MHEDIC Meeting
Columbus, OH
May 2, 2013
The Development of a University Initiative
The Birth of a Partnership

- Built upon a historical community outreach program operating at OSU for the past 40 years, the National Youth Sport Program (NYSP).

- Originally developed in 1968, NYSP was designed to provide economically disadvantaged children and adolescents, ages 9-17, with sport and education instruction in a safe and nurturing environment during the summer months.

- In 2006, all funding was cut from the federal budget to support this program.

- The Community and Youth Collaborative Institute in CSW was doing research and practice in positive youth development and prevention.

- Office of Outreach and Engagement grant provided the opportunity to make our vision of turning NYSP into LiFE Sports a reality.
Partnering Together to Meet Our Strategic Priorities

Department of Athletics

Ohio State University

College of Social Work
Excellence to Eminence

- **University**
  - ‘One University’ – shared vision
  - Research Prominence
  - Outreach & Collaboration

- **College of Social Work**
  - Renew educational programs at the College
  - Enhance the research infrastructure of the College and the research productivity of the faculty
  - Enhance the diversity of students, faculty, and staff in the College

- **Department of Athletics**
  - Create a positive, public identity for the university
  - Engage the community through public service projects and initiatives
  - Teach student athletes essential skills that will enable a lifetime of contributions to their community, state, and nation
  - Make a difference in the community
Needs of Our Community

- Columbus’ youth are facing challenges related to basic needs, family instability, drug and alcohol abuse, and mental health concerns.

- In 2004, 10.3% of all households in Columbus were female-headed households with children (CRP, 2005).

- In 2003, 20.9% of 12th graders in Franklin County reported using Marijuana while 35% of 11th and 12th graders reported drinking alcohol regularly (CRP, 2005).

- Finally, it is estimated that over 12,000 youth ages 5-17 are in need of mental health services and over 5,000 in need of alcohol or drug treatment (CRP, 2005).
Positive impacts of youth development and sport programs include:
- enhanced interpersonal skills,
- self-control,
- self-efficacy,
- commitment to school,
- academic achievement, and
- decreased problem behaviors such as substance use, school misbehavior, aggression, truancy, and high-risk sexual behavior

(Catalano, Berglund, Ryan, Lonczak, & Hawkins, 1999; Roth, Brooks-Gunn, Murray, & Foster, 1998).

With youth spending only about 30 hours a week over 9 months in school, which amounts to only 13% of their time, out-of-school time youth development programs and organizations have been increasingly identified as important institutions that promote healthy youth development and address risk factors (Anderson-Butcher et al., 2006).
Mission Statement

“to enhance the quality of youth development, sport, and recreational programs through service and outreach, teaching and learning, and research, thereby increasing positive developmental outcomes for youth.”
Our Objectives

- **Service & Outreach**: Increase the number and quality of sport and recreational programs that are designed to promote positive youth development among at-risk youth.

- **Teaching & Learning**: Increase the number of highly-skilled youth development professionals in the field.

- **Research**: Build knowledge and best practices in the areas of youth development, social work, and physical activity as well as inform youth development policy.
Service & Outreach
LiFE Sports Camp and Clinics

- **Mission**
  - “To foster social competence among youth through their involvement in sport, fitness, and educational activities.”

- **Primary Objectives**
  - Increase social competence
  - Increase self control, effort, teamwork, and social responsibility
  - Sense of belonging and connection to the LiFE Sports Program

- **Secondary Objectives**
  - Increase youth’s commitment to lifelong fitness and healthy nutrition
  - Increase perceptions of athletic competence
  - Increase exposure to university/college life and interest in pursuing a higher education
  - Refer to other youth organizations and opportunities in Columbus
20 Day LiFE Sports Camp

- Social Competence Education (1 hr./day)
- Sport Enhanced with Social Competence Instruction (3 hr./day)

Primary Outcomes

- Self-Control
- Effort
- Teamwork
- Social Responsibility

Secondary Outcomes

- Social Competence

Long-Term Outcomes

- Healthy Youth Development & Overall Child Well-Being
LiFE Sports Camp and Clinics

- 4 week summer camp offered to economically disadvantaged youth ages 9-15 in the Columbus area
- 15 day social competence curriculum
- 15 day sport curriculum that integrates social competence
  - 9 sports: basketball, dance, football, soccer, volleyball, lacrosse, health and fitness, softball, and swimming
  - Receive each sport for 5 days
- 3 sport activities and 1 educational activity each day
- Career Day
- Culminating event – 2 day LiFE Sports Olympics
- Follow-up Sports Clinics
Social Competence Session Plan

Session 1: Meeting New People
- Meet other team members and begin to develop a social network
- Be able to introduce themselves and start a conversation
- Share information about themselves with others

Session 2: My Actions
- Be able to identify group norms and expectations
- Understand the importance of group norms
- Begin to understand how their actions affect others

Session 3: Social Cues
- Be able to pick out basic body language social cues
- Be able to distinguish between good and bad intentions

Session 4: Listening/Communicating Effectively
- Understand the importance of listening to others
- Demonstrate the ability to listen and follow the guidance of others
- Understand how to use non-verbal and verbal communication effectively

Session 5: Personal Problem Solving
- Understand the basic problem-solving steps
- Be able to apply the basic problem-solving steps when faced with a problem in sports or in daily living

Session 6: Effort
- Understand how each person's individual effort affects their own achievement and the achievement of a group/team

Session 7: Goal Setting
- Understand and be able to apply SMART Goals
- Demonstrate an ability to make SMART Goals
- Understand the importance of goal setting to future achievement

Session 8: Being a Member of a Team
- Understand how upcoming education activities will be geared toward the culminating event
- Understand the characteristics of a team
- Be able to identify what qualities and talents they bring to the team

Session 9: Building a Team
- Understand what it takes to build a team
- Display their ability to work in a team context

Session 10: Team Roles/Being a Leader
- Demonstrate knowledge of different roles in sport and other contexts
- Demonstrate the ability to assume different roles within a team
- Understand and demonstrate the qualities of an effective leader

Session 11: Group Problem Solving/Negotiation
- Be able to apply the self-control and problem-solving skills in group situations
- Demonstrate the ability to negotiate with others
- Demonstrate the ability to work through problems to find a group resolution

Session 12: Social Responsibility
- Acknowledge their contribution to the larger LiFE Sports community
- Understand the importance of social responsibility
- See themselves as part of more than just their immediate surroundings

Session 13: Helping Others
- Demonstrate an ability to help someone in a one-on-one interaction
- Begin to value other people's helping behavior
- Show appreciation for other's helping behavior

Session 14: Building Friendships
- Understand the qualities of a positive friendship
- Demonstrate an ability to engage with other camps in a group activity
- Demonstrate qualities of a "good" friend

Session 15: Tying It All Together
- Complete any remaining project for the Olympics
- Create goals for the Olympics
- Understand expectations for the end-of-camp activity
2012 Service & Outreach Impacts

- Provided 808 disadvantage youth with free, four-week summer camp
- Average daily attendance: 603 youth
- 175 disadvantaged youth were provided with free physicals prior to attending camp
- 60 youth participated in the Youth Leadership Camp which provided leadership experiences and programming
- 362 youth attended 6 clinics from 2011-2012
- 49 youth qualified for early registration
- Developed 3 new partnerships with local community agencies: College of Dentistry, College of Nursing, Center for Latin Hope
Teaching & Learning
Teaching & Learning Strategies

• Youth Development Minor

• Curricular Development
  o SW 2110: Prevention through Sport, Recreation & Play
  o SW 7704: Community Youth Development

• Youth Development Internship & Field Experience

• Professional Development for YD Agencies and Organizations
# Youth Development Minor

<table>
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<tr>
<th>Course Number</th>
<th>Course Name</th>
<th>Credit Hours</th>
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<tr>
<td>HDFS X362</td>
<td>Middle Childhood and Adolescence</td>
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<tr>
<td>HDFS X570</td>
<td>Adolescent Development: A Biopsychosocial Perspective</td>
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<tr>
<td>PSYCH 2551</td>
<td>Psychology of Adolescence</td>
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<td>Take all three of these courses:</td>
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<tr>
<td>COMLDR 5350</td>
<td>Youth Organizations and Program Management (formerly AEE 642 &amp; 643)</td>
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<tr>
<td>PAES X542</td>
<td>Lifespan Motor Development (youth focus)</td>
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<tr>
<td>SOCWORK 2110</td>
<td>Prevention and Youth Development through Sport, Recreation and Play</td>
<td>3</td>
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<tr>
<td><strong>Electives (at least 3 credits)</strong></td>
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<tr>
<td>AFAMAST X290</td>
<td>Black Youth</td>
<td>3</td>
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<tr>
<td>ANTHROP X630</td>
<td>Language and Culture in Education (youth)</td>
<td>3</td>
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<tr>
<td>COMM X501</td>
<td>Mass Communication and Youth</td>
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<tr>
<td>EDUPL X607.07</td>
<td>Adolescent Learning and Development in School Contexts</td>
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<tr>
<td>PAES X245</td>
<td>Leadership in Sport and Recreation</td>
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<tr>
<td>PAES X262</td>
<td>Coaching the Young Athlete</td>
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<td>PSYCH 3555</td>
<td>Adolescent Sexuality</td>
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<td>PSYCH 5684</td>
<td>Psychology of Delinquency</td>
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<td>SOCIOL X310</td>
<td>Sociology of Gangs</td>
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<td>SOCIOL X511</td>
<td>Sociology of Youth and Crime</td>
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<tr>
<td>SOCWORK X597</td>
<td>Adolescent Parenthood and Sexuality: International Perspectives</td>
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</table>
Undergraduate & Graduate Courses

**SW 2110: Prevention through Sport, Recreation & Play**

- Understand and assess the various risk factors that contribute to social, academic and health-related problems among youth, as well as protective factors that promote positive youth development using a risk and resilience framework.
- Understand how participation in evidence-based prevention and youth development programs/activities contributes to positive developmental outcomes for youth.
- Apply theory and knowledge related to human behavior and the social environment to guide the design, implementation, and evaluation of evidence-based prevention and youth development programs/activities in sport, recreation, and play settings.
- Understand the role of social work ethics and ethical decision-making in work with youth in sport, recreation, and play settings.

**SW 7704: Community Youth Development**

- Demonstrate an understanding of past and current issues in community youth development.
- Demonstrate knowledge of important theoretical approaches underlying community youth development strategies and apply this knowledge to different community-based organizations and program models.
- Demonstrate knowledge of the socio-political context of youth development, including relevant policy and macro issues.
- Understand the importance of assessment, programming and evaluation within youth organizations.
- Apply theory and research to the assessment of community need and the development, implementation and evaluation of community-based programs.
### OSU Protecting Minors

**Objectives:**
- To become aware of the frequency of child abuse
- To understand the types of abuse and common indicators
- To understand your duty to report whether they observe the incident directly or it is reported to them by someone else or they have reasonable cause to believe that abuse has occurred or may occur
- To know how to report suspected child abuse
- To become aware of Standards of Behavior
- To understand our accountability

### BSC Student Athlete Seminars

**Objectives:**
- manage camper behavior
- individualize camper instruction
- provide constructive feedback to a camper
- assist in managing camp risks
2012 Teaching & Learning Impacts

- New course developed in College of Social Work titled “Prevention and Youth Development through Sport, Recreation, and Play” – average enrollment of 19 students/quarter
- 7 students completed summer internships with LiFE Sports
- 2 students completed social work field placements with LiFE Sports
- 3 students completed social work field placements at partner agencies
- 5 students completed independent study hours related to the development of LiFE Sports curricula and clinics
- 44 students from at least 17 different majors were employed by LiFE Sports
- 9 student athletes complete paid employment
- 19 students completed practicums for the College of Nursing
- 17 students conducted the annual evaluation
Research
## Program Evaluation vs. University Research

### Program Evaluation

- Annual Goals Related to Outputs – **Process & Fidelity**
  - Service & Outreach
  - Teaching & Learning
  - Research
- Youth Assessments
  - Pre- and Post-tests on **Outcomes**
- Staff Assessments –
  - Training Evaluation - **Quality**
  - Post-camp survey - **Quality**
- Parent Assessment
  - Parent Night Evaluation - **Quality**

### University Research

- Research Priorities
  - Staff qualities and instruction
  - Predictors of social competence
- Youth Development Tool Development
  - Social competence scale
- Student Theses and Dissertations
  - Site Observations
  - Interviews with parents and youth
Outcomes: LiFE Sports Theory of Change

20 Day LiFE Sports Camp
- Social Competence Education (1 hr./day)
- Sport Enhanced with Social Competence Instruction (3 hr./day)

Primary Outcomes
- Self-Control
- Effort
- Teamwork
- Social Responsibility

Secondary Outcomes
- Social Competence

Long-Term Outcomes
- Healthy Youth Development & Overall Child Well-Being
## An Evolving Evaluation

<table>
<thead>
<tr>
<th>Data</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
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<tbody>
<tr>
<td><strong>Youth Outcomes</strong></td>
<td>• Pre/Post Measures – collected from youth</td>
<td>• Pre/Post Measures – collected from youth</td>
<td>• Pre/Post Measures – collected from youth</td>
<td>• Pre and Posttest Measures – collected from youth</td>
<td>• Pre and Posttest Measures – collected from youth</td>
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<tr>
<td></td>
<td>• Registration data</td>
<td>• Registration data</td>
<td>• Youth Interviews</td>
<td>• Registration data</td>
<td>• Youth Interview</td>
</tr>
<tr>
<td></td>
<td>• Pre BMI</td>
<td>• Pre BMI</td>
<td>• Registration data</td>
<td>• Pre BMI</td>
<td>• Registration data</td>
</tr>
<tr>
<td></td>
<td>• Attendance</td>
<td>• Attendance</td>
<td>• Youth Interviews</td>
<td>• Pre BMI</td>
<td>• Behavior Forms</td>
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<tr>
<td></td>
<td>• Journals</td>
<td>• Journals</td>
<td>• Registration data</td>
<td>• Pre BMI</td>
<td>• Attendance</td>
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<td></td>
<td></td>
<td></td>
<td>• Youth Interviews</td>
<td>• Behavior Forms</td>
<td>• Journals</td>
</tr>
<tr>
<td><strong>Youth Leader Outcomes</strong></td>
<td></td>
<td></td>
<td>• Pre/Post Measures – collected from youth</td>
<td>• Pre/Post Measures – collected from youth</td>
<td>• Pre Measures collected from youth</td>
</tr>
<tr>
<td><strong>Process Quality</strong></td>
<td>• Site Observations</td>
<td>• Site Observations</td>
<td>• Site Observations</td>
<td>• Curriculum Implementation Forms</td>
<td>• Curriculum Implementation Forms</td>
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<td>• Curriculum Implementation Forms</td>
<td>• Staff Exit Interviews</td>
<td>• Staff Exit Interviews</td>
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<td></td>
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<td></td>
<td>• Training Day Evaluation</td>
<td>• Staff Exit Interviews</td>
<td>• Training Day Evaluation</td>
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<tr>
<td><strong>Staff Practices</strong></td>
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<td></td>
<td></td>
<td></td>
<td>• Systematic Observations</td>
</tr>
<tr>
<td>**Individual, Family,</td>
<td></td>
<td></td>
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<tr>
<td>Community Impacts**</td>
<td></td>
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<tr>
<td></td>
<td>• Interviews with LIFE Sports parents</td>
<td></td>
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</table>
# Example Process & Fidelity Evaluation

## Service & Outreach Goal:
To increase the number and quality of sport and recreational programs that are designed to enhance the social competence and well-being of at-risk youth.

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Objectives</th>
<th>Activities</th>
<th>Deadline</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LiFE Sports Camp</strong></td>
<td>Increase average attendance at LiFE Sports Clinics by 32% to 35 youth per event.</td>
<td>Develop Twitter and Facebook accounts.</td>
<td>January 2012</td>
</tr>
<tr>
<td></td>
<td></td>
<td>E-mail clinic flyer at least 3 weeks in advance.</td>
<td>Prior to Clinic</td>
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<tr>
<td></td>
<td>Maintain 600 youth registered for camp.</td>
<td>Develop auto-call system</td>
<td>February 2012</td>
</tr>
<tr>
<td></td>
<td>Increase percentage of youth who attend 17 days or more by 4% to 55%.</td>
<td>Add bus stop in Southwestern &amp; Hilliard schools</td>
<td>January 2012</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Distribute camp information to CCS counselors</td>
<td>March 2012</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Continue attendance weekly incentives</td>
<td>June 2012</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Continue attendance policy</td>
<td>June 2012</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Continue early registration window policy</td>
<td>March 2012</td>
</tr>
<tr>
<td></td>
<td>Increase percentage of returning campers by 9% to 40%.</td>
<td>Distribute registration flyer to all past campers</td>
<td>March 2012</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Post camper application in March</td>
<td>March 2012</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Continue early registration window policy</td>
<td>March 2012</td>
</tr>
<tr>
<td></td>
<td>Dismiss less than 5% of enrolled youth from camp.</td>
<td>Create positive behavior rewards program</td>
<td>April 2012</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Improve documentation of behavior</td>
<td>May 2012</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Provide interventions to staff based on areas of behavior need in 2011</td>
<td>June 2012</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Develop a comprehensive document of camp policies and procedures</td>
<td>May 2012</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Conduct site observations with all staff.</td>
<td>June 2012</td>
</tr>
<tr>
<td></td>
<td>Increase awareness of all staff, parents, and youth of camp policies and procedures.</td>
<td>Review camp policies with youth during first day.</td>
<td>June 2012</td>
</tr>
<tr>
<td><strong>Youth Leadership Camp</strong></td>
<td>Increase number of enrolled youth leaders by 36% from 44 to 60.</td>
<td>Invite all previous youth leaders to enroll.</td>
<td>March 2012</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Work with youth agencies to recruit students.</td>
<td>March 2012</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Redesign youth leadership curricula</td>
<td>June 2012</td>
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<tr>
<td><strong>Service Partnerships with Youth Organizations</strong></td>
<td>Increase number of community partners from two in 2010 to four in 2011.</td>
<td>Develop service projects at local youth development agencies</td>
<td>Ongoing</td>
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<tr>
<td></td>
<td></td>
<td>Hold youth development agency meeting to determine key needs in the field locally</td>
<td>June 2012</td>
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<tr>
<td></td>
<td>Partner with two other universities currently providing youth development services or conducting research related to youth development.</td>
<td>Continue research partnerships with Purdue University and Illinois State University</td>
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<td>Continue discussions with Florida State University</td>
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### Outcome Evaluation through Youth Surveys

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<tr>
<th>Objective Measured</th>
<th>Reference</th>
<th># of Items</th>
<th>2008 Y/N</th>
<th>2009 Y/N</th>
<th>2010 Y/N</th>
<th>2011 Y/N</th>
<th>2012 Y/N</th>
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<tr>
<td>Social and Athletic Competence</td>
<td>Harter, 1985</td>
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<td>Y</td>
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<td>Autonomy Support</td>
<td>Standage, Duda, &amp; Ntoumanis, 2005</td>
<td>15</td>
<td>N</td>
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<td>Social Competence</td>
<td>Anderson-Butcher, Iachini, and Amorose 2008</td>
<td>4</td>
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<td>Y</td>
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<td>Belonging</td>
<td>Anderson-Butcher &amp; Conroy, 2002</td>
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<td>Y</td>
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<td>Relatedness</td>
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<td>Social Competence in Sport</td>
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<td>Self Control in Sport</td>
<td>Anderson-Butcher, et al. in progress</td>
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<td>General Athletic Competence</td>
<td>Amorose, 2002</td>
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<td>Sport Specific Athletic Competence (3 items for 8 sports)</td>
<td>Amorose, 2002</td>
<td>24</td>
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<td>LIFE Sports Experience/Program Satisfaction</td>
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<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>N</td>
</tr>
<tr>
<td>Social Responsibility</td>
<td>Anderson-Butcher, 2008</td>
<td>3</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
</tr>
<tr>
<td>Physical Activity</td>
<td>CDC</td>
<td>2</td>
<td>Y</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>Y</td>
</tr>
</tbody>
</table>
Example Outcomes of LiFE Sports

I enjoyed the LiFE Sports program
- Not at all true: 3.90%
- A little true: 8.80%
- Somewhat true: 38.60%
- Pretty true: 20.30%
- Really true: 28.40%

I learned to act responsibly when playing sports at LiFE Sports
- Not at all true: 3.60%
- A little true: 35.60%
- Somewhat true: 35.90%
- Pretty true: 20.90%
- Really true: 18.10%

I am treated with as much respect as the other kids in my LiFE Sports group.
- Not at all true
- A little true
- Somewhat true
- Pretty true
- Really true

I can talk to my LiFE Sports group leader if I have a problem.
- Not at all true
- A little true
- Somewhat true
- Pretty true
- Really true

My LiFE Sports group leader thinks I am interesting.
- Not at all true
- A little true
- Somewhat true
- Pretty true
- Really true

My LiFE Sports group leader respects me.
- Not at all true
- A little true
- Somewhat true
- Pretty true
- Really true
Example Outcomes of LiFE Sports

Perceptions of Athletic Competence

Perceptions of Social Competence

![Graphs showing changes in perceptions of athletic competence and social competence pre-test to post-test across different sports and attendance levels.](image-url)
2012 Research Impacts

- 17 students gained hands-on experience in research through annual evaluation and systematic observations for dissertation data collection
- Partnered with PALS at Purdue University to administer standard outcome measurement tools
- 548 youth completed pre-test surveys; 315 youth completed post-test surveys
- 247 parents completed pre-test surveys; 135 post-test surveys were completed by parents.
- 144 site observations were completed!
- 4 manuscripts and 2 book chapters were accepted!
Expanding & Sustaining the Initiative
Engaging the Community & University

- Department of Recreational Sports
- School of Physical Activities and Educational Services
- College of Education and Human Ecology
- First Year Experience
- Economic Access Initiative
- Office of Student Life
- P-12 Project
- Boys and Girls Club of Columbus
- Ohio Department of Education
- Cardinal Health
- City of Refuge Point of Impact
- The Columbus Crew
Dental HOME was at camp 4 days.

Total Number of Services: 64

- 46 new patient cleanings
- 7 recall cleanings
- 5 sealants
- 4 composite
- 2 extraction

Engaging University Partners to Increase Service & Outreach: The College of Dentistry
College of Nursing: 19 students completed their Community Nursing Practicum

College of Social Work: 2 students completed field practica; 5 students worked on independent studies

School of Public Health: 2 students completed internships

Student Athletes: 9 student athletes completed paid employment positions

Engaging University Partners to Increase Teaching & Learning: The College of Nursing, College of Social Work & School of Public Health
College of Nursing: 
Introducing COPE in 2013 
LiFE Sports Summer Camp

Dr. Rene Olate at College of Social Work is working with colleagues in Chile and Nicaragua to implement model LiFE Sports programming.

Student research data collected by students from College of Public Health, College of Social Work, and College of Education – School of Physical Activity and Educational Services.

Introduction of data collection via technology - iPADs

Engaging University Partners to Increase Research
Sustaining the Initiative

- Camp funding and 25% GRA appointment provided by Department of Athletics
- CSW funds 25% FTE and 25% GRA appointment
- It is anticipated that the LiFE Sports Initiative will need approximately $720,358 to operate on an annual basis.
- An endowment of $18 million will be needed to ensure that LiFE Sports remains a part of OSU forever.
- Working with OSU Development Office
Opportunities for Improvement
### Challenges for the MHEDIC Brain Power

#### Staff Development
- Each year, LiFE Sports hires over 60 staff members. For many of these staff members, it is their first experience working with youth.
- Given funding and time constraints, LiFE Sports only has **ONE** day for staff training prior to the start of camp.
- What are the most pressing topics you would want to make sure BRAND NEW staff members know and understand?

#### Implementation Fidelity
- Each year, LiFE Sports hires over 60 staff members. All recreation and education leaders are given a daily curriculum plan to follow.
- We know it isn’t followed regularly.
- How would you recommend we improve implementation of the curriculum? How do we measure implementation fidelity at camp?
Staff Development

Key Topics:

- Understanding the mission and intentional programming of LiFE Sports – the **WHY**
- Camp Logistics – the **WHERE** and **WHEN**
- Youth Development Principles – the **HOW**
  - Understanding individual differences
  - Providing feedback
  - Creating belonging and relationships
  - Motivating and engaging youth
  - Managing behavior
  - Preventing and report child abuse
Staff Development

- Daily before and after camp meetings with counselors
  - Inspirational/motivational speakers
  - Review of the cues for the day (daily counselor cards)
- Morning & Lunch meetings with Recreational and Educational Leaders
  - Review of curriculum
  - Address any ongoing issues
- Staff Observations
  - How do we integrate this into camp every year
  - Create feedback loops to staff members
Implementation Fidelity

- **Primary objective**: assess degree of curriculum implementation (by LiFE Sports staff) throughout camp for program evaluation

- **Secondary objective**: assess dosage of curriculum received by campers for greater understanding of program impact
**Session 1: Meeting New People**
- Meet other team members and begin to develop a social network
- Be able to introduce themselves and start a conversation
- Share information about themselves with others

**Session 2: My Actions**
- Be able to identify group norms and expectations
- Understand the importance of group norms
- Begin to understand how their actions affect others

**Session 3: Social Cues**
- Be able to pick out basic body language social cues
- Be able to distinguish between good and bad intentions

**Session 4: Listening/Communicating Effectively**
- Understand the importance of listening to others
- Demonstrate the ability to listen and follow the guidance of others
- Understand how to use non-verbal and verbal communication effectively

**Session 5: Personal Problem Solving**
- Understand the basic problem-solving steps
- Be able to apply the basic problem-solving steps when faced with a problem in sports or in daily living

**Session 6: Effort**
- Understand how each person’s individual effort affects their own achievement and the achievement of a group/team

**Session 7: Goal Setting**
- Understand and be able to apply SMART Goals
- Demonstrate an ability to make SMART Goals
- Understand the importance of goal setting to future achievement

**Session 8: Being a Member of a Team**
- Understand how upcoming education activities will be geared toward the culminating event
- Understand the characteristics of a team
- Be able to identify what qualities and talents they bring to the team

**Session 9: Building a Team**
- Understand what it takes to build a team
- Display their ability to work in a team context

**Session 10: Team Roles/Being a Leader**
- Demonstrate knowledge of different roles in sport and other contexts
- Demonstrate the ability to assume different roles within a team
- Understand and demonstrate the qualities of an effective leader

**Session 11: Group Problem Solving/Negotiation**
- Be able to apply the self-control and problem-solving skills in group situations
- Demonstrate the ability to negotiate with others
- Demonstrate the ability to work through problems to find a group resolution

**Session 12: Social Responsibility**
- Acknowledge their contribution to the larger Life Sports community
- Understand the importance of social responsibility
- See themselves as part of more than just their immediate surroundings

**Session 13: Helping Others**
- Demonstrate an ability to help someone in a one-on-one interaction
- Begin to value other people’s helping behavior
- Show appreciation for others’ helping behavior

**Session 14: Building Friendships**
- Understand the qualities of a positive friendship
- Demonstrate an ability to engage with other camps in a group activity
- Demonstrate qualities of a “good” friend

**Session 15: Tying It All Together**
- Complete any remaining project for the Olympics
- Create goals for the Olympics
- Understand expectations for the end-of-camp activity
Implementation Fidelity

- Content
  - Implementation of phases within session
  - Implementation of curriculum lesson
  - Interaction with youth
  - Factors influencing implementation fidelity
    - Environment
    - Youth Engagement
    - Difficulty of curriculum implementation
    - Leadership of other LiFE Sports staff members
    - Supervision
Implementation Fidelity

- **Tools**
  - **Session Logs**
    - LiFE Sports Leaders and Counselors will complete a log after every session to evaluate the session (including curriculum implementation)
      - 4 sessions daily
      - 15 days of curriculum
  - **Systematic Observations**
    - Leaders and Counselors will be observed on curriculum implementation and interaction with youth
      - Observations will take place throughout camp
Learn More About LiFE Sports

Please visit our website:

www.osulifesports.org

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