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## The Impact of Dance on Physical, Intellectual, and Social Aspects of College Life

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**The Impact of Dance on Physical, Intellectual, and Social Aspects of College Life**

A Thesis

Presented to the Department of Education

College of Education

and

The Honors Program

of

Butler University

In Partial Fulfillment

of the Requirements for Graduation Honors

Jenna Hensen

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**Abstract**

This study aimed to examine the physical, intellectual, and social impacts of dance on collegiate life. Members of the Butler University Dance Team were surveyed, and 3 members were interviewed in order to gain insight into how they perceived dance has impacted various aspects of their college life. Results showed that increased physical activity levels, academic motivation from teammates and coaching staff, as well as a positive relationship with teammates were positive aspects that dance team participants added to their college experience. Negatively, results showed lack of time for proper warm up, intense time commitments, and pressure to maintain a specific body image to be negative aspects of dance team participation in college. This study thus gave insight into a multitude of factors, both positive and negative, that come with dance participation at the collegiate level.

**Literature Review**

Dance encompasses a wide array of styles and performance opportunities that provide chances for individuals of all ages and skill levels to immerse themselves in the art form. The implications of dance participation are important to consider due to the widespread presence of this activity. In all of its various forms, dance is commonly used to improve physical fitness. For the purpose of this research, the Butler University Dance Team was utilized to gain more information and insight into the physical, social, and intellectual aspects of dancing in college.

Beyond just dancing in college, for all age levels, “participation in partnered dance styles is associated with perceived improvements in physical fitness... and that perceived benefits may increase as individuals dance more frequently and over longer periods of time” (Lakes et al. 117). Since partnered dances are commonly practiced by individuals of all ages, people both young and old are able to raise their heart rate through participation in the most elementary dance

classes. For example, many traditional dances, which are certainly less physically demanding than those movements done by individuals in the ballet or competitive dance world, are able to improve the physical fitness of participants after a series of classes. Simply getting individuals moving through even the most basic of dance moves is able to improve cardiovascular health which is essential in order to maintain a healthy lifestyle (Douka et al.).

These physical benefits are only amplified for those who spend more time in rigorous ballet, jazz, or other modern dance classes. When looking at the time dancers spend at a moderate-to-vigorous physical activity level (MVPA) in dance class, as measured by an accelerometer, more than two-thirds of the time dancers spend in class was characterized by at least a light activity level (O'Neill et al.). Not only do activity levels increase over the course of the class, but it is also evident that girls who have greater levels of dance training obtain more MVPA than their counterparts who are not as experienced (O'Neill et al.). Individuals who have reached a level in their training that would allow them to pursue dance after high school have likely started to maximize their MVPA during class, thus maximizing their exercise potential (O'Neill et al.).

According to a 1988 study of a multitude of dance team participants, after analysis of participants before and after four months of dance team participation, it is evident that there are many physical benefits to involvement on the team (Blackman et al.). Physiological tests such as maximum oxygen uptake, maximum bench press, and body composition as measured by skinfolds and percent body fat before and after four months of dance team participation all showed physical improvements (Blackman et al.). In comparison to individuals only participating in regular physical education classes, dance team participants had a significant

increase in physical fitness which further showcases the potential positive impact dance team involvement can have on physical health (Blackman et al.).

Benefits of dance participation expand well beyond the physical impacts of dance, and participation in dance also has the potential to impact an individual's cognitive capabilities. To put this into perspective, “dancing compared to conventional fitness activity led to larger volume increases in more brain areas, including the cingulate cortex, insula, corpus callosum and sensorimotor cortex” (Rehfeld et al. 1). Dance not only provides participants with a physical workout but also an intellectual workout as remembering choreography requires immense attention and an active mental state (Rehfeld et al.). Yet, it is important to consider the immense time commitment required to excel at a high level of dance. For example, most college dance teams practice for more than three hours at a time at least three days a week, and college ballet programs often have their dancers in the studio up to eight hours a day (Feller). When attempting to balance a rigorous academic load along with a demanding dance schedule, the possibility of academic success being placed on the backburner comes into question.

Dance also has the potential to socially impact participants simply due to the immense time demands necessary to be successful. With the time commitment previously described in mind, it is clear to see how this kind of time commitment gives dancers an opportunity to generate meaningful relationships with others who share their passion for dance. These social impacts also do not end when a dancer finishes their career as, “primary social support network for dancers remained intact after career termination. The dancers perceived this continued social support to positively influence the overall quality of career transition experienced” (Willard and Lavalley 266). Specifically, dance is also able to positively impact participants as it creates a safe

social space for individuals to explore emotional expression through movement while providing a non-judgmental atmosphere (Duberg et al.).

However, there are some negative emotional and social impacts that come along with dance participation, such as the over-sexualization of young dancers in the media (Schultz). Thus, while the benefits to dance participation are undoubtedly there, this means that there is an area in which caution needs to be exhibited when looking at starting dance participation. It is also important to note that dancers are highly susceptible to a variety of mental disorders due to the societal pressure to maintain a slim body (Arcelus et al.). In comparison to the general population, dancers can be up to three times more likely to develop eating disorders such as anorexia nervosa, and this issue, driven from the societal standard of beauty, is damaging to both the physical and mental health of the dancer (Arcelus et al.). Though previously stated as a benefit to dance, this study suggests a potentially negative social component to dance participation that could potentially offset the benefits of dance involvement. In other words, is dance participation and its impact on various aspects of an individual's life primarily positive or negative?

While many prior studies focus on dance as a whole, there still remains questions as to how dancing at the collegiate level impacts the physical, intellectual, and social aspects of a college student's life. Although professional dancers or child participants are often the focus of study, collegiate dancers represent a group that is in need of further focus and study. Thus, by examining a college dance team at Butler University, in combination with information obtained from these prior studies, the following research questions and methodology have been formulated.

## **Methodology**

### *Participants*

In order to determine what impact, if any, team dancing in college had on physical, intellectual, and social aspects of collegiate life, case study methodology was utilized, and the Butler University Dance Team was both surveyed and interviewed. This study was triangulated based upon survey results, interview information, and a literature review. The participants eligible for the study were the 32 members of the Butler University Dance Team. Members of the team ranged from first year students to seniors, and the sample included participants from all classes to ensure a diverse sample. Participants for the survey were recruited via email, and respondents were able to indicate if they would be interested in completing a follow up interview.

### *Survey Data*

In order to obtain survey data, a Google form (Appendix A) was utilized and sent to all members of the Butler University Dance Team in October 2021. A reminder email was then sent prior to the survey closing after one month of accepting responses. The survey started with a consent statement to ensure that all participants were aware of the study they would be partaking in before answering any questions and so participants knew they could stop participation in the survey at any time without penalty.

The survey was divided into four subsections (demographic, physical, intellectual, and social questions). In the demographic section, participants were asked questions to determine how many years they had danced, as well as their current year in school. Physical questions centered around how long the participants spent dancing for their team and doing other workouts during the week, and the survey allowed participants to detail their perceived levels of physical impact since joining the team. Intellectual questions allowed participants to evaluate how they



prioritize their schoolwork along with their commitment to collegiate dance. Social questions consisted of a series of statements with a sliding scale that allowed participants to either agree or disagree with statements surrounding how dance has impacted their relationships in college. Additionally, questions about body image were included in this section. This section included opportunities for participants to explain their thoughts in detail via a free response section.

### *Interview Data*

In order to obtain interview data, when the survey was sent out, participants were asked to contact the researcher via phone or email if they were willing to participate in a follow up interview (Appendix B). From there, three individuals from three different classes were selected to ensure a diverse sample of participants with a wide range of experiences on the team. Before answering any interview questions, the participants were asked to sign a consent form, and all interviewed participants agreed to having the interview audio recorded and notated. All interviews took place in December 2021 which was after the conclusion of the survey data collection.

Like the survey, the interview questions were divided into four subsections (demographic, physical, intellectual, and social questions). Demographic questions gave interviewees the opportunity to describe their day-to-day life in more detail than room allotted for on the initial survey. Physical questions allowed these individuals to answer questions that dealt with intensity and duration of practices as well as their need to participate in physical activity outside of practice in order to stay in shape. Intellectual interview questions centered around how dance influences when these collegiate dancers are able to complete their assignments, and lastly, social questions allowed interviewees to explain the relationships they have developed with their teammates and other individuals on campus. In this subset of

questions, interviewees were also able to reflect on their perceived amount of free time in comparison to their peers who do not participate on a collegiate level dance team.

## **Results**

### *Demographics*

The survey was sent to all 32 members of the Butler University Dance Team, during the one month that the survey was open, 18/32 members responded to the survey for approximately a 56% response rate. Out of the 18 respondents, 3 were first year students, 8 were sophomores, 4 were juniors, and 3 were seniors. All respondents identified as female with an age range of 18-21 years. For the three individuals who participated in interviews after completion of the survey, one was a first-year student, one was a junior, and one was a senior. All participants had at least ten years of dance experience with a range of 10-18 years of dance experience at the time of the survey. The mean number of years of dance experience for the 18 participants of the survey was 15.1 years.

### *Physical*

#### **Practice**

Interviewees were asked to describe a typical practice in order to determine the physical demands of a typical practice. All three participants stated that practices occurred twice a week for three-hour periods. Practices start with 15 minutes of conditioning or strength training followed by a 15-minute period of stretching. After that, participants explained that the remaining practice time is devoted to different tasks depending on the performance schedule for the week and upcoming weeks. Oftentimes, this time is spent learning routines for upcoming performances, or, if the team learned a new routine at the last practice, this routine will be reviewed. After routines are learned and reviewed, the team will run each routine at least twice

full out before the conclusion of practice. Since each gameday performance includes two routines, interviewees mentioned that multiple routines are often being learned, reviewed, and practiced over the course of the same week. All three interviewees agreed that while the time devoted in practice to review is lower intensity, time spent running dances and conditioning is very high intensity and provides a good workout. One individual mentioned, “If we are learning dances, practice may not be as physically demanding, but if it is a day we are preparing dancing for an upcoming game, we will probably have to run through them a lot of times and it will be very physically demanding”.

### **Time Commitment**

Both survey participants and interviewees stated that practices occur twice a week for three-hour periods. When asked to estimate their overall time commitment, survey respondents indicated that they spent anywhere from 6-20 hours a week participating in practices and games for the dance team. An average of 10 hours of dancing per week was estimated by survey respondents, however, many respondents mentioned that this value could greatly vary based upon the required number of performances each week. Although a mean of ten hours per week was devoted to dancing in season, interviewed members all shared that they did not participate in dance during the summer offseason as they often devoted this time to academic or job endeavors.

Beyond the required practices and performances, survey respondents also participated in other physical activities, such as weightlifting and other forms of cardio such as running, throughout the weeks which ranged from 0-14 hours a week. Dance team members had a mean of 5 hours per week spent on physical activities that they participated in on their own time. Interviewed members noted that they felt a need to work out outside of practice in order to stay in shape for practices and performances at games. One member mentioned, “I feel as though

lifting weights outside of practice helps keep me in shape and improves my dancing ability. I feel much better when I devote time during the week to working out outside of practice”.

### **Injury**

For the purpose of this research, an injury was defined as a result of a missed day of dance participation in the past year due to a changed physical condition. Survey results indicated that 55.6% of the respondents have not been injured from dancing in the past year. For the 33.6% of individuals that had been injured in the past year, they reported only being injured one or two times in the past year. None of the interviewed members of the Butler University Dance Team had been injured in the past year, and these individuals noted that injury was not one of their primary concerns with dance team participation.

### **Comparison to Peers**

When survey participants were asked how they perceived their physical activity levels compared to their peers, 100% of respondents indicated that they feel as though they are more active and health conscious due to the specific time they have set aside for practices and games. Specifically, when asked if she felt as though she was more active than her peers, one respondent stated,

“Yes, because I have required practices that time of my week is always blocked out and I've followed a similar schedule throughout my life. When I was younger, attendance at dance was mandatory and every week I engaged in physical activity through dance consistently. I also find that I need some sort of physical activity to occupy me when I am off of dance. Because I have always channeled anxious energy into my dancing, I have found it therapeutic to engage in some sort of physical activity such as walks and cycling when I have a day off or a break”.

All other respondents shared similar opinions as several individuals stated that having blocked out time in their schedule forced them to keep up with their physical health whereas their peers could easily skip a workout or two for academic or social events.

### **Physical Perceived Impacts**

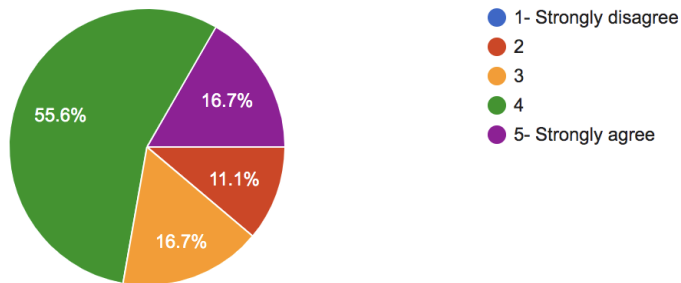
Members of the Butler University Dance Team were asked how they felt their health had been impacted since entering college. A majority of respondents, 89%, indicated they felt as though they had seen physical benefits since beginning their collegiate career. These individuals noted improvements to both endurance and strength, and one respondent even mentioned that she felt as though she was in, “the best shape of my life”. A minority of respondents, 11%, indicated that they had different feelings towards how dance has impacted their collegiate experience. Both of these individuals stated that collegiate dancing was negatively affecting their health because there is a limited time to warm up and stretch in comparison to how they were previously training. These two individuals feel as though these changes have resulted in a negative impact to their physical health because they viewed a proper warmup as an integral part of improving their dancing and overall fitness.

### *Intellectual*

### **Academic Prioritization**

Members of the Butler University Dance Team were asked to evaluate their relationship between dance and their academic work. Survey results revealed that 78% of dancers either “sometimes” or “do” prioritize their commitments to the dance team over academics. Although dance can take priority over academics for these individuals, a majority of respondents indicated that they do feel pressured to maintain a higher GPA because of dance (Figure 1). Nobody

strongly disagreed with this statement, and 72% of respondents either strongly agreed (5) or agreed (4) with the statement.



**Figure 1.** Dancers were asked on a scale of 1-5 to rank if they feel it is necessary to maintain a higher GPA because of their involvement on the dance team.

### **Intellectual and Dance Balance**

When asked to describe how they balanced their time between dance and coursework members of the dance team indicated that time management and planning was key. Some dancers used required practices and games as their break from academics while others made sure to simply add in time to relax after their commitments to dance were met. Interviewees indicated that they have to structure their studying around practices. For those who like to study in the evening, this means that they often have to find a different time to study which is not always their preferred time of day. They also mentioned that finding balance is easier or harder depending on the number of required game performances during the specific week.

### **Perceived Intellectual Impacts**

Members of the Butler University Dance Team were asked how they felt their GPA had been impacted due to dancing at the collegiate level. Responses to this question were mixed and varied based on the respondent. Some individuals felt as though dance takes away from time

spent studying. These individuals felt that when there is a game they must perform at during the week of an exam; they do not perform as well academically as they potentially could have. One respondent stated, “Dance has definitely made me feel like I have less time to prepare for exams, especially with weeknight basketball games. It has not affected my GPA thus far, but I feel that it will this semester”.

On the other hand, a fair share of respondents felt as though dance has actually helped their GPA. They mentioned that dance has forced them to be organized, and they feel as though dance is simply a much-needed break from academics. One respondent indicated, “I think dance takes time away from studying, but I also think it’s a good break and a great social outlet and physical outlet that I wouldn’t have otherwise. I think my grades are better because of dance because I have to manage my time”.

Members of the dance team also indicated that the coaching staff encourages and motivates them to keep their grades up. These individuals felt as though the coaching staff provided them with external motivation to prioritize academics and one respondent indicated, “Dance team has encouraged me to maintain above a 3.5. Our coach is really into keeping our grades up and maintaining a good GPA throughout our time at Butler”.

### *Social*

In order to determine the relationship members of the Butler University Dance Team have with their teammates and other individuals they have met on campus; survey participants were asked to respond to a series of statements on a 1-5 scale. A response of 5 indicated that the respondent strongly agreed with the statement whereas a response of 1 indicated that they strongly disagreed with the presented statement.

### **Relationship with Teammates and Peers**

When asked if their closest friends on campus were individuals they have met through dance, 22% of respondents strongly agreed. However, 28% of participants disagreed with this statement. Approximately 44% of respondents were neutral towards the statement, and interviewees indicated that they felt as though they have gained close friendships both on the team and through outside organizations. Survey participants were presented with a similar statement as they were asked to respond to the statement, “My closest friends on campus are people I met through an activity or living situation that is not related to dance”. In this case, all participants responded with a ranking of 3,4, or 5 (mean score of 3.9), indicating strong relationships outside of the team.

Looking more specifically at the relationship amongst members of the team, 72% strongly agreed that dance has brought them closer to their teammates. When given the opportunity to expand on the relationship they have with their teammates a majority of respondents indicated that they have a positive relationship and respect all teammates. Most indicated that they are certainly closer to some teammates due to similar living situations or year in school. One individual spoke very highly of her teammates as she stated,

“I consider them my best friends and see them as people who I can go to for whatever I need. I also know that they will be there for me whenever I need them, and I will be there for them whenever they need me. I always feel so loved, appreciated, and supported by my team”.

Another member that joined the team later into her collegiate career indicated that she had different feelings as she mentioned,

“I am not very close with members of my team. Having joined in my sophomore year, I feel that close friendships were formed prior to my joining the team and it



is hard to make close friends. I almost feel like an outcast, however I do still love the team and dancing with everyone”.

Interviewed members expressed similar feelings as those surveyed as all three mentioned a general respect for all individuals, yet they were all certainly closer to those who they saw outside of practice through Greek life or other living arrangements.

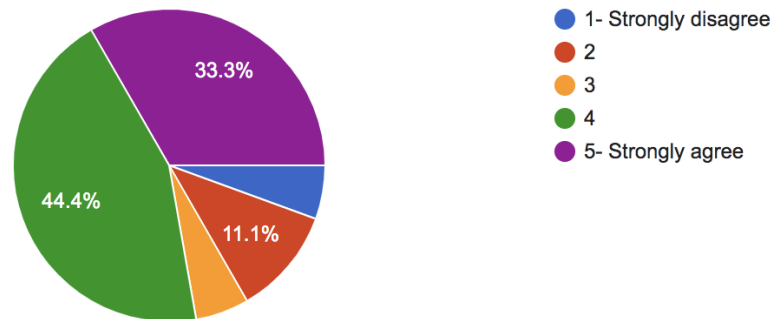
### **Free Time**

In order to gauge how members of the Butler University Dance Team spend their free time and manage their social life outside of the team, the team was asked if they prefer to spend their free time with their teammates or individuals they do not see at dance. Nobody strongly agreed that they preferred to spend their free time with their teammates (mean score of 2.5 on a 5-point scale), but nobody strongly agreed that they would prefer to spend their free time with non-dancers (mean score of 2.9 on a 5-point scale). Interviewed members gave more insight into this question by expressing that since they saw their teammates regularly at practice and games, they sometimes like to see their other friends in their free time to ensure they are able to maintain relationships with a wide array of people. It is important to note that 61% of respondents agreed (response of 4 or 5) that they have less time to hang out with their friends because of dance (mean score of 3.5 on a 5-point scale). Furthermore, interviewees noted that they often cannot commit to social activities due to practice or games as they stated that they never are able to make plans on Tuesday or Thursday night which are reserved for practice.

### **Weight Management**

Looking at how dance has affected the body image and weight management of members of the dance team, a majority of respondents indicated that they feel pressure to watch what they eat because of dance (Figure 2). Additionally, 67% of respondents agreed (response of 4 or 5)

that they needed to maintain a certain weight in order to succeed in dance (mean score of 3.5 on a 5-point scale). Despite these desires to maintain a certain body size for dance, 94.4% of respondents denied using tobacco stimulants or other substances to help them maintain their desired weight.



**Figure 2.** Dancers were asked on a scale of 1-5 to rank if they feel it is necessary to watch what they eat because of dance team participation.

## Discussion

When discussing the overall impact of dance team participation on physical, intellectual, and social aspects of collegiate life, data from the Butler University Dance Team has provided a deeper understanding of these three aspects.

### *Physical Implications*

Data from the Butler University Dance Team has shown that there are clear physical benefits to participating in collegiate dance. Not only did all members feel as though they are more health conscious in comparison to their peers due to the specific team set aside each week for practice and games, but most admitted that they have seen strength and endurance improvements throughout their time on the team. Furthermore, more than half dance team members have not been injured in the past year which shows that in a majority of cases, injury

has not taken away from the physical benefits dance team has to offer for most participants. These benefits that were revealed during the survey data analysis were further supported by information provided from interviewees who described the intense nature of practice that supports endurance and strength training. All of these positive physical aspects of collegiate dance participation were also triangulated with information from prior research were more specific measurements of physical fitness levels such as maximum oxygen uptake, maximum bench press, and body composition as measured by skinfolds and percent body fat before and after four months of dance team participation were shown to have physical improvements (Blackman et al.).

While a majority of the physical impacts of dancing in college appear to be positive, it is still important to note the individuals that feel as though they are hindered by lack of time to properly warm up and stretch. These individuals have directed attention towards an aspect of dancing in college that needs improvement if peak physical performance is to be achieved. Furthermore, changes in this area could also decrease chances of injury which would even further strengthen the positive impact collegiate dance is able to have on the physical fitness of participants.

### *Intellectual Implications*

After analyzing the data from the Butler University Dance Team, it is clear that academic success is also of importance to most members. Although many admit to having to prioritize dance over schoolwork, an overwhelming majority indicated that they are motivated to maintain a higher GPA because of dance. Information from the interviewees indicates that this is likely due to the fact that the coaching staff highly encourages success from its members both at

practice and inside of the classroom. Thus, members of the Butler University Dance Team are positively impacted academically by the environment as members of the team.

Despite the team environment that fosters the desire for academic success, it is still important to note that dance takes a significant amount of time away from the classroom. The immense time commitment required to be a member of this team takes away from time that other students could easily have devoted to studying. Thus, while there are certainly intellectual benefits to being on a team that requires the development of organizational skills to succeed in the classroom, it is still important to note that there are drawbacks that come with increased time commitments outside of normal classwork.

### *Social Implications*

Looking at the social implications of dance team participation, it is clear that most members have positive relationships with their teammates. Although most members also have close friends outside of the team, there are still many friendships and connections made due to dance team participation. While the relationships with teammates is certainly a benefit to dance team participation, it is also important to consider that this has taken away from time dance team members would have with other peers they have met on campus. Thus, there are social drawbacks to team participation despite the friendships developed on the team.

Equally as important to highlight would have to be the pressures that members of the dance team face. A majority of respondents felt pressured to maintain a certain weight to succeed in dance which raises a slight alarm. This could potentially be a positive aspect of team participation because physical fitness is at the forefront of the minds of dancers. However, as seen by prior studies, dancers are highly susceptible to a variety of mental disorders due to the societal pressure to maintain a slim body (Arcelus et al.). Thus, while the dance team positively

impacts members by providing them with an opportunity to gain meaningful relationships with their teammates, caution is needed before classifying this as a socially beneficial collegiate activity due to the pressure team members feel to keep up their body image to stay in shape for the team.

### **Conclusions**

After analyzing data from both the survey and the interviews that were conducted, clearer conclusions on the impact of dancing in college on the physical, intellectual, and social aspects of collegiate life have been established. With respect to the question, how does dancing in college physically impact members of the Butler University Dance Team, it is clear that most students benefit from participating in dance. Due to the time devoted to practice and games, the dance team requires these individuals to focus on their physical health during their time in college. Injury was only a concern for a few individuals, and thus, it can be concluded that the dance team has a positive physical impact for members of the dance team. Intellectually, members of the team are positively impacted by an environment that prioritizes academic success, yet they are hindered by the time that the dance team takes away from their studies. In this area of study, it appears as though there is no clear benefit to dance team participation as the positives are also presented with the drawback of the time dance demands. Finally, when looking at the social implications, dancers have clearly benefited from the relationships they have formed on the team. However, they are negatively impacted by the pressure to maintain a certain body image and most dancers have still developed meaningful relationships with peers outside of the team. Dance team therefore provides participants with a new avenue to expand their social horizons, however, the benefits are not as great as it was physically for participants due to outside social pressures.

While this study certainly provided some answers into how dancing in college affects students, there are more opportunities for further research in the future. It would be helpful to compare the Butler University Dance Team to a collegiate level team that participates in competitions. These teams tend to practice more than a strictly performance-based team, so it would be possible to explore how increased time commitments to dance impacted the physical, intellectual, and social aspects of college life for these individuals (Feller). Additionally, further studies could focus on how majoring in dance performance impacts responses to similar questions. For individuals who do not have another academic focus besides dance during their time in college, it would be possible that this group would have significantly different responses to the previously presented data due to the increased skill level and rigor demanded for dancers who wish to pursue a professional career after completion of their collegiate career.

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## **Appendix A**

### *Demographic Questions*

1. Age?
2. Gender?
3. What is your current year in school?
  - a. Freshman
  - b. Sophomore
  - c. Junior
  - d. Senior
  - e. Other:\_\_\_\_\_
4. How many years have you danced?
5. Are you a member of the Butler University Dance Team?
  - a. Yes
  - b. No

### *Physical Questions*

1. How many hours per week do you spend dancing for your team (including practices and games)?
2. How many hours per week do you spend doing physical activities other than dancing for your team?
3. How many times in the past year has an injury resulted in at least one missed day of dance participation?
  - a. None
  - b. 1-2 times

- c. 3-4 times
  - d. More than 4 times
4. How do you believe your physical health has been impacted since entering and dancing with your team in college? Please explain.
  5. Do you feel as though you spend more or less time dancing with your team/participating in other forms of physical activity than your peers who are not dancers? Please explain.

*Intellectual Questions*

1. Do you prioritize dance over other schoolwork?
  - a. Yes
  - b. No
  - c. Sometimes
2. I feel pressure to maintain a higher GPA because of dance.
  - a. 1- Strongly Disagree
  - b. 2
  - c. 3
  - d. 4
  - e. 5- Strongly Agree
3. How much personal time do you spend on dance outside of the required time commitment for your team?
4. Describe how you balance your time between dance and other coursework.
5. Do you feel as though dance has affected your academic performance (GPA) in college?  
Please explain.

*Social Questions*

1. My closest friends on campus are individuals I have met through dance.
  - a. 1- Strongly Disagree
  - b. 2
  - c. 3
  - d. 4
  - e. 5- Strongly Agree
  
2. My closest friends on campus are people I met through an activity or living situation that is not related to dance.
  - a. 1- Strongly Disagree
  - b. 2
  - c. 3
  - d. 4
  - e. 5- Strongly Agree
  
3. I spend the majority of my free time with other dancers.
  - a. 1- Strongly Disagree
  - b. 2
  - c. 3
  - d. 4
  - e. 5- Strongly Agree
  
4. I prefer to spend my free time with individuals with whom I do not dance with on a daily basis.
  - a. 1- Strongly Disagree
  - b. 2

- c. 3
  - d. 4
  - e. 5- Strongly Agree
5. I have less time to hang out with my friends because of dance.
- a. 1- Strongly Disagree
  - b. 2
  - c. 3
  - d. 4
  - e. 5- Strongly Agree
6. Dance has brought me closer to my teammates.
- a. 1- Strongly Disagree
  - b. 2
  - c. 3
  - d. 4
  - e. 5- Strongly Agree
7. Dance has caused me to not be close with my teammates.
- a. 1- Strongly Disagree
  - b. 2
  - c. 3
  - d. 4
  - e. 5- Strongly Agree
8. I feel pressured to maintain a certain weight to succeed in dance.
- a. 1- Strongly Disagree

- b. 2
  - c. 3
  - d. 4
  - e. 5- Strongly Agree
9. I feel pressured to watch what I eat because I am a dancer.
- a. 1- Strongly Disagree
  - b. 2
  - c. 3
  - d. 4
  - e. 5- Strongly Agree
10. I utilize tobacco stimulants or other products to help maintain my weight.
- a. 1- Strongly Disagree
  - b. 2
  - c. 3
  - d. 4
  - e. 5- Strongly Agree
11. Please describe the relationship you have with members of your team.

## **Appendix B**

### *General Questions*

1. Please describe your normal weekday routine on a day that you participate in dance for your team.
2. Please describe your weekday routine on a day you have off of dance.

### *Physical Questions*

1. How many days a week do you dance? Can you describe the intensity of each practice?
2. How many weeks of the year do you dance?
3. Do you dance outside of your team? If yes, why? If no, why not?
4. Do you have to work out outside of dance to stay in shape?
5. Walk me through a typical practice.
6. Have you been injured from dancing in the past year?

### *Intellectual Questions*

1. How many hours each week do you spend studying on average?
2. What is your preferred time of day to study/do homework?
3. Do you feel as though you have less time to do other homework or study due to dance?
4. Does dance affect when you study and do other homework?
5. Does dance make it more or less challenging to complete other homework on time?

### *Social Questions*

1. Describe your best friends on campus. How did you meet these individuals?
2. How often do you hang out with your dance friends/teammates outside of class or practice?

3. Would you rather spend your free time with dance friends or other people you have met on campus?
4. Do you perceive that you have less free time than your peers that don't dance?
5. Do you have to cancel plans due to dance practice often?
6. Describe the relationship you have with your dance friends/teammates.