



American Society of Exercise Physiologists

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Check it out!

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We have launched our new website and you'll see it has a new look and some neat new functions. We've reorganized the content about ASEP and our Journals are under the Resources page, but we have some new options too, like the ability to challenge the EPC exam online! There's also job postings and advertisements that can help you in your practice. Visit the site today and update your membership while you're there!

Ask the Exercise Physiologist...

Send your questions to info@asep.org...

Q: What is going on with Exercise Science?

A: There are reams of articles in the PEPonline about the need for consolidation of the various academic titles currently referred to as Exercise Science. The answer to this question though, is the same chaos that has been going on for 50 years. Only ASEP stood up to bring consolidation and unity through a standardized, accredited curriculum for academic programs with a comprehensive board certification for the graduates of those programs.

Q: What if I'm not in an accredited program?

A: ASEP is committed to all Exercise Physiologists. ASEP has developed resources to help students and graduates from non-ASEP Accredited programs prepare and pass the EPC exam. Becoming an EPC puts one in the ranks of the only organization specifically established for Exercise Physiologists. Other certifications and organizations exist, but none are a unifying credential of a central Exercise Physiology professional organization like ASEP. So, apply yourself within your program and supplement your studies with the resources that ASEP can provide, become an ASEP member and pass the EPC to become an acknowledged and accepted Exercise Physiologist.

"What is opportunity, and when does it knock? It never knocks... You are the opportunity, and you must knock on the door leading to your destiny"

-Maxwell Maltz

Spotlight:

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PhysioLink is an EP practice management tool that supports a growing database of standardized physiological assessment data with individual and facility reporting options. The system has merchant account functionality to streamline your accounts receivable and a calendar to track appointments. Call (320) 491-9662 to learn more.

Hot Jobs:

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Associate/Assistant Professor

Location: DeSales University, Pennsylvania

The Sport and Exercise Science program at DeSales University seeks candidates for an Assistant or Associate Professor in Clinical Exercise Physiology beginning August 22, 2015.



Dr. Frank Wyatt, EPC
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Worth The Effort

As a professor in higher education, one of the responsibilities is to be engaged in scholarship. This, by definition means that I have established a line of research. And through that research, I present at professional meetings and publish my work. Yet there is something underlying that scholarship that goes beyond presentations and publications.

I like the scholarship aspect of my job. It is exciting to start a new research project, search the literature and work through a methodology that will provide answers to your original question(s). Once you have established a direction of the project, collected and read a good amount of past research related to your project and put together what you feel is a solid methodology, it is imperative to obtain Institutional Review Board (IRB) approval before the data collection begins. Then the fun part: data collection. After you have gone through the rigors of data collection and possibly spent your grant money on supplies to obtain that data, the analysis portion follows. Being a statistical junky, I like this aspect of the project as the comparisons and answers start to emerge. It is during this phase that I play around with how to present the findings through graphs and tables. It is not unusual to deviate in your analysis through some obscure statistical procedure that was not part of the original intent of the analysis. We refer to this as “post hoc” analysis. This is followed by the discussion section. I believe for most researchers, the discussion section involves some of the more creative aspects of research for the investigator in explaining the results and backing this up with previous findings from previous research. Lastly, the principle investigator chooses a journal that seems appropriate for seeking publication of the manuscript. The entire process can be years in the making.

I have recently returned from a state professional meeting in which there was a plethora of student research presented. From undergraduate research to doctoral level work, these students were there to showcase the work for which they had contributed. Their contributions were varied as some were only part of the process while others were the driving force. It is sometimes hard to ascertain the level of student involvement while questioning them on their work. Other times, it is evident that they have played a major role in the work. Regardless of the amount of student involvement, one thing is consistently clear: these students come away from the process a more knowledgeable student. It is also abundantly clear that the process is an exciting one for all of them... regardless of the amount of contribution.

I have always involved students in my research. If you look at my presentations and publications, most of the names that are with mine are those of students that have given their time and effort to the project. In some instances, they have been there to record the data. In other cases, they have been my source for searching the literature for past research that will guide us in the project. In all circumstances, the student involvement results in a teaching and learning moment.

In the aforementioned meeting, I supervised five (5) graduate student research poster presentations. It is not the most I have ever supervised at one meeting but it is close. These are projects that have been in the works for some time and their involvement cannot be measured by time. Each student provided a contribution that culminated in a presentation. It is an extremely time consuming and stressful circumstance for the supervising professor. Guidance requires tremendous patience. It requires a vast amount of time. It means you are a researcher at times and a logistics manager at other times. It means you will go the extra mile in your work to do things for them that they are never aware of and that is not in your job description. At times, it is a monumental and all together frustrating experience.

Student research is an excellent tool for learning. Anything from physiological reactions, to statistics, to time management, can be a learning outcome from student involvement in research. The confidence it builds in the students is equally matched by the disheartening realization that they do not know everything. The measured approach to the research methodology is surpassed by the incredible pace of data collection. It is a microcosm of life's ebb and flow that has a beginning and an end.

I have supervised both graduate and undergraduate research. I have had students that won awards for their work while others were ridiculed by seasoned researchers for the simplicity of their work. I have basked in the joy of my student's success, and I have been angered by the insensitivity of my peers. In the end, I am exhausted. When a research project is complete there is a feeling of emptiness. The memories provide stories for those that wait in the wings for their turn to participate. The next in line anxiously query me about the next project and an opportunity for their involvement in a research project. They read the posters we have now mounted on the walls of our department to show those in our world of Exercise Physiology what can be done. It is a reminder that we don't do this for a paycheck, but we do this to find answers. Sometimes, more often than not, the answers that we find are not related to the original “purpose statement”. But rather an answer to a more profound question: Yes, it is worth the effort.



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Self-Selected Exercise Intensity using Two Fitness Apps

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ABSTRACT

Ferrara CM, Bennett L, Chenette E, Diaz Contreras C, LeBlanc J, Martin A, Muise K, McLaughlin K, Sinclair A, Vraibel J. Self-Selected Exercise Intensity using Two Fitness Apps. **JEPonline** 2015;18(2):1-7. The purpose of this study was to evaluate the self-selected exercise intensity of two fitness apps: (a) 7 Minutes to Health (7MH); and (b) Cardio Free (CF). Eleven subjects (9 men and 2 women) completed a VO_2 max test and two exercise bouts using each of the exercise apps. Oxygen consumption (VO_2) and heart rate (HR) were used to determine the intensity of exercise. Paired *t*-tests were performed to compare VO_2 and HR intensity during CF vs. 7MH. All subjects reached a significantly higher $\% \text{VO}_2$ max ($61 \pm 8\%$ vs. $42 \pm 8\%$, mean \pm SD, $P < 0.001$) and $\% \text{maximal HR}$ ($84 \pm 7\%$ vs. $78 \pm 7\%$, $P < 0.05$) during CF vs. 7MH. With CF, 7 subjects achieved $\% \text{VO}_2$ max values in the moderate intensity range, while 4 were in the vigorous intensity range. With 7MH, 7 subjects achieved $\% \text{VO}_2$ max values in the moderate intensity range, while 3 were in the light intensity range, and 1 was in the very light intensity range. Although both apps can be used to meet the current recommendation for daily physical activity, the results indicate that individuals may need to increase the intensity of exercise and/or perform exercises at least 2 to 4 times $\cdot \text{d}^{-1}$ to meet the recommendations for moderate or vigorous intensity exercise.

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The Effects of Combined Weight and Pneumatic Training to Enhance Power Endurance in Tennis Players

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ABSTRACT

Apanukul S, Suwannathada S, Intiraporn C. The Effects of Combined Weight and Pneumatic Training to Enhance Power Endurance in Tennis Players. **JEPonline** 2015;18(2):8-16. The purpose of this study is to investigate whether a combined weight and pneumatic training program provides better power endurance, peak power, and agility adaptations than a free weight training program alone. Thirty competitive male tennis players (mean age = 21.1 ± 0.1 yrs) were subjects in this study. All subjects randomly assigned to 1 of 3 groups: (a) Combined weight and pneumatic training group (CB; $n = 10$); (b) weight training group (WT; $n = 10$); and (c) control group (CO; $n = 10$). The subjects were tested for power endurance, peak power, and agility prior to the training, at the 4th and after the 8th wk of training. Both the CB and the WT groups performed identical training except that CB group used a pneumatic resistance (via cable) attached to an Olympic barbell loaded with plates; whereas, the WT group used just the Olympic barbell loaded with plates. Statistical analyses revealed significant ($P < 0.05$) between-group differences after training. The results showed that the CB group significantly increased power endurance and peak power compared to the WT and the CO groups ($P < 0.05$). Hence, combined weight and pneumatic training is better than free weight training alone for developing power endurance and peak power.

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“The Exercise Physiologist’s Entrepreneur’s Process of Working”

Tommy Boone, PhD, MPH, MAM, MBA

Board Certified Exercise Physiologist

Increasingly, more Board Certified Exercise Physiologists are studying the entrepreneur’s process of working. They are creating their own exercise physiology healthcare businesses. They believe taking charge begins with understanding your purpose in life and, then, doing something productive about it. In the end, the change process begins from within.