

2. Sulz, L.D., Humbert, E., & Hillis, K. Being cut from sports; Current practices, best practices, and influence on physical activity behaviours. Global Summit on the Physical Activity of Children, Toronto, Ontario, Canada (May, 2014).
3. Sulz, L.D., Humbert., E., & Chad, K. Cutting youth from high school sport teams: Is there a best practice? Saskatchewan Physical Education Association Conference, Saskatoon, Saskatchewan (May, 2014).

Publications

1. **Sulz, L.D.**, Humbert, M.L., Gyurcsik, N.C., Chad, K.E., & Gibbons, S.L. (2010). A student's choice: enrollment in elective physical education. *PHEnex*, 2(2), 1-17.



**University
of Victoria**

Graduate Studies

PROGRAMME

The Final Oral Examination
for the Degree of

DOCTOR OF PHILOSOPHY
(Exercise Science, Physical and Health Education)

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Health Promoting Secondary Schools – Implementation of a Self-Determination Framework

Friday, October 31, 2014
1 pm
MAC A326

Supervisory Committee:

Dr. Sandra Gibbons, Supervisor
(School of Exercise Science, Physical and Health Education)
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(School of Exercise Science, Physical and Health Education)
Dr. Vivienne Temple, Departmental Member
(School of Exercise Science, Physical and Health Education)
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(Department of Educational Psychology and Leadership Studies)

External Examiner:

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Vancouver Island University

Chair of Oral Examination:

Dr. Daniel Scott
School of Child and Youth Care, UVic

Abstract

The purpose of this research was to implement and evaluate a whole-school health model (Health Promoting Secondary Schools [HPSS]), grounded in self-determination theory (SDT). The approach used a "For Youth with Youth" planning strategy designed to change school environments (culture, policy and practices) in order to help high school students become more physically active and eat more healthful diets. Three interrelated research projects were conducted to address the purpose of this study. A concurrent mixed-methods design was used to: (a) gain an understanding of the experiences of teachers and the Action Team as they planned and implemented school-based healthy living strategies (Project 1); (b) evaluate the impact on and relationship between SDT constructs and students' motivation to engage in health-related behaviours (Project 2); and (c) evaluate the motivation of students in physical education classes grounded in SDT and its impact on their enrolment in grade 11 elective physical education (Project 3). In Project 1, 23 teachers and 37 Action Team members participated in focus group interviews. School observation field notes and Action Team meeting minutes were collected throughout the intervention process. Analysis of the data revealed that several factors were associated with participants' experiences and motivational processes. These factors included: (a) Competing Responsibilities, Technical Difficulties, and Lack of Computer Access (b) Resources, Reminders, Workshops, and Collaboration (c) Choice-Based Design Impacts Participants' Experiences; (d) Teacher Control Impacts Student Engagement (e) Teacher Job Action Inhibited Implementation of HPSS Action Plans. The findings from this study can facilitate future school-based projects by providing insights into student and teacher perspectives on the planning and implementation of a whole-school health model. In Project 2, 379 grade 10 students in ten participant schools (5 intervention schools; 5 control schools) completed self-report questionnaires pre and post intervention to evaluate the impact on students' motivation to engage in health-related behaviours. Results showed students attending HPSS

intervention schools reported significantly lower amotivation scores for healthy eating compared to students in usual practice schools. No significant differences were found between conditions on motivation towards physical activity. The findings indicate that a choice-based whole-school health approach may be an effective approach for decreasing amotivation towards healthy eating behaviours. In Project 3, a sample of 373 grade 10 students completed self-report questionnaires to assess their perceptions of autonomy, relatedness, and competence towards grade 10 Physical Education. Enrolment rates were collected from participant schools to determine the impact of the HPSS intervention on student enrolment in grade elective physical education. Multilevel analysis showed no significant differences between conditions post intervention on overall psychological need satisfaction or individual SDT constructs. For enrolment in elective physical education, chi-square analyses showed a significant difference in proportion of female students in HPSS intervention schools enrolled in grade 11 elective physical education. Findings show support for a whole-school health model to improve female student enrolment in elective physical education programs.

Awards, Scholarships, Fellowships

Co-Author, Canadian Cancer Society Research Initiative – Prevention Grant: Health Promoting Secondary Schools – A Pilot Project: Implementation of a Self-Determination Framework (2010) (\$599,034).

Presentations

1. Sulz, L.D., Clarke, A., Turner, H., Rioux, B., & Dunn-Pierce, T. Empowering and engaging school communities to move: a health promoting schools approach in diverse contexts. Global Summit on the Physical Activity of Children, Toronto, Ontario, Canada (May, 2014).