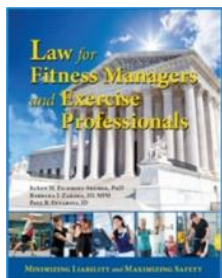




Teaching Fitness Law: 2021 & 2022 Faculty Training Courses Summary of Course Evaluations

Below is a summary of the course evaluations completed by faculty members who enrolled in the (a) Summer 2021 (pp. 1-6), and (b) Summer 2022 (pp. 7-10) training courses.

2021 Course Evaluations



For this first year, the course was offered as a “pilot” course. Recognizing the financial challenges facing academic institutions due to COVID, there was no course fee. Professors, though, needed to purchase the required textbook – *Law for Fitness Managers and Exercise Professionals* on Amazon (\$89). Upon registration, faculty members received (a) study questions for each of the 11 chapters in the textbook, and (b) answers to study questions for each chapter. The 9-week faculty training course was held between June 7th and August 6th and consisted of three modules and self-study assignments as follows:

Module 1 (weeks of June 7, 14, and 21)

Assignment: Read Chapters 1-4 and answer the study questions for each chapter and compare your answers with the provided answers

Module 2 (weeks of June 28, July 5, and 12)

Assignment: Read Chapters 5-8 and answer the study questions for each chapter and compare your answers with the provided answers

Module 3 (weeks July 19, 26, and August 6)

Assignment: Read Chapters 9-11 and answer the study questions for each chapter and compare your answers with the provided answers

At the end of each module, a live Zoom class was taught by the authors of the textbook to review key legal/risk management content in the chapters assigned and provide/describe various ancillaries (described below) that were provided throughout the course.

Summary of Course Evaluations

The week after the course ended, a course evaluation form was emailed to the 29 professors who enrolled in the course. A total of 15 (52%) completed the course evaluation. Given the quantitative data presented in Table 1 and the qualitative data presented in Exhibits 1-3, it is speculated that those who did not submit the course evaluation was because they were unable to actively participate in and/or complete the course. Several of the respondents indicated that they were unable to fully participate or complete all of the course assignments due to other commitments and responsibilities that came up during the summer.

Table 1 provides the data (responses) from general questions regarding the course. Tables 2 and 3 describe the respondents’ ratings of the course ancillaries provided throughout the course and the course textbook, respectively. Exhibits 1-3 provide qualitative data (comments) provided by 12 of the 15 respondents. They were not all the same 12 respondents. These qualitative data help explain some of the quantitative data obtained.

Table 1. General Questions/Responses Regarding the Course, Frequencies (Percentages)

1. Which of the following best describes your participation in the self-study portion of this course?
 - A. Read and completed the study questions for all chapters: **4 (27%)**
 - B. Read and completed the study questions for most chapters: **4 (27%)**
 - C. Read and completed the study questions for about half of the chapters: **6 (40%)**
 - D. Read and completed the study questions for less than half of the chapters: **1 (6%)**
2. Which of the following best describes your participation in the Zoom classes ?
 - A. I attended (or listened to the recordings of) all **three** Zoom classes: **10 (67%)**
 - B. I attended (or listened to the recordings of) **two** of the three Zoom classes: **3 (20%)**
 - C. I attended (or listened to the recording of) **one** of the three Zoom classes: **2 (13%)**
 - D. I did not attend (or listen to the recordings of) any of the three Zoom classes: **0**
3. How would you rate your knowledge/understanding of “the law” and its application to the exercise profession after taking this course.
 - A. Improved significantly: **11 (73%)**
 - B. Improved: **4 (27%)**
 - C. Remained about the same: **0**
4. How would you rate your knowledge/understanding of “risk management” and its application to the exercise profession after taking this course.
 - A. Improved significantly: **11(73%)**
 - B. Improved: **3 (20%)**
 - C. Remained about the same: **1 (7%)**
5. If this course is offered again in the future, what would you recommend regarding the timeframe?
 - A. Extend the course to 11-12 weeks with 4-5 Zoom classes: **7 (47%)**
 - B. Keep it the same with 9 weeks and 3 Zoom classes: **8 (53%)**
 - C. Shorten the course to 6-7 weeks and 2 Zoom classes: **0**
6. Which of the following best describes your current and/or future teaching?
 - A. I currently teach an undergraduate and/or graduate legal/risk management course: **4 (27%)**
 - B. I plan to teach an undergraduate and/or graduate legal/risk management course: **2 (13%)**
 - C. Currently (or plan to) include legal/risk management content in an existing course: **8 (53%)**
 - D. None of the above: **1 (7%)**
7. How would you rate the overall course?
 - A. Excellent: **14 (93%)**
 - B. Very Good: **0**
 - C. Average: **1 (7%)**
 - D. Below Average: **0**
8. Would you recommend this course to other professors?
 - A. Yes: **15 (100%)**
 - B. No: **0**
 - C. Not Sure: **0**

Table 2. Ratings of the Course Ancillaries, Frequencies (Percentages)

Study questions for each chapter	Very helpful/useful = 12 (80%) Somewhat helpful/useful = 3 (20%) Not helpful/useful = 0
Answers to the study questions	Very helpful/useful = 12 (80%) Somewhat helpful/useful = 3 (20%) Not helpful/useful = 0
PowerPoint slides for each chapter	Very helpful/useful = 13 (87%) Somewhat helpful/useful = 2 (13%) Not helpful/useful = 0
Ideas for class assignments/activities for each chapter	Very helpful/useful = 14 (93%) Somewhat helpful/useful = 1 (7%) Not helpful/useful = 0
CAAHEP legal/risk management competencies covered in the textbook	Very helpful/useful = 13 (87%) Somewhat helpful/useful = 0 Not helpful/useful = 0 NA (e.g., not pursuing accreditation) = 2 (13%)
Guidelines for a community fitness center risk management audit	Very helpful/useful = 10 (67%) Somewhat helpful/useful = 5 (33%) Not helpful/useful = 0 NA (e.g., not feasible or no interest) = 0
Basic legal research/databases	Very helpful/useful = 6 (40%) Somewhat helpful/useful = 6 (40%) Not helpful/useful = 0 NA (e.g., no access to Westlaw/Lexis) = 3 (20%)
Teaching legal issues as a non-lawyer educator	Very helpful/useful = 14 (93%) Somewhat helpful/useful = 1 (7%) Not helpful/useful = 0

Table 3. Ratings of the Course Textbook, Frequencies (Percentages)

Contribution to the profession	Excellent = 13 (87%), Very Good = 2 (13%), Average = 0, Below Average = 0
Comprehensiveness/coverage of legal/risk management content	Excellent = 13 (87%), Very Good = 2 (13%) Average = 0, Below average = 0
Written at the appropriate level for students and professionals	Excellent = 10 (67%), Very Good = 4 (27%) Average = 1*(6%), Below average = 0
Covers the what, why, and how as described on the back cover	Excellent = 12 (80%), Very Good = 3 (20%) Average = 0, Below average = 0
Textbook features (e.g., spotlight cases, key points, tables, figures, exhibits, and appendices)	Excellent = 13 (87%), Very Good = 2 (13%) Average = 0, Below average = 0

*This professor commented: “it is appropriate, but students are becoming less able to digest textbook content and might find this text too challenging.”

Exhibit 1. Qualitative Data (Comments) Regarding the Self-Study Portion of the Course

1. "I enjoyed the organization and layout of the textbook. The information was detailed and immediately applicable to the real world – case studies were on point. Information was comprehensive, yet easily understood by a non-lawyer."
2. "I feel the self-study portion was a great asset to the course as I could move through it within my timeframe."
3. "Great guiding supplemental materials to follow while reading/studying the book."
4. "Maybe ask to turn in a one-two page summary of chapter questions... to keep all accountable and help more with assignment completion."
5. "I read each chapter thoroughly, taking notes, following provided resources in the Reference lists and connecting readings and resources to my own class."
6. "The study questions were very helpful for identifying what to focus on."
7. "I felt that it took a lot of time to complete the study questions. I think it was helpful, but my summer seemed especially busy...in a more normal year this might have been less time-consuming."
8. "Loved it all."
9. "I really appreciated the guided self-study and only wish I had more time to invest in this course over the summer. It was a lot of new content for me that all felt relevant, so I would love to do it again next year and absorb even more of the information."
10. "I started out staying on time. As my summer progressed, this became difficult. There were a lot of study questions and reading. To really understand the material, this took a lot of time."
11. "I was able to read most of the textbook throughout the summer. However, it was difficult to read and complete the questions before the Zoom sessions (especially the 2nd and 3rd session) due to other obligations and amount of content. I liked having the ability to complete questions on my own time though. The questions were definitely helpful in remembering key content from the textbook."
12. "At times it did feel like a lot to read, being new to the subject. But it's good to get a feel for what the readings would be like when assigned to students. It can definitely be difficult to read about legal issues when it is not your main background."

Exhibit 2. Qualitative Data (Comments) Regarding Zoom Classes and Recordings

1. "I enjoyed the Zoom session I was able to attend. It provided a good review/summary of what we had read. The instructor(s) are knowledgeable and open to answering complex questions in a simplified way."
2. "I really enjoyed the Zoom class opportunity to review the content and connect."
3. "Very helpful. Especially, presentation slides were helpful in articulating the given content."
4. "Like the Zoom meetings; would have liked these to be "highlights" of the most important points from the chapters."
5. "The Zoom classes were professional and addressed our questions as they arose. Dr. Eickhoff-Shemek and guest speakers provided additional detail to the broader overview session PowerPoints made. I have quite a few activities and assignments to consider to the ones currently planned for – this is a great problem to have."
6. "Would be great if the recordings were available longer or if we could download them to refer back to."
7. "I wish we could have asked more questions. I did appreciate the overview of the chapters as I did not get to Chapters 10 and 11. I liked the surveys as well. But as a group we could have all done a better job asking more questions as we moved through the book."
8. "I appreciated the review of the key points from each unit. There was so much information to read and study, it was nice to have the live summary."
9. "This was not helpful to me. All of the details were in the documents so this seemed like a waste of time. I appreciate having the chance to ask questions, but the rest was unnecessary."
10. "I completed the reading for most Zoom meetings so the Zoom class just told me what I read. It might be helpful to...hit some highlights from the chapters and not go through all of the material in the chapters. I would also suggest to do a poll more toward the middle of the call as it seemed that was our only interaction...Keep us more engaged! Give more time for questions." (Note: polls were done only at the beginning of each Zoom class).
11. "Very easy to use."
12. "I enjoyed reviewing the chapters and it helped to clarify some confusions I had. I really appreciated the suggestions for student work and would have loved even more. It can be difficult to think of active learning strategies in a field with which you are less familiar."

Exhibit 3. Qualitative Data (Comments): Additional Feedback

1. "Thank you for putting this together. This was very helpful and I looking forward to learning more..."
2. "The book is great and all the faculty training materials were on-point. Cases covered in the book are absolutely top-of-the line. We often see solely landmark cases as examples in other legal textbooks which are also important but with providing up-to-date legal cases it becomes clear to understand how far we've come in fitness risk management and room for improvement in current practicum."
3. "The course was awesome! I especially appreciate the case law and specific cases to add to material I already teach. I plan to weave this information throughout my course."
4. "All of the materials were quite useful! I feel as though the Study Guides and PowerPoints are somewhat useful for me, but...I utilize alternative methods of presenting material and have shifted to small projects rather than traditional tests...These resources are good references for me, but may make it into class in different formats than those provided, However, they are valuable resources all around. It is clear how much time, attention, and expertise went into these resources."
5. "It's difficult to find time to go through so much material, so digital material such a videos (YouTube), audio, podcasts, etc. would be great addition to the print materials."
6. "It was a lot to do in a busy summer. I wish there was more time, or that a person could have the choice to do a self-paced course over a longer period of time."
7. "Fitness facility managers and staff all need this training, but there is a huge lack of knowledge... in this area...we need to take and retake a course like this every few years!"
8. "I found the Google scholar is available to students and I try to use that for their research since they do not have access to Westlaw/Nexis."
9. "This was an excellent course (and textbook) for raising awareness in an area that has been all but overlooked by my program in the past. I feel much better equipped to audit our exercise center practices and modify them to align with best practices in this area...something I hadn't even thought to do before. Thank you for making this course available for us this summer and for all the extra work put into the study questions, PowerPoints, etc."
10. "This was SUPER helpful. I learned SO much about the law in regard to fitness. The class activities were very helpful. I feel prepared to add information to the course that I teach that already addresses some legal/liability issues. I did feel there was a lot of reading each session due to the chapters being so long. I cannot imagine my undergraduate students would read all of that. Maybe create a shortened primer that goes with the book. It was very well written and I appreciate all the work!! The cases were very interesting and added a lot to the material...Thank you so much for letting us do this in the summer and all the work put into it. It was well worth my time and I will be a better professor in the classroom because of this course!"
11. "Thank you for taking the time to offer this course. As someone who didn't have a course in their undergraduate/graduate experience, this course was extremely helpful. The importance of risk management and understanding the legal aspects of Exercise Science is often overlooked in the field. My students will benefit greatly as I feel much more knowledgeable and prepared to offer a course on these topics."
12. "Thank you for taking the time to put this course together and offering it to faculty. I find this to be a difficult subject to teach to undergraduates because they think..."nothing legal will happen to them." But having this great resource full of examples can show them how important it is. I would like to be able to ultimately make this a full course for our undergraduates and graduates, but...it can be used to enhance current classes until...we can give it a full course."

2022 Course Evaluations

The summer 2021 faculty training course was a successful course as demonstrated by the data obtained from the course evaluations. The evaluation data also provided helpful feedback on how to make improvements with the faculty training program. Based on this feedback, the summer 2022 course was delivered as follows:

Ten Zoom classes were held on Tuesdays to review/clarify chapter content. Weekly assignments are listed below. Each class was about 60-75 minutes. Course ancillaries were also discussed throughout the 10-week course.

Reading Assignments and Completion of Chapter Study Questions as Follows:

Assignment #1 — Weeks of May 9th and 16th: **Chapters 1 and 2** (Zoom class May 25)

Assignment #2 — Week of May 23: **Chapter 3** (Zoom class June 1)

Assignment #3 — Week of May 30: **Chapter 4** (Zoom class June 8)

Assignment #4 — Week of June 6: **Chapter 5** (Zoom class June 15)

Assignment #5 — Week of June 13: **Chapter 6** (Zoom class June 22)

Assignment #6 — Week of June 20: **Chapter 7** (Zoom class June 29)

Assignment #7 — Week of June 27: **Chapter 8** (Zoom class July 6)

Assignment #8 — Week of July 4: **Chapter 9** (Zoom class July 13)

Assignment #9 — Week of July 11: **Chapter 10** (Zoom July 20)

Assignment #10 — Week of July 18: **Chapter 11** (Zoom class July 27)

Course Fee:

The course fee was \$199 which included the textbook (sells for \$89) and all of the ancillaries. A new ancillary was available in 2022 - a recording of each of the 11 chapters going over the PPT slides. This was offered in case the professor did not have time to read the chapters prior to each Zoom class and to have a resource upon completion of the course. Each recording was about 60-75 minutes. There were six (6) professors enrolled in the course and four (4) of them (67%) completed the course evaluation.

Table 1 provides the data (responses) from general questions regarding the course. Tables 2 and 3 describe the respondents' ratings of the course ancillaries provided throughout the course and the course textbook, respectively. Exhibit 1 provides qualitative data (comments) provided by the respondents.

NOTE: It was recommend by the faculty members in the 2022 course to make the course 11 weeks covering one chapter each week. Therefore, the 2023 course will be 11 weeks beginning May 23, 2023. For more information about the 2023 course, go to:
<https://www.fitnesslawacademy.com/educational-courses>

Table 1. General Questions/Responses Regarding the Course, Frequencies (Percentages)

1. Which of the following best describes your participation in the self-study portion of this course?
 - A. Read and completed the study questions for all chapters: **0**
 - B. Read and completed the study questions for most chapters: **2 (50%)**
 - C. Read and completed the study questions for about half of the chapters: **2 (50%)**
 - D. Read and completed the study questions for less than half of the chapters: **0**
2. Which of the following best describes your participation in the Zoom classes ?
 - A. I attended all **10** Zoom classes: **1 (25%)**
 - B. I attended **8-9** Zoom classes: **0**
 - C. I attended **6-7** Zoom classes: **2 (50%)**
 - D. I attended **5 or fewer** Zoom classes: **1 (25%)**
 - E. If you did not attend all 10 Zoom classes, did you listen to the Zoom class recordings?
 - a. Yes: **2 (50%)**
 - b. No: **1 (25%)** – “I plan to listen to all of them, but have not yet”
3. How would you rate your knowledge/understanding of “the law” and its application to the exercise profession after taking this course.
 - A. Improved significantly: **4 (100%)**
 - B. Improved: **0**
 - C. Remained about the same: **0**
4. How would you rate your knowledge/understanding of “risk management” and its application to the exercise profession after taking this course.
 - A. Improved significantly: **4 (100%)**
 - B. Improved: **0**
 - C. Remained about the same: **0**
5. How helpful/useful were (or will be) the recordings of each chapter provided?
 - A. Very helpful/useful: **2 (50%)**
 - B. Somewhat helpful/useful: **2 (50%)**
 - C. Not helpful/useful: **0**
6. Would you recommend the chapter recordings be an added ancillary for future faculty training courses?
 - A. Yes: **3 (75%)**
 - B. No: **0**
 - C. Maybe: **1 (25%)**
7. Which of the following describes your current and/or future teaching plans? (Check all that apply)
 - A. Currently teach an undergraduate and/or graduate legal/risk management course: **0**
 - B. Planning to teach an undergraduate and/or graduate legal/risk management course: **3**
 - C. Currently (or plan to) include legal/risk management content in an existing course: **3**
8. How would you rate the overall course?
 - A. Excellent: **4 (100%)**
 - B. Very Good: **0**
 - C. Average: **0**
 - D. Below Average: **0**
9. Would you recommend this course to other professors?
Yes: **4 (100%)** No: **0** Not sure: **0**

Table 2. Ratings of the Course Ancillaries, Frequencies (Percentages)

Study questions for each chapter	Very helpful/useful = 3 (75%) Somewhat helpful/useful = 1 (25%) Not helpful/useful = 0
Answers to the study questions	Very helpful/useful = 4 (100%) Somewhat helpful/useful = 0 Not helpful/useful = 0
PowerPoint slides for each chapter	Very helpful/useful = 4 (100%) Somewhat helpful/useful = 0 Not helpful/useful = 0
Ideas for class assignments/activities for each chapter	Very helpful/useful = 4 (100%) Somewhat helpful/useful = 0 Not helpful/useful = 0
CAAHEP legal/risk management competencies covered in the textbook	Very helpful/useful = 4 (100%) Somewhat helpful/useful = 0 Not helpful/useful = 0 NA (e.g., not pursuing accreditation) = 0
Guidelines for a community fitness center risk management audit	Very helpful/useful = 4 (100%) Somewhat helpful/useful = 0 Not helpful/useful = 0 NA (e.g., not feasible or no interest) = 0
Basic legal research/databases	Very helpful/useful = 4 (100%) Somewhat helpful/useful = 0 Not helpful/useful = 0 NA (e.g., no access to Westlaw/Lexis) = 0
Teaching legal issues as a non-lawyer educator	Very helpful/useful = 4 (100%) Somewhat helpful/useful = 0 Not helpful/useful = 0

Table 3. Ratings of the Course Textbook, Frequencies (Percentages)

Contribution to the profession	Excellent = 4 (100%), Very Good = 0 Average = 0, Below Average = 0
Comprehensiveness/coverage of legal/risk management content	Excellent = 4 (100%), Very Good = 0 Average = 0, Below average = 0
Written at the appropriate level for students and professionals	Excellent = 3 (75%), Very Good = 1 (25%) Average = 0, Below average = 0
Covers the what, why, and how as described on the back cover	Excellent = 4 (100%), Very Good = 0 Average = 0, Below average = 0
Textbook features (e.g., spotlight cases, key points, tables, figures, exhibits, and appendices)	Excellent = 4 (100%), Very Good = 0 Average = 0, Below average = 0

Exhibit 1. Qualitative Data (Comments) – Please Provide Any Additional Comments/Feedback

“Found the case law examples as very helpful. Textbook is very thorough. Study questions & answers, ideas for class assignments, and PowerPoint slides are extremely beneficial.”

“I would like to recommend this course to my colleagues at neighboring institutions so please keep us posted on when you are offering it again. Thank you for everything!”

“I truly enjoyed this course!! First of all, the textbook is an amazing compilation of fitness-related legal information. This information should be REQUIRED content in any collegiate kinesiology department. Well done in writing the textbook. It is a fabulous resource. Regarding the online course...I was more than happy with the Fitness Law Academy summer course and would highly recommend it to any/all fitness professionals. The pace of the course was just right, meeting once per week for an hour over the summer. I like the way content was shared by Dr. JES, in a casual, relaxed atmosphere and friendly delivery style. She is a great teacher of the material and knows the content so well...a true expert in this area of legal issues as they relate to exercise and fitness.”