla HS, Grossmont Union High School District, CA
1998-1999	Elementary School Teacher Aide, San Diego Unified School District, CA

## Education

- 2004-2008 Ph.D., The Ohio State University, Columbus, Ohio  
Major: Sport and Exercise Education - Physical Education Teacher Education  
Cognate: Teacher Education
- 2000-2002 M.A., Saint Mary's College of California, Moraga, California  
Major: Health, Physical Education, and Recreation
- 2000-2001 Teaching Credential, San Diego State University, San Diego, California  
Credential: California K-12 Preliminary Single-Subject CLAD Physical Education
- 1997-2000 B.S., San Diego State University, San Diego, California  
Major: Kinesiology with specialization in Physical Education  
Magna Cum Laude with distinctions in Kinesiology
- 1995-1997 A.S., Cuyamaca College, El Cajon, California; Major: General Education with Honors
- 1991-1995 Valhalla High School, El Cajon, California

## Scholarship

### Research Highlights

- Total Published Material – **74**
  - Peer-Reviewed Publications – 32
  - Published Abstracts – 40
  - Open Access Published Dissertation – 1
  - Book Chapters – 1
- Averaged 2.0 peer-reviewed publications per year over academic career (2008-present)
- Total Presentations – **119**
  - Peer-Reviewed Conference Presentations – 76
  - Invited Presentations – 43
- Society for Health and Physical Educators (SHAPE America) 2016 Research Fellow Inductee

### Research Area

Social and Emotional Health & Learning / Post-Positivist & Social Constructivist Paradigm

- Adventure-Based Learning
- Contemplative and Mindfulness Practices
- Group Processing and Reflective Strategies
- Positive Emotionality and Collective Effervescence

## Research Fellow – Prestigious National Recognition for Significant & Sustained Scholarship

Society for Health and Physical Educators (SHAPE America) – 2016 Inductee

Fellow status is reserved for SHAPE America members who have made significant and sustained research contributions to the field of physical education. Dr. Stuhr is one of only three California professors who were awarded this status in physical education pedagogy between 1996-2016 (20 years).

## Open Access Published Dissertation

Stuhr, P. T. (2008). Teaching with Feeling: The essence of lived-positive emotionality and care among physical education teachers and their students [Doctoral dissertation, Ohio State University]. OhioLINK Electronic Theses and Dissertations Center, 1-409. [http://rave.ohiolink.edu/etdc/view?acc\\_num=osu1211367568](http://rave.ohiolink.edu/etdc/view?acc_num=osu1211367568)

## Manuscripts Under Review or In Preparation

\* Denotes advisor role with undergraduate or graduate supervised writing or research

\*Herbert, M. B., Dill, L., **Stuhr, P. T.**, & Schmidt, D. J. (in review). Comparison of lower limb anthropometry and balance ability after anterior cruciate ligament reconstruction. Submitted to International Journal of Exercise Science.

\*Call, S., & **Stuhr, P. T.** (in preparation – writing phase). Specialized content knowledge in an adventure-based learning unit. To be submitted to the CAHPERD Journal.

\*Bartoli, G., & **Stuhr, P. T.** (in preparation – writing phase). The fundamentals of Brazilian jiu-jitsu in secondary physical education. To be submitted to *Strategies: A Journal for Physical and Sport Educators*

## Textbook In Preparation

Stuhr, P. T., Sutherland, S., & Ressler, J. (writing phase – 6 out of 10 chapters completed). Adventure-based learning: A pathway toward collective effervescence and social-emotional well-being. Kendall-Hunt Publishing Company, Signed publishing agreement, Preliminary Book Edition Fall 2024.

## Publication Summary

Total Published Material – **74**

- Peer-Reviewed Publications – 32
- Published Abstracts – 40
- Open Access Published Dissertation – 1
- Book Chapters – 1

## Book Chapter

Sutherland, S., **Stuhr, P. T.**, Ressler, J., & Oh, D. (2021). Chapter 6: Adventure-based learning. In *Wright, P., & Richards, K. (Eds.), Teaching social and emotional learning into physical education*, Burlington, MA: Jones and Bartlett Learning.

## Peer-Reviewed Publications

\* Denotes advisor mentoring role with undergraduate or graduate supervised writing or research

32. \*Banaag, M. & **Stuhr, P. T.** (2023). Adventure awaits: Exploring mindfulness practices during outdoor adventure trips. *Journal of Recreation, Education, and Leadership*. <https://doi.org/10.18666/JOREL-2023-11850>
31. \*Fisher, M., & **Stuhr, P. T.** (2023). Prioritizing mental health: Communicating with attending skills in our schools. *California Association for Health, Physical Education, Recreation and Dance Journal*, 9(2), 10-15.
30. \*Vicente, S., & **Stuhr, P. T.** (2023). Infusing mindfulness practices in university pilates and yoga courses. *California Association for Health, Physical Education, Recreation and Dance Journal*, 9(1), 8-22.
29. **Stuhr, P. T.**, & \*Denny, A. (2022). The lived experience of mindfulness in adventure-based learning. *Education Sciences*, 12, 630-656. <https://doi.org/10.3390/educsci12090630>
28. **Stuhr, P. T.**, \*Rammell, E., & \*Magadan, M. (2022). Mindful movement: Contemplative practices with Physical Activity. *California Association for Health, Physical Education, Recreation and Dance Journal*, 8(1), 20-32.
27. **Stuhr, P. T.**, \*Rammell, E., & \*Magadan, M. (2022). Foundational practices and tips for mindfulness in and outside the classroom. *California Association for Health, Physical Education, Recreation and Dance Journal*, 8(1), 33-39.
26. \*Vicente, S., & **Stuhr, P. T.** (2022). Mindful yoga: Strategies for implementing yoga and mindfulness in physical education. *Strategies: A Journal for Physical and Sport Educators*, 35(1), 31-44. DOI: 10.1080/08924562.2021.2000540
25. **Stuhr, P. T.**, & \*Qadeer, T. (2021). Models for social and emotional learning in physical education. *California Association for Health, Physical Education, Recreation and Dance Journal*, 7(1), 8-19.
24. Tunur, T., Hauze, S. W., Frazee, J. P., & **Stuhr, P. T.** (2021). XR-immersive labs improve student motivation to learn kinesiology. *Frontiers in Virtual Reality*, 2, 15.
23. **Stuhr, P. T.**, \*Skillern, N., & Call, S. (2020). Assessing social and emotional learning in physical education through photo journaling. *California Association for Health, Physical Education, Recreation and Dance Journal*, 6(1), 26-37.

22. Sutherland, S., **Stuhr, P. T.**, Ressler, J., Smith, C., & Wiggin, A. (2019). A model for group processing in cooperative learning. *Journal of Physical Education, Recreation, and Dance*, 19(3), 22-26. DOI: 10.1080/07303084.2019.1559676
21. **Stuhr, P. T.**, Ahlers, J. C., Jeffries, J., & Thomas, J. T. (2018). Mindfulness from A to Z: Concepts, practices, resources, and tips for health and physical educators. *California Association for Health, Physical Education, Recreation and Dance e-Journal*, 4(2), 25-37.
20. **Stuhr, P. T.**, De La Rosa, T., Samalot-Rivera, A., & Sutherland, S. (2018). The road less traveled in elementary physical education: Exploring human relationship skills in adventure-based learning. *Education Research International*, vol. 2018, Article ID 3947046, 15 pages. DOI: 10.1155/2018/3947046
19. Samalot-Rivera, A., **Stuhr, P. T.**, Ortiz-Stuhr, E. M., & Sato, T. (2017). The influence of adventure-based learning / social skill instruction on 5<sup>th</sup> grade students' behaviors during physical education. *California Association for Health, Physical Education, Recreation and Dance e-Journal*, 4(1), 7-20.
18. **Stuhr, P. T.**, Lecomte, H., & Sutherland, S. (2017). A portrait of social and emotional learning within sequoia national park. *Journal of Outdoor Recreation, Education and Leadership*, 9(4), 403-424. DOI: 10.18666/JOREL-2017-V9-I4-8128
17. **Stuhr, P. T.**, & Thomas, M. D. (2017). Conceptualizing mindfulness for health and physical educators. *California Association for Health, Physical Education, Recreation and Dance e-Journal*, 3(3), 13-21.
16. **Stuhr, P. T.**, Ressler, J., Sutherland, S., & Ortiz-Stuhr, E. M. (2016). The nuts and bolts of adventure-based learning: From brief to debrief and beyond. *California Association for Health, Physical Education, Recreation and Dance e-Journal*, 2(2), 6-12.
15. **Stuhr, P. T.**, Sutherland, S., Ressler, J., & Ortiz-Stuhr, E. M. (2016). The ABC's of adventure-based learning. *Strategies: A Journal for Physical and Sport Educators*, 29(1), 3-9. DOI: 10.1080/08924562.2015.1111787
14. **Stuhr, P. T.**, Sutherland, S., Ressler, J., & Ortiz-Stuhr, E. M. (2015). Students' perception of relationship skills during an adventure-based learning unit within physical education. *Australian Journal of Outdoor Education (AJOE)*, 18(1), 27-38.
13. **Stuhr, P. T.**, & Ortiz-Stuhr, E. M. (2015). Developing professionalism with preservice physical education teachers. *California Association for Health, Physical Education, Recreation and Dance e-Journal*, 1(1), 11-18.
12. Sutherland, S., **Stuhr, P. T.**, & Ressler, J. (2014). Group processing in cooperative learning: Using the Sunday afternoon drive debrief model. *Active + Healthy: Australian Council for Health, Physical Education and Recreation (ACHPER)*, 21(2), 12-14.
11. Sutherland, S., **Stuhr, P. T.**, & Ayvazo, S. (2014). Learning to teach: Pedagogical content knowledge in adventure based learning. *Physical Education and Sport Pedagogy*, 21(3), 233-248. DOI: 10.1080/17408989.2014.931365
10. **Stuhr, P. T.** (2013). The importance of emotions in teaching: Developing positive emotions in physical

education. *International Journal of Human Movement Science*, 7(1), 5-29.

9. **Stuhr, P. T.**, & Sutherland, S. (2013). Undergraduate perceptions regarding the debrief process in adventure-based learning: Exploring the credibility of the Sunday afternoon drive debrief model. *Journal of Outdoor Recreation, Education and Leadership*, 5(1), 18-36. DOI: 10.7768/1948-5123.1151
8. Sutherland, S., **Stuhr, P. T.**, & Ressler, J. (2012). The Sunday afternoon drive debrief model. *Journal of the International Society for Comparative Physical Education and Sport*, 34(2), 5-12.
7. Sutherland, S., & **Stuhr, P. T.** (2012). Reactions to implementing adventure-based learning in physical education. *Sport, Education and Society*, 1-18, iFirst Article.
6. **Stuhr, P. T.**, Sutherland, S., & Ward, P. (2012). A rendering of lived-positive emotionality in elementary physical education. *Pedagogies: An International Journal*, 7(2), 165-181, DOI: 10.1080/1554480X.2012.656346
5. Sutherland, S., Ressler, J., **Stuhr, P. T.** (2011). Adventure-based learning and reflection: The journey of one cohort of teacher candidates. *International Journal of Human Movement Science*, 5(2), 5-24.
4. **Stuhr, P. T.**, Sutherland, S., & Ward, P. (2011). Care enacted by two elementary physical education teachers and their students. *International Journal of Human Movement Science*, 5(1), 5-28.
3. Ayvazo, S., Ward, P., & **Stuhr, P. T.** (2010). Teaching and assessing content knowledge in preservice physical education. *Journal of Physical Education, Recreation, and Dance*, 81(4), 40-44.
2. Sutherland, S., Lorson, K., **Stuhr, P. T.**, Dunn, R., & Ressler, J. (2007). The use of the debrief process to promote student learning in physical education. In: The 2007 History & Future Directions of Research on Teaching and Teacher Education in Physical Education Conference Proceedings of the Roundtable Presentations: 39. [Editor Reviewed] (Published)
1. **Stuhr, P. T.**, & Baringer, B. (2005). Jump start the beginning of your school year: Using cooperative activities to get everyone involved. *Future Focus, Ohio Journal of Health, Physical Education, Recreation, and Dance*, 26(2), 22-27.

### Peer-Reviewed Published Abstracts

\*Denotes advisor mentoring role with undergraduate or graduate supervised research

15. Ressler, J., Wahl-Alexander, Z., Sutherland, S., & **Stuhr, P. T.** (2023, March). Validating of an observation tool to assess effective facilitation of Adventure Based Learning in Physical Education. *Supplement to Research Quarterly for Exercise and Sport*, 94.
14. Tunur, T., Hauze, S. W., **Stuhr, P. T.**, & Frazee, J. P. (2020). The impact of kinesiology XR-immersive labs for motor control learning attitudes. Paper submitted to the iLRN 2020: 6<sup>th</sup> International Conference of the Immersive Learning Research Network. Refereered Conference Proceedings. ID 118, 291-294.
13. \*Call, S., & **Stuhr, P. T.** (2020). Exploring specialized content knowledge in adventure-based learning.

*Research Quarterly for Exercise and Sport. Research Quarterly for Exercise and Sport, 91.*

12. **Stuhr, P.T.**, & Sutherland (2018). An exploration of mindfulness in adventure-based learning. *Research Quarterly for Exercise and Sport, 89: sup 1, A-156 & 157.* DOI: 10.1080/02701367.2018.1450043
11. **Stuhr, P.T.**, Ressler, J., Sutherland, S., & Ortiz-Stuhr, E. M. (2016). Transcending undergraduate teaching with adventure-based “service” learning. *Supplement to Research Quarterly for Exercise and Sport, 87, A108-A109.*
10. **Stuhr, P. T.**, Samalot-Rivera A., Ortiz-Stuhr, E. M., & Sutherland, S. (2013). Social relationships and lived-positive emotionality in adventure-based learning. *Supplement to Research Quarterly for Exercise and Sport, 84, A-59.*
9. **Stuhr, P. T.**, Ortiz-Stuhr, E. M., & Sutherland, S. (2013). Adventuring together: Exploring lived-positive emotionality in the wilderness. *Supplement to Research Quarterly for Exercise and Sport, 84, A-26.*
8. Samalot-Rivera A., **Stuhr, P. T.**, Ortiz-Stuhr, E. M., & Sutherland, S. (2013). Improving social skills of elementary children with special needs. *Supplement to Research Quarterly for Exercise and Sport, 84, A-92.*
7. Li, W., Ward, P., Lehwald, H., **Stuhr, P. T.**, Nessler, J., Boiarskaia, E., & Sutherland, S. (2013). Basketball content knowledge: Playing, coaching, and teaching experience - Symposium: Examining specialized content knowledge and pedagogical content knowledge. *Supplement to Research Quarterly for Exercise and Sport, 84, A-4.*
6. **Stuhr, P. T.**, Sutherland, S., & Ressler, J. (2012). Assessment in adventure-based learning. *Supplement to Research Quarterly for Exercise and Sport, 83, A-63.*
5. Sutherland, S., **Stuhr, P. T.**, Ressler, J., & Brian, A. (2012). Adventure based learning I know it when I see it. *Supplement to Research Quarterly for Exercise and Sport, 83, A-64.*
4. **Stuhr, P. T.**, Sutherland, S., Ressler, J., Lorson, K. (2011). Utilizing a framework for adventure based learning debriefing. *Supplement to Research Quarterly for Exercise and Sport, 82, A-52.*
3. **Stuhr, P. T.**, Sutherland, S., Lorson, K., Ressler, J., & Psimopoulos, C. (2010). A debrief model for adventure-based learning. *Supplement to Research Quarterly for Exercise and Sport, 81, A-ii.*
2. Sutherland, S., Ressler, J., & **Stuhr, P. T.** (2009). Adventure-based learning in an undergraduate pete program. *Supplement to Research Quarterly for Exercise and Sport, 80, A-78.*
1. Sutherland, S., Ressler, J., Stuhr, P. T., & Psimopoulos, C. (2009). Understanding the debrief process in adventure-based learning. *Supplement to Research Quarterly for Exercise and Sport, 80, A-78.*

### Invited Published Abstracts

\* Denotes advisor mentoring role with undergraduate or graduate supervised writing or research

25. \*Bartoli, G., & **Stuhr, P. T.** (2023). Discover and disseminate abstracts. California Association for Health, Physical Education, Recreation and Dance Journal, 9(2), 27. Article reviewed: Quarmby, T., Sandford, R., Green, R., Hooper, O., & Avery, J. (2022). Developing evidence-informed principles for trauma-aware pedagogies in physical education. *Physical Education and Sport Pedagogy*, 27(4), 440-454. <https://doi.org/10.1080/17408989.2021.1891214>
24. \*Johnson, C., & **Stuhr, P. T.** (2023). Discover and disseminate abstracts. California Association for Health, Physical Education, Recreation and Dance Journal, 9(2), 28. Article reviewed: Lee, J., & Zhang, T. (2019). The impact of adventure education on students' learning outcomes in physical education: A systematic review. *JTRM in Kinesiology an Online Peer-reviewed Research and Practice Journal*. Available at: <https://eric.ed.gov/?id=EJ1216911> (accessed 31 October 2023).
23. \*Fogleman, J., & **Stuhr, P. T.** (2023). Discover and disseminate abstracts. California Association for Health, Physical Education, Recreation and Dance Journal, 9(1), 21. Article reviewed: Grube, D., Little, S., & Stringer, A. (2023). The top 10 things a beginning health and physical education teacher needs to know. *Strategies*, 36(1), 14-18, DOI:10.1080/08924562.2022.2146616
22. \*Castle, S., & **Stuhr, P. T.** (2023). Discover and disseminate abstracts. California Association for Health, Physical Education, Recreation and Dance Journal, 9(1), 21. Article reviewed: Lopez, L. M. G., & Kirk, D. (2022). Coaches' perceptions of sport education: A response to precarity through a pedagogy of affect. *Physical Education and Sport Pedagogy*, 27(4), 353-367, DOI: 10.1080/17408989.2021.1891211
21. **Stuhr, P. T.** (2022). Discover and disseminate abstracts. California Association for Health, *Physical Education, Recreation and Dance*, 8(2), 21. Article reviewed: Barney, D., Prusak, K. A., & Davis, L. (2021). Developing social-emotional learning in physical education through appropriate instructional practices. *Journal of Physical Education, Recreation and Dance*, 92(9), 33-41.
20. \*Lopez, M., & **Stuhr, P. T.** (2022). Discover and disseminate abstracts. California Association for Health, Physical Education, Recreation and Dance Journal, 8(2), 20. Article reviewed: Renshaw, I., & Chow, J. (2019). A constraint-led approach to sport and physical education pedagogy, *Physical Education and Sport Pedagogy*, 24(2), 103-116.
19. **Stuhr, P. T.** (2022). Discover and disseminate abstracts. California Association for Health, Physical Education, Recreation and Dance Journal, 8(2), 19. Article reviewed: Darling-Hammond, L., & Cook-Harvey, C. M. (2018). *Educating the whole child: Improving school climate to support student success*. Palo Alto, CA: Learning Policy Institute.
18. \*Denny, A., & **Stuhr, P. T.** (2022). Discover and disseminate abstracts. California Association for Health, Physical Education, Recreation and Dance Journal, 8(1), 41. Article reviewed: Cross, R., Sanchez, P., & Kennedy, B. (2019). Adventure is calling, and kids are listening. *Journal of Physical Education, Recreation & Dance*, 90(6), 18-24, DOI:10.1080/07303084.2019.1614121
17. \*Rammell, E., & **Stuhr, P. T.** (2022). Discover and disseminate abstracts. California Association for Health, Physical Education, Recreation and Dance Journal, 8(1), 43. Article reviewed: Nye, S., & Williams, J. (2022). Teaching classroom expectations through cooperative learning activities. *Strategies: A Journal for Physical and Sport Educators*, 35(1), 3-9, DOI: 10.1080/08924562.2021.2000536
16. **Stuhr, P. T.** (2021). Discover and disseminate abstracts. California Association for Health, Physical



Education, Recreation and Dance Journal, 7(2), 31. Article reviewed: Fernandez-Rio, J. & Casey, A. (2021). Sport education as a cooperative learning endeavor, *Physical Education and Sport Pedagogy*, 26(4), 375-387. DOI: 10.1080/17408989.2020.1810220

15. **Stuhr, P. T.** (2021). Discover and disseminate abstracts. California Association for Health, Physical Education, Recreation and Dance Journal, 7(2), 32. Article reviewed: Dyson, B., Howley, D., & Shen, Y. (2021). 'Being a team, working together, and being kind': Primary students' perspectives of cooperative learning's contribution to social and emotional learning, *Physical Education and Sport Pedagogy*, 26(2), 137-154. DOI: 10.1080/17408989.2020.1779683
14. \*Denny, A., & **Stuhr, P. T.** (2021). Discover and disseminate abstracts. California Association for Health, Physical Education, Recreation and Dance Journal, 7(1), 31. Article reviewed: Tudor, K., Sarkar, M., and Spray, C. (2018). Exploring common stressors in physical education: A qualitative study, *European Physical Education Review*, 25(3), 675-90. DOI: 10.1177/1356336X18761586
13. \*Qadeer, T., & **Stuhr, P. T.** (2021). Discover and disseminate abstracts. California Association for Health, Physical Education, Recreation and Dance Journal, 7(1), 29. Article reviewed: Harvey, S., Pill, S., Hastie, P., & Wallhead, T. (2020). Physical education teachers' perceptions of the successes, constraints and possibilities of associated with implementing the sport education model, *Physical Education and Sport Pedagogy*, 25(5), 555-556. DOI: 10.1080/17408989.2020.1752650
12. **Stuhr, P. T.** (2021). Discover and disseminate abstracts. California Association for Health, Physical Education, Recreation and Dance Journal, 7(1), 35. Article reviewed: Jimenez-Barbero, J. A., Jimenez-Loaisa, A., Gonzalez-Cutre, D., Beltran-Carillo, V. J., Llor-Zaragoza, L., & Ruiz-Hernandez, J. A. (2020). Physical education and school bullying: A systematic review, *Physical Education and Sport Pedagogy*, 25(1), 79-100. DOI: 10.1080/17408989.2019.1688775
11. \*Vicente, S., & **Stuhr, P. T.** (2021). Discover and disseminate abstracts. California Association for Health, Physical Education, Recreation and Dance Journal, 7(1), 33. Article reviewed: Sutherland, S., and Parker, M. (2020). Responding to trauma in and through physical education, *Journal of Physical Education, Recreation & Dance*, 91(9), 16-21. DOI: 10.1080/07303084.2020.1811621
10. \*Gillaspy, A., Frady, N., Tidahl, D., & **Stuhr, P. T.** (2020). Discover and disseminate abstracts. California Association for Health, Physical Education, Recreation and Dance Journal, 6(1), 38. Article reviewed: Simonton, K. L., Mercier, K., & Garn, A. C. (2019). Do fitness test performances predict students' attitudes and emotions toward physical education? *Physical Education and Sport Pedagogy*, 24(6), 549-564. DOI: 10.1080/17408989.2019.1628932
9. \*Purdy, A., & **Stuhr, P. T.** (2020). Discover and disseminate abstracts. California Association for Health, Physical Education, Recreation and Dance Journal, 6(1), 40. Article reviewed: Ebbeck, V., & Gibbons, S. (1998). The effect of a team building program on the self-conceptions of Grade 6 and Grade 7 physical education students. *Journal of Sport & Exercise Psychology*, 20(3), 300-310.
8. **Stuhr, P. T.** (2020). Discover and disseminate abstracts. California Association for Health, Physical Education, Recreation and Dance Journal, 6(1), 41. Article reviewed: Ward, P. (2020). Core practices for teaching physical education: Recommendations for teacher education. *Journal of Teaching in Physical Education*, ahead of print, DOI: 10.1123/jtpe.2019-0114

7. \*Ulloa-Marquez, J., Pantano, J. Maher, S., & **Stuhr, P. T.** (2020). Discover and disseminate abstracts. *California Association for Health, Physical Education, Recreation and Dance Journal*, 6(1), 39. Article reviewed: Araújo, R. M. F., Hastie, P. A., de Assunção Bessa Pereira, C. H., & Mesquita, I. M. R. (2017). The evolution of student-coach's pedagogical content knowledge in a combined use of sport education and the step-game-approach model. *Physical Education and Sport Pedagogy*, 22(5), 518-535.
6. **Stuhr, P. T.** (Fall 2019). Discover and disseminate abstracts. *California Association for Health, Physical Education, Recreation and Dance Journal*, 5(2), 25. Article reviewed: Rocamora, I., Gonzalez-Villora, S., & Fernandez-Rio, J. (2019). Physical activity levels, game performance and friendship goals using two different pedagogical models: Sport education direct instruction. *Physical Education and Sport Pedagogy*, 24(1), 87-102. DOI: 10.1080/17408989.2018.1561839
5. **Stuhr, P. T.** (Fall 2019). Discover and disseminate abstracts. *California Association for Health, Physical Education, Recreation and Dance Journal*, 5(2), 21. Article reviewed: Higginson, K. & Ward, P. C. (2018). Do this, not that: Important pedagogies for secondary school physical education teachers. *Journal of Physical Education, Recreation & Dance*, 89(7), 23-27. DOI: 10.1080/07303084.2018.1490223
4. **Stuhr, P. T.**, (2007). Retrieval and review abstracts. *Journal of Teaching in Physical Education*. Article reviewed: Zembylas, M. (2007). Emotional ecology: The intersection of emotional knowledge and pedagogical content knowledge in teaching. *Teaching and Teacher Education*, 26, 321-329.
3. **Stuhr, P. T.** (2007). Retrieval and review abstracts. *Journal of Teaching in Physical Education*, 26, 210- 211. Article reviewed: Eekelen, I.M., & Boshuizen, H.P.A. (2006). Exploring teachers' will to learn. *Teaching and Teacher Education*, 22, 408-423.
2. **Stuhr, P. T.** (2007). Retrieval and review abstracts. *Journal of Teaching in Physical Education*, 26, 91-92. Article reviewed: Faison-Hodge, J., & Porretta, D.L. (2004). Physical activity levels of students with mental retardation and students without disabilities. *Adapted Physical Activity Quarterly*, 21, 139-152.
1. **Stuhr, P. T.** (2006). Retrieval and review abstracts. *Journal of Teaching in Physical Education*, 25, 329- 341. Article reviewed: Ha, A.M., Johns, D.P., & Shiu, E.W. (2003). Students' perspectives in the design and implementation of the physical education curriculum. *The Physical Educator*, 60(4),194-207.

Per the CSUSM Kinesiology RTP Standards (Page 8, Footnote 3): "The Department of Kinesiology values mentorship of students in research and scholarship, and recognizes that it is common practice for mentoring faculty to be listed as a final author, behind students that contributed to the completion of the manuscript as part of their education and training. In such cases, a published manuscript will be given equal weight to that of a first author publication in the mentoring faculty member's file."

Please note these instances have been marked with an "\*" (asterik) to denote a mentoring role with the writing of the publication that has taken place. I have closely worked with and published peer-reviewed material (articles and abstracts) with a multitude of Kinesiology students (both undergraduate and graduate) since promotion to full professor.

## Presentation Summary

Total Presentations – 119

- Peer-Reviewed Conference Presentations – 76
- Invited Presentations – 43

## Peer-Reviewed Conference Presentations

*\*\*Denotes advisor role with undergraduate or graduate supervised research*

76. **Stuhr, P. T.** (2024, June). Mindful Movements in Higher Education. *Peer-reviewed conference presentation at 1<sup>st</sup> Annual Conference on Transforming Higher Education Through Contemplative Practices. California State University San Marcos, San Marcos, CA.*
75. **Stuhr, P. T.,** Ortiz-Stuhr, E., & Schulz, D. (2024, February). Mindfulness in health and physical education. Peer-reviewed conference presentation for the California Association for Health, Physical Education, Recreation, and Dance (CAHPERD). Garden Grove, CA.
74. **Stuhr, P. T.,** Ortiz-Stuhr, E., & Schulz, D. (2024, February). Eliciting positivity resonance for collective effervescence in physical education. Peer-reviewed conference presentation for the California Association for Health, Physical Education, Recreation, and Dance (CAHPERD). Garden Grove, CA.
73. Ressler, J., Wahl-Alexander, Z., Sutherland, S., & **Stuhr, P. T.** (2023, March). Validating of an observation tool to assess effective facilitation of Adventure Based Learning in Physical Education. Peer-reviewed conference poster presentation at the Society of Health and Physical Educators (SHAPE America) Convention, Seattle, WA.
72. **Stuhr, P. T.** (2022, March). Mindful movement. Peer-reviewed conference presentation for the California Association for Health, Physical Education, Recreation, and Dance (CAHPERD). Los Angeles, CA.
71. **Stuhr, P. T.** (2022, March). Adventure-based learning for beginners. Peer-reviewed conference presentation for the California Association for Health, Physical Education, Recreation, and Dance (CAHPERD). Los Angeles, CA.
70. Bruecker, S., **Stuhr, P. T.** (2022, March). Designing k-12 physical education instruction with social and emotional outcomes. Peer-reviewed conference presentation for the California Association for Health, Physical Education, Recreation, and Dance (CAHPERD). Los Angeles, CA. Accepted but did not present due to co-author needing to cancel the session due to COVID.
69. Tunur, T., Hauze, S. W., **Stuhr, P. T.,** & Frazee, J. P. (2020, June). The impact of kinesiology XR-immersive labs for motor control learning attitudes. *Peer-reviewed conference presentation at the iLRN 2020: 6<sup>th</sup> International Conference of the Immersive Learning Research Network.*
68. **\*\*Call, S., & Stuhr, P. T.** (2020, April). Exploration specialized content knowledge in adventure-based learning. Peer-reviewed conference presentation at the Society of Health and Physical Educators (SHAPE America) Convention, Salt Lake City, UT. *Note: Due to COVID-19 this research was not disseminated due to cancellation of the convention.*
67. **Stuhr, P. T.,** Bruecker, S., Keller, Robert, T., & Suzuki, T. (2020, February). Health-related fitness using

adventure-based learning. Peer-reviewed conference presentation for the California Association for Health, Physical Education, Recreation, and Dance (CAHPERD). Garden Grove, CA.

66. Bruecker, S., **Stuhr, P. T.**, & Suzuki, T. (2020, February). Social skills: A key to social and emotional learning. Peer-reviewed conference presentation for the California Association for Health, Physical Education, Recreation, and Dance (CAHPERD). Garden Grove, CA.
65. Sutherland, S., Wiggin, A., Oh, D., **Stuhr, P. T.**, Smith, C., Ressler, J., & Alfriend, C. (2019, April). Fostering social and emotional learning through adventure-based learning. Peer-reviewed conference presentation at the Society of Health and Physical Educators (SHAPE America) Convention, Tampa Bay, FL.
64. **Stuhr, P. T.** (2019, February). Strategies for group reflection within an adventure-based learning lesson. Peer-reviewed conference presentation for the California Association for Health, Physical Education, Recreation, and Dance (CAHPERD). Garden Grove, CA.
63. **Stuhr, P. T.** & Sutherland, S. (2018, March) An exploration of mindfulness in adventure-based learning. Peer-reviewed research consortium poster presented at the Society of Health and Physical Educators (SHAPE America) Convention, Nashville, TN.
62. Thomas, J., Ahlers, J., Basu, R., Randerson, A., **Stuhr, P. T.**, & Thomas, M. (2017, October). Building a sustainable contemplative community: A multi-disciplinary approach. Peer-reviewed conference poster presentation at The Association for Contemplative Mind in Higher Education Conference, Scotts Valley, CA.
61. **Stuhr, P. T.**, Bruecker, S., De La Rosa, T., & Suzuki, T. (2017, February). Anti-bullying in PE: Building community via adventure-based learning. Peer-reviewed conference presentation for the California Association for Health, Physical Education, Recreation, and Dance (CAHPERD). San Deigo, CA.
60. Bruecker, S., **Stuhr, P. T.**, Suzuki, T., & De La Rosa, T. (2017, February). Creating a positive learning environment. Peer-reviewed conference presentation for the California Association for Health, Physical Education, Recreation, and Dance (CAHPERD). San Deigo, CA.
59. Lecomte, H., & **Stuhr, P. T.** (2016, November). Deeper connections and richer learning outcomes: the Sunday afternoon drive debrief model. Peer-reviewed conference presentation at the Association of Outdoor Recreation and Education Annual Conference, Minneapolis, MN. *Co-authored with work on this project/presentation distributed evenly (50/50).*
58. **Stuhr, P. T.**, Ressler, J., Sutherland, S., & Ortiz-Stuhr, E. M. (2016, April). Transcending undergraduate teaching with adventure-based “service” learning. Peer-reviewed research consortium poster at the Society of Health and Physical Educators (SHAPE America) Convention, Minneapolis, MN.
57. **Stuhr, P. T.**, Ressler, J., Sutherland, S., Smith, C., & Wiggin, A. (2016, April). Educating the “whole” child: Adventure in physical education. Peer-reviewed conference presentation at the Society of Health and Physical Educators (SHAPE America) Convention, Minneapolis, MN.
56. Sutherland, S., **Stuhr, P. T.**, Ressler, Smith, C., & Wiggin, A. (2016, April). Abc’s of adventure based learning in physical education. Peer-reviewed conference presentation at the Society of Health and Physical Educators (SHAPE America) Convention, Minneapolis, MN.

55. Smith, C., Wiggin, A., Sutherland, S., & **Stuhr, P. T.** (2016, February). Possible solutions to bullying in schools. Peer-reviewed conference presentation at the Society of Health and Physical Educators (SHAPE America) Southern District Convention, Williamsburg, VA.
54. Sutherland, S., **Stuhr, P. T.**, & Ressler, J. (2015, October). Promoting transfer within physical education through adventure based learning. Peer-reviewed conference presentation at the Society of Health and Physical Educators (SHAPE America) Physical Education & Health Education Conference. Atlanta, GA.
53. Sutherland, S., **Stuhr, P. T.**, & Ressler, J. (2015, October). Addressing 21<sup>st</sup> century learning through adventure based learning. Peer-reviewed conference presentation at the Society of Health and Physical Educators (SHAPE America) Physical Education & Health Education Conference. Atlanta, GA.
52. Sutherland, S., **Stuhr, P. T.**, Ressler, J., Smith, C., & Wiggin, A. (2015, March). Bullying in physical education: Solve it with adventure. Peer-reviewed conference presentation at the Society of Health and Physical Educators (SHAPE America) Convention. Seattle, WA.
51. Sutherland, S., **Stuhr, P. T.**, Ressler, J. (2014). Adventure based learning: Transferring beyond the experience. Peer-reviewed research paper presented at the British Educational Research Association, Institute of Education, UK.
50. **Stuhr, P. T.**, Ortiz-Stuhr, E. M., & De La Rosa, T. (2014, Feb). Adventure-based learning: Creating pro-social learning environments in PE. Peer-reviewed conference presentation for the California Association for Health, Physical Education, Recreation, and Dance (CAHPERD). Garden Grove, CA.
49. **Stuhr, P. T.** (2014, Feb). Adventure-based “service” learning: Kinesiology undergraduate voices. Peer-reviewed conference presentation for the California Association for Health, Physical Education, Recreation, and Dance (CAHPERD). Garden Grove, CA.
48. **Stuhr, P. T.**, Samalot-Rivera A., Ortiz-Stuhr, E. M., & Sutherland, S. (2013, April). Social relationships and lived-positive emotionality in adventure-based learning. Peer-reviewed research consortium poster at the American Alliance of Health, Physical Education, Recreation, and Dance (AAHPERD). Charlotte, NC.
47. **Stuhr, P. T.**, Ortiz-Stuhr, E. M., & Sutherland, S. (2013, April). Adventuring together: Exploring lived-positive emotionality in the wilderness. Peer-reviewed research consortium poster at the American Alliance of Health, Physical Education, Recreation, and Dance (AAHPERD). Charlotte, NC.
46. Samalot-Rivera A., **Stuhr, P. T.**, Ortiz-Stuhr, E. M., & Sutherland, S. (2013, April). Improving social skills of elementary children with special needs. Peer-reviewed research consortium poster at the American Alliance of Health, Physical Education, Recreation, and Dance (AAHPERD). Charlotte, NC.
45. Li W., Ward, P., Lehwald, H., **Stuhr, P. T.**, Ressler, J., Boiarskaia, E., & Sutherland, S. (2013, April). Basketball content knowledge: Playing, coaching, and teaching experience. Peer-reviewed panel presentation at the American Alliance of Health, Physical Education, Recreation, and Dance (AAHPERD). Charlotte, NC.
44. Ressler, J., Sutherland, S., **Stuhr, P. T.**, Smith, C., & Wiggin, A. (2013, April). Using adventure based

learning to meet naspe standards 5 and 6. Peer-reviewed conference presentation at the American Alliance of Health, Physical Education, Recreation, and Dance (AAHPERD). Charlotte, NC.

43. **Stuhr, P. T.**, Sutherland, S., & Ressler, J. (2012, April). Assessment in adventure based learning. Peer-reviewed research consortium poster at the American Alliance of Health, Physical Education, Recreation, and Dance (AAHPERD). Boston, MA.
42. Sutherland, S., & **Stuhr, P. T.** (2012, April). Adventure based learning I know it when I see it. Peer-reviewed research consortium poster at the American Alliance of Health, Physical Education, Recreation, and Dance (AAHPERD). Boston, MA.
41. Sutherland, S., & **Stuhr, P. T.** (2012, April). Reflection and processing in physical education. Peer-reviewed research presentation at the American Alliance of Health, Physical Education, Recreation, and Dance (AAHPERD). Boston, MA.
40. **Stuhr, P. T.**, & Ortiz-Castillo, E. M. (2011, Oct). Adventure based learning: Building life skills in physical education. Peer-reviewed conference presentation at Puerto Rico Association for Health, Physical Education, Recreation, and Dance (PRAHPERD). Puerto Rico.
39. **Stuhr, P. T.**, Sutherland, S., Ressler, J., & Lorson, K. (2011, April). Utilizing a framework for adventure-based learning. Peer-reviewed research consortium poster at the American Alliance of Health, Physical Education, Recreation, and Dance (AAHPERD). San Diego, CA.
38. Sutherland, S., **Stuhr, P. T.**, Ressler, J. (2011). Sunday afternoon drive debrief model. Peer-reviewed conference presentation at the World Conference on Physical Education & Sport: Challenges and Future Directions. Shanghai. China.
37. Sutherland, S., **Stuhr, P. T.**, Ressler, J., & Rankin, S. (2011, April). Adventure based learning in elementary pe. Peer-reviewed conference presentation at the American Alliance of Health, Physical Education, Recreation, and Dance (AAHPERD). San Diego, CA.
36. Sutherland, S., Lorson, K., Brian, A., & **Stuhr, P. T.** (2011, April). Adventure based learning in secondary pe. Peer-reviewed conference presentation at the American Alliance of Health, Physical Education, Recreation, and Dance (AAHPERD). San Diego, CA.
35. Kim, I., Ward, P., Li, W., **Stuhr, P. T.**, & Lorson, K. (2010, Dec). Content Knowledge on Basketball as a function of Playing and Coaching Experience. Peer-reviewed conference presentation at Ohio Association for Health, Physical Education, Recreation, and Dance (OAHPERD). Columbus, Ohio.
34. **Stuhr, P. T.**, & Ortiz-Castillo, E. M. (2010, March). Adventure-Based Learning in Physical Education: From Brief to Debrief. Peer-reviewed conference presentation at California Association for Health, Physical Education, Recreation, and Dance (CAHPERD). Ontario, CA.
33. Ortiz-Castillo, E. M., & **Stuhr, P. T.** (2010, March). Implementation of the Fundamental Skills and Adaptations for ALL Swimmers. Peer-reviewed conference presentation at California Association for Health, Physical Education, Recreation, and Dance (CAHPERD). Ontario, CA.
32. Ressler, J., Sutherland, S., Lorson, K., **Stuhr, P. T.** (2010, March). Get them talking: Strategies for

initiating the debrief. Peer-reviewed paper presentation at the American Alliance of Health, Physical Education, Recreation, and Dance (AAHPERD). Indianapolis, IN.

31. **Stuhr, P. T.**, Sutherland, S., Lorson, K., Ressler, J., & Psimopoulos, C. (2010, March). A debrief model for adventure-based learning. Peer-reviewed research consortium poster at the American Alliance of Health, Physical Education, Recreation, and Dance (AAHPERD). Indianapolis, IN.
30. Sutherland, S., Psimopoulos, C., **Stuhr, P. T.**, Ressler, J., & Lorson, K. (2010, March). Moving beyond the *what*: Strategies for reflection and discussion. Peer-reviewed paper presentation at the American Alliance of Health, Physical Education, Recreation, and Dance (AAHPERD). Indianapolis, IN.
29. Ayvazo, S., **Stuhr, P. T.**, & Ward, P. (2009, October). Indicators of pedagogical content knowledge in physical education. Peer-reviewed conference presentation at the Physical Education Teacher Education Conference – “Exploring an Ocean of Change.” Myrtle Beach, SC.
28. Ayvazo, S., **Stuhr, P. T.**, & Ward, P. (2009, October). Past and current conceptualizations of pedagogical content knowledge. Peer-reviewed conference presentation at the Physical Education Teacher Education Conference – “Exploring an Ocean of Change.” Myrtle Beach, SC.
27. Sutherland, S., Ressler, J., **Stuhr, P. T.** (2009, April). Adventure-based learning and reflection: The journey of preservice teachers. Peer-reviewed conference presentation at the American Educational Research Association (AERA) 2009 Annual Meeting. San Diego, CA.
26. **Stuhr, P. T.** (2009, April). Teaching with feeling: The essence of lived-positive emotionality and care among physical education teachers and their students. Peer-reviewed paper presentation at the American Educational Research Association (AERA) 2009 Annual Meeting. San Diego, CA.
25. **Stuhr, P. T.** (2009, April). Relationships between prior experiences and subject matter knowledge. Research symposium: Re-examining content knowledge for physical education—Implications for teacher preparation. Peer-reviewed research presentation at the American Alliance of Health, Physical Education, Recreation, and Dance (AAHPERD). Tampa Bay, FL.
24. **Stuhr, P. T.**, & Ortiz-Castillo, E. M., Sutherland, S., & Geis, M. (2009, April). Creating caring and equitable communities for children of all abilities. Peer-reviewed conference presentation at the American Alliance of Health, Physical Education, Recreation, and Dance (AAHPERD). Tampa Bay, FL.
23. Sutherland, S., Ressler, J., **Stuhr, P.T.**, & Psimopoulos, C. (2009, April). Understanding the debrief process in adventure-based learning. Peer-reviewed research consortium poster at the American Alliance of Health, Physical Education, Recreation, and Dance (AAHPERD). Tampa Bay, FL.
22. Sutherland, S., Ressler, J., & **Stuhr, P.T.** (2009, April). Adventure-based learning in an undergraduate pete program. Peer-reviewed research consortium poster at the American Alliance of Health, Physical Education, Recreation, and Dance (AAHPERD). Tampa Bay, FL.
21. **Stuhr, P. T.** (2009, October). Implementing an adventure based learning unit to kick start the school year. Peer-reviewed conference presentation at the 2009 San Diego Unit of the California Association for Health, Physical Education, Recreation, and Dance (CAHPERD) Annual Fall Workshop. San Diego, CA.

20. **Stuhr, P. T.**, & Ortiz-Castillo, E. M. (2008, Nov). Equitable conditions within pe for *all* children using adventure based learning. Peer-reviewed conference presentation presentation at the 37<sup>th</sup> National Adapted Physical Education Conference. San Diego, CA.
19. Sutherland, S., Lorson, K., **Stuhr, P. T.**, and Ressler, J. (2008, April). Adventure education in PETE: A tale of two cities. Peer-reviewed conference presentation at American Alliance of Health, Physical Education, Recreation, and Dance (AAHPERD). Fort Worth, TX.
18. **Stuhr, P. T.** (2007, April). A phenomenological inquiry regarding positive emotionality and the caring characteristics of a physical education teacher. Peer-reviewed conference presentation at the 21<sup>st</sup> Annual Edward. F. Hayes Graduate Research Forum. The Ohio State University, Columbus, Ohio.
17. Smith, R., & **Stuhr, P. T.** (2007, Nov). Utilization of the five star track and field program within P-12 physical education. Peer-reviewed conference presentation at Ohio Association for Health, Physical Education, Recreation, and Dance (OAHPERD). Columbus, Ohio.
16. **Stuhr, P. T.**, Lee, Y.S., Ressler, J., Rodrigues-Neto, M., Zhang, P. & Ward, P. (2007, Nov). The relationship between prior soccer experience and current soccer content knowledge. Peer-reviewed conference poster presentation at Ohio Association for Health, Physical Education, Recreation, and Dance (OAHPERD). Columbus, Ohio.
15. Sutherland, S., **Stuhr, P. T.**, & Lorson, K. (2007, Nov). Give'em something to talk about?: The importance of reflection in adventure education. Peer-reviewed conference presentation at Ohio Association for Health, Physical Education, Recreation, and Dance (OAHPERD). Columbus, Ohio.
14. Sutherland, S., Lorson, K., **Stuhr, P. T.**, Dunn, R., and Ressler, J. (2007, Oct.). The use of the debrief process to promote student learning in Physical Education. Peer-reviewed conference presentation at the Historic Traditions & Future Directions in Research on Teaching & Teacher Education in Physical Education. Pittsburgh, PA.
13. **Stuhr, P. T.** (2007, June). The exploration of positive emotionality involving a physical education teacher. Peer-reviewed conference poster presentation at the 19<sup>th</sup> Annual Conference on Ethnographic and Qualitative Research in Education. Cedarville, OH.
12. **Stuhr, P. T.** (2006, Dec). Learning by doing: Implementing an adventure curriculum to establish a community of physically educated learners. Peer-reviewed conference presentation at Ohio Association for Health, Physical Education, Recreation, and Dance (OAHPERD). Columbus, Ohio.
11. Ayvazo, S., Cervantes, C., Collins, F., Gross, M., Hugo, J., Robinson, L., Smith, R., **Stuhr, P. T.**, Vigo, A., Zhang, P., & Barrett, T. (2006, Dec). Got Pedagogy? The systematic redesign of a pedagogical course through cooperative learning. Peer-reviewed conference poster presentation at Ohio Association for Health, Physical Education, Recreation, and Dance (OAHPERD). Columbus, Ohio.
10. Ayvazo, S., Cohen, R., Robinson, L., **Stuhr, P. T.**, Ward, P., & Zhang, P. (2006, Dec). Developing pre-service teacher's pedagogical content knowledge. Peer-reviewed conference presentation at Ohio Association for Health, Physical Education, Recreation, and Dance (OAHPERD). Columbus, Ohio.
9. **Stuhr, P. T.**, Cohen, R., Colins, F., Smith, R.C., & Lorson, K. (2006, Dec). An analysis of basketball



pedagogical content knowledge. Peer-reviewed conference presentation at Ohio Association for Health, Physical Education, Recreation, and Dance (OAHPERD). Columbus, Ohio.

8. **Stuhr, P. T.**, Ayvazo, S., Cohen, R., Zhang, P., & Heydinger, B. (2006, Oct.). Enhancing undergraduate physical education student's content knowledge towards developing pedagogical content knowledge. Peer-reviewed conference presentation at the Physical Education Teacher Education Conference - "Directions for the 21st Century." Long Beach, CA.
7. Ward, P., Ayvazo, S., & **Stuhr, P. T.** (2006, Oct.). Teaching the subject matter of physical education. Peer-reviewed conference presentation at the Physical Education Teacher Education Conference - "Directions for the 21st Century." Long Beach, CA.
6. **Stuhr, P. T.** & Cohen, R. (2006, June). Helping preservice teachers develop basketball pedagogical content knowledge. Peer-reviewed conference presentation at the Teaching and Learning Physical Education in the 21<sup>st</sup> century Professional – Scientific Conference. Endorsed by AIESEP International Association for Physical Education in Higher Education. The Zinman College of Physical Education and Sport Sciences at the Wingate Institute, Israel.
5. Smith, R., **Stuhr, P. T.**, & Zhang, P. (2006, May). Got pedagogy? The systematic redesign of a pedagogical course through cooperative learning, Group 1: Increasing Instructional Time. Poster presentation at The 11th Annual Graduate Student Symposium. The Ohio State University, Columbus, Ohio.
4. **Stuhr, P. T.**, & Robinson, L. (2005, Dec.). Opening the door to graduate education: Is graduate school for you? Peer-reviewed conference presentation at Ohio Association for Health, Physical Education, Recreation, and Dance (OAHPERD). Columbus, Ohio.
3. Larson, K., Hovatter, R., Goodway, J. D., **Stuhr, P. T.**, Ward, P., Martin, B., Grissom, T., Borchers, S., & Wallace, D. (2005, Dec.). Teacher work sample methodology: A means to improve programmatic & teacher candidate outcomes. Peer-reviewed conference presentation at Ohio Association for Health, Physical Education, Recreation, and Dance (OAHPERD). Columbus, Ohio.
2. **Stuhr, P. T.** (2005, April). Bridging the gender gap: Cooperative activities for everyone. Peer-reviewed conference presentation at American Alliance of Health, Physical Education, Recreation, and Dance (AAHPERD). Chicago, Illinois.
1. **Stuhr, P. T.** (2004, Dec.). Think outside the box: Cooperative activities for everyone. Peer-reviewed conference presentation at Ohio Association for Health, Physical Education, Recreation, and Dance (OAHPERD). Columbus, Ohio.

### Invited Presentations

*\*\*Denotes advisor role with undergraduate or graduate supervised research*

43. **Stuhr, P. T.** (2023, May). Joy through mindful movement. Invited presentation at the 3<sup>rd</sup> Annual Mindfulness Summer Conference, CSUSM Center on Contemplative Practices, San Marcos, CA.

42. **Stuhr, P. T.** (2023, February 21). A Love for All Mindset: A Starting Point for Collective Effervescence and Social Connectedness in the Workplace. A Social-Emotional Gathering Event at CSUSM, San Marcos, CA. Hosted by the CSUSM Faculty Center
41. **Stuhr, P. T.** (2023, February 14). A Love for All Mindset: A Starting Point for Collective Effervescence and Social Connectedness in the Workplace. A Social-Emotional Gathering Event at CSUSM, San Marcos, CA. Hosted by the CSUSM Faculty Center
40. **Stuhr, P. T.** (2023, February). Introducing the field of sport pedagogy. Invited presentation for students in Tracy Daly's KINE 202 at CSUSM, San Marcos, CA.
39. **Stuhr, P. T.** (2022, December). Qualitative Research Methods. Invited presentation for students in Sean Newcomer's Graduate Research Methods Course at CSUSM, San Marcos, CA.
38. **Stuhr, P. T.** (2022, October). Combining ABL with PE: An amalgamation toward community. Invited presentation for students in Devan Romero's KINE 202 at CSUSM, San Marcos, CA.
37. **Stuhr, P. T.** (2022, October). Infusing mindfulness into the physical education classroom. Invited presentation for students in Tracy Daly's KINE 202 at CSUSM, San Marcos, CA.
36. **Stuhr, P. T.** (2022, September). Adventure-based Learning Research: The Afternoon Drive Debrief Model. Invited presentation for students in Sean Newcomer's Graduate Research Methods Course at CSUSM, San Marcos, CA.
35. **Stuhr, P. T.** (2022, June). Exploring mindfulness through cultivating collective joy. Invited presentation at the 2<sup>nd</sup> Annual Mindfulness Summer Conference, CSUSM Center on Contemplative Practices, San Marcos, CA.
34. **Stuhr, P. T.** (2022, May). Careers in physical education: Best practice and core values to follow in becoming a physical educator. Invited presentation for students in Sean Newcomer's KINE 202 at CSUSM, San Marcos, CA.
33. **Stuhr, P. T.** (2022, March). Mindfulness in Education. Invited presentation for Future Educators Association at CSUSM, San Marcos, CA.
32. **Stuhr, P. T.** (2022, March). Navigating social and emotional learning through adventure. Invited presentation for students in Tracy Daly's KINE 202 at CSUSM, San Marcos, CA.
31. **\*\*Banaag, J. & Stuhr, P. T.** (2021, November). Exploring mindfulness practices during CSUSM outdoor adventures trips. Poster presentation at the 2021 Student Poster Showcase. CSUSM, San Marcos, CA.
30. **Stuhr, P. T.** (2021, June). Mindful movements and incorporating contemplative practices into Kinesiology. Invited presentation at Day 2 of the 1<sup>st</sup> Annual Mindful CSUSM Summer Conference, CSUSM, San Marcos, CA.
29. **Jeffries, J., & Stuhr, P. T.** (2021, June). Mindfulness and the brain; Closing practice: Leaves on a stream. Invited presentation at Day 1 of the 1<sup>st</sup> Annual Mindful CSUSM Summer Conference, CSUSM, San Marcos, CA.

28. **Stuhr, P. T.** (2021, May). Introduction to mindfulness in higher education. Invited presentation for the School of Nursing faculty, CSUSM, San Marcos, CA.
27. **Stuhr, P. T.** (2021, April). Introduction to mindfulness in higher education. Invited presentation for the CEHHS Interprofessional Education Committee, CSUSM, San Marcos, CA.
26. **Stuhr, P. T.** (2021, February). Non-negotiables in creating effective elementary physical education programming. Invited presentation for students in Professor Ortiz-Stuhr's PE 203 at CSUSM, San Marcos, CA.
25. **Stuhr, P. T.** (2021, February). Conceptualizing Mindfulness. Invited presentation for students in Professor Daly's KINE 202 at CSUSM, San Marcos, CA.
24. **Stuhr, P. T.** (2020, October and November). Core values in teaching physical education. Invited presentations for students in Professor Bruecker's PE 203 and KINE 311 at CSUSM, San Marcos, CA.
23. **Stuhr, P. T.** (2020, September). Foundations of qualitative research. Invited presentation for students in Professor Schubert's KINE 502 at CSUSM, San Marcos, CA.
22. **Stuhr, P. T.** (2020, September). Non-negotiables in creating effective elementary physical education programming. Invited presentations for students in Professor Ortiz-Stuhr's PE 203 (two class sections) at CSUSM, San Marcos, CA.
21. **Stuhr, P. T.** (2019, October). Unity among youth caretakers through the use of adventure-based learning. Invited workshop for a pilot program being delivered by the CSUSM Department of Psychology.
20. **Stuhr, P. T.** (2019, October). Foundations of qualitative research. Invited presentation for students in Professor Armenta's KINE 502 at CSUSM, San Marcos, CA.
19. **Stuhr, P. T.** (2019, September). Trends, issues, and developments in physical education in the United States. Invited presentation for the Chinese Hangzhou Delegation. Global Leadership Institute at the University of California San Diego (UCSD), San Diego, CA.
18. **Stuhr, P. T.** (2018, May). Adventure-based learning as a cross-curricular model. Invited presentation for the School of Education Single-Subject Credentialing program. Invited presentation at CSUSM, San Marcos, CA.
17. **\*\*Call, S. & Stuhr, P. T.** (2017, November). Specialized content knowledge with adventure-based programming. Poster presentation at the Symposium on Student Research, Creative Activities, & Innovation. CSUSM, San Marcos, CA.
16. **Stuhr, P. T.** (2017, November). Developing intrapersonal and interpersonal skills among parents and teens using an adventure-based learning curriculum. Invited presentation for an *Empower Me Up 1-day workshop*. San Diego North County, CA.
15. **Stuhr, P. T.** (2017, March). Adventure-based learning: Toward social and emotional health. Invited Keynote Speaker – San Marcos Prevention Coalition, San Marcos: CA.
14. **\*\*Call, S. & Stuhr, P. T.** (2017, February). Determining the credibility of an adventure-based learning

outcome model. Research paper presentation at the CSUSM Symposium on Student Research, Creative Activities, and Innovation. CSUSM, San Marcos, CA.

13. \*\*Call, S., Mendoza, N., & **Stuhr, P. T.** (2016, November). Exploring the implementation and the development of intrapersonal and interpersonal skills through a 6<sup>th</sup> grade adventure based learning unit. Symposium on Student Research, Creative Activities, & Innovation. CSUSM, San Marcos, CA.
12. **Stuhr, P. T.** (2016, September). Contemplative practices within higher education: Qualitative data analysis. Invited panel presentation at the CSUSM Faculty Learning Community Expo. San Marcos, CA.
11. **Stuhr, P. T.** (2016, March). Adventure-based learning: Transcending the communal experience in education for social-emotional growth. CSUSM Faculty Center Research Colloquium Dinner Keynote Speaker. San Marcos, CA. [https://www.youtube.com/watch?v=yF\\_G8T1bkb4](https://www.youtube.com/watch?v=yF_G8T1bkb4)
10. **Stuhr, P. T.** (2016, Jan). Group dynamics and debriefing for outdoor adventure trips. Invited presentation for CSUSM Campus Recreation and Outdoor Adventures. San Marcos, CA.
9. **Stuhr, P. T.** (2015, April). Breaking down barriers and creating synergy among parents and teens using adventure-based learning. Invited presentation for *Empower Me Up* founders and board of directors. San Diego North County, CA.
8. **Stuhr, P. T.** (2013, July). What can be done with today's physical education: Moving beyond mishap, misperceptions, and marginalization within the field. Invited presentation with the Palomar Health Community Action Council. San Marcos, CA.
7. **Stuhr, P. T.** (2013, April). Adventure in the wilderness: Cultivating lived-positive emotionality. CSUSM Celebration of Faculty Scholarship and Creative Activities Showcase. San Marcos, CA.
6. **Stuhr, P. T.** (2012, Nov). Creating a pro-social learning environment in high school. Invited guest speaker for the San Diego Unified School District – Physical Education Professional Development Workshop. San Diego, Ca.
5. **Stuhr, P. T.** (2012, August). Building community using adventure-based learning in any classroom. Invited guest speaker for the Single Subject Credential program orientation session at CSUSM.
4. \*\*Thomas, T., & **Stuhr, P. T.** (2012, April). Using ipad technology to increase physical education teacher education candidate's content knowledge. Student advised research presentation at CSUSM Student Poster Showcase. San Marcos, CA.
3. **Stuhr, P. T.** (2012, April). Assessment in adventure-based learning. CSUSM Celebration of Faculty Scholarship and Creative Activities Showcase. San Marcos, CA.
2. **Stuhr, P. T.** (2012, Jan). Using adventure based-learning to build community. Invited guest speaker at CSUSM University Village Apartments Spring 2012 resident assistant orientation. San Marcos, CA
1. **Stuhr, P. T.** (2002, Nov.). Secondary school curriculum design: Incorporating a bleachball unit. Invited presentation at the Fall 2002 San Diego City Schools Physical Education District Workshop.

Per the CSUSM Kinesiology RTP Standards (Page 8, Footnote 3): "The Department of Kinesiology values mentorship of students in research and scholarship, and recognizes that it is common practice for mentoring faculty to be listed as a final author...."

Please note these instances have been marked with a "\*\*\*" (double asterik) to denote a mentoring role with presentations that has taken place. I have closely worked with and presented material with 3 Kinesiology students (undergraduate and graduate) **since promotion to full professor**.

### Funded Grants

**Stuhr, P. T.** (Received March, 2013). Total Funds: \$1000 from the Faculty Center at CSUSM.

The primary goal of this grant was to fund travel to present on research conducted on adventure-based learning at the American Alliance for Health, Physical Education, Recreation and Dance.

**Stuhr, P. T.** (Received January, 2011). Total Funds: \$1600 from the Office of Community Service Learning at CSUSM. The primary goal of this grant was to provide equipment to local schools in order for CSUSM students to be able to participate in teaching using specific equipment.

**Stuhr, P. T.** (Received March, 2010) Total Funds: \$159 from the Faculty Center for Travel. Used for five presentations at two different PE conferences (AAHPERD and CAHPERD).

**Stuhr, P. T.** (Received March, 2009). Total funds: \$470 from the Faculty Center Professional Development Grant at CSUSM. For research presentation travel to present at the American Education Research Association (AERA) Annual Meeting.

**Stuhr, P. T.** (Received Feb, 2009). Total funds: \$250 from The Office of Community Learning at CSUSM. For additional resources to support a service learning experience involving my students in an adventure based learning course.

**Stuhr, P. T.** (Received Dec, 2008). Total funds: \$4,000 for The Sport Education Initiative. From the Research, Scholarship and Creative Activity Grant at CSUSM. To support the implementation of a 6-month professional development program.

### Submitted Grants Not Funded

Brown, T., **Stuhr, P. T.**, & Price, E. (Submitted October 2018). Financial Scope \$750,000  
Expanded reality: Virtual immersive education and Research. Center for Research and Engagement in STEM Education. Lyle Spencer Research Awards.  
My role: Co-Principal Investigator

Brown, T., & **Stuhr, P. T.** (Submitted Nov 2018). Financial Scope \$62,500  
Virtual immersive college experience. CSU Innovation Grant  
My role: Co-Principal Investigator  
*Summary proposal submitted to CSUSM Extended Learning*

**Stuhr, P.T.** (Submitted February, 2013 – not funded). Requested: \$3400 from the University

Professional Development (UPD) Grant. Goal: An elementary adventure-based learning research project involving local K-12 teachers/students and CSUSM undergraduate students.

**Stuhr, P. T.** (Submitted Jan, 2012 – not funded). Requested: \$1000 from the Faculty Center at CSUSM. Goal: Travel to present research at the American Alliance for Health, Physical Education, Recreation and Dance.

**Stuhr, P. T.** (Submitted Jan, 2012 – not funded). Requested: \$500 from the Office of Community Service Learning at CSUSM. Goal: Purchase an electronic tablet (e.g., iPad) to provide more immediate video feedback of student motor performance in on- and off-campus laboratories.

**Stuhr, P. T.** (Submitted Aug, 2010 – not funded). Requested: \$2000 from the Office of Community Service Learning at CSUSM. Goal: Fund equipment for service learning research.

## Teaching

### Teaching Highlights

- Taught 106 university class sections (over career at CSUSM and OSU).
- Taught 19 different courses at CSUSM (not including KINE 496C and 499C).
- Taught 10 different courses at The Ohio State University
- Created/designed and received curriculum approval on 25 different courses
- Created/designed the Physical Education Minor
- Created/designed the Kinesiology Physical Activity Program (KPAP)
- Created/designed the BS in Kinesiology: Physical Education Option
- Co-created/designed the Mindfulness Minor (currently in curricular review)
- Overall average evaluation rating of 4.8/5.0 (357.1 across 75 course scores collected over 15.5 years at CSUSM)
- Overall average evaluation rating of 4.9/5.0 since promotion to full professor (98.1 across 20 course scores)

### Courses Taught at California State University San Marcos w/ Student Evaluation Scores

<i>Term</i>	<i>Course</i>	<i>WTUs</i>	<i># of Ss</i>	<i>Notes</i>	<i>Evaluation Ratings (range of low – high, average)</i>
F23	Sabbatical – No courses this semester	-	-	Sabbatical	-
83. SP23	KINE 496C: Undergraduate Research Mindfulness and ABL Projects	-	2		5.0-5.0, <b>5.0</b>
82. SP23	KINE 310: Social and Emotional Health	3	32		4.8-5.0, <b>5.0</b>
81. SP23	KINE 310: Social and Emotional Health	3	32		5.0-5.0, <b>5.0</b>
80. SP23	KINE 150: Mindfulness in Practice	1.5	39	Extended Learning Section	4.5-5.0, <b>4.9</b>
79. SP23	KINE 150: Mindfulness in Practice	1.5	43		4.5-5.0, <b>4.8</b>
78. F22	KINE 506: Seminar	2	11	New Prep Teacher Training w/ KINE Graduate Students	5.0-5.0, <b>5.0</b>

<i>Term</i>	<i>Course</i>	<i>WTUs</i>	<i># of Ss</i>	<i>Notes</i>	<i>Evaluation Ratings (range of low – high, average)</i>
77. F22	KINE 310: Social and Emotional Health	3	32		4.5-4.9, <b>4.8</b>
76. F22	KINE 310: Social and Emotional Health	3	32		4.6-4.8, <b>4.7</b>
75. F22	KINE 150: Mindfulness in Practice	1.5	37	New Prep	4.7-5.0, <b>4.9</b>
74. SP22	KINE 510: PE Methods	3	12	COVID-19 modified labs	4.3-5.0, <b>4.8</b>
73. SP22	KINE 496C: Undergraduate Research Students helped write and publish two papers on mindfulness	-	2		5.0-5.0, <b>5.0</b>
72. SP22	KINE 310: Social and Emotional Health	3	32	COVID-19 modified labs	4.8-5.0, <b>5.0</b>
71. SP22	KINE 310: Social and Emotional Health	3	32	COVID-19 modified labs	4.8-5.0, <b>4.9</b>
70. F21	KINE 496C: Undergraduate Research Student helped conduct research project and write paper on mindfulness	-	1	COVID-19 altered delivery	4.0-5.0, <b>4.8</b>
69. F21	KINE 310: Social and Emotional Health	3	32	COVID-19 altered delivery Live and Online technology	4.9-5.0, <b>5.0</b>
68. F21	KINE 310: Social and Emotional Health	3	32	COVID-19 altered delivery Live and Online technology	4.8-4.9, <b>4.9</b>
67. F21	PE 203: Physical Education Methods	3	32	COVID-19 altered delivery Live and Online technology	4.5-4.9, <b>4.7</b>



<i>Term</i>	<i>Course</i>	<i>WTUs</i>	<i># of Ss</i>	<i>Notes</i>	<i>Evaluation Ratings (range of low – high, <b>average</b>)</i>
66. SP21	KINE 310: Social and Emotional Health	3	32	COVID-19 online Department Chair Coordinator for EL Temecula & ABSK Programs	4.9-5.0, <b>5.0</b>
65. F20	KINE 499C: Independent Study Student helped write and publish a paper on SEL models	-	1	COVID-19 online Department Chair Coordinator for EL Temecula & ABSK Programs	5.0-5.0, <b>5.0</b>
64. SP20	KINE 510: PE Methods	3	22	COVID-19 hybrid Department Chair Coordinator for EL Temecula & ABSK Programs	4.6-5.0, <b>4.9</b>
F19	No courses taught this semester	-	-	Department Chair Coordinator for EL Temecula & ABSK Programs	-
63. Su19	KINE 311: Movement Pedagogy	5	21	New Prep - ABSK Program	3.5-4.5, <b>4.0</b>
62. SP19	KINE 310: Social and Emotional Health	3	32	Incl Off-Campus Supervision	4.9-5.0, <b>4.9</b>
61. F18	KINE 310: Social and Emotional Health	3	32	Incl Off-Campus Supervision	4.9-5.0, <b>4.9</b>
60. SP18	KINE 510: Physical Education Methods	3	15	New Prep – Graduate Course Cohort of 15 in program	3.0-4.4, <b>3.7</b>
59. SP18	KINE 310: Social and Emotional Health	3	12	Incl Off-Campus Supervision Course part of the ABSK Cohort of 12	4.6-5.0, <b>4.9</b>

<i>Term</i>	<i>Course</i>	<i>WTUs</i>	<i># of Ss</i>	<i>Notes</i>	<i>Evaluation Ratings (range of low – high, <b>average</b>)</i>
58. F17	KINE 310: Social and Emotional Health	3	32	Incl Off-Campus Supervision	4.8-5.0, <b>4.9</b>
57. F17	KINE 310: Social and Emotional Health	3	32	Incl Off-Campus Supervision	4.7-5.0, <b>4.9</b>
SP17	Sabbatical – No courses this semester	-	-	Sabbatical	-
56. F16	KINE 310: Social and Emotional Health	3	32	Incl Off-Campus Supervision	5.0-5.0, <b>5.0</b>
55. F16	KINE 310: Social and Emotional Health	3	30	Incl Off-Campus Supervision	4.6-5.0, <b>4.8</b>
54. F16	PE 203: Physical Education Elem School	3	34		4.6-5.0, <b>4.8</b>
53. SP16	KINE 310: Social and Emotional Health	3	32	Paternity leave – replacement faculty did not issue SEI as I instructed them	Did not receive
52. SP16	PE 203: Physical Education Elem School	3	32	Paternity leave last 5wks/sem	4.5-5.0, <b>4.8</b>
51. SP16	PE 203: Physical Education Elem School	3	32	Paternity leave last 5wks/sem	3.5-4.6, <b>4.0</b>
50. F15	PE 203: Physical Education Elem School	3	32		4.9-5.0, <b>4.9</b>
49. F15	PE 203: Physical Education Elem School	3	32		4.8-5.0, <b>4.9</b>
48. F15	KINE 310: Adventure Based Learning	3	32	Incl Off-Campus Supervision	4.6-5.0, <b>4.8</b>
47. SP15	PE 203: Physical Education Elem School	3	33	New Prep	4.8-5.0, <b>4.9</b>

<i>Term</i>	<i>Course</i>	<i>WTUs</i>	<i># of Ss</i>	<i>Notes</i>	<i>Evaluation Ratings (range of low – high, <b>average</b>)</i>
46. SP15	PE 203: Physical Education Elem School	3	32	New Prep	4.8-5.0, <b>4.9</b>
45. SP15	KINE 310: Adventure Based Learning	3	32	Incl Off-Campus Supervision	4.8-5.0, <b>4.9</b>
44. F14	KINE 309: Tech & Analysis Individual Sports	3.5	16	Incl Off-Campus Supervision	4.6-4.9, <b>4.8</b>
43. F14	KINE 310: Adventure Based Learning	3	26	Incl Off-Campus Supervision	Did not receive
42. F14	KINE 310: Adventure Based Learning	3	30	Incl Off-Campus Supervision	4.9-5.0, <b>5.0</b>
41. SU14	KINE 202: Intro to PE and KINE	3	16		4.8-5.0, <b>4.9</b>
40. SP14	KINE 308: Tech & Analysis Field Sports	3.5	12	Paternity leave – replacement faculty did not issue SEI as I instructed them	Did not receive
39. SP14	KINE 310: Adventure Based Learning	3	30	Paternity leave – replacement faculty did not issue SEI as I instructed them	Did not receive
38. F13	KINE 400: Elementary PE Methods	3.5	11	Incl Off-Campus Supervision	4.9-5.0, <b>5.0</b>
37. F13	KINE 310: Adventure Based Learning	3	30	Incl Off-Campus Supervision	4.9-5.0, <b>5.0</b>
36. SP13	EDSS 548B: Sec Methods in PE	2	7	New Prep	4.8-5.0, <b>4.9</b>
35. SP13	KINE 310: Adventure Based Learning	3	27	Incl Off-Campus Supervision	4.6-5.0, <b>4.8</b>

<i>Term</i>	<i>Course</i>	<i>WTUs</i>	<i># of Ss</i>	<i>Notes</i>	<i>Evaluation Ratings (range of low – high, <b>average</b>)</i>
34. SP13	KINE 309: Tech & Analysis Individual Sports	3.5	10	Incl Off-Campus Supervision	4.7-5.0, <b>4.8</b>
33. SP13	EDSS 572: Clinical Practice II	.5	2	SoE Supervision	4.5-5.0, <b>4.8</b>
32. F12	EDUC 695-1: Secondary Methods in PE	2	7	New Prep	4.4-4.9, <b>4.7</b>
31. F12	KINE 310: Adventure Based Learning	3	30	New Prep Includes Off-Campus Supervision	4.9-5.0, <b>5.0</b>
30. F12	KINE 308: Tech & Analysis Field Sports	3.5	12	Incl Off-Campus Supervision	4.8-5.0, <b>4.9</b>
29. F12	EDSS 571: Clinical Practice I	.5	2	SoE Supervision	-
28. SU12	KINE 306: Exercise, Fitness, & Health	3	10	New Prep	4.6-5.0, <b>4.9</b>
27. SP12	KINE 400: Elementary PE Methods	3.5	20		4.6-4.9, <b>4.8</b>
26. SP12	KINE 307: Tech & Analysis Court Sports	3.5	28	Incl Off-Campus Supervision	4.8-4.9, <b>4.8</b>
25. F11	KINE 402: Applied Theory of Teaching PE	3.5	13		4.1-4.7, <b>4.5</b>
24. F11	KINE 309: Tech & Analysis Indiv Sports	3.5	23	Incl Off-Campus Supervision	4.7-4.9, <b>4.8</b>
23. F11	KINE 202: Intro to PE and KINE	3	48		4.3-4.8, <b>4.5</b>
22. SU11	KINE 202: Intro to PE and KINE	3	15		5.0-5.0, <b>5.0</b>

<i>Term</i>	<i>Course</i>	<i>WTUs</i>	<i># of Ss</i>	<i>Notes</i>	<i>Evaluation Ratings (range of low – high, average)</i>
21. SP11	KINE 401: Secondary PE Methods	3.5	20		4.3-4.8, <b>4.6</b>
20. SP11	KINE 308: Tech & Analysis Field Sports	3.5	20	New Prep Incl Off-Campus Supervision	4.2-4.8, <b>4.6</b>
19. SP11	KINE 202: Intro to PE and KINE	3	48		4.6-4.9, <b>4.7</b>
18. F10	KINE 495: KINE Internship	-	10	Internship	-
17. F10	KINE 400: Elementary PE Methods	3.5	13		4.8-5.0, <b>4.9</b>
16. F10	KINE 307: Tech & Analysis Court Sports	3.5	29	New Prep & Supervision	4.4-4.9, <b>4.7</b>
15. F10	KINE 202: Intro to PE and KINE	3	60		4.2-4.9, <b>4.5</b>
14. SP10	KINE 495: KINE Internship	-	6	Internship	-
13. SP10	KINE 402: Applied Theory of Teaching PE	3.5	7	New Prep	3.3-4.4, <b>4.0</b>
12. SP10	KINE 309: Tech & Analysis Individual Sports	3.5	19	New Prep Incl Off-Campus Supervision	3.1-4.6, <b>3.9</b>
11. SP10	KINE 202: Intro to PE and KINE	3	52		4.2-4.9, <b>4.5</b>
10. F09	KINE 495: KINE Internship	-	2	Internship	-
9. F09	KINE 401: Secondary PE Methods	3	9		4.5-4.8, <b>4.6</b>
8. F09	KINE 202: Intro to PE and KINE	3	45		4.3-4.9, <b>4.6</b>

<i>Term</i>	<i>Course</i>	<i>WTUs</i>	<i># of Ss</i>	<i>Notes</i>	<i>Evaluation Ratings (range of low – high, average)</i>
7. F09	KINE 202: Intro to PE and KINE	3	45		4.2-4.8, <b>4.5</b>
6. SP09	KINE 400: Elementary PE Methods	3	9	New Prep	4.4-4.9, <b>4.7</b>
5. SP09	KINE 390-2: Topics-Adven Based Learning	3	22	New Prep	4.8-5.0, <b>4.9</b>
4. SP09	KINE 304: Adapted PE	3	33		4.1-4.9, <b>4.6</b>
3. F08	KINE 401: Secondary PE Methods	3	10	New Prep	4.3-5.0, <b>4.8</b>
2. F08	KINE 304: Adapted PE	3	35	New Prep	4.3-4.8, <b>4.6</b>
1. F08	KINE 202: Intro to PE and KINE	3	60	New Prep	4.1-4.9, <b>4.5</b>

Courses Taught at The Ohio State University w/ Student Evaluation Scores

<i>Term</i>	<i>Course</i>	<i>WTUs</i>	<i># of Ss</i>	<i>Notes</i>	<i>Evaluation Ratings (range of low – high, average)</i>
23. SP08	EDU PAES 307: Adventure Education	3	28		3.9-4.5, <b>4.3</b>
22. W08	EDU PAES 601: Secondary PE Methods	3	30		3.9-4.5, <b>4.1</b>
<i>Term</i>	<i>Course</i>	<i>WTUs</i>	<i># of Ss</i>	<i>Notes</i>	<i>Evaluation Ratings (range of low – high, average)</i>
21. W08	EDU PAES 489: Sec PE Methods Lab	1	16		4.0-4.5, <b>4.0</b>

<i>Term</i>	<i>Course</i>	<i>WTUs</i>	<i># of Ss</i>	<i>Notes</i>	<i>Evaluation Ratings (range of low – high, average)</i>
20. W08	EDU PAES 489: Sec PE Methods Lab	1	18		4.1-4.5, <b>4.3</b>
19. W07	EDU PAES 601: Secondary PE Methods	3	19	New prep	4.8-4.9, <b>4.9</b>
18. W07	EDU PAES 489: Sec PE Methods Lab	1	19	New Prep	4.8-4.9, <b>4.9</b>
17. AU06	EDU PAES 303: Individual Sports	3	24		4.5-5.0, <b>5.0</b>
16. SU06	EDU PAES 208: Intro to Teaching PE	3	23		4.5-4.9, <b>4.7</b>
15. SP06	EDU PAES 307: Adventure Education	3	17	New Prep	5.0-5.0, <b>5.0</b>
14. SP06	EDU PAES 208: Intro to Teaching PE	3	32		4.4-4.8, <b>4.7</b>
13. W06	EDU PAES 208: Intro to Teaching PE	3	37		4.2-4.7, <b>4.5</b>
12. AU05	EDU PAES 208: Intro to Teaching PE	3	23	New Prep	3.6-4.3, <b>4.2</b>
11. AU05	EDU PAES 303: Individual Sports	3	27		4.5-5.0, <b>4.8</b>
10. SP05	EDU PAES 148: Jogging	1	16		4.1-5.0, <b>4.7</b>
9. SP05	EDU PAES 178: Swimming	1	18	New Prep	4.3-4.9, <b>4.7</b>
8. W05	EDU PAES 170: Racquetball	1	13		4.8-5.0, <b>5.0</b>
7. W05	EDU PAES 170: Racquetball	1	14		4.9-5.0, <b>5.0</b>
6. W05	EDU PAES 102: First Aid	1	18		4.6-5.0, <b>4.9</b>
5. AU04	EDU PAES 303: Individual Sports	3	45	New prep	3.6-4.5, <b>4.2</b>

<i>Term</i>	<i>Course</i>	<i>WTUs</i>	<i># of Ss</i>	<i>Notes</i>	<i>Evaluation Ratings (range of low – high, <b>average</b>)</i>
4. AU04	EDU PAES 170: Racquetball	1	14	New prep	4.1-4.8, <b>4.6</b>
3. AU04	EDU PAES 149: Weight Training	1	15	New Prep	4.0-5.0, <b>4.9</b>
2. AU04	EDU PAES 148: Jogging	1	18	New Prep	4.1-4.6, <b>4.6</b>
1. AU04	EDU PAES 102: First Aid	1	15	New Prep	4.5-4.9, <b>4.7</b>

### Minors and Programs Designed and Implmented at CSUSM

#### 3. Co-Designed the Mindfulness Minor (currently in curricular review) F22 – Projected Start F25

The interdisciplinary Minor in Mindfulness will reside in Kinesiology. Additional collaboration and insight on curricular decisions for the minor will come from the CSUSM Center for Contemplative Practices (CCP) Advisory Board and the Director of CCP.

Mindfulness helps enhance students' lives and relationships by deepening present moment awareness of how our thoughts, feelings, and actions affect intrapersonal and interpersonal relationships. Mindfulness is nurturing curiosity and careful observation of our whole self, moment-by-moment. The Minor in Mindfulness consists of fourteen (14) units and offers students the opportunity to cultivate insight and develop stronger well-being through scientifically backed mindfulness practices that are designed to promote kindness, joy, focus, equanimity, and compassion. The inter-departmental curriculum will help promote greater general health (e.g., increase focus, boost working memory, strengthen immune response, lower anxiety, and deepen resilience to stress) and social-emotional wellbeing. This minor is structured to provide students with a fundamental understanding of mindfulness and opportunities to integrate contemplative practices into their personal and professional lives and apply them in their communities. Students who earn a minor in mindfulness will have obtained a base of practices and a life skill-set that will sustain them for any career.

#### 2. Designed the Kinesiology Physical Activity Program (KPAP) for Graduate and Undergraduate Students – Approved F22 and Implemented F24

Proposal for the Kinesiology Physical Activity Program (KPAP) was written and submitted during Fall 2021. Approval to pilot has been granted. The Kinesiology program implemented interrelated, high impact practices as a part of the KPAP:

- Projected to offer MS graduate students opportunity to teach undergraduate 100-level activity courses.
- Expanded the number of credit-bearing (KINE 100-level) physical activity courses offered for all students at CSUSM (from 3 offerings up to 10 total depending on number of TAs).



- Submitted C-2 to change KINE 311 from 4 units to 3 units. Submitted two P-2 forms (KINE major and PE minor) to insert a new core requirement (KINE 100 level activity course) into the curriculum.

## 1. Designed the Physical Education Minor Fall18 – Senate Approved Sp19 and Implemented F20 Coordinator for the Physical Education Minor (2019-Current)

Quality physical education programming helps children develop skills necessary to lead health-enhancing and physically active lives. The Minor in Physical Education consists of twenty (20) units, and offers students coursework specific to the design and implementation of appropriate K-12 physical education. The minor provides students with opportunity to study content associated with enhancing physical literacy for children at the K-12 level. The concept of physical literacy involves the ability to move with self-assurance and accomplishment in a wide variety of motor skills and movement patterns that lead to health and overall wellbeing. Students in this program learn about content aligned with teaching physical education, including how to develop supportive learning environments, effective instructional practices, standard-based curriculum models, authentic forms of assessment, and elements involving professionalism within the field. The Minor in Physical Education is an excellent addition for any student wanting to pursue a teaching, coaching, or recreation career involving physical activity.

### Curriculum Created & Approved at California State University San Marcos

#### 25. *EDSS 548B: Secondary Methods in Physical Education*

Designed to introduce teaching candidates to assessment strategies and instructional design concepts that are essential to the effective design of a standards-based secondary physical education program. Teacher candidates will have opportunities to learn about elements of professional practice that highly qualified physical education teachers possess and/or are able to demonstrate through authentic assessment.

#### 24. *EDSS 548A: Secondary Methods in Physical Education*

Designed to introduce teaching candidates to curriculum development and instructional design concepts that are essential to the effective design of a standards-based secondary physical education program. Teaching candidates will have opportunities to learn about elements of professional practice that highly qualified physical education teachers possess and/or are able to demonstrate within their physical education program.

#### 23. *KINE 510: Physical Education Methods*

Introduction to assessment strategies and instructional design concepts that are essential to the effective design of a standards-based secondary physical education program. Opportunities to learn about elements of professional practice that highly qualified physical education teachers possess and/or are able to demonstrate within their physical education program.

#### 22. *KINE 402: Applied Theory of Teaching Team, Individual, and Dual Sports*

This course is designed to allow teacher candidates to apply a variety of physical education content within K-12 schools. The Sport Education curriculum model will be used to plan, practice, and implement lessons during the on-campus labs and off-campus field experience. This course is designed to be the final K-12 field experience prior to graduation.

21. *KINE 311: Movement Pedagogy*

The critique, design, instruction, implementation, and evaluation of sport pedagogy curriculum and teaching methodologies. Topics include various types of sport pedagogy curriculum models, evidence-based instructional practices, and the application of such content within various movement settings.

20. *KINE 310: Social and Emotional Health*

(Formally known as *Adventure, Teambuilding, and Experiential Education*). Covers skills and concepts of adventure/experiential-based activities - knowledge of history, philosophy, safety guidelines, and leadership techniques in the use of adventure/experiential activities.

19. *KINE 309: Techniques & Analysis of Individualized Sports*

Instruction in individual and team skills and techniques utilized in individual sports and activities, with a focus on track & field, adventure based learning, and outdoor education content knowledge. Knowledge and understanding needed to critically reflect upon, comprehend, apply, analyze, synthesize, and evaluate each of the enduring understandings related to the planning and implementation at the K-12 level.

18. *KINE 308: Techniques & Analysis of Field Sports*

Instruction in individual and team skills and techniques utilized in team field sports, with a focus on tag rugby and soccer content knowledge. Knowledge and understanding needed to critically reflect upon, comprehend, apply, analyze, synthesize, and evaluate each of the enduring understandings related to the planning and implementation of field sports at the K-12 level.

17. *KINE 307: Techniques & Analysis of Court Sports*

Instruction in individual and team skills and techniques utilized in team court sports, with a focus on basketball and badminton content knowledge. Knowledge and understanding needed to critically reflect upon, comprehend, apply, analyze, synthesize, and evaluate each of the enduring understandings related to the planning and implementation of court sports at the K-12 level.

16. *KINE 150: Mindfulness in Practice*

Incorporating Mindfulness Practices (MPs) as an intrapersonal relationship skill positions opportunity for students to focus their attention on the present moment as a means to promote wellness. MPs promote being aware of thoughts and emotions as they occur moment-by-moment and hold tremendous promise to enhance social and emotional health outcomes. Student-centered, experiential course where students will learn about, engage in, and reflect on various mindfulness practices.

15. *KINE 120: Cardio Dance*

Practical exploration and participation in several common styles of dance typically used in a social setting. The International styles of, Salsa, Swing, Samba, NY Hustle, as well as Tango will be taught. Emphasis will be placed on learning basic dance techniques, increasing cardiorespiratory endurance and moderate-to-vigorous physical activity while performing each dance.

14. *KINE 121: Disc Golf*

Beginning level knowledge and motor skill in disc golf. Techniques and strategies of gameplay with an emphasis on multiple opportunities to respond and maintain health-enhancing level of cardiorespiratory endurance while engaged in disc golf.

13. *KINE 122: Fitness Walking*

Knowledge of fitness performance through walking. Walking for fitness indoors and outdoors and/or using treadmills. Self-paced class where programs vary depending upon each individual's fitness level.

12. *KINE 123: Hatha Yoga*

Beginning level of knowledge and skills in hatha yoga for successful participation in recreational yoga as a lifelong activity. Principles, techniques and safe practices of yoga will be taught throughout the class. Emphasis on physical and mental strength building exercises and postures.

11. *KINE 124: Jogging*

Principles of wellness, exercise behavior, and conditioning through jogging. Focuses primarily on cardio respiratory endurance training as it relates to the proper techniques associated with jogging.

10. *KINE 125: Mountain Biking*

Introduction to proper Mountain Biking techniques, terminology, single tracking regulations, and maintenance necessary for participation in off-road Mountain Biking.

9. *KINE 126: Pilates*

Beginning level of knowledge and skills for successful participation in Pilates. Principles, techniques and safe practices of Pilates will be taught throughout the class. Emphasis placed on flexibility and strength exercises.

8. *KINE 127: Self Defense*

Knowledge and skills for personal self-defense. Focuses on improved general physical fitness and skill performance. Principles, techniques and safe practices of self-defense will be taught.

7. *KINE 128: Speedminton*

Beginning level knowledge and motor skill in Speedminton. Techniques and strategies of gameplay with an emphasis on multiple opportunities to respond and maintain health-enhancing level of cardiorespiratory endurance while engaged in Speedminton.

6. *KINE 129: Strength Training*

Knowledge of fitness performance through core strength training exercises. Strength Training for fitness through use of resistance and weight equipment. Self-paced class where programming depends upon each individual's fitness level.

5. *KINE 130: Surfing*

Beginning level of knowledge and skills in surfing for successful participation in recreational surfing as a lifelong activity. Principles, techniques and safe practices of surfing will be taught throughout the class.

4. *KINE 131: Tag Rugby*

Acquisition of motor skills including philosophy, techniques/tactics, and safety of Tag Rugby and the role this sport plays as lifetime recreational movement activity.

3. *KINE 132: Tai Chi*

Beginning level of knowledge and skills in beginning Tai Chi. Focuses on general physical fitness and skill performance as it relates to Tai Chi. Principles, techniques, safe practices and strategies of Tai Chi will be taught.

2. *KINE 133: Team Handball*

Beginning level knowledge and motor skill in Team Handball. Techniques and strategies of gameplay with an emphasis on multiple opportunities to respond and maintain health-enhancing level of cardiorespiratory endurance while engaged in Team Handball.

1. *KINE 134: Ultimate Frisbee*

Beginning level knowledge and motor skill in Ultimate Frisbee. Techniques and strategies of gameplay with an emphasis on multiple opportunities to respond and maintain health-enhancing level of cardiorespiratory endurance while engaged in Ultimate Frisbee.

## Courses Taught at California State University San Marcos

19. *EDSS 572: Clinical Practice in Secondary Schools II*

Advanced observation and teaching in selected secondary schools under the supervision of a classroom teacher and university supervisor.

18. *EDSS 571: Clinical Practice in Secondary Schools I*

Observation and teaching in selected secondary schools under the supervision of a classroom teacher and university supervisor.

17. *EDSS 548B: Secondary Methods in Physical Education*

Designed to introduce teaching candidates to assessment strategies and instructional design concepts that are essential to the effective design of a standards-based secondary physical education program. Teacher candidates will have opportunities to learn about elements of professional practice that highly qualified physical education teachers possess and/or are able to demonstrate through authentic assessment.

16. *EDSS 548A: Secondary Methods in Physical Education*

Designed to introduce teaching candidates to curriculum development and instructional design concepts that are essential to the effective design of a standards-based secondary physical education program. Teaching candidates will have opportunities to learn about elements of professional practice that highly qualified physical education teachers possess and/or are able to demonstrate within their physical education program.

15. *KINE 510: Physical Education Methods*

Introduction to assessment strategies and instructional design concepts that are essential to the effective design of a standards-based secondary physical education program. Opportunities to learn about elements of professional practice that highly qualified physical education teachers possess and/or are able to demonstrate within their physical education program.

14. *KINE 506: Seminar*

Practical application and discussion of content knowledge and experiences in Kinesiology, starting with classroom discussion of theoretical knowledge across the field of Kinesiology as well as thorough review of pertinent literature. *May be repeated for a total of six 6 units. Grading Basis: Graded Credit/No Credit.*

13. *KINE 402: Applied Theory of Teaching Team, Individual, and Dual Sports*

This course is designed to allow teacher candidates to apply a variety of physical education content within K-12 schools. The Sport Education curriculum model will be used to plan, practice, and implement lessons during the on-campus labs and off-campus field experience. This course is designed to be the final K-12 field experience prior to graduation.

12. *KINE 401: Principles, Organization and Management of Secondary School Physical Education*

This course is the secondary component for preparation towards the teacher certification program for prospective physical education teachers. It is an intensive experience focusing on the critique, design, instruction, implementation, and evaluation of middle and high school physical education. This class is designed to promote effective teacher behaviors found in the secondary physical education setting.

11. *KINE 400: Movement Theory and Practice of Elementary Physical Education for Children*

This course is the elementary component for preparation towards the teacher certification program for prospective physical education teachers. It is an intensive experience focusing on the critique, design, instruction, implementation, and evaluation of elementary school physical education. This class is designed to promote effective teacher behaviors found in the elementary physical education setting.

10. *KINE 311: Movement Pedagogy*

The critique, design, instruction, implementation, and evaluation of sport pedagogy curriculum and teaching methodologies. Topics include various types of sport pedagogy curriculum models, evidence-based instructional practices, and the application of such content within various movement settings.

9. *KINE 310: Social and Emotional Health*

(Formally known as *Adventure, Teambuilding, and Experiential Education*). Covers skills and concepts of adventure/experiential-based activities - knowledge of history, philosophy, safety guidelines, and leadership techniques in the use of adventure/experiential activities.

8. *KINE 309: Techniques & Analysis of Individualized Sports*

Instruction in individual and team skills and techniques utilized in individual sports and activities, with a focus on track & field, adventure based learning, and outdoor education content knowledge. Knowledge and understanding needed to critically reflect upon, comprehend, apply, analyze, synthesize, and evaluate each of the enduring understandings related to the planning and implementation at the K-12 level.

7. *KINE 308: Techniques & Analysis of Field Sports*

Instruction in individual and team skills and techniques utilized in team field sports, with a focus on tag rugby and soccer content knowledge. Knowledge and understanding needed to critically reflect upon, comprehend, apply, analyze, synthesize, and evaluate each of the enduring understandings related to the planning and implementation of field sports at the K-12 level.

6. *KINE 307: Techniques & Analysis of Court Sports*

Instruction in individual and team skills and techniques utilized in team court sports, with a focus on basketball and badminton content knowledge. Knowledge and understanding needed to critically reflect upon, comprehend, apply, analyze, synthesize, and evaluate each of the enduring understandings related to the planning and implementation of court sports at the K-12 level.

5. *KINE 306: Exercise, Fitness, and Health*

Examine the relationship between an active lifestyle and health and the prevention of chronic disease through positive lifestyle choices Includes in depth evaluation of personal fitness levels and dietary intake.

4. *KINE 304: Adapted Physical Education*

Designed to prepare Kinesiology majors to meet the physical activity program needs of persons with disabilities. Designed to understand the etiology and characteristics of persons with mental, physical, emotional, sensory, health, learning and/or multiple impairments. Understand when it is appropriate to successfully integrate the disabled individual into the physical education mainstream.

3. *KINE 202: Introduction to Physical Education and Kinesiology*

Designed for first year and transfer students interested in the Kinesiology profession. Aid in the prospective majors in their career choices, to introduce students into fields closely related to exercise and nutritional sciences, to introduce students to current issues in exercise sciences, and to introduce students to key events and concepts in the evolution of exercise science as a discipline and as a profession.

2. *KINE 150: Mindfulness in Practice*

Incorporating Mindfulness Practices (MPs) as an intrapersonal relationship skill positions opportunity for students to focus their attention on the present moment as a means to promote wellness. MPs promote being aware of thoughts and emotions as they occur moment-by-moment and hold tremendous promise to enhance social and emotional health outcomes. Student-centered, experiential course where students will learn about, engage in, and reflect on various mindfulness practices.

1. *PE 203: Physical Education for Elementary School Children*

Survey of physical education programs for elementary school children. Addresses the role of, and need for, physical education programs in the elementary school level; examines the California content standards for physical education instruction; and develops skills in applying that content in the elementary school setting. Specific attention is given to motor skill and movement concepts; fitness, wellness, exercise physiology and disease prevention; drugs/narcotics, alcohol, tobacco, and nutrition; and to the social, historical, and cultural significance of physical education.

## Courses Taught at The Ohio State University

16. *P&L 609: Teaching as a Profession*

Examines complexities surrounding the practice of teaching at national, state and local levels, highlighting legal, professional, and ethical issues surrounding American schools and teaching.

Part of a prescribed series of courses leading to teacher licensure in Early Childhood, Middle Childhood and Young Adult Education.

15. *PAES 787: Internship in Secondary Physical Education*

Observation, analysis, and teaching in a public secondary school; dual and three-way conferences with supervisor and cooperating teacher.

14. *PAES 786: Internship in Elementary Physical Education*

Observation, participation, and responsible teaching in an elementary school setting.

13. *PAES 741: Teaching Physical Education in Middle and High School*

Teaching and curricular issues as they relate to middle and high school physical education programming.

12. *PAES 689: Secondary Schools Field Experience*

Observation, participation and teaching in physical education.

11. *PAES 601: Physical Education Pedagogy/Methods*

To introduce teaching and management skills associated with student learning, design of instructional materials and techniques for implementation, and strategies to teach diverse learners in various sport, leisure, and exercise settings.

10. *PAES 542: Motor Development Lab*

Physical growth, development, and motor behavior across the lifespan.

9. *PAES 307: Adventure Education*

Acquisition of performance skills including philosophy, facilitation techniques, and safety of adventure/experiential-based activities and their roles in various sport cultures.

8. *PAES 303: Individual Sports*

Acquisition of performance skills in a variety of individual sports, including rules, traditions, and values of the sports and their roles in various sport cultures.

7. *PAES 208: Introduction to Sport and Leisure*

A general introduction to sport and leisure studies. Examination of the current scene, curricular opportunities, careers, and needed personal competencies.

6. *PAES 178: Swimming I*

Fundamental swimming and diving skills with emphasis on personal safety. Student must provide bathing suit.

5. *PAES 170.01 Racquetball I*

Beginning skills and knowledge for students with no prior experience in racquetball.

4. *PAES 170.02 Racquetball II*

Continuation of 170.01 with emphasis on strategy and the playing of singles.

3. *PAES 149 Weight Training*

Students will have the opportunity to study conditioning materials and principles related to weight training.

2. *PAES 148: Jogging*

Students will have the opportunity to study conditioning materials and principles related to jogging.

1. *PAES 102: American Red Cross First Aid*

A consideration of first aid practices to the injured; designed to lead to Red Cross certification in first aid.

### Professional Development, Training, Certifications, and Licenses

18. Mindfulness Meditation Teacher Training Certification Program – Currently enrolled in an extensive

mindfulness teacher training earn and become certified as a mindfulness teacher. Projected completion date December 2024.  
(2023-2024)

17. Procrastination Faculty Learning Community (FLC) – One year commitment to explore topic of student procrastination and how mindfulness/contemplative practices may help students mitigate procrastination. Piloted action research study on topic in KINE 310.  
(2022-2023)
16. CSUSM PRC/RTP Implicit Bias Training. One session workshop.  
(Spring 2023)
15. California State University Gender Equity and Title IX Training – Online training module.  
(Fall 2022)
14. USA Soccer Coaching License (one license and two certificates)  
USA Soccer Learning Center Course (Grassroots 4x4)  
U.S. Center for SafeSport trained and certified  
U.S. Safe and Healthy Playing Environments trained and certified  
(Summer 2022)
13. Moving Beyond Bias Training  
2-Day Workshop. Training topics: Implicit Bias, science of bias, how does implicit bias impact behavior, and moving from awareness to action  
(Summer 2022)
12. GE Conference - American Association of Colleges and Universities (AAC&U)  
AAC&U 4-Day Conference on General Education, Pedagogy, and Assessment.  
From Reflection to Reimagination: Making Excellence the New Normal  
(Spring 2022)
11. Trauma-Informed Pedagogy (TIP) - Applied for and was selected to attend the Trauma-Informed Pedagogy professional development workshop series, which included three separate sessions during Fall 2021.  
“With the pandemic, faculty had to adapt to new ways of teaching and new ways of learning, many had to face losses and traumatic situations in their personal lives.” “Trauma-Informed Pedagogy (TIP) is a teaching methodology that works to understand students’ unique experiences and validates the variety of traumatic experiences that can impact a student’s learning.”  
(All three workshops occurred during Fall 2021)
  - a. TIP Workshop 1 – Trauma Research Institute, and introduced participants to the The Community Resiliency Model (CRM). This model is based on what we are capable of as human beings and what areas of support exist to help us flourish in life. This includes awareness of how trauma effects (body, mind, and spirit) an individual and how skills of well-being can be cultivated to help reduce suffering. Trauma can increase stress, anxiety, and depression and are experienced by all individuals. The key is finding methods to create capacity that will help reduce the amount of time spent in experiencing negative physiological responses such as stress, anxiety, and depression (i.e., cultivating methods to become more resilient to the lived-experience). I was able to incorporate three of the CRM skills (Resourcing, Grounding, Gesturing) into KINE 310 as part of skills used by students in this course.



b. TIP Workshop 2 included Techniques and Tools when Interacting with Students. Ways to establish interpersonal relationships with skillful honesty and compassion. The focus of this interactive session was how teachers can be consciously aware of how to effectively pay attention to students. How do you establish resiliency? Awareness of the 8 dimensions of wellness. Building resiliency through being present, in the moment, applying your attention to one item at a time. Ground and center self to be intentional with our behavior. Primary Focus of this Session = Applying and paying attention – Create more space for students to be seen and heard and have opportunity to express their thoughts, values, and opinions about themselves or course material.

c. TIP Workshop 3 included aspects and tools for instructors with students who have faced psychological trauma—why it happens and how it impacts our body and brain. The workshop examined the connections between stress and trauma and how stress can become traumatic when not managed. Time was devoted to discussing the neuroscience of traumatic stress and its impact on our ability to engage, connect, and learn. The workshop explored the principles, notable misconceptions, and practical examples of trauma-informed care, and provided time to reflect on the connections between trauma-informed education, healing, and restorative justice.

10. 1<sup>st</sup> Annual Mindful CSUSM Summer Conference – Two day facilitated event about the principles of mindfulness and ways to use contemplative practices in the classroom. Attendee and presenter at this conference.  
(Summer 2021)
9. Live and Online Training - Training to prepare faculty to teach in newly outfitted classrooms, using online and in-classroom tech tools. Faculty trained on classroom technology and completed a teaching demo to practice using the technology in the Technology Resource Center.  
(Summer and Fall 2021)
8. Mindful Self-Compassion Course – 8-week training course to bring about a greater a sense of self-kindness, common humanity and mindfulness (3 hour sessions once per week, plus half day workshop).  
(Spring 2021)
7. Mental Health First Aid Faculty Learning Community (FLC) – This semester length FLC was on Mental Health First Aid. Certified to provide initial help to people experiencing problems such as depression, anxiety disorders, psychosis, and substance use disorders. National council for behavioral health.  
(Fall 2019)
6. California State University Chair Workshop – Training covering the various roles, responsibilities, and resources for department chairs in the CSU.  
(Fall 2019)
5. Mindfulness Faculty Learning Community (FLC) – One year commitment into contemplative practices and mindfulness: Piloted action research study for KINE 310.  
(2015-2016)
4. Mindfulness Workshop – One day workshop on integrating mindfulness into the higher education classroom.  
(2014)
3. The Exchange Conflict Resolution Training at California State University – Training conducted by the national conflict resolution center. Training covering the various roles, responsibilities, and resources in helping

individually work through conflict and find viable solutions. (2012).

2. Water Safety Instructor Certified  
(2004)

1. First Aid and CPR Certified/Recertified  
(2000, 2002, 2004, 2006)

## Service

### Service Highlights

- 178 service commitments over academic career - including PRCs
  - 16 National and State Level
  - 15 Community Level
  - 30 CSUSM University Level
  - 59 CEHHS/College KINE/Dept Level
  - 12 Prior to CSUSM
  - 46 PRCs
- Chair – Department of Kinesiology at CSUSM (2019-2021)
- Associate Chair - Department of Kinesiology at CSUSM (2018-2019)
- Program Coordinator for Extended Learning KINE Accelerated B.S. (2019-2021)
- Program Coordinator for KINE Temecula Program. (2019-2021)
- 39 supervised 1:1 students mentored over higher education career
- 3X elected Editor-in-Chief for California Association for Health, Physical Education, Recreation and Dance Journal (CAHPERD Journal)
- Co- Editor-in-Chief for California Association for Health, Physical Education, Recreation and Dance Journal (CAHPERD Journal)
- Editorial Board 2018 to Present - California Association for Health, Physical Education, Recreation and Dance Journal (CAHPERD Journal)
- Chair of the University Curriculum Committee at CSUSM (2017-2018)
- Chair of CEHHS Governance (CCC) AY 2022-2023
- Vice Chair of CEHHS Governance (CCC) AY 2021-2022
- 10 years elected University Academic Senator at CSUSM
- 46 PRC reviews across various units in CEHHS (chairing 10 of these reviews)

### National and State Level

16. Editorial Board for the California Association for Health, Physical Education, Recreation and Dance Journal (CAHPERD Journal). 2018-Current
15. Co-Editor-in-Chief CAHPERD Journal. 2023.
14. Editor-in-Chief CAHPERD Journal (3-time Editor-in-Chief). 2019, 2021, 2022.
13. Associate Editor CAHPERD Journal (two-time Associate Editor). 2018 & 2020.
12. Section Editor: Discover & Disseminate CAHPERD Journal (6-time Section Editor). 2019-Current.
11. Journal Layout and Copy Editor CAHPERD Journal. 2019, 2021, 2022.
10. CAHPERD report: The status of K-12 physical education in California during the covid-19 pandemic. *Role – Editorial assistance in guiding and developing the document.* 2021.

9. Society of Health and Physical Educators (SHAPE America) – Social and Emotional Learning in Health and Physical Education Task Force. 2018-2019.
8. Peer reviewer for the California Association for Health, Physical Education, Recreation and Dance Journal. 2020-Current.
7. Peer reviewer for European Physical Education Review. 2019-Current.
6. Peer reviewer for Research Quarterly for Exercise and Sport. 2015-Current.
5. Peer reviewer for the Society of Health and Physical Educators (SHAPE America) national convention research proposals. 2009-Current .
4. Peer reviewer for Journal of Outdoor Recreation, Education and Leadership. 2013-2016.
3. Peer reviewer for the Journal of Sport and Health Science. 2012-2016.
2. Peer reviewer for the American Alliance of Health, Physical Education, Recreation, and Dance (AAHPERD) national convention within the American Association for Physical Activity and Recreation (AAPAR) council. 2010-2014.
1. Council member for Adventure/Outdoor Education and Recreation within The American Association for Physical Activity and Recreation (AAPAR). 2010-2014.

### Community Level

15. Soccer Youth League U7 Head Coach. San Marcos City Soccer Program, San Marcos, CA. 2022.
14. Physical education curriculum and research consultant with Double Peak K8 School. 2022.
13. Soccer Youth League U8 Co-Coach. San Marcos City Soccer Program, San Marcos, CA. 2021.
12. Physical education curriculum and research consultant with Double Peak K8 School. 2016-2020.
11. Curriculum and research consultant with *Empower Me Up*. A local non-profit organization charged with promoting stronger parent-teen relationships. 2015-2019.
10. K-8 Teacher professional development workshops – Topic: Standard-based instructional design using an adventure-based learning curriculum. At Double Peak K8 School, San Marcos Unified School District. 2016-2017.
9. Curriculum professional development workshops for Vista Unified School District with teachers from Foothill Oak Elementary – Topic: How to create community through physical education curricular re-design. 2013-2015.
8. CSUSM Faculty Representative for the San Diego Unit of the California Association for Health, Physical

Education, Recreation, and Dance (CAHPERD). 2008-2015.

7. San Marcos Unified School District Health Council Member – University Representative. 2010-2014.
6. Kinesiology Student Service Learning Coordinator - San Marcos Unified Schools. 2009-2015.
5. Member on the San Marcos Unified School District Physical Education Committee. 2008-2012.
4. Physical Fitness and Activity Challenge Supervisor for the Annual San Marcos Wellness Fair – Supervision of undergraduate students at the fair. 2010-2012.
3. San Diego Unit of the California Association for Health, Physical Education, Recreation, and Dance (CAHPERD) Annual Fall Workshop Committee Chair. 2009.
2. Master of Ceremony for the San Diego Unit of the California Association for Health, Physical Education, Recreation, and Dance (CAHPERD) Annual Awards. 2009.
1. Professional Development Workshops on the Topic of Sport Education for Physical Education Teachers from San Marcos Middle School. 2009.

### California State University San Marcos – University Level Service

30. Academic Senate – CEHHS Representative (*9<sup>th</sup> and 10<sup>th</sup> year voted to Academic Senate*). 2023-2025
29. Faculty representative on the Wellness and Recreation Facilities Workgroup. Spring 2023.
28. Mindful CSUSM Planning Group and Advisory Board Member. 2022-2023.
27. Co-designed Minor in Mindfulness (Housed in Kinesiology). AY 2022-2023.
26. Center for Contemplative Practices Advisory Board (Center launched July 1, 2022). 2021-2022.
25. Academic Senate – CEHHS Representative (*7<sup>th</sup> and 8<sup>th</sup> year on Academic Senate*). 2021-2023.
24. Provost's Space Advisory Group (PSAG). 2022-2023.
23. Mindful CSUSM Planning Group. 2021-2022
22. University Wellness Group. 2020-2022.
21. Member of the Faculty Mentoring Program at California State University San Marcos. 2019-2022.
20. Mindful CSUSM Planning Group. 2020-2021
19. Academic Senate – CEHHS Representative (*5<sup>th</sup> and 6<sup>th</sup> year on Academic Senate*). 2019-2021.
18. Provost's Space Advisory Group (PSAG). 2019-2021.

17. Southern California Conference on Undergraduate Research (SCCUR) Moderator Conference held at CSUSM. Fall 2019.
16. Faculty Center Connections – Faculty Mentor. 2018-2019.
15. University Curriculum Committee (UCC) (*5<sup>th</sup> and 6<sup>th</sup> year on UCC as CEHHS Representative*). 2017-2019.
14. Nominations, Elections, Appointments & Constitution Committee (NEAC) – *Re-elected Faculty At-large (3<sup>rd</sup> and 4<sup>th</sup> year on NEAC)*. 2017-2019.
13. University Curriculum Committee (UCC) Chair. 2017-2018
12. Member of Executive Committee (EC) as UCC Chair Member of Academic Senate (4<sup>th</sup> year on Academic Senate). 2017-2018.
11. Nominations, Elections, Appointments & Constitution Committee (NEAC) – Faculty At-large. 2015-2017.
10. Service Leadership Award Committee for the President's Outstanding Faculty Award for Service Leadership. Fall 2016.
9. University Curriculum Committee (UCC) – At-large member. 2014-2016.
8. Academic Senate – CEHHS Representative (*served 3 consecutive years*). 2012-2015.
7. University Curriculum Committee (UCC) – Associate Chair. 2013-2014.
6. CSUSM Civility Committee – Faculty Representative. 2011-2014.
5. University Curriculum Committee (UCC) – CEHHS Representative. 2012-2013.
4. Office of Community Service Learning (OCSL) Advisory Board – CEHHS Representative. 2012-2013.
3. CSUSM Student Affairs Committee (SAC) – Member at large. 2010-2012.
2. CSUSM Campus Recreation Strategic Planning Committee – Member at large. 2010-2012.
1. Member of the Faculty Mentoring Program at California State University San Marcos. 2008-2010.

### College of Education, Health and Human Services & KINE Department Level Service

59. Program Coordinator for the Physical Education Minor. 2020-present.
58. Kinesiology curriculum liaison to Liberal Studies Department. 2019-present.
57. Kinesiology liaison to Clarke Fieldhouse. 2019-present.

56. College Curriculum Committee Member for CEHHS. 2023-2025.
55. TT PRC for the School of Nursing (reviewed 1 TT file). Spring 2024.
54. CEHHS Gonfalonier Graduation Ceremony. 2023.
53. Lead and collaborator with CCC on CEHHS Strategic Plan Draft. AY 2022-2023.
52. Chair - CEHHS College Coordinating Committee. 2022-2023.
51. Assisted with Kinesiology undergraduate program review – 1 of 3 Program Review Leads from KINE. 2022  
2023.
50. Completed KINE Bulk C-2 Changes for 16 100-level courses, submitted/stewarded review/editorial process
49. CEHHS Awards Review Committee: 4 member committee - TT representative – wrote the  
recommendation letter based upon review/input from the committee members. Fall 2022.
48. TT PRC for the Department of Kinesiology (reviewed 4 TT files and chaired two). 2022-2023.
47. TT PRC for the School of Nursing (reviewed 3 TT files). 2022-2023.
46. Kinesiology P-2 and C-2 Changes for KINE 311 and KPAP Requirement. Summer 2022
45. CEHHS Gonfalonier Graduation Ceremony. 2022.
44. CEHHS College Coordinating Committee – CCC representative that attended the Association of American  
Colleges and Universities (AAC&U) 2022 General Education, Pedagogy, and Assessment Conference.  
Spring 2022
43. Vice Chair - CEHHS College Coordinating Committee. 2021-2022.
42. TT PRC for the Department of Kinesiology (reviewed and chaired two TT files). 2021-2022.
41. TT PRC for the Department of Public Health (reviewed one TT file). 2021-2022.
40. Lecturer PRC for the Department of Kinesiology (reviewed two 3-year and one 6-year contracted  
appointment lecturers during this AY). 2021-2022.
39. Chair – Department of Kinesiology. 2019-2021.
38. Program Coordinator for Extended Learning Accelerated Bachelor of Science in Kinesiology and Temecula  
Kinesiology Health Science Programs. 2019-2021.
37. CEHHS Awards Review Committee: 4 member committee - TT representative – wrote the  
recommendations letter based upon review/input from the committee members. Fall 2021.
36. TT PRC for the Department of Kinesiology (reviewed and chaired one TT file). 2020-2021.

35. Lecturer PRC for the Department of Kinesiology (reviewed two 3-year contracted appointment lecturers and nine 1-year contracted lecturers during this AY). 2020-2021.
34. Lecturer Range Elevation Evaluation for the Department of Kinesiology (reviewed two 3-year contracted lecturers files). 2020-2021.
33. Kinesiology Staff Evaluation (annual evaluations for two staff members). 2020-2021.
32. CEHHS Interprofessional Education (IPE) Ad Hoc Committee. 2020-2021.
31. CEHHS Leadership Council (2 years). 2019-2021.
30. Provided insight and help with editing parts of a Kinesiology colleagues manuscript. Acknowledgements of this assistance were included in the peer-reviewed published paper. Schmidt, D. (2021). Utilizing a kendama for transfer of motor learning in high school and college physical education. *CAHPERD Journal*, 7(1), 20-27. Spring 2021.
29. Search Committee for Interim Dean of CEHHS. Spring 2020.
28. TT PRC for the Department of Kinesiology (reviewed three TT files, chaired one). 2019-2020.
27. Lecturer PRC for the Department of Kinesiology (reviewed two 3-year contracted appointment lecturers and six 1-year contracted lecturers during this time). 2019-2020.
26. Kinesiology Staff Evaluation (annual evaluations for two staff members). 2019-2020.
25. Assisted KINE lecturers with planning for delivery of KINE 310. Summer 2020.
24. Associate Chair - Department of Kinesiology. 2018-2019.
23. TT PRC for the Department of Kinesiology (reviewed two TT files during this time). 2018-2019.
22. Lecturer PRC for the Department of Kinesiology (reviewed three 3-year contracted appointment lecturers). 2018-2019.
21. CEHHS Curriculum and Academic Policy Committee (CAPC) – At-Large Member *Additionally, Serving as the CEHHS Rep to UCC (non-voting)*. 2017-2019.
20. Assisted KINE lecturers with planning for delivery of KINE 310. Summer 2018.
19. Department of Kinesiology Masters Program Application Reviewer. Spring 2018.
18. Assisted Liberal Studies Department with planning a PE concentration for their Elementary Subject Matter Majors. Spring 2018.
17. RTP Committee (PRC) for the Department of Kinesiology (reviewed five files / chaired one of these files). 2017-2018.
16. Assisted School of Education lecturer with planning for delivery of EDSS 548A & B. Spring 2017.



15. Assisted Liberal Studies Department aligning PE 203 with California State required Content Specifications. 2015-2017.
14. Department of Kinesiology Masters Program Application Reviewer. Spring 2016.
13. CSUSM Kinesiology Advisor. 2008-2016.
12. RTP Committee (PRC) Chair for the Department of Kinesiology (chaired/reviewed four files). 2015-2016.
11. Assisted in the development of the Department of Kinesiology Strategic Plan. 2015.
10. Designed, wrote, & received UCC/Senate approval for: KINE 311 (Kinesiology undergraduate PE methods course) & KINE 510 (Kinesiology graduate PE methods course). 2014-2015.
9. RTP Committee (PRC) Member for the Department of Kinesiology (reviewed two files). 2014-2015.
8. Coordinating/Lead Faculty for Kinesiology's First Program Review. 2013-2015.
7. Designed, wrote, & received UCC/Senate approval for 14 Department of Kinesiology lower division courses. Fall 2014.
6. Kinesiology Co-Webmaster – Updating Kinesiology website. 2012-2014.
5. Review Committee Member for Entrance into CSUSM Single Subject Credentialing Program. 2009-2013.
4. College of Education, Health and Human Services Dean's Advisory Committee (DAC). Fall 2012.
3. College of Education, Health and Human Services AD HOC Governance Committee. 2011-2012.
2. CSUSM Kinesiology Undergraduate Advisor for the Health Science Option. 2009-2012.
1. Co-Chair and committee member for School of Education student's Master Thesis. 2008-2010.

### Service Prior to CSUSM Hire

12. Member of the interview panel for admissions to the undergraduate physical education major at The Ohio State University, Columbus, Ohio. 2004-2008.
11. Interviewer for Policy and Leadership 609: Teaching as a Profession, for students apply to the M.Ed. program at The Ohio State University, Columbus, Ohio. 2007-2008.
10. Panel Presenter in PAES 208 Introduction to Sport and Leisure Studies. The Ohio State University, Columbus, Ohio. 2004-2008.
9. Sport and Exercise Education representative on the Graduate Associate Advisory Council at The Ohio State University, Columbus, Ohio. 2006-2007.

8. Professional development support. Curriculum developed for Columbus Public School District physical education teachers, Columbus, Ohio. 2006.
7. Judge at the Track & Field Special Olympics. The Ohio State University. 2004.
6. Jump Rope For Heart program coordinator for San Diego Unit in the California Association for Health, Physical Education, Recreation, and Dance (CAHPERD). 2002-2004.
5. Unit board member for the San Diego Unit of the California Association for Health, Physical Education, Recreation, and Dance (CAHPERD). 2002-2004.
4. Track and Field Coach. Marston Middle School, San Diego, CA. 2002-2004.
3. Physical Education Curriculum Writer. Marston Middle School, San Diego, CA. 2001-2004.
2. Demonstration School Co-Coordinator. Marston Middle School, San Diego, CA. 2001-2004.
1. Assistant Track and Field Coach, Cajon Valley Unified School District, CA. Spring 2000

### Students Mentored

Lead mentor for 45 students since 2008

\*Indicates multi-year mentorship

<b>Graduate</b>	<b>Unit</b>	<b>My Role</b>
9. Camille Johnson (F23) M.S.	Kinesiology	Research Writing Assistance
8. *Giovanni Bartoli (AY 22-24) M.S.	Kinesiology	Thesis Advisor/Chair
7. *Micah Hebert (AY 21-23) M.S.	Kinesiology	Thesis Committee Member
6. Sebastian Ring (AY 21-22) M.S.	Kinesiology	Thesis Committee Member
5. *Svetlanna Vicente (AY 20-22)M.S.	Kinesiology	Thesis Advisor/Chair
4. Patrick Mara (AY 17-18) M.S.	Kinesiology	Thesis Committee Member
3. *Simonne Call (AY 16-18) M.S.	Kinesiology	Thesis Advisor/Chair
2. Tony Thomas (AY 12-13) M.A.	School of Education	Thesis Committee Member
1. *Rochelle Solo (AY 08-10) M.A.	College of Education	Thesis Advisor/Chair

<b>Post-baccalaureate</b>		<b>Unit</b>	<b>My Role</b>
9. *Morgan Bates (AY 11-13)	KINE/Cred	KINE/SOE	KINE Advisor/Site Supervisor
8. *Corey Boss (AY 11-13)	KINE/Cred	KINE/SOE	KINE Advisor/Site Supervisor
7. *Michael Corle (AY 11-13)	KINE/Cred	KINE/SOE	KINE Advisor/Site Supervisor
6. *Ross Johnson (AY 11-13)	KINE/Cred	KINE/SOE	KINE Advisor/Site Supervisor
5. *Ryan Mikkonen (AY 11-13)	KINE/Cred	KINE/SOE	KINE Advisor/Site Supervisor
4. *Tony Thomas(AY 11-13)	KINE/Cred	KINE/SOE	KINE Advisor/Site Supervisor
3. Trent Suzuki (AY 9-10)	KINE/Cred	KINE/SOE	KINE Advisor
2. *Rob Putnam (AY 9-11)	KINE/Cred	KINE/SOE	KINE Advisor
1. *Jessica Sandavol (AY 9-11)	KINE/Cred	KINE/SOE	KINE Advisor

<b>Undergraduate</b>		<b>Unit</b>	<b>My Role</b>
27. Jeremiah Valdivia (Sp24)		Kinesiology	Research Advisor
26. Dustin Klapproth (Sp24)		Kinesiology	Research Advisor
25. Diana Kelsey (Sp24)		Kinesiology	Research Advisor
24. Emily Godsey (Sp24)		Kinesiology	Research Advisor
23. Sean Castle (Sp23)		Kinesiology	Research Advisor
22. Joseph Fogleman (Sp23)	RA	Kinesiology	Research Advisor
21. Marquette Fisher (Sp23)	RA	Kinesiology	Research Advisor
20. Erica Rammell (Sp22)	RA	Kinesiology	Research Advisor
19. Mckayla Magadan (AY 21-22)SA		Kinesiology	Research & TA Advisor
18. Mike Banaag (AY 21-22)	RA	Outdoor Adventures	Research Advisor
17. Kasey Granza (F21)	SA	Kinesiology	TA Advisor
16. *Esther Son (AY 20-22)	FMP	LBST	Faculty Mentor (FMP)
15. Taha Qadeer (Sp20)	RA	Kinesiology	Research Advisor

14. Austin Purdy (F19)	RA	Kinesiology	Research Advisor
13. Eric Nunez (F18)	RA	Kinesiology	Research Advisor
12. Amanda Sheppard (Sp18)	RA	Kinesiology	Research Advisor
11. *Nestor Mendoza (16-18)	TA	Kinesiology	TA Advisor
10. Elizabeth Rosenbusch (AY 10-11)	SL	Kinesiology	SL Advisor
9. William Peterson (AY 10-11)	SL	Kinesiology	SL Advisor
8. Michael Pena (AY 10-11)	SL	Kinesiology	SL Advisor
7. Melissa Olmos (AY 10-11)	SL	Kinesiology	SL Advisor
6. Kevin McNeal (AY 10-11)	SL	Kinesiology	SL Advisor
5. Jillian Hixson (AY 10-11)	SL	Kinesiology	SL Advisor
4. Chelsey Hazell (AY 10-11)	SL	Kinesiology	SL Advisor
3. Roger Davis (AY 10-11)	SL	Kinesiology	SL Advisor
2. Elizabeth Bush (AY 10-11)	SL	Kinesiology	SL Advisor
1. *Alex Adams (AY 09-11)	RA	Kinesiology	Research Advisor

### Graduate Student Thesis Advisor and Committee Chair

Bartoli, G. (May, 2024). Blending Jiu Jitsu and mindfulness in K-12 physical education. ScholarWorks Open Access Publication - Project

Vicente, S. (May, 2022). The Tree of Mindful Self-Compassion: Exploring Contemplative Practices in Yoga/Pilates. ScholarWorks Open Access Publication - Thesis.

Call, S. (May, 2018). Specialized content knowledge in adventure-based learning. ScholarWorks Open Access Publication - Thesis.

Solo, R. (Nov, 2010). Comparison of body composition (obesity) on fitnessgram performance, self-perception, and attitudes of middle school students. ScholarWorks Open Access Publication.

### Graduate Student Thesis Committee Member

Hebert, M. (2023). Comparison of lower limb anthropometry and balance ability after anterior cruciate ligament reconstruction. ScholarWorks Open Access Publication.

Mara, P. (2019). Effect of two regimes of sled sprinting on running performance in male collegiate soccer players. ScholarWorks Open Access Publication.

### Professional Organization Membership

Society of Health and Physical Educators (SHAPE America) *Formerly known as American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD)* Member from 2000-2021

California Association for Health, Physical Education, Recreation and Dance (CAHPERD) Member from 2000-2004, 2008-2011, 2013-Current

The Association for Contemplative Mind in Higher Education (ACMHE) Member 2017-2018

Association of Outdoor Recreation and Education (AORE) Member 2016-2017

American Educational Research Association (AERA) - Research on Learning and Instruction in Physical Education Member from 2007-2010

Ohio Association for Health, Physical Education, Recreation and Dance (OAHPERD) Member 2004-2008

### **Honors and Awards**

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|------|--|
| 2022 | Outstanding Faculty Award - The College of Education, Health and Human Services (CEHHS)  |
| 2018 | Nominee for the CSUSM President's Award for Scholarship & Creative Activity  |
| 2016 | Society for Health and Physical Educators (SHAPE America) Research Fellow Inductee<br>Dr. Stuhr is one of only three California professors who were awarded this status in physical education pedagogy between 1996-2016 (20 year span). |
| 2013 | TUKWUT MVP Award – Issued by the CSUSM Civility Campaign for incorporating Civility student learning outcomes within KINE 310.   |
| 2013 | Honorary Faculty Member Award - Golden Key International Honour Society.   |
| 2013 | Office of Community Service Learning Honorable Mention Faculty.  |
| 2012 | Civility award for contributions toward the CSUSM civility campaign.   |
| 2011 | Outstanding Service Learning Student Group Award for KINE 308 Course. Awarded from the Office of Community Service Learning at Cal State University San Marcos.  |
| 2007 | The Daryl and Bobbie Siedentop Scholarship awarded from The Ohio State University to an outstanding graduate student to help support research during the dissertation phase.   |

- 2007 The College of Education and Human Ecology Student Council Outstanding Teacher Award.
- 2005 Received The Wesley and Katharine Cushman Memorial Scholarship awarded from The Ohio State University
- 2004 California Exemplary Secondary Physical Education Program awarded by the California Association for Health, Physical Education, Recreation, and Dance (CAHPERD)
- 2003-2004 Two-Time Marston Middle School 7<sup>th</sup> grade Teacher of the Year
- 2002 Graduated with M.A. from Saint Mary's College of California with 3.925 G.P.A.
- 2001 Received California Teaching Credential with 4.0 G.P.A.
- 2000 Graduated with B.S. from San Diego State University Magna Cum Laude with 3.77 G.P.A
- 2000 Graduated from San Diego State University with distinctions in Kinesiology within the Exercise and Nutritional Sciences Department
- 2000 Awarded Outstanding Physical Education Major of the Year at San Diego State University by the National Association of Sport and Physical Education (NASPE)