UNIVERSIDAD AUTÓNOMA DE NUEVO LEÓN

FACULTAD DE ORGANIZACIÓN DEPORTIVA

SUBDIRECCIÓN DE POSGRADO E INVESTIGACIÓN

REPORTE DE REVISIÓN DE LITERATURA SOBRE ACOSO SEXUAL EN PERSONAL ADMINISTRATIVO Y ENTRENADORES DE UNIVERSIDADES

Por

ADA NOHEMÍ GARCÍA DÁVILA

PRODUCTO INTEGRADOR

Como requisito parcial para obtener el grado de

MAESTRÍA EN ACTIVIDAD FÍSICA Y DEPORTE CON ORIENTACIÓN EN GESTIÓN DEPORTIVA
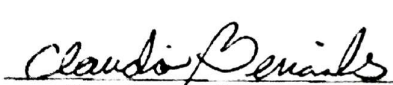
Nuevo León, Julio 2019

UNIVERSIDAD AUTÓNOMA DE NUEVO LEÓN
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SUBDIRECCIÓN DE POSGRADO

Los miembros del Comité de Titulación de la Maestría en Actividad Física y Deporte integrado por la Facultad de Organización Deportiva, recomendamos que el Producto Integrador titulado "Reporte de revisión de literatura sobre acoso sexual en personal administrativo y entrenadores de universidades" realizado por el Lic. Ada Nohemí García Dávila sea aceptado para su defensa como oposición al grado de Maestro en Actividad Física y Deporte con Orientación en Gestión Deportiva.
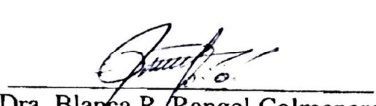
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Agradecimientos

Mira que te mando a que te esfuerces y seas valiente; no temas y desmayes, porque Jehová tu Dios estará contigo en donde quiera que vayas.

Josué 1:9

Doy gracias a Dios por permitirme cumplir esta meta, porque tus tiempos son perfectos y me colocaste en el lugar y momento indicado para cumplir una meta que nunca había imaginado lograrla. Gracias por tus infinitas bendiciones, bondad y amor que me permitieron despertar diariamente con salud, familia, y las comodidades necesarias para culminar mis estudios. Gracias por las pruebas y las fuerzas para superarlas. Gracias por darme la mejor familia y porque gracias a ellos creo en Ti.

Sin mi familia mi maestría no hubiera sido posible. Pa, gracias por ser el mejor ejemplo a seguir, porque cuando ya no puedo más sé que no me puedo rendir porque me enseñaste que tengo que tener logros igual o mejor que tú y la vara que estableciste es muy alta, por ser un hombre tan fuerte, responsable, trabajador y amoroso. Ma, tú eres mi fortaleza, mi psicólogo, médico, porrista, guardaespaldas y más, después de 32 años me sigues guiando ayudando en absolutamente todo con tu infinito amor. Hermana, tu inteligencia y sabiduría me ayudaron muchísimo en la maestría, gracias por estar siempre en contacto, ser mi confidente y transmitirme la sensibilidad, sencillez y melcoches que a ti te sobra y a mí me falta, gracias nuevamente por darme los dos mejores regalos de mi vida, mis bebés que tanto amo y me hacen ser querer ser mejor persona día a día para que estén orgullosos de su tía Nina. Hermano, sigue adelante, viaja, vive, disfruta y sigue siendo tan raro y noble como siempre, gracias por apoyarme en absolutamente todo lo que necesito siempre estás ahí. Abuelito, cuñis y todos los Dávilas, sus oraciones y amor me ayudaron a lograr esto, gracias por siempre estar al pendiente este lejos o cerca los sentí conmigo. Iván, haz estado conmigo en las buenas y en las malas, cuando estaba pérdida y cuando encontré mi pasión ayudándome a llegar a la meta obteniendo mi título, gracias por el amor, paciencia y apoyo a lo largo de todos estos años. ¡Lo logramos!

Son muchas las personas que me apoyaron, ayudaron e hicieron posible para que se concluyeran dos años de maestría en Monterrey y Arkansas con este trabajo final. Agradezco a mi alma mater la Universidad Autónoma de Nuevo León y la Facultad de Organización Deportiva por aceptarme como alumna y crear el convenio

que me dio la oportunidad de ser la primera generación en maestría doble titulación viviendo una de las mejores experiencias de mi vida.

Doy gracias al Dr. Daniel Carranza por guiarme desde el primer día en el mundo de la gestión deportiva, por transmitirme la pasión y el amor a nuestra orientación y por enseñarme tanto de este hermoso campo. Así mismo agradezco a la Dra. Alejandra González por estar al pendiente de mi proceso durante los dos años, siempre resolvió cualquier problema, duda, complicación, buscando formas de ayudarme a facilitar la carga y con mucho apoyo moral.

Agradezco a la Arkansas State University por adoptarme como estudiante internacional y las facilidades en los procesos, me siento orgullosa de ser egresada de AState por el nivel y calidad de la Universidad y porque realmente cada lobo cuenta.

Dra. Claudia Benavides, nunca terminaré de agradecerle el ser clave de que todo esto se llevara a cabo, sin usted nada hubiera sido posible, gracias infinitas por adoptarme por más de un año, por la confianza que me dio, paciencia en todo momento, apoyo de cualquier tipo, estaba disponible día y noche, me enseño mucho para ser mejor persona y mejor profesionista, siempre me sostuvo de la mano en las dificultades y logros que tuvimos durante la maestría, me mostro el mejor ejemplo en todos los sentidos y siempre estuvo de mi lado. Gracias a Jonathan, Natalia, Sofía y John Paul, gracias a ustedes el año fuera de mi casa fue menos pesado, lleno de ocurrencias, risas y aprendizaje, ahora tengo mi hogar en Monterrey y mi hogar en Arkansas, gracias por la experiencia y la amistad de por vida.

Dr. David LaVetter, I would like to express my gratitude and appreciation. Thank you for your guidance, patience, advice and encouragement. You believed in me and challenged me. Because of that I was capable of achieve goals and overcome fears. Thank you for the privilege of working besides you, I learned from the best. You knew how to get the best of me in the best way possible. Thank you for being my boss, teacher, peer and friend.

Hermanos, yo mismo no pretendo haberlo ya alcanzado; pero una cosa hago: olvidando ciertamente lo que queda atrás, y extendiéndome a lo que está delante, prosigo a la meta, al premio del supremo llamamiento de Dios en Cristo Jesús.

Filipenses 3:13-14

FICHA DESCRIPTIVA

Universidad Autónoma de Nuevo León

Facultad de Organización Deportiva

Fecha de Graduación: julio 2019

NOMBRE DEL ALUMNO: ADA NOHEMÍ GARCÍA DÁVILA

Título del Producto Integrador: REPORTE DE REVISIÓN DE LITERATURA SOBRE ACOSO SEXUAL EN PERSONAL ADMINISTRATIVO Y ENTRENADORES DE UNIVERSIDADES
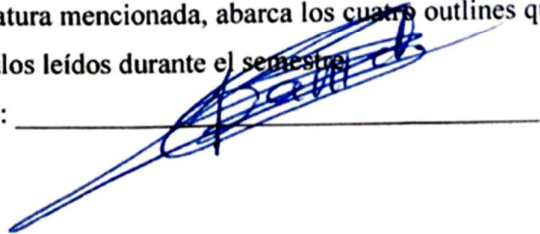
Número de páginas: 46

Candidato para obtener el Grado de Maestría en Actividad Física y Deporte con orientación en Gestión Deportiva

Resumen del Producto Integrador:

El propósito del estudio es el investigar el acoso sexual desde otro enfoque. Una nueva perspectiva que no se ha investigado lo suficiente, o por lo menos, tiene muy poca información disponible. El acoso sexual debe ser eliminado, sin embargo para llegar a ese punto, es necesario obtener información para así poder luchar contra el problema que afecta a mujeres y hombres en la actualidad. Por lo tanto, el producto integrador está constituido principalmente por la revisión de literatura sobre el acoso sexual en los Estados Unidos Americanos, enfocándolo en personal administrativo y entrenadores a nivel universitario, campo con muy poca investigación. Así mismo, se complementó con las evidencias realizadas en la materia de Research Design y la materia de Current Readings. Las evidencias de Research Design incluyen la identificación y el entendimiento de los problemas de investigación, localizar artículos en la base de datos de la Universidad y detectar y analizar su estructura y la investigación sobre el tema de plagiarismo. Las evidencias de Current Readings además de incluir la revisión de literatura mencionada, abarca los cuatro outlines que se realizaron para sintetizar los artículos leídos durante el semestre.

FIRMA DEL ASESOR PRINICPAL: _____

Tabla de contenido

Introducción

According to my experience, there are two problems that I would like to research in the sport management field. For the purpose of this paper, the focus will be on the second problem which is Sexual Harassment.

Problem 1: Sexual harassment. This is a current problem in sport, affecting athletes, coaches and administrative staff. With not enough studies and knowledge.

Type of research: Descriptive research with an online questionnaire in order to know statistics of people who suffer this problem and de consequences.

Problem 2: Ethical issues. Sport management is full of corrupt people who need to be out of this field. Thus, human, material and economic resources can be worked efficiently within professional ethics.

Type of research: Analytical research (historical), in order to get to know the background of the problem. In addition I would apply questionnaires to people working in sport organizations.

Sexual Harassment (SH) is a current issue in the world that affects women and men. According to the US Department of Justice, a sexual assault happens every two minutes in the United States. Moreover, the Center for Disease Control mentions that one out of 20 people experience SH each year (as cited in Williams, Gruenfeld, & Guillory, 2017).

In the sport, SH as presence as well. It is common that victims remain in silence because of shame. In the athlete-coach case for example, the relationship may be complicated because of the trust and the vulnerability. Due to that may be difficult for the athlete, to detect if is SH or not. A big problem at the time to identified SH, it is that the different cultures, countries, religions help in a negative way at the point of the boundaries of SH and how is perceived (Martin & JuncaPujol, 2014).

Therefore, this literature review studies the prevalence of SH, different definitions for this problem, types of SH, how the victims cope after the harassment, consequences that the target experience and future strategies to diminish the SH.

Antecedentes teóricos y empíricos

The first assignment is about an understanding of and thoughtful identification of a philosophical research problem based on Thomas, Nelson and Silverman (2015) book Research methods of physical activity, chapter 13.

Suppose that one day you heard someone say that exercise is pure drudgery. The person continued, "It is impossible to play while exercising." Your curiosity has been piqued. A philosophic problem has found you, but is a large and unwieldy one.

The questions here are: how might you phrase a research question related to this topic? How will you define exercise and play so that you know what you are researching?

How might you phrase a research question related to this topic? Differences between play and exercise? Similarities between play and exercise? May exercise be fun? Does some people while exercise? Why do people exercise, main factors, a final purpose? What are the feelings before, during and after exercise? Why do people play? Does people find hard or impossible to play and exercise at the same time, why? Can be play inside of exercise and the other way around?

How will you define exercise and play so that you know what you are researching? Exercise is the action of physical or mental activity with the fitness purpose of being in shape, health or to train for a better performance. The main purpose of exercise is to strengthen the body or brain and to reduce diseases. I believe that exercise involves activities and movements creating a determinate level of work in the bodies having as a result a positive change in the body structure. An example may be when a person begins jogging, the cardiac rate increases creating agitation. Hence, having energy expenditure is doing exercise.

Play is action of physical or mental activity as recreation, it is fun, entertaining and it is done under certain rules. Play can be conceived in different forms. It was created to be enjoy by itself or with other persons that participate in it. It may be competitive or no competitive depending on the approach. Actually the play has to have challenges creating satisfaction and getting the best out of each player.

The second assignment is about following the location of a journal article related to observational study, engage student in an understanding of and thoughtful response (i.e. critique) of the literature answering the questions. In order to obtain the information needed it is important to read the article "Darwinism in the gym" by Pope and O'Sullivan (2003).

What is the Purpose or Goal of the study? (Statement of the problem and maybe hypotheses) The purpose was to investigate the sport experiences of youth,

while the "open lunch" at lunchtime in a large U.S. city high school and recreational times after school in a community recreational center. The authors aimed to explain how that activity affect or help their physical education or miss-education. They study the experiences of high school youth sports formal and informal. They want to determine the opportunities and limitations that influence the young people experiences in sport. To investigate what happen in school and community centers during the "free gym" time, along with the social interactions in those areas and how these affect the physical education.

Introduction/Literature Review (What are the main points discussed? Which researchers have done the most work in this area?) Berk mention that extracurricular activities are really important in the development of adolescents. Extracurricular activities in schools have a potential impact on adolescents' values and behavior. According to Eder and Parker, because the meaningful participation (social event), interaction with the opposite sex and elevated visibility with peers. Although, Brettshneider said that there is not enough study or information about the young people criteria in informal sport experiences. Finally Bronfrenbrenner highlight the need to examine the norms and values that sport transmitted to young people. Among all of the authors I think Berk is the most used reference (as cited in Pope & O'Sullivan, 2003).

Characteristics of the Participants: over 800 students from Shady Woods, an urban high school in a large American city. Gender: 51% boys and 49% girls. Race: 65% African American, 25% Caucasian, 3% Asian, 7% Hispanic, Latin American or other. Of those students, the study observed the ones participating in lunchtime and after school activities.

Instruments and Tests used? (Including reliability and validity information if provided/Procedures/Treatments applied): observation was the research tool that the authors used. Over a period of 5 months, during lunch time, they visited free gym sessions in the high school. Observing at the top of the bleachers or at the edge of basketball court the dynamics and behavior of the students on the floor, then they focused on special groups or interaction between students. The free time sessions were daily from 10:30 to 11:30 am with 80 to 130 students in the gym depending the time, weather or events. They also visited from 90 to 120 minutes, 2 times the Crosstown Recreation Center and 4 times the Northside Recreational center, places where 15 to

40 students would hang after school. Field notes were taken recording in a cassette or writing in a small book.

Design and Statistical Analyses: regular meetings reviewing findings and consensual validation, reworked the assertions until the right representation and interviews and observations of students in their environment. The analysis was in two approaches, the descriptive review of the contextual characteristics that controlled free gym and the interpretation of the data about the results through observation. The examination was inductively in the process was selected in order to confirm, modify, disregard, or merge raw data.

Findings/Results: a student imposed hierarchy determined the nature and degree of the participations that each student may have during free-gym play. Also it was required that students do their time in order to serving an apprenticeship at a subservient level elevating their status within the free gym ecology. Participants possess a degree of street literacy with physical activity and street smarts. What happened during activity sessions may discourage the participation among a large number of young people. That type of activity, without organization and supervision, rarely stayed for a long period of time. It is more about a social environment hanging about with friends, waiting for play or observing the players. At the lunch hour in the basketball court mostly the participants were boys and African American dividing the participants into 7 groups: Bullies, Jousters, Posers, Benches, Hangers, Venerators, and Contestants, each of them with different characteristics. At the recreational center, the behavior was similar, it is a place to hang with friends with mostly African American participants. The competitive nature of the game draw more boys than girls.

The only sport played during the research was basketball, only the best players were allowed to play. The power players were the bullies.

Conclusions: Sport is part of everyday urban life, and it is more important if it is part of the school life. According to the results of the study, many of the potential qualities that sport could offer as educational, have been lost. It is important to have a place with interesting health and sport activities programs were available. The teachers need to find the way of meeting the developmental and social need of young people thru sport. It is crucial like the authors said that sport culture needs to be enhance in order that young people may have more experiences in that field.

Questions raised for further study, even though this is not my field and the article is not recent, I enjoyed to read it and let me some questions such as: Why the

use of that instrument and not to combined with survey or more interviews? Is there any recent research in that same school? It is possible the get more detail data with percentages and numbers? That study should be compared with high schools in another location with another ethnicity majority and other sport. The help of a psychologist would be helpful reading the observation results. Can we repeat the same research on another educational level?

The third assignment is about following the location of a journal article related to qualitative research, to engage the student in an understanding of and thoughtful response in writing an abstract related to the research article. In order to obtain the information needed it is important to read the article "Consequences of being the teen mom" by Hardin and Whitesade (2012).

The method used was focus groups, which means small groups of people where each individual can share their experience in a specific topic. The researcher is leading the interview asking questions, leaving the conversation to the participants in an organic way and asking more questions depending the comments.

The participants were 30 women from 24 to 57 years old, they were recruited at the Female Athletic Media Executives (Fame) 2007 Annual Convention in San Diego. All of them with 2 to 31 years' experience in the sport media field

The 30 participants were divided into 7 focus group, with about 90 minute's sessions. The researcher offers the option of individual interviews in case of problems with the Convention´s schedule. 2 women ask for that interview, and one more woman who participated in the focus group and returned for an interview.

The dynamic was the same (except for the women who participated in both, in the interview she choose any topic from the focus group session). At the begging they introduced themselves and described their job duties, then, a basic list of nondirective questions related to work in sport information, fill in the blank questions and then, asking for some words like discrimination or glass ceiling (if they don't arise of natural way). Finally using follow-up questions.

One researcher was leading the focus group and another one was taking notes, at the end of the sessions the researchers recorder their immediate perception. Each interview and focus group was taped and transcribed with a total of 175 single-space pages.

For the data analysis they follow 4 steps: 1) Label the transcripts with tags describing what was being said. 2) Grouped those tags into categories (by specific ideas). 3) Making Theorical connection between categories. 4) After doing that independently, they meet to discuss their interpretations.

The last part of antecedents is about the Sexual Harassment literature review that was made for the current readings' class.

Sexual harassment definition.

According to Title VII of 1964 Civil Rights Act of the United States and the Equal Employment Opportunity Commission (EEOC), Sexual Harassment (SH) is "considered a form of sexual discrimination". Saying that, SH is a form of illegal workplace sex discrimination, pursuant to Title VII of the Civil Rights Act of 1964 (as cited in Weinberg & Nielsen, 2017). However, it was not until 1980 that EEOC determine that "unwelcome conduct of a sexual nature constitute sexual harassment" (as cited Soni & Soni, 2018).

Nowadays, EEOC defines SH as "unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature," SH occurs when the inappropriate behavior "explicitly or implicitly affects an individual's employment, unreasonably interferes with an individual's work performance or creates an intimidating, hostile, or offensive work environment" (as cited in Taylor Smith, Welch, & Hardin, 2018). The Department of Defense (DoD), used the exact same definition of SH (as cited in Monteith, Menefee, Forster, & Bahraini, 2016).

Another definition often used to refer to SH is from 1997, when Fitzfitgerald et al. construed sexual harassment as unwelcomed sex-related behavior that is perceived as offensive or threatening by the victim (as cited in Taylor et al., 2018). Just 2 years before that definition, Fitzgerald et al. presented the tripartite model where they introduce that, behavior can be classified into gender harassment, unwanted sexual attention, and sexual coercion (as cited in Page, Pina & Giner-Sorolla, 2016). Different types and forms of sexual harassment will be explained in more detail in a different section of this literature review, in the section entitled types of sexual harassment.

SH premise is differential treatment because of sex. We can see this with Berdahl defining SH as "sex or gender based behavior that aims to derogate, demean,

or humiliate an individual" (as cited in Rubino et al., 2018; Halper & Rios, 2018). Further, Felix and McMahonweinb added to the SH definition the sexual orientation concept, "Unwanted verbal, physical, interpersonal, or technological aggression at the expense of gender and/or sexual orientation" (as cited in Franklin, Brady, & Jurek, 2017).

Types of sexual harassment.

There are two types of SH: quid pro quo and hostile environment. EEOC defined considers action quid pro quo when "submission to or rejection of unwelcome sexual conduct by an individual is used for the basis of some employment decision affecting that individual" (as cited in Jacobson & Eaton 2018). Pryor et al. refer to quid pro quo as: "making work-related outcomes contingent on the receipt of sexual favors" (as cited in Halper & Rios, 2018). Weinberg and Nielsen in 2017 present an example of that type, to exchange sex for a promotion and define hostile work environment as prevalent conduct that affects an employee's ability to function in a job. Soni and Soni (2018) agree that quid pro quo is about sexual favors for benefits. Quid pro quo: "sexual favors are sought in exchange for benefits or avoid damages. The health workforce system mentions that SH is about violence and discrimination. Agreeing with other authors that quid pro quo is unwelcome and offensive conduct weinbergand the target response affect directly or indirectly a person's education or career (Newman, Pacqué-Margolis, & Frymus, 2016).

EEOC defines hostile work environment as: "unwelcome sexual conduct 'unreasonably interferes with an individual's job performance' or creates an 'intimidating, hostile, or offensive work environment" (as cited in Jacobson & Eaton, 2018). Soni and Soni (2018) define hostile work environment as "to create a threatening work environment". And finally, the health workforce system present hostile work environment as intimidating conduct that affects and creates a hostile and humiliating environment (Newman et al., 2016).

Besides the two types of SH previously mentioned, SH can also be divided into different classifications according to the type it is effected and the level that affect to the victims.

According to Berdahl, the definition of gender harassment is "behavior that creates a hostile environment for women, such as sexual jokes or sexist comments" (as

cited in Halper & Rios, 2018). This type is the most prevalent type of SH (Wolff, Rospenda, & Colaneri, 2017). Konik and Cortina mention that gender harassment includes verbal, physical, and symbolic behavior. Some examples of gender harassment are sexist jokes, and exhibits of sexually explicit materials. Essentially used to humiliate women. One more way to say gender harassment is sex-based harassment (as cited in Alonso, 2018). The EEOC describes it as "unwelcome workplace behavior that is overtly sexual, or based on the target's sex or gender presentation" (as cited in Alonso, 2018).

Sexual coercion consists of social power exploitation to get sexual cooperation. And unwanted sexual attention about sexual and romantic proposals such as sexual comments and unrequited insistence to go on dates. Being unwanted, not reciprocal and aggressive (as cited in Page et al., 2016). In a similar form, sexual harassment from customer, Hunter as long as McDonald and Charlesworth said that it is "unwanted sexual attention' that employees experience from customers" (as cited in Good & Cooper, 2016).

Online sexual harassment, International GME Developers Association refer to this type of SH as "the use of the internet to threaten, intimate, or shame an individual" (as cited in Scarduzio, Scheff, & Smith, 2018).

Bowman; Fairchild and Rudman; Gardner; Wesselmann and Kelly, defined stranger harassment resembles SH experiences by a women in a workplace. Can be verbal or non-verbal and some examples are catcalls, whistling, following and grabbing (as cited in Saunders, Scaturro, Guarino & Kelly, 2016).

Stranger harassment can derived to verbal harassment: misgendering, name-calling (Hughto, Pachankis, Willie & Reisner, 2017). The organization Stop Street Harassment defined street harassment as "unwanted whistling, leering, sexist, homophobic or transphobic slurs, persistent requests for someone's name, number or destination after they've said no, sexual names, comments and demands, following, flashing, public masturbation, groping, sexual assault, and rape" (as cited in Davidson, Butchko, Robbins, Sherd, & Gervais, 2016).

Workplace violence is another specific type of sexual harassment. It is the intention to hurt the victim, those actions are frequent, has effects on the victim, and the power is notably in the abuser side (Shier, Nicholas, Graham & Young, 2018).

Sexist humor according to Mallet, Ford and Woodzicka, 2016, is about humor and jokes that denigrates, stereotypes and/or objectifies women.

Intimate partner violence is describe by Tjaden and Thoennes as "physically, psychotically, or emotionally abusive behavior (assault, rape, stalking) perpetrated by one partner or former partner in a two-person intimate relationship" (as cited Franklin et al., 2017).

The last classification refer in the articles was sexual assault that DoD, define as "intentional sexual contact characterized by use of force, threats, intimidation, or abuse of authority or when the victim does not or cannot consent" (as cited in Monteith et al., 2016) Tjaden and Thoennes said sexual assault is "the use of threats, force, coercion, or incapacitation to penetrate or attempt to penetrate and/or touch a bodily orifice using the penis, digits, or objects when the victim has not consented" (as cited in Franklin et al., 2017).

Research information.

According to the literature review, the articles focus mainly in male and female targets, and almost with the same number of research in female targets. After that, the interest is with male and female bystander and followed by male and female harassers. The last places is for male target, male bystander, male harasser and transgender target.

This results shows the high difference between female and male targets information as well as zero research about women as harasser.

Furthermore, the methods used in the articles are: Surveys, interviews, scenarios, studied TV shows, reading articles, studies pre-existing databases and study EEOC SH compliances.

Coping.

According to Scarduzio et al. (2018a) coping is a complex and cyclical process. The victims of SH usually used more than one coping strategy, an average of three. Coping strategies for online SH may be divided into problem-focused, active emotion-focused and passive emotion-focused. For the first one, in the Social Networking Sites the coping strategies are: changing online behavior, blocking/unfriending, formal help seeking, and confronting and peer intervention. In

the second one: support (an advice from another person), expressing emotion (feeling uncomfortable, anxiety, fearing for their safety), humor (jokes or laughs), blaming others and face-saving (being kind with harasser). The last one: downplaying, normalization, ignoring, denial, and powerlessness. In the specific case of homosexual supervisors harassing men, victims also use humor and ignoring as we read before. They use this coping strategy because the male target may feared masculinization and weakness and do not want to hurt the relationship with the harasser (Scarduzio, Wehlage & Lueken, 2018b).

Avoidant is another coping strategy. Hughto et al. (2017), mention that avoidant coping has a connection with victimization and depression. However, avoidant can mediate the relationship between victimization and depression. Individual or group self-affirmation interventions ensure individuals and have the skills to cope by less avoidant means.

Contesting the harassment, avoidance, laughing, and confronting the harasser telling them that the action is wrong are others coping mechanism according to Good and Cooper (2016).

A right treatment against SH may include: fast return to work, Internet-based treatments, and to be in contact with a therapist (Wu et al., 2016).

Target consequences.

SH victims may suffer several consequences. Scarduzio et al. (2018a) mention that women target feel anxiety, fear, unsafe and discomfort. On the other side, men target feel embarrassment and emasculation, in addition to normalizations, which means that they think SH it is expected and happens all the time. Males with SH in military for example, present depression, poor mental health, poor physical health, less trust in peers and leadership (Millegan, Wang, LeardMann, Miletich, & Street, 2016).

As stated before, depression is one of the SH consequences. However, Wolff et al. (2017) mention that depression is only present in women. Supporting this statement, Wu et al. (2016) in a sexually harassed pilots study, detected a high amount of depression in the victim, as long as more presence of bad mental health and depression in females than males.

Wu et al. (2016) researched about depression. With 36.4% participants with some experience in SH and 42.9% experienced verbal harassment. They notice that

depression due to SH decreased as the age went up, ergo, the depression went down when the age increase.

Depression is not the only consequences connected with women. According to Davidson et al. (2016) females are two times more likely to have anxiety than males. Fear of sexual violence is an important feeling present in a women target and this is usually connected to anxiety. Street harassment for example, affect how to perceived safety in isolated public and busy public settings and this create anxiety.

Besides anxiety and depression, Posttraumatic Stress Disorder (PTSD) and self-esteem are also SH consequences (Reed, Collinsworth, Lawson, & Fitzgerald, 2016). Gradus, King, Galatzer-Levy and Street (2017) mention that in their study, 61.2% of female victims had probably depression and PTSD which may lead to suicidal ideas. Therefore, it is crucial to treat the SH victim.

PTSD can be connected with SH in females' victims but not in male victims according to Smith, Wang, Vaughn-Coaxum, Di Leona and Vogt (2017).

In a work environment, the target express anxiety, depression and fear, focusing on losing their job because of the harassment of a colleague or superior. They even need to use medication and hospitalization (Taylor et al., 2018). If the harasser is a men colleague, the effects are affecting psychological and physical well-being, the behavior in the job is negative as long with the attitudes of anger and affecting self-esteem (Dionisi & Barling, 2018). McLaughlin, Uggen and Blackstone (2017) indicate that female victims quit jobs or change career as a consequence of the SH. They often quit a job because they think is better a pay cut than suffer a SH. Due to the change of jobs it is possible also feel financial stress (McLaughlin et al., 2017). The SH can change the SH victims' life having mentally, physically and professional consequences. Negative consequences.

Results.

The literature review shows many outcomes that evidence the presence of SH in daily life and difference settings. In the Millegan et al. (2016) research, they found out that among the 37,711 participants, 391 (1%) had experienced SH and 76 (0.2%) had experienced sexual assault. The characteristics of those who reported SH or sexual assault are: young, less educated, single, enlisted in Army, recently deployed and smoker .Good and Cooper (2016), found that usually the target is a younger person

than the harasser and it is common a woman being harassed by a men. This happened more often buy it is not a rule.

Another article by Davidson et al. (2016) mention that 88% of college women had experienced street harassment. 42% to 69% of college women had experienced verbal harassment at least one time per month. 11% to 33% of college women had experienced the pressure to cooperate sexually. The level of safety in public settings, specially isolated places have decreased. The way that women feel walking alone at night, using public transportation and parking garages it is a mediator linking street harassment to anxiety.

According to Page et al. (2016), comparing to other people, college students have strongest attitudes and beliefs respecting to the appropriate relationship between a man and a woman in a work environment. Nevertheless, Saunders et al. (2016) mention that after SH encounters, women often blame herself. As if they were guilty because of others actions.

SH also include the objectification. Taylor et al. (2018) say that comments such as big ass or sexy are common. Men often see women as objects and pronounce those comments thinking that is a compliance but women do not think the same. Lameiras-Fernandez, Fiske, Fernandez, and Lopez (2017) mention that the positive appearance comments are more enjoyable than crude sexual body comments. In addition to objectification, there is the online sexual victimization which is mainly a women problem. Holt, Bossler, Malinski, and May (2016) research, mentioned that this can be connected with several various routine activity measures. For example, young females that posted pictures of themselves on a social media, have a high risk of victimization due to the public exposure. Other characteristic of online sexual victimization is that the target commonly have low self-control.

According to Scarduzio et al. (2018b) when a man is sexually harassed by another men (homosexual), they may feel that their heterosexual identities were threatened and the need to ratify the masculinity. In the study, one man told about the SH to a family member and received trivialization and empathy which was very confused for the victim. Other participant did not talk about the SH and because if his behavior, his girlfriend thought he was cheating with another woman instead of the real problem that was SH. About the same topic, Rubino et al. (2018) found that

usually when people is surrounded of people of the same sex, the harassment can be perceived in a less way. Due to be the same sex, the behavior tends to be minimized. Shier et al. (2018) says that men experienced more worker on worker violence than women. Nevertheless, they may perceive it in a different way that the real one.

It is clear that men and women are different. Males often can reach comfort and intimacy without any kind of sexualization. On the other hand, females have the attractiveness obstacle when they want to reach the intimacy level in an ethnographer setting for example. Intimacy is a key to be a good ethnographer, a male dominated profession. Because of that, women are sexualized giving opportunity to SH, sexual advances and even sexual assault. Females who suffer this kind of problem, often are afraid to tell advisors or superiors because then they can be perceived as inadequate (Hanson & Richards, 2017).

Women report more than men any kind of SH. Among the females victims, 47% say that the SH experience affect their career advancement. Newman et al. (2016) mention that the fear of adverse consequences are a barrier to some interventions in the SH issue. And 59% have problems with the confidence as professionals after the SH. A healthy environment when men and women are more likely to report any SH action, is if they feel there will be justice and any type of punishment (Rubino et al., 2018).

Clark, Ford, and Sulsky (2016) have similar outcomes of their research. SH victims reported a greater decrease in overall job satisfaction than participants in the regular conditions. Especially when the supervisor is the harasser and not a co-worker. The moderating effects of SH status are greater for women than for male. Males were significantly more likely than women to report higher scores on direct intervention behavior in cases of sexual assault but not on sexual harassment.

Taylor, Alexopolous, and Ghaznavi (2016) studied the workplace sexual behavior of several TV shows in the United States. The analysis results show that sexual behavior is common in TV shows. Therefore, most common behaviors are: sexual jokes, sexual rumors and gendered comments about appearance. Some other behavior present, but not that common as the previous ones are: sexual assault, grabbing clothing and sexual touching, Even though sometimes the initiator was the man and sometimes the initiator was the woman, it was more common to have a

woman as a target and man as harasser. This article is just the reflection of the American culture regarding to SH about how common and "normal" it is presented.

Alonso (2018) have a theory about SH, he says that threats may cause harassment. Due to threats, the harasser wants to prove the masculinity and that is why harass other men or women. By harassing other people with for example derogating women, they are defending the masculinity and overcoming threats in their own way, a wrong one.

Williams, Gruenfeld, and Guillory (2017) research, have more characteristics about the harasser. They found a connection between power and sex. They findings confirm that men with acute power increased hostility when a woman rejected them. They also are more hostile when a co-worker will not date them. All these comparing them with men with chronic low power. Chronic low power may change the person when obtained acute power. When they get a supervisor role, it is more likely that they will take the opportunity and to become harassers. Saying this, acute power increase harassment behavior in men with chronic low power. However, decrease in a small amount, the harassment behavior in men with chronic high power.

Supporting that idea, Halper and Rios (2018) have similar outcomes. When a male has a position of power and/or it is afraid of being seen as incompetent in the work setting, it is likely that will have a SH behavior. This behavior is consistent in males but not females. It is related with narcissism, self-esteem and how other people may perceived them as incompetent. How other people think about them and no how they see themself. Men will have a SH behavior if others perceive them as incompetent.

According to Dresden, Dresden, Ridge and Yamawaki (2018), implicit bias stereotyping females, is due to the connection with home and family. And on the contrary, males are connected with careers. These beliefs are stronger in the male-dominated majors than gender equivalent majors. Furthermore, more women experienced SH in male-dominated majors than in gender-equivalent major. Here, the problem is clearly in the male-dominated major area.

Bhattacharya and Stockdale (2016) studied a different approach about SH evidence. According to them, in a SH matter, when a strong evidence is present, they were supporting that the harasser was guilty, they wanted to punish him them with negative job consequences and believe that the accusation was true. Participants were

more severe when the case had strong evidence. And especially for women and feminist, the evidence was even more important that for men.

Caracterización

Following the location of a journal article related to their field of study, engage student in an understanding of and thoughtful response (i.e. critique) of the article's result section. In order to obtain the information needed it is important to read the article "Challenge accepted: why women play fantasy football" by Dwyer, Lupinek and Achen (2018).

How is the results section organized? The results are divided in two parts, Research question 1 and Research question 2. In the research question 1, they are explaining the number of participants in the mixed methods of phase one along with a few demographic details, with the results of the first survey and interviews they did a coding motives list which is clearly presented in table 2. After that they are presenting results of phase two, presenting the demographic information very clearly in table using mean and standard deviations. They also presented a few details in the text. Then, the result of the measured on a 7 point likert type scale was presented in another table with the motives and factors, factor loadings, mean intertie correlations, and Cronbach´s alpha scores. After that there is the definition of each factor and motives (I think this table could easily remove and just be in the text). Phase three results are presented with some percentages and demographic details. One figure presenting the model with the five factors analysis. The Santorra-Bentler scales chi-square statistic was used to measure the overall fit giving results with X and p. A table presented the information of the last phase with the composite reliability, convergent validity and correlation scores based on AVE (Average Variance Extracted). Having another table the results of the AVE test. In the research question 2 they present the last table with the results of each outcome variable. Along with some information of this table in the text. In summary, I believe the organization is well presented. Having more than one phase method can be difficult but the tables and figures make this easy to read and understand. The information is enough and not oversaturated.

Compare the order of reported findings with the introduction, literature review, and statement of the problem. Do you see any relationships? How else might the results section have been organized? Introduction starts with broad information about the topic but in a broad way about fantasy football and women as female sports consumer. After that, the research questions 2 are presented, which is the purpose of the study. After that talks about fantasy football (what is it, economic impact, history).

And at the end of the introduction, the literature review is presented. Literature review is divided into two segments, the first one is "Uses and gratifications theory" and the second one is "Female sport fandom". In the first part, they explained that theory read in previous literature, also they add a subheading talking about female sports motives studied for previous researchers and adding the table. In the second part, the information is more female present in sports in general as fandom, based on previous literature. There is not a specific pattern that I can notice. I just can say that the article is very organized, the information well presented with each section defined and clear, also a good use of tables. Leading one step to the other in an organic way. I would personally leave the result section with that organization. I know about the topic but I´m pretty new in the research area, even though I could understand the results by the way they were presented. Which is a goal that a research as for his/her article. I still need learn more about standard deviation, statistics, correlations and how to present the results into tables. I believe is important, thus, I need more information about it in order to keep going with research and improvement my skills.

Propósito

The literature review was done using a systematic approach. The research was made in the Arkansas State University database Academic Source Complete, Business Source Ultimate, PsycINFO and SPORTDiscus with the following parameters: Full text, Peer reviewed and 2016 and newer, English and sample older than 18 with the term Sexual Harassment. The outcomes of those articles are explained in this literature review.

The research shows a lack of information of SH in the sport setting. Future research will focus on the SH of administrative staff in sport programs and college coaches including male and female targets.

What is SH? What types of SH exist? How the SH can affect to the victim? What are the consequences that the harasser may has after the action? How to deal with SH? Is the SH present in different settings? As managers or bystanders how can we help to diminish this problem? What topic under the SH umbrella needs more research? The literature review answered all those questions.

The different authors contribute with a wide range of SH definitions. The SH types also were described along with examples for a better understanding. Besides quid pro quo and hostile environment, there were also classifications inside the SH umbrella according to the way that affect the victims such as gender harassment, stranger harassment, online sexual harassment, verbal harassment, workplace violence, sexual coercion, sexist humor and sexual assault.

It is interesting to learn the different forms that the literature review articles provided us about. How the action of a harasser can affect the life of the victim (they usually blamed themself because of the action). According to the person the coping (confronting, peer interventions, changing behavior, normalization the behavior, ignoring, denial, downplaying, humor, avoidance) may vary as well as the target consequences. These consequences would affect the mental (anxiety, fear, unsafe, PTSD, depression, embarrassment, emasculation in men, low self-esteem anger and financial stress), and physical well-being (hospitalization and medication), as well as the professional career (losing a job or promotions).

Having a variety of articles, present an extensive options of different outcomes. The results obtained by the research, show the presence SH in different

settings such as: workplace, college, army, pilots, medicine residence, public spaces, on social media and TV shows.

Since my point of view, a great contribution by the authors was the recommendations for the future in order to diminish and eliminate SH someday. The articles propose mainly SH policies, zero tolerance policies, interventions, punishment for the harasser, leaders as a role models, increase security and video cameras and bystander's programs.

The purpose of the study will be to research SH since another side. A new perspective that has not be studied so far, or at least, with not enough information available. SH should be eliminated and in order to get to that place it in necessary to obtain information and be able to fight against the problem that affect women and men nowadays. To understand the issue and help to have a healthy workplace and free of SH environment.

Estrategias y actividades

This segment has two assignments about research design class. The first one is about following the location of a journal article related to sport management, engage student in an understanding of and thoughtful response (i.e. critique) of the literature using the template provided. The article is "An examination of the perceptions of sexual harassment by sport print media professionals by Pedersen, Lim, Osborne and Whisenant (2009).

What is the Purpose or Goal of the study? (Statement of the problem and maybe hypotheses). The purpose of this study was to explore the extent to which female sport print media professionals (sports editors, sportswriters, and sports columnists) were subjected to sexually harassing behaviors in the workplace.

Introduction/Literature Review (What are the main points discussed? Which researchers have done the most work in this area?) The discussion is about sexual harassment, some history about woman as professional in sport, the law related to sexual harassment (Title VII), past percentages of victims and claims, the 2 types of sexual harassment, how it is important the Sexual Experiences Questionnaire (SEQ) and the consequences for the victims. The author that they refer the most is Barbara A. Gutek, which from my point of view is an important research from this field with several articles and excellent findings. Another important author that they do not mentioned but according to what I have read about sexual harassment is L.F. Fitzgerald the creator of the Sexual Experiences Questionnaire (SEQ), a survey that many researchers use for they research. They also cite a lot EEOC Guidelance of Discrimination Because of Sex, this is a critical information for the subject.

Characteristics of the participants: 112 females who were active sport print. (Mostly sportswriter 58%). Age: 20-24 (7.2%), 25-29 (21.6%), 30-34 (19.8%), 35-39 (14.4%), 40-44 (14.4%), 45-49 (9.9%), 50+ (12.6%). Race: White (92.9%), Hispanic (5.4%), Black (1.8%), Asian (.9%), Other (.9%). Marital status: Single (44.6%), Married (38.4%), Living w/partner (9.8%), Divorced (5.4%), Separated (.9%). Children: No (77.8%), No (22.2%). Education: Undergraduate (60.7%), Master (18.8%), Other (19.7%).

Instruments and Tests used? (Including reliability and validity information if provided/Procedures/Treatments applied). The instrument used was the Sexual

Harassment in Sport Survey (SHSS) created in 2005 by the study´s researchers in collaboration and the Center for Survey Research (CSR). The survey has two parts:

Part A: the participants read a statement the EEOC (Equal Employment Opportunity Commission) defining sexual harassment. Then the participants need to answer questions identifying types and frequency of sexual harassment (unwelcome sexual advances, requests for sexual favors, verbal conduct of a sexual nature, and physical conduct of a sexual nature). Also some questions about the sources (supervisors, coworkers, other members of the print sport media, coaches, athletes, employees of sports organizations) and level (intentional, unintentional) of sexual harassment. If they have been sexually harassed, they need to answer general questions regarding individual responses and organizational responses. Part B: This is about background and demographic information (age, ethnicity, education, marital status). 265 online surveys were sent by email, three follow up emails remainder were sent with a online survey link and only 112 completed it. They need it to answer over the past 12 months.

Design and Statistical Analyze: Pearson's Product-Moment Correlations, nonparametric statistics such as Chi-Square and McNemar's test and Analysis of variance (ANOVA) was the data analysis used.

Findings/Results: 57 of the participants have suffered sexual harassment from various individuals mainly peers and they all faced the behavior. Younger female are more likely to encounter sexual behavior and level of education is not significant. 52 incidents of verbal conduct of a sexual nature, 27 incidents of unwelcome sexual advances, 14 incidents of physical conduct of a sexual nature and 12 requests for sexual favors. Women who face sexual harassment are more likely to face more. 1/3 part of the participants believe that the incident was intentional, the other part that is unintentional and the other part were certain. 11 participants changed the job because of the harassment and 19 participants know a female peer who changed the job because of that. All the result is very important and alarming because we are talking about people being bothered just because their doing a job. These numbers need to change to cero. And this research help us to understand the huge problem that sexual harassment is.

Conclusions: The prevalence of sexually harassing behavior in the workplace, the negative impact that has the victim professionally, mentally and physically. This sex discrimination affect too many people and this need to stop.

Questions raised for further study; sexual harassment is everywhere, this study shows just a part so I would like to know about female and male in sport in general, why there the sport world do not standardized rules about this problems, the differences between cultures and the difficulty to know and to prove sexual harassment. This field is just staring and the researcher will grow.

The second assignment in this section, is about the understanding and thoughtful identification of plagiarism. It is needed define plagiarism and also answer two questions after read the study case which is: in preparing her thesis introduction, graduate student Christina periodically takes multiple sentences verbatim from some of her sources (her attitude is, "I couldn't have written it better myself!"). 1. Is she wrong to do this? Support your response. 2. If she provides a reference to her sources at the end of her paragraph, is she still wrong? Support your response.

Meaning of plagiarism in my own words: plagiarism is taking ideas, phrases, words and thoughts as my own without giving credit to the real author. In other words is stealing what other person said or wrote using it on a paper or work. I am from Mexico and this subject is not that important, I believe we need to work on plagiarism with students and researcher in order to give the real credit to the person who deserve it. Sometimes it is a problem because of ignorance and sometimes it is because the person thinks that nobody will notice. But what it is crucial is to realize that it is illegal and unethical.

Is she wrong to do this? Yes, she is wrong. First, if she is taking sentences from other sources she needs to quote. Second, she cannot write the sentences verbatim, she needs to paraphrase (it is best explained in the following answer). Third, she should not use multiple sentences that may be the majority of the thesis introduction (it is also best explained in the following answer).

If she provides a reference to her sources at the end of her paragraph, is she still wrong? It depends, if the information taking from another source is a big amount is still plagiarisms even though she is quoting. This because being the majority of the paper words from another person is wrong.

At the ESL, Miss Brady, the teacher taught me that is important to paraphrase (using synonyms and rearranging words) because is not allowed to use more than 5

words in a row from the original source. Is important to mention the name of the author even if paraphrase. And no lose the original idea.

Producto

This section is composed of four outlines. Those are assignments from the Current Readings class. Each outline have abstract, introduction, conclusion and annotation.

Outline 1 based on the article Interdisciplinary research: a promising approach to investigate elite performance in sports, Buekers et al. (2016)

> **Abstract.**
>
> Interdisciplinary research
>
> Complex process
>
> Elite performance in sport
>
> Ecological-Dynamical approach
>
> **Introduction.**
>
> Elite performance
>
> Appealing and attractive for the observers as it is challenging and demanding for the individuals that bring these skills to fruition.
>
> The ability to smoothly control the multiple aspects that shape and affect these complicated movements.
>
> Result: engender an illusion of easiness.
>
> Fact: the simplest actions rely on complex interactions.
>
> Elite players demonstrate an overwhelming level of mastery.
>
> > Complex multidimensional nature of these skills.
>
> Purpose of the article
>
> > To provide some schema to study complex sports skills in an interdisciplinary research context.
>
> Capturing elite performance
>
> > Time, energy and tenacity into sport disciplines.
>
> > Practice is a relevant but no the solo contribute.

Multidimensional nature of elite performance.

Interaction between dimensions that shape skilled behavior.

Interdisciplinary research in sport

More than a methodology

Interdisciplinary research is a synthesis of concepts, models, and/or theoretical frameworks from two or more distinct academic disciplines.

The cooperation of different disciplines requires a solid preparation and a thorough discussion of the research goals.

Problem: Multitude of dimensions that delineate how a particular player will execute a specific skill.

Dynamical approach and ecological approach

Ecological–dynamical framework: Intrinsic dynamics of the body and its interaction with the environment, were integrated.

The research outline

Research perspective

Monodisciplinary, Multidisciplinary, Interdisciplinary, Transdisciplinary.

Level of analysis

Task level and execution level

Theorical framework

Relative to the scientific discipline / Ecological-dynamical approach Methodology.

Conclusion.

Task level of description is critical.

Challenging nature of interdisciplinary research.

Different disciplines need to be integrated and methodologies need to be mastered.

Interdisciplinary research is growing,

Annotation.

This article in particular was complicated due to the lack of experience in the field. Even thought, the way is organized, makes the reading easy and understandable.

How subjects organize and control such complex movements? This strong question help me to think about how high performance athletes look like they doing no effort, but all this is because of skills, control and practice. One example of this may be Usain Bolt in Rio 2016, at the Olympics he was winning and having a relax face with a smile during the race.

This particular topic about the interdisciplinary research is important in sport, in order to understand more elite performance and its multidisciplinary nature.

Outline 2 based on the article Physical activity for every body: A model for managing weight stigma and creating body inclusive spaces by Pickett, and Cunningham, (2017).

Abstract.

Idealization of thin bodies

Fat individuals are stigmatized in physical activity spaces

Health at Every Size paradigm

The creation of body-inclusive spaces

Introduction.

Modern weigh culture obsesses with weight loss

Messages equating thinness with health and body fat = negative traits

Weight stigma leads many individuals to avoid physical activity (body inclusive environment needed)

Body weight is far more complex than the oversimplified model of "calories in versus calories out" implies

Higher levels of body fat = more likely depression and anxiety

Meta-analysis of 26 body fat studies found that there is a small protective effect in being overweight

Health at Every Size (HAES) has developed, encouraging healthy behaviors while remaining explicitly neutral with regards to body fat.

The problem: Weight stigma and Physical Activity (PA)

The perception that fatness is optional often allows prejudicial ideas and discriminatory actions to be couched as helping, encouraging, or tough love PA classes, and fitness centers are spaces where fat people can experience the highest levels of judgment, shaming, and avoidance

Fat people seek to begin exercise regimens at home, in private

Stigma separates individuals into distinct categories, each receiving differing levels of socio-political and cultural power based on group affiliation

Fat individuals are relegated to a lower social status because of body size

Body weight is controllable and that fatness is self-inflicted and negative

The need for inclusive spaces and activity for all

PA outlets should be welcoming and inclusive of everyone

Developing a philosophy and culture of inclusion and respect

Individuals must feel included for a program to be inclusive

Model of body weight inclusive PA spaces

Cultural commitment

To ensure that participants are valued regardless of body size

Leadership commitment

Creating change in organizational culture and instilling values

Physical spaces

Inclusive leisure and PA spaces for all bodies

Inclusive language

Language used to classify individuals

Sense of community

Feeling that members have belonging, they matter to one another

Participant Autonomy

Confidence in their ability to participate without problem.

Physical well-being

Psychological well-being

Conclusion.

To create inclusive spaces that encourage the participation of a group largely marginalized in the current PA climate.

Rather than focusing on weight loss as a primary goal, PA outlets should begin to model themselves to focus instead on healthy activity for participants.

Weight loss is not their primary focus, but rather that regular active embodiment of individuals and overall health are, regardless to where weight may fall.

Annotation.

This article is mainly about out to involve all kind of people in physical activities, especially people who is starting in that life style and those who do not have a slim body.

I think this topic is very interesting and also the researcher explained in the best way. It is understandable, clear, identifiable and whit relevance.

I can relate a little bit with this topic because growing up I was not the kind of person into sport or physical activities. Those places sometimes can be a little selective between members and is hard to be new and no to feel that part of inclusiveness. Even do the body image was not my problem, I preferred working out in my house by myself than be the new person with not condition and without the attention needed.

If the organizations work on the statements mentioned on the article, not just the earnings would improve, but the health benefits will improve the life that more people and the environment would be more pleasant.

It is important to mention that Physical activity is not only practice because of vanity, but because all the advantage that have a physical and physiological well-being.

It is necessary to offer places where people new in the physical activity world and without the "typical body" can work out with no judges, shame and a safe environment.

The model proposed can be work, but is not only an organization or employees job. It is a mental chip that everyone include me need to change in order to help other people and be happy for the person that want to start a healthy life, giving cheers and free of any kind of discrimination.

As a future managers the use of this model will be essential for the good of the organization, ourselves, and people with different types of bodies that want to have a healthy life style.

Outline 3 based on the article Integration and physical Education: a review of research by Marttinen, McLoughlin, Fredrick III and Novak (2016).

Abstract.

Physical activity in school.

How to introduce physical activity into the classroom.

Benefits from physical activity into the classroom.

Introduction.

Beneficial effects of physical activity on academic achievement is a fact.

The prevalence of insufficient physical activity in U.S. is increasing for children and youth, especially in the school environment.

Common Core State Standards (CCSS)

American education system has introduced the CCSS Initiative.

Many different levels of environmental influences that affect a child's development.

Learning environment is one of them.

Integration of common core into physical education.

Integration of physical activity into the classroom or school day.

Knowledge about integration

Education reform in 2001 de-emphasis subjects such as music, art, and physical education.

Classroom teachers are increasingly being encouraged to incorporate

Physical activity into their classes.

Encouraging collaboration and building school community.

Core content integrated into physical education

Schools with short-term assessment pressures.

Limited the capability of the teacher to deliver high quality instruction.

Teachers refining their strategy into a specific style with a narrow focus.

Making it extremely difficult for them to adopt new practices,

Schools adopting integration as a regular aspect of the physical education program

High level of expertise for performance-led teaching environments, where feedback was often integrated into teaching.

Core subjects in physical education settings could be effective:

Developing language skills.

Understanding math.

Acquiring knowledge by adopting movements to solve various problems.

An integrated approach to physical education satisfied the needs of students' physical activity levels.

Physical activity integration in the classroom.

The implement of a new physical activity unit is need it.

In studies, physical activity breaks has an outcome positive in children.

Cognitive functions are ameliorated with exercise.

Attitudes toward physical activity integration.

Students' attitudes, experience, and motivation play an influential role in educational settings.

Intrinsic motivation, perceived competence, and effort significantly improved as a result of the integrated school-based physical activity intervention.

The goal is introducing physical activity into core subject lessons.

Conclusion.

Physical education settings may hold potential to integrate different academic subjects.

Is important to increase the perceived value of physical education to administrators and policy makers.

Annotation.

Physical activity is part of the life. I remember when I was a kid one of my favorite classes in elementary and middle school was physical education. I was an elementary school for a few years and the kids still remain excited about that subject. In fact, now they also have like a 10-15 minutes wake up activity right before start class. They dance a choreography at least 3 times per week in the morning and I used to enjoy how little kids are having a good time and starting the day in the best and healthiest way possible. On the other hand, it is sad the less emphasis that the educational reform is giving to the physical activity. Yes, students in America have the time for that subject in school but now it is necessary to integrate it to the classroom. To have an extra and new time combining the physical activity with the academics subjects. And according with several research in this field, this change will help

children to developing language skills, understanding math and acquiring knowledge by adopting movements to solve various problems between much more benefits. Exercise will help cognitive functions and what a best way to do it that into the core subject lessons. But is very important that Administrators and school policy makers understand it and implement a program for the benefits of students.

Outline 4 based on the article, The role of servant leadership in developing an ethical climate in sport organizations by Burton, Peachey and Wells (2017).

Abstract.

Servant Leadership

Ethical Climate

Trust and organizational justice

Introduction.

Sport world plagued with ethical improprieties and scandals in recent years.

The need for evaluation of leadership as necessary component for reform in sport organizations and in intercollegiate athletics.

Leadership is considered critical to fostering a more ethical climate within sport organizations.

Servant leadership is vital in establishing an ethical climate in the organization

Purpose of the article:

To explore the influence of servant leadership on perceptions of an ethical climate in intercollegiate athletic departments.

Servant Leadership

Follow and ethical or moral basis.

Desire to make a positive difference in the lives of followers (altruistic calling)

Fostering spiritual recovery in support of followers suffering from hardship.

Wisdom – aware of surroundings and anticipate consequences.

Persuasive mapping – created shared and compelling reasons for actions.

Organizational stewardship – ethical business practices.

Six areas of servant leadership:

Conceptualized, stewardship, authenticity, providing direction, humility and interpersonal acceptance.

Ethical Climate

Organizational climate that captures employees' perceptions of ethical policies, practices and procedures of organization.

Is related to organization commitment, voluntary turnover intentions and job satisfaction.

Is establishing by setting clear standards for employees.

Ethically servant leaders can establish an organizational climate where acting the right way and doing the right thing are valued, encouraged, and expected.

Trust in Leaders

Trust in the leader indirectly impacts the relationship between servant leadership and organizational outcomes.

Trust created by a servant leader facilitated an open climate, built a helping culture, and was associated with organizational citizenship behaviors.

Servant Leadership and Organizational Justice

Is the fairness of the procedures used by leaders to determine outcome distributions or allocations, and the fairness.

Includes four factors:

Distributive justice with a focus on the fairness of the distribution of resources.

Procedural justice that focuses on the fairness of the procedures used to distribute resources;

Interaction justice with two factors:

Interpersonal justice and informational justice

Conclusion.

Servant leadership has a big influence on fostering trust to employees and trough that, help support perceptions of an ethical climate.

Servant leader's support and ethical climate thru the mechanism of procedural justice.

Servant leadership behavior by an athletic director lead to an ethical climate by athletic department personnel.

Annotation

I really enjoy to read this article. As future sport managers we need to be able to have the tools for an ethical, healthy and safe work environment.

This is the first time that I read about servant leadership, as a manager we have the obligation to be leaders shaping the norms and values of the organization that we are working on. And according to the article, with this, create ethical norms that are able to guide morally or immorally to employees. This specific type of leadership is based mainly in altruism due to the leader emphasize the needs and development of others which means employees.

I believe that this leadership with fit completely in the sport industry. Leaders with create an ethical climate focus on the employee well-being in the sport organization like intercollegiate athletics. Leaders with ethical priorities, are honest, caring, fare, with balanced decisions and mainly offering trust to followers having positive behaviors and outcomes. Which I truly believe is like a manager should be, do and offer.

Conclusiones

Literature review shows different perspectives about sexual harassment, how the target, the harasser and bystanders are involved and different settings when sexual harasser can be present such as work environment. However, there is a notable lack of information in sport environment. Specifically information about SH with administrative staff in sport programs and college coaches. Because of this, the aim of this research is to study the sexual harassment in athletic department personnel and the incidence at which men and women experience this problem. Administrative staff may suffer SH due to a peer or a supervisor and the coach would also suffer SH because of an athlete of even be the harasser themself. The organization, in this case the college, will play a very important part in the SH cases, how often they are present and how they deal with that. It is possible to have as a negative role model de Bayton University case and learn about it and do not follow that example.

The main proposal for the future in order to eliminate SH is related to policies. Scarduzio et al. (2018b) mention policies should include discussion of the harasser and target dyads and challenges (male/female, female/male, male/male and female/female) and also include the type of online SH. Scarduzio et al. (2018a) also support the idea of policies and online SH and they add interventions and punishment for harassers, detail reporting steps, event reporting and event recording. A zero tolerance policy is the best option to fight against SH. With the zero tolerance policy, bystander will be more likely to report any type of SH because they do not want to go against any company policy. And with this policy there will be a better environment for reporting. The purpose is to diminish the level of risk making complaints. Besides this, the complaints need to be taken seriously and with an appropriate punishment for the harasser (Jacobson & Eaton, 2018). With all the above, if someone is sexually harassed, it will be easier to tell the harasser to stop and report the problem (Soni & Soni, 2018).

It is important that policy makers understand all the reasons behind the SH, and so, there will be more effective interventions (Alonso, 2018). What we need is structural interventions in order to reduce stigma at the societal-level (Hughto et al., 2017).

The person in charge plays an important role with SH. The role of supervisors is to treat their employees equal and be attentive at the workplace. More interaction

and team dynamics (Shier et al., 2018). Scarduzio et al. (2018b) also emphasizes on the supervisor and manager role and how the people in charge should be serious about claims. In a campus environment, SH can be a precursor to sexual violence. The role of campus officials it is to intervene and prevent SH as a component of sexual violence prevention on campus (Wolff et al., 2017).

Besides policy, to eradicate SH, there is also a need in the workplace to increase security and video cameras and checking often on employees (Good & Cooper, 2016).

Another option would be to implement a bystander program. This will help to create prosocial skills that may prevent SH. With the programs the myths around SH would be eliminated. It is common that persons in favor of violence against women support a violent act. Thus, the bystander program helps due to person who had a similar situation and will intervene as a bystander in a SH act (Franklin et al., 2017).

Finally, a suggestion that I believe it is essential to have to research more in this problem, it is about create a universal measure of sexual stressors to can relate the same questionnaires to men and women (Reddy & Murdoch, 2016). To have better results and understand more to get a solution in a universal matter.

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Evaluación de la práctica

UANL
UNIVERSIDAD AUTÓNOMA DE NUEVO LEÓN
FACULTAD DE ORGANIZACIÓN DEPORTIVA

Dirección de Servicio Social y Prácticas Profesionales

RC-07-073
Rev: 00-09/10
V.01-10-2010

Evaluación de Desempeño de Prácticas Profesionales

Datos del alumno	Ada Nohemí García Dávilas
Matrícula:	1213622
Nombre del Alumno:	Ada Nohemí García Dávilas.
Facultad:	FOD
Carrera:	MAFYD

Datos de la Empresa:

Empresa/Institución:	FOD
Departamento/Área:	Investigación
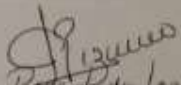
Evaluación	Excelente	Bueno	Regular	Malo
Asistencia	✓			
Conducta	✓			
Puntualidad	✓			
Iniciativa	✓			
Colaboración	✓			
Comunicación	✓			
Habilidad	✓			
Resultados				
Conocimiento profesional de su carrera	✓			

Observaciones:

Excelente desempeño

Alma Rosa Lydia Lozano Gzz
Nombre y firma del jefe inmediato

Docente-investigadora
Puesto del jefe inmediato

Sello de la institución/dependencia

Visión 2020 UANL

150 HOUR EVALUATION

NAME OF STUDENT: ADA GARCIA

NAME OF INTERNSHIP ORGANIZATION/AGENCY: ASU ATHLETICS

NAME/POSITION OF EVALUATOR: RICH ZVOSEC

INSTRUCTIONS TO THE EVALUATOR: Please complete the evaluation below in order to provide the student and university supervisor with input regarding the student's performance at the internship site. Evaluate the student using the following scale:

5 = Excellent
4 = Good
3 = Satisfactory
2 = Needs Improvement
1 = Unsatisfactory
0 = Don't know

PERSONAL FITNESS FOR INTERNSHIP	5	4	3	2	1	0
A. Appearance: appropriately and neatly dressed and groomed	X					
B. Emotional Control: poise, self-control	X					
C. Enthusiasm: evidence of liking to teach, zeal and eagerness	X					
D. Health: capacity to meet physical demands of assignments	X					
E. Sense of humor: ability to appreciate amusing situations and to laugh at one's self	X					
F. Tact: sensitive to motives and moods of others	X					
G. Judgment: maturity decision making	X					

PROFESSIONAL ATTITUDE AND COMPETENCE	5	4	3	2	1	0
A. Acceptance of extra internship assignments: willingness to accept all assigned responsibilities	X					
B. Acceptance of local philosophy of the program: tries in every way to further program	X					
C. Cooperation: willingness to cooperate with the administration and co-workers	X					
D. Dependability: fulfills obligations and achieves objectives	X					
E. English Usage: uses correct English, speaks clearly and with ease	X					
F. Intra-personal relationships: strives to achieve and maintain relationships	X					
G. Initiative: willingness to organize necessary procedures	X					

H. Knowledge of subject matter: demonstrates adequate preparation of subject matter	X					
I. Promptness: punctual and performs duties accurately, times tardy or absent	X					
J. Resourcefulness: meets new and/or difficult situations adequately	X					
K. Quality of work:	X					

PROFESSIONAL EFFECTIVENESS	5	4	3	2	1	0
A. Care of facility and equipment: physical equipment conveniently and attractively arranged, free from defacement	X					
B. Effective methods and management skills, good discipline, wholesome learning environment, and democratic atmosphere	X/A					
C. Effectiveness in securing pupil's growth in skills, knowledge, and understanding; desirable attitudes and interests; good work and study habits	N/A					
D. Planning: effective presentation of work	N/A					
E. Understanding of pupils: familiar with child and/or adolescent psychology and applies this knowledge	N/A					
F. Use of supervision: makes appropriate use of available resources	X					

PREDICTION OF SUCCESS AS A FUTURE PROFESSIONAL

A. Specific weaknesses:

WORK ON BEING MORE VOCAL

B. Specific Strengths:

SELF STARTER
VERY DRIVEN
RESULTS ORIENTED

C. Other Comments:

OUTSTANDING JOB !!.

D. Did you visit with the intern about this evaluation?

YES

_____   4-15-19
Signature of Supervisor   Date

RESUMEN AUTOBIOGRÁFICO

ADA NOHEMI GARCÍA DÁVILA

Candidato para obtener el Grado de Maestría en Actividad Física y Deporte con Orientación en Gestión Deportiva.

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