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Abstracts from the 2019 NRPA Research Sessions

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Preface

Welcome to the 42nd year of research presentations at the Annual Conference of the National Recreation and Park Association. This year marks the 5th year these presentations have held the NRPA Research Sessions (NRS) title, and the first year the sessions became integrated into the general conference as speed sessions. Beginning at the 2015 Conference, research sessions were retitled, and refocused to put greater emphasis on applicability of research to practice and attention to implications for practitioners. Thematic areas for abstracts now reflect the NRPA pillars; Health and Wellness, Conservation, and Social Equity. Other thematic areas include Recreation Administration to accommodate papers specific to issues of management and operations, and Research Methodology to maintain important discussions and learning opportunities for research methods and approaches. An additional category has been included to capture any “Other” submissions that may fit the scope of the conference and the spirit of the NRPA Research Sessions. The format changes are reflected in the content of the abstracts as well as in the approach to the oral and poster presentations. Integrating NRS sessions into the general conference as speed sessions increased participation in the sessions by practitioners and researchers alike.

The organization of the NRPA Research Sessions is a collaborative effort. Our thanks go out to the review coordinators and reviewers whose dedication and willingness to serve are much appreciated. Their names are listed on the following page. We want to extend thanks and appreciation to NRPA staff liaison Tom Crosley, who has been invaluable in the process again this year.

Benjamin Hickerson & Keith Fulthorp
2019 NRPA Research Sessions Co-Chairs

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2019 Butler Lecture

Experience Design and the Origins and Aims of Leisure Studies: Shifting the Focus from Context to Experience

Mat D. Duerden
Brigham Young University

In this lecture Dr. Duerden shared lessons learned during the transition from a Department of Recreation Management to a Department of Experience Design and Management. These lessons focus on how to expand the influence of leisure research and provide broader professional opportunities for students.

George Butler Lecture (Begun in 2004)
The George Butler Lecture is presented at the opening session of the Leisure Research Symposium of the annual National Recreation and Park Association Congress. It is sponsored by the Academy of Leisure Sciences, and named after a Founding Member of the Academy,

GEORGE D. BUTLER (1894-1985) George Butler's legacy is shared by the parks and recreation profession and by the nation's communities, families, and particularly children and youth. He was one of the first to recognize the importance of parks and recreation to human development. The open space standards he developed in the 1930s guide students, educators, and administrators to this day. Among his six books are Playgrounds: Their Administration and Operation and Recreation Areas: Their Design and Equipment. His book, Introduction to Community Recreation, challenged governments to accept responsibility for public provision of park and recreation facilities and services. Today's park and recreation systems testify to his pioneering wisdom and energy. George Butler was Director of Research for the National Recreation Association (now NRPA) for 43 years (1919-1962), and one of the first and most persistent proponents of research in our field. Working with numerous government agencies, he conducted scores of community recreation surveys as well as a series of nationwide studies of municipal park and recreation resources. We are his grateful beneficiaries.

Oral Presentations

Engagement In Interpretation Through Stories: Coherence, Personalization, Provocation, And Engagement

Jingxian Jiang, Texas A&M University
Gary Ellis, Texas A&M University
Patti A. Freeman, Brigham Young University
Andrew Lacanienta, Cal Poly San Luis Obispo

Introduction. Engagement of visitors through interpretive stories is a central offering of many park and recreation organizations. Interpretation programs that engage visitors help protect our heritage and advance conservation by contributing to the development of a more informed, connected, and empowered citizenry. As National Park Service interpreter Cynthia Kryston (2003) explains,

> *Interpretation is a guide, leading audiences from physical resources to their underlying meanings, from the tangible to the intangible, from sight to insight. By providing opportunities to connect to the meanings of the resource, interpretation provokes the public's participation in resource stewardship. It helps them to understand their relationships to, and impacts upon, those resources. And it helps them to care.*

The importance of stories transcends interpretation. Stories are, in fact, the heart of a vast array of experiences at countless venues associated with parks and recreation. Stories are central to the experiences of visitors to museums, performing and creative arts venues, memorials, and meetings of many youth programs, such as 4-H. Recreation professionals in many settings thus face the challenge of designing and delivering stories inviting positive, meaningful, and co-created engagement experiences (e.g., Duerden, Ward, & Freeman, 2015; Prahalad & Ramaswamy, 2004). High levels of visitor engagement yield key outcomes recreation managers deeply value. Among these outcomes are loyalty, repeat visitation, word-of-mouth advertising, and positive reviews on social media (e.g., Ellis, Lacanienta, Freeman, & Hill, 2019).

The concept, "engagement," though, is elusive in meaning. It is used in academic circles and in daily communications to refer to a vast array of phenomena (Reschly & Christenson, 2012). Sometimes, engagement refers to transient, "situational" phenomena. Situational engagement is the degree of effort and concentration people commit to a specific task or activity at a given point in time (Reeve, 2012). Situational engagement is present when a park visitor is fully focused on an interpretive story about management of an ecosystem or when a student is concentrating on a history lesson (e.g., Reeve, 2012; Beymer, Rosenberg, Schmidt, & Naftzger, 2018). But "engagement" is also used to refer to lifestyle practices; habits of participation and enduring involvement over time (e.g., Wang & Eccles, 2012; Finn & Zimmer, 2012; Fredricks, Bohnert, & Burdette, 2014; Sullivan, Saito, & Chamberlain, 2018). From this "engagement as lifestyle" perspective, a person may be described as being engaged in an active lifestyle, a particular form of recreation (specialization), or political activism.

This study focused on situational engagement. We sought to identify and validate strategies recreation professionals can use to enhance situational engagement. "What specific strategies," we asked, "can interpreters and providers use to engage visitors?" Identification of the causes and effects of engagement requires formal definition of situational engagement, development of a quality measurement of that concept, and validation through examination of relations between presumed causes (determinants) and effects (results) of engagement. A recent study (Ellis, Jiang, Freeman, & Lacanienta, 2019) initiated the process of addressing these questions. Using the theory of structured experience (Ellis et al., 2019), a formal (Aristotelian) definition of situational engagement was advanced, and relations with three hypothesized causes were tested. These proposed causes were significantly informed by Freeman Tilden's (1957) classic principles of interpretation: a) story coherence, b) personalization of story content, and c) provocation. Results supported hypotheses that story coherence and personalization increase engagement. The effect of provocation was, however, not significant. The current study, then, was a secondary analysis directed at understanding the non-significant effect.

Method. Engagement was defined as a "…transitory condition of heightened attention, emotion, and motivation that varies by degree and is characterized by (a) extraordinarily high focus of attention on an unfolding narrative or story told in words, actions, and/or music; (b) heightened emotions; and (c) agentic inclinations (Reeve, 2012). An 11-item scale was constructed to represent those dimensions. Experimental manipulation of coherence, personalization, and provocation required construction of eight versions of a video. Each version depicted the story of Fantine, a character in Victor Hugo's classic book, *Les Misérables.* Each video represented a unique combination of three hypothesized treatment effects: coherence (story-sequence precise vs. story-sequence imprecise), personalization question (included vs. not included), and provocation (provocation question included vs. not included). Each video also included a performance of the song, *I Dreamed a Dream* from *Les Misérables,* performed by a Broadway actor who played the role of Fantine. Four hundred adults from a national panel were randomly assigned to view one of the eight versions the video. Immediately afterward, each participant completed measures of engagement, deep experience, delight, perceived value of time spent, subjective provocation, proclivity to promote the experience, and degree of familiarity with the story.

Results. In the original study, coherence and personalization had significant effects on engagement. The secondary analysis that was central to the purpose of the current study revealed that the subjective experience of having been provoked does, as hypothesized, mediate the relation between the act of provocation and engagement. More specifically, including an act of provocation in the interpretive experience increased the subjective experience of having been provoked, and the subjective experience of having been provoked significantly increased engagement.

Application to Practice. Results supported and extended the conception of engagement within the theory of structured experience (Ellis et al., 2017). The theoretical proposition about the effect of provocation (as well as coherence and personalization) were supported. Provocation was found to increase engagement indirectly, through its effect on the subjective experience of having been provoked. Also consistent with the theory, engagement was positively correlated with deep experience, delight, proclivity to promote, and perceived value of time spent. This study of causes and effects of situational engagement is a first step toward determining the extent to which situational engagement yields such valued outcomes as conservation, environmental stewardship, place attachment, promotion, and caring (Kryston, 2003).

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Training The Trainer: A Model For Program Implementation Success

Katherine A. Jordan, Tiffany M. Quash, Eric N. Knee, P. Brian Kiessling, William D. Ramos, Jen A. Piatt, & Sarah J. Young, Indiana University – Bloomington

Introduction

Positive youth developent can be enhanced through after-school youth sports programs (Danish, Forneris, Hodge, & Heke, 2004). However, in order to develop and implement an after-school program, facilitators need to be trained and educated in youth programming (Danish et al., 2004). For this study, a team of faculty and community leaders recruited, interviewed, selected, and trained youth leaders from Sub-Saharan Africa to develop and implement a youth sports program called Youth Enrichment Through Sport Africa! (YES Africa!). The YES Africa! model, previously implemented in Ghana (Ramos & Young, 2017) focuses on the impact of positive youth development outcomes through sport. These researchers were also interested in assessing the degree to which the facilitators of the YES Africa! program were educated, trained and prepared to implement the YES Africa! youth sports program. Evidence suggests that developing instructor teaching efficacy is instrumental to one's ability to teach and work with youth (e.g., Humphries, Hebert, Daigle, & Martin, 2012). Therefore, this study focused on the teaching efficacy outcomes specifically related to being involved in the facilitator training.

Rationale

Participants in the facilitator training program were expected to return to their local communities, develop, and implement the YES Africa! youth sports program aimed at increasing physical activity, enhancing youth development, and addressing public health issues all while fostering an inclusive environment. Therefore the purpose of this study was to determine whether participants in the facilitator training program perceived they were prepared to do so. It was determined that we needed to assess whether the training workshop enhanced their self-efficacy and confidence in group facilitation, knowledge of various sports and ways to work with youth. As such, two methods of data collection were used in order to obtain empirical and supporting detailed evidence to aid our understanding of the impact of the facilitator training program.

Methods

The participants engaged in workshop style sessions that focused on building knowledge in program development and working with youth specifically as well as more physically active sessions aimed at developing skill and coaching competency. While building self-efficacy involves knowledge development and familiarization with content, debriefing and a final deliverable were also tools used to build self-efficacy. On the last day of the training, participants gave a final presentation for the group that outlined what they learned, how their learning would be applied, identified community partners, and a timeline for getting the program started in their local communities. This study used a multi-method approach of qualitative exploration utilizing focus group interviews and a quantitative measurement. Three subscales from the Physical Education Teaching Efficacy scale (PETES) (Humphries, Hebert, Daigle, & Martin, 2012) were used to measure teaching efficacy (see Table 1 for example items). The focus group interview script was created to gather more detailed information regarding their experiences over the course of the program specifically with regard to skills/knowledge gained and ability to implement the program, all of which have an impact on whether participants returned home with enough knowledge and motivation to develop and implement an after-school youth sports program. The participants (N=16) were community and high school leaders (ages 16-39) from Sierra Leone and Liberia who had been previously interviewed and selected to come to the YES Africa! Train the Trainers program. Focus groups were conducted the first day of official programming with all the adults in one group (n=11) and all the youth in a different group (n=5). The second round of focus group interviews were conducted on the last programming day for each country (Liberia n=7; Sierra Leone n=9). There were 11 days of programming in between the two focus group interviews. Retrospective surveys were also administered on the final day of programming to all participants to measure whether participants felt they had experienced any changes in teaching efficacy. Focus group interviews were recorded and transcribed verbatim. A team of four researchers analyzed the focus groups using a systematic analysis method of familiarization, developing a thematic framework, indexing, and charting (Ritchie & Spencer, 1994; Roulston, 2010). The research team also met on two occasions to specifically come to a consensus on the emergent themes (i.e., intercoder agreement, Creswell, 2014). For the quantitative data, reliability of the subscales was acceptable and data were normally distributed (Table 2). A paired samples t-test was used to assess any changes in mean scores (Tables 3 and 4).

Results
As seen in table 3, participants experienced positive growth in efficacy in content knowledge, efficacy in accommodating skill level differences, and efficacy about instruction. To support these findings, the main focus group themes supported this evidence. Participants noted that they 1) gained specific content knowledge such as sports, teaching, coaching, and program development as well as implementation and 2) participants felt they were prepared to return to their communities to implement the YES Africa! program.

Application to Practice
Overall, participants in the YES Africa! Train the Trainers program felt they were successfully trained and prepared to return to their local communities and implement a youth sports program that will positively impact the lives of local youth. While our program was an international program, we would like to share at least three applications to practice at the local, regional, and national levels here in the USA. 1) The model used for this training program was based on the YES Ghana model, providing further support for the use of this training model (Ramos & Young, 2017). When training staff, counselors, or coaches, it is valuable to spend time and resources building efficacy in instruction and skill development. 2) Utilizing community resources and engaging with community leaders to create such a training program may contribute to the success of such a program which ideally cascades to positively impact the programmatic outcomes regarding positive youth development. 3) Finally, this research contributes to the field due to the examination of what happens before an after-school youth program is implemented. Research often focuses on the outcomes regarding participation in a

youth program, but not as often on the behind-the-scenes training and preparation that occurs before a program is implemented. Our purpose is to provide practitioners and academics with an understanding of the value of training the trainer and share tools that can be used when developing such a program as well as assessing training outcomes.

Table 1
Example Measurement Items

Construct	**Example Items**
Efficacy about Physical Education Content and Knowledge	"I know a lot about water safety" "I can teach water safety effectively"
Efficacy about Accommodating Skill Level Differences	"When I watch someone perform a skill, I can see if they are doing it right or what they need to correct" "If one of my students was having trouble with a drill, I know ways to change it to make it easier for them"
Efficacy about Instruction	"I can get my students to respect and cooperate with each other" "I can demonstrate and explain a skill/drill so that the class understands what to do"

Table 2
Tests of Reliability

	Knowledge Before α	Knowledge After α
10 item Efficacy about Content Knowledge	α = .930	α = .599
5 item Efficacy about Accommodating Skill Levels	α = .905	α = .830
6 item Efficacy about Instruction	α = .969	α = .658

Table 3
Descriptive Statistics for PETES

	Knowledge Before			Knowledge After			
	n	*M*	*SD*	*n*	*M*	*SD*	*M change*
Content Knowledge	13	2.92	1.66	13	5.73	.55	+2.81***
Accommodating Skill Levels	14	3.23	1.78	14	6.11	.79	+2.81***
Instruction	15	4.60	1.67	15	6.52	.39	+1.92**

Note. A higher mean score means higher efficacy (1-7); **$p < .01$. *** $p < .001$.

Table 4
Paired Samples T-Test

				95% CI of the Difference				
	M	*SD*	*SEM*	Lower	Upper	*t*	*df*	*p*
Content Knowledge	-2.81	1.79	.49	-3.89	-1.73	-5.67	12	.000***
Accommodate	-2.89	1.32	.35	-3.65	-2.12	-8.19	13	.000***
Instruction	-1.92	1.68	.43	-2.85	-.99	-4.44	14	.001**

Note. **$p < .01$. *** $p < .001$.

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Analyzing Demographics, Perceptions, and Constraints as Park Use Predictors

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Introduction/Rationale

In 2017, 26.6% of American adults did not engage in any leisure-time physical activity during the month prior to the survey (Centers for Disease Control and Prevention [CDC], 2019). Sedentary behavior not only reflects a critical public health concern but also costs more than $1 billion in annual healthcare-related expenses (U.S. Department of Health and Human Services, 2018). U.S. public health officials are subsequently tasked with increasing physical activity levels. Parks are a valuable public resource because their infrastructure may aid in reducing the sedentary behavior (Bedimo-Rung, Mowen, & Cohen, 2005; Cohen et al., 2007). This is often accomplished by increasing a communities' proximity to parks and walkability (Rosenberger, Bergerson, & Kline, 2009; Sallis et al., 2016).

The purpose of this paper is to investigate which factors influence how often people visit parks. We argue this is important to research because individuals must be consistently physically active if they are to receive substantial health benefits (U.S. Department of Health and Human Services, 2018). Analyzing which factors influence park use frequency is therefore crucial in advancing our understanding of parks as a health-promoting resource.

A review of the literature aided in determining which factors are thought to influence park use frequency (Ho et al., 2005; Shores, Scott, & Floyd, 2007). Ultimately, we decided to evaluate the influence of three groups of variables on individuals' park use frequency: (1) socio-demographics, (2) perceptions towards park characteristics, and (3) recreation constraints. We hypothesize that there will be statistically significant relationships between each independent variable and park use frequency. The importance of this study is that it critically assesses which factors influence frequency of park visitation in south-central Indiana, where little is known about these behaviors. This information may be used to aid in promoting a community's overall park use.

Methods

One-hundred and sixty residents in south-central Indiana participated in an online, cross-sectional survey. Data were collected at four park and non-park locations in a single county. Using RStudio, version 3.5.0, an exploratory factor analysis (EFA) reduced the number of independent variables measuring perceptions towards park characteristics and recreation constraints. This information was collected by using the instruments from Carroll and Alexandris (1997) and Hawkins, Ardovino, & Hsieh (1998). Socio-demographics were collected using the PhenX Toolkit (Hamilton et al., 2011). A multivariate logistic regression model analyzed whether these independent variables had a relationship with park use. The outcome variable was dichotomized, where '0' represented non-frequent park users (visiting parks on average 4 times or fewer per month) and '1' represented frequent park users (visiting parks on average 5 times or more per month).

Results
Most study participants were 18-24 years old (*n* = 88, 55%), white (*n* = 117, 78%), had completed at least 1 year of college or more (*n* = 138, 86%), and had an income below $25,000 (*n* = 59, 45%). Gender was fairly split with 87 females (58%) and 69 males (46%). Table 1 provides the complete profiles. The EFA derived three latent variables for perceptions towards park characteristics: (1) appealing aesthetics, (2) communal features, and (3) welcoming conditions. Two factors were found for perceived park benefits: (1) desirable benefits and (2) undesirable drawbacks. Three latent variables were found for outdoor recreation constraints: (1) health constraints, (2) personal constraints, and (3) infrastructure constraints. Health constraints and infrastructure constraints were removed from the model because they did not meet the linearity of the logit assumption. Four independent variables in the multivariate model were statistically significant (Table 2). After adjusting for other variables, the significant variables were: (1) perceived desirable benefits (Adjusted Odds Ratio [AOR] = 1.51, $p = .02$), (2) personal constraints (AOR = 1.44, $p = .01$), (3) age (AOR = 1.05, $p = .01$), and (4) gender (AOR = 2.88, $p = .02$). Fifty-one percent of the variance in park use frequency was explained with the eleven predictor variables (Nagelkerke's Pseudo $R^2 = .51$, $p < .001$).

Application to Practice
This study's purpose was to investigate the degree to which individual's socio-demographics, perceptions of park characteristics, and recreation constraints predicted park use frequency. Our findings indicate that the following four characteristics resulted in higher odds of being a frequent park user for south-central Indiana residents: (1) perceiving parks to provide desirable benefits, (2) having more personal constraints to recreation participation, (3) being an older adult, and (4) identifying as female.

Additionally, a surprising finding was that distance to parks (measured in miles from one's home) did not influence park use frequency. This factor has received considerable attention in the literature, but our study demonstrates this was not an important predictor for this sample. Contrary to prior research, we also found that the more recreation constraints an individual faced, the more likely they were to be frequent park users. This result is inconsistent with prior constraints research but can be explained by Jackson, Crawford, & Godbey (1993). Jackson et al. (1993), noted that leisure participation should not be investigated by assessing the absence of constraints, but it should be investigated by analyzing how individuals overcome constraints.

These findings have important applications for practice. First, park distance may not be an important determinant of park use in some communities. Secondly, our study argues that more constraints does not inherently result in less frequent park use. Frequent park users may be more in tune with their constraints than nonparticipants because of their familiarity with their community's parks (Kay & Jackson, 1991). This understanding is crucial for park and recreation practitioners. Reason being, practitioners' programmatic efforts may be enhanced if they identify how individuals overcome constraints through negotiation. This perspective is different from the traditional model, which has typically placed an emphasis on identifying park and recreation constraints rather than how they are overcome.

Lastly, this study is important for practice because it identifies the factors that best predict frequent park use. Practitioners can use logistic regression as a tool to understand which factor predicts frequent park use in their community. Logistic regression is a notable analytical method, because practitioners may use factors relevant for their own community. In the end, this article gives practitioners insight into some of the numerous factors that may be used to predict park use frequency in south-central Indiana.

Table 1
Socio-Demographic Characteristics of Participants

Demographic Variables	**Frequency**	**Percentage**
Age		
18 - 24	88	55.0%
25 - 34	29	18.1%
35 - 44	24	15.0%
45 - 54	9	5.6%
55 - 64	7	4.4%
65 - 74	3	1.9%
Race		
Nonwhite	33	22.0%
Caucasian/white	117	78.0%
Gender		
Female	87	58.0%
Male	69	46.0%
Education		
High School Graduate or less	22	13.8%
1 of College or Technical School or more	138	86.3%
Income		
< or equal to $25,000	59	47.2%
$25,001 - $50,000	20	16.0%
$50,001 - $75,000	15	12.0%
$75,001 - $100,000	17	13.6%
$101,00 - $200,000	14	11.2%

Note. Percentages rounded to the nearest tenth.

Table 2

Predicting Park Use Frequency using Demographics, Perceptions, and Constraints

Predictor Variables	**AOR**	**95% CI**	***p* value**
Intercept			.00 ***
Personal Constraints	1.44	[1.13, 1.90]	**.01 ****
Appealing Aesthetics	1.10	[0.82, 1.48]	.54
Communal Features	0.99	[0.77, 1.26]	.93
Welcoming Conditions	0.76	[0.56, 1.01]	.07 .
Desirable Benefits	1.51	[1.08, 2.20]	**.02 ***
Undesirable Drawbacks	0.93	[0.64, 1.33]	.67
Age	1.05	[1.01, 1.10]	**.01 ***
Race (White)	1.81	[0.75, 4.45]	.18
Gender (Female)	2.88	[1.22, 7.13]	**.02 ***
Education (High school/less)	2.51	[0.72, 9.11]	.15
Park Distance (in miles)	0.98	[0.89, 1.05]	.53

Note. Significance codes: 0 ‘***’ 0.001 ‘**’ 0.01 ‘*’ 0.05 ‘.’ 0.1 ‘1.CI = confidence interval. OR = odds ratio. df = degrees of freedom. AOR = adjusted odds ratio. Bolded values indicate statistical significance.

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Are Good Intentions Enough? The Importance Of Culturally Competent Programming

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Introduction: Positive youth development can be enhanced using the principles of sport/recreation for development (Lyras & Peachey, 2011). However, research has also found that successful youth development outcomes are predicated on the “fit” between the youth and their environment, including personal, environmental, and cultural factors and intentionally designed sporting practices (Eccles & Gootman, 2002; Edwards, 2015; Ettekal, Konowitz, Agans, Syer, & Lerner, 2017). This fit, combined with often ambiguous goals for the development of youth, has led some scholars to question the effectiveness of sport and recreation programs for development (Coalter, 2010; Hartmann & Kwauk, 2011). As such, this study was part of a larger evaluation of the facilitator training program for the 2018-2019 Youth Enrichment through Sport: Africa (YES Africa!) sport program based on a model first implemented in 2014 (Ramos & Young, 2017). These trainings were led by a team of researchers and community partners in the United States.

Rationale: Since the goal of the YES Africa! program is for the trainees to develop and implement a positive youth development sport program in their local communities, this study focused on facilitator training learning outcomes related to the personal, cultural, and environmental fit of this U.S.-based training with its African counterparts. In addition, this study focused on perceived constraints associated with implementation. Information gleaned from this study can provide important context for future internationally-based programs, while also providing key information about programmatic decisions for positive youth development programs within culturally-diverse U.S neighborhoods.

Methods: Using qualitative methods, this study consisted of pre/post focus group interviews which occurred before and after 11 days of facilitator training. The training focused on positive youth development through the use of recreation and sport. Participants (N=16) engaged in hands-on active learning sessions to develop specific sport skills such as coaching techniques and facilitation, as well as classroom-based sessions centered on positive youth development, program development, and health topics. Participants included adults (n=11) and youth (n=5) from Liberia (n=7) and Sierra Leone (n=9) with ages ranging from 16-39. Focus group interviews were recorded and transcribed verbatim. Using a systematic method of analysis, researchers analyzed the focus groups utilizing familiarization techniques, developing a thematic framework, indexing data, and charting (Ritchie & Spencer, 1994; Roulston, 2010).

Results: Qualitative data from focus groups found that while participants recognized the positives that were garnered from the program’s training in relation to knowledge acquisition surrounding health education and sport leadership while further recognizing new approaches to transferring this knowledge in their local communities, perceived constraints centered around three themes: (1) lacking local infrastructure, (2) high-local expectations from a U.S.-based program, and (3) American-centered educational context. While the first theme presented known constraints to the trainers, participants emphasized that implementing sport and recreation programs for development would require much more consideration of altering program training to better consider physical (ex. financial, spatial, equipment) and cultural infrastructure (gaining support of community leaders, elders, and others in positions of power). The second theme underscores expectations that are placed on participants from members of their local communities. Perception of those in participant local communities are that they will be returning with large sums of financial support that will directly support individuals in the community. The third and most prominent theme centered around concerns of an American-centric educational context in which fears were expressed that (a) the U.S would leave the local community after the initial training and (b) that certain programmatic decisions within the training did not take enough cultural context into consideration.

Application to Practice: While it is necessary to consider both the positive outcomes and critiques of sport for development as a framework, these considerations rarely take into account outcomes that pertain to the facilitator training process itself. Focus group data at the end of a train the trainer sport for development program indicate multiple programmatic implications. While these certainly apply to the specific international context of the YES Africa! program, such knowledge can be intentionally applied to sport for development programs within the U.S. First, the emphasis of research in sport and recreation for development programs has largely focused on participation outcomes and program models. By evaluating the Ramos and Young (2017) model, in which the training of local youth educators/coaches/volunteers is a core component, practitioners within U.S. communities can emphasize the importance of training as a core component of the sport for development programming process and one that is often overlooked in research. Second, data reveals the need to ensure youth sport programming and programmers/facilitators are at minimum culturally competent and should strive to recognize and critically examine the privileged perspectives that are largely subjugated in society (Nicholls, Giles, & Sethna, 2010). Doing so can be transformative for the positive development of youth, particularly in culturally diverse U.S. neighborhoods. Relatedly, sport and recreation programs for development often focus on micro- or meso-level outcomes with less consideration of structural inequity and the role that such programs can play in mitigating and challenging these inequities. Considering the structural dynamics of a society or local community can move developmental programs from reinforcing society's existing *dominant vision* to an *interventionist approach* which contributes to changes on a fundamental level (Hartmann & Kwauk, 2011) and challenges hegemonic assumptions within programs themselves (Carney & Chawansky, 2014). Lessons learned from this train the trainer program provide further evidence and practical outcomes for sport and recreation programmers interested in youth development to consider.

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A Behavioral Investigation Of Preference For A Sensory Maze On A Playground

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Introduction and Rationale:
In recent years, attention has been given to the importance of universal design, with its myriad of benefits for communities. For playgrounds, universal design means planning to build playgrounds that are usable by a wide range of individuals, regardless of age, size, race, or disability status (Center for Universal Design, 2002). One area in need of universal design planning is the play richness of the playground environment, specifically sensory stimulation. For playgrounds, sensory stimulation refers to the sensations that an individual might see, hear, feel, or smell in response to the overall play environment. Prior research has highlighted the need for sensory play equipment on playgrounds (Stanton-Chapman & Schmidt, 2016, Stanton-Chapman & Schmidt, 2017, Stanton-Chapman & Schmidt, 2018) and the benefits sensory input can have on children's overall development such as enhancing the neural connections needed for physical agility, creativity, problem-solving, coordination, balance, tracking of objects through sight, and gross and fine motor skill development (Ayers, 2005; Fink, Grabner, Gebauer, Reishofer, Koschutnig, & Ebner, 2010).

To address the sensory needs of children and the sensory gap in playground equipment, we designed and built an outdoor sensory maze for playgrounds (refer to Figure 1). The goals of the sensory maze were to provide communities with playground equipment that would provide sensory stimulation to children and allow adults of all ages and abilities, including grandparents and adults with disabilities, to participate in play with their children. With these goals in mind, the following research questions guided the current study: 1) What is the impact of the sensory maze on adult and child satisfaction?; 2) What are the characteristics of children who selected the sensory maze as their favorite piece play equipment on the respective playground?; and 3) Is there a correlation between the sensory maze utilization frequency and its satisfaction with children and does it vary by age and gender?

Methods: In October 2017, we held the grand opening of a community playground in a Midwestern state. The community playground was designed and built by the authors in response to their prior research outlining what caregivers and educational professionals perceive is needed for playground play. The community playground has seven play zones. The sensory maze is in play zone 3. After the playground was open for three months and the initial novelty wore off, three sources of data were collected: adult surveys and interviews, child surveys, and observations of children playing on the playground.

Adult Surveys and Interviews. Adults who visited the newly built playground were surveyed for three consecutive months. Any adult, who visited the playground at least one time since the playground opened, was invited to participate in the online survey. Invitations to participate in the online survey were done through social media outlets, a local story in the city and community newspapers, a link on the community's government page, and flyers given to local child care centers and elementary schools. The invitations described the study as a research project examining their perspectives on the community playground with specific questions targeting the sensory maze. The total number of adult participants, with completed surveys, was 357 respondents.

Child Surveys. To obtain children's perceptions of the playground, the authors approached the principals of three elementary schools (1 public, 2 private) within 5 miles of the playground. Principals were asked if paper surveys could be distributed to all children in prekindergarten through 6th grade classrooms. Two different surveys were distributed: a prekindergarten through 1st grade survey and a 2nd grade through 6th grade survey. The surveys only differed in readability and response choices (faces showing a smile or frown; the words yes or no). Prekindergarten, kindergarten, and 1st grade teachers read the surveys to their students to ensure understanding. 2nd grade through 6th grade students completed the survey on their own. The total number of child participants with completed surveys across the grade span was 843 respondents.

Child Observations on the Playground. Direct observations of children playing on the playground occurred from March through October 2018. Observers collected direct observation data from 8AM to 8PM, seven days a week. Observations were counterbalanced to ensure there were an equal number of observations for weekday and weekend days and morning, afternoon, and evening time periods. Observers collected data in 2-hour time increments, broken down into 10-minute intervals. Three observers gathered data at the playground and they had a 95% reliability rate. The total number of observational intervals at the playground was 21,763.

Results:

Adults and children overwhelmingly liked the sensory maze and frequently mentioned how different, colorful, and novel it was in comparison to other playground equipment. Caregivers frequently mentioned how the sensory maze helped them to play with their children more than other pieces of playground equipment. Boys and girls equally preferred the sensory maze with both groups highlighting its value in adding to the overall playground design. The sensory maze was preferred more by the 4-year to 7-year age group than the 8-year to 12-year age group. Observational data of children playing at the playground indicated similar findings to the child survey data, but also showed that the sensory maze also increased physical activity amongst children of all ages. Specifically, children, not only found their way to the sensory maze's exit, but they also used the sensory maze to play hide-and-seek.

Application to Practice:

Prior research has highlighted the need for sensory playground equipment due to its potential benefits to children's cognitive, social-emotional, and motor skill development. To address this gap in sensory playground equipment, the authors designed and built a sensory maze that complemented other equipment on a playground. The results from the current study highlight the following applications to practice: a) the need for playground designers to incorporate more sensory equipment into playgrounds, particularly a sensory maze; b) sensory mazes seem to influence aspects of children’s social play and creativity as children were observed to develop new play ideas beyond finding the exit of the maze and this also increased their physical activity; and c) adults, including grandparents, are more likely to participate in play with their children, if playground equipment (such as the sensory maze) is at ground-level an easy to access.

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Park and Recreation Agencies Address Food Access in Rural Communities

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Introduction

Rural communities experience increased health risks, including higher rates of chronic disease, and challenges associated with geographic, socioeconomic and environmental factors.[1] While residents have limited access to health opportunities and providers may lack funding and capacity, park and recreation (P&R) agencies offer viable solutions that have the potential to improve health outcomes across a shifting rural landscape. In rural communities, P&R agencies are a critical component of a healthy, connected and inclusive community, providing access to healthy foods, opportunities for physical activity, and spaces for social connection. For example, P&R agencies serve as out-of-school time meal program sponsors and locations, providing federal funding to serve meals and snacks to children 18 and under in low-income areas. In 2010, one in five children in the U.S. lived in a food-insecure household, and children in rural households are even more likely to experience food insecurity.[2,3] Out-of-school time meal programs can help reduce hunger and improve nutrition, providing low-income children nutritious meals and snacks as well as the opportunity for physical activity.[5]

Objectives

NRPA and the NORC Walsh Center for Rural Health Analysis evaluated the Increasing Access to Healthy Foods in Parks grant in 2018 to identify: 1) program characteristics that lead to increased participation in P&R programming; 2) key community partnerships and assets; and 3) strategies to create sustainable impacts that improve health outcomes. NRPA selected ten rural grantees using USDA's definition of rural, defined as "any area in a county which is not a part of a Metropolitan Statistical Area or any 'pocket' within a Metropolitan Statistical Area which, at the option of the State agency and with FNS Regional Office concurrence, is determined to be geographically isolated from urban areas." The grantees were located in three states, which were selected based on high percentages of persistent poverty, low food access, high participation of rural P&R sites in meal programs (USDA data), and the capacity of NRPA state and local affiliates. Rural grantees across those states (CO, KS & MS) implementing the project were instructed to work towards the following goals: 1) increase the number of meals provided to low-income youth through the USDA Child Nutrition programs (SFSP, CACFP & NSLP); 2) provide evidence-based nutrition education to youth; and 3) implement healthy eating and physical activity practices.

Methods

A mixed-methodology evaluation plan including quantitative and qualitative approaches was used to understand the impact of P&R in rural communities. Methodologies included key informant interviews, focus groups with key stakeholders and beneficiaries, site visits, metrics tracking, documentation review and sites self-reporting challenges, solutions and progress on implementing healthy eating and physical activity practices and policies. A secondary evaluation of nutrition education impacts was conducted with a sub-group of grantees comprised of agencies in rural, suburban and urban communities to evaluate knowledge gain and behavior change.

Results

Evaluation of the project resulted in the identification of characteristics that supported the development of healthy habits and increased access to healthy foods and physical activity, as well as continued challenges in rural communities, including transportation limitations, lack of staff capacity, community knowledge about healthy living, limited access to affordable produce, funding shortfalls, and lack of infrastructure. To overcome these barriers, P&R sites strengthened and expanded USDA Child Nutrition program efforts, leveraged existing community assets, built purposeful partnerships and coalitions with like-minded organizations, and invested in equipment and infrastructure improvements that would sustain the impacts of the grant over time. Models that engaged multiple cross-sector partners and leveraged community resources including local agriculture expertise, a sense of community pride, and a drive towards innovation appeared to be most effective in achieving grant goals. Nutrition education resulted in positive trends in fruit and vegetable consumption across rural, suburban and urban communities, with some differences in methods and impacts. In rural communities, agencies prioritized nutrition education through gardening and hands-on experiential activities including taste testing. In non-rural communities, agencies often relied on classroom-based nutrition education activities including the USDA MyPlate tools. In rural communities, campers reported an increase in consuming 20% more fruits and 11% more vegetables, with a 74% increase in knowledge about planting food gardens. Project results indicated that certain program/community characteristics are beneficial for increasing participation in park and recreation programming that provides access to healthy foods and physical activity to promote positive health outcomes.

Application to Practice

P&R agencies have significant potential to impact public health outcomes in rural communities by providing access to environments that promote access to healthy foods and physical activity. Agencies can provide services directly, or by leveraging their role in the community to form multi-sector partnerships to address challenges, including:

1. Educate and empower P&R leaders, partners, and the public to understand the role of P&R in improving health.
2. Leverage existing community assets to increase program capacity and reach.
3. Engage in strategic, long-term planning efforts that prioritize P&R efforts.

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Are Virtual Windows of Nature Restorative in Busy Environments?

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Background

Exposure to the natural environment has been observed to have restorative effects on human mental health. Attention Restoration Theory (ART) posits that a nature scene can increase human effectiveness by restoring mental fatigue. Documented benefits of exposure to nature include improvements in affect, attention, and perceived restoration. Some of these effects have been also reported in studies using virtual reality technology to bring nature to indoor environments. Therefore, a virtual window with a nature scene is a promising and practical way to introduce restorative natural scenery to an otherwise non-restorative indoor environment. However, the restorative effects of a nature view through a virtual window might be affected by other factors such as the busyness of a scene caused by people talking and moving. ART suggests that a nature view is restorative when its four components, namely, being away, fascination, extent, and compatibility, are present. Although literature shows that a nature view can be effective in some settings, the effect of busyness on restoration is not clear.

Rationale

In this modernized society, many people are often surrounded by busy and distracting environments that can negatively affect their mental health. While a nature view can help relieve this issue, people with little or no access to nature do not have many options to restore their attention and increase their positive affect through contact with nature. Therefore, a virtual window nature might be helpful for these people to improve their mental health and cognitive functioning. It is important to examine if the restorative effects of nature persist in the busy environments we are exposed to daily. Given this research need, this study aims to examine the effects of exposure to virtual windows with nature scenes on affect, attention, and perceived restoration in a busy indoor environment.

Methods

In Experiment One, 90 undergraduate students were exposed to a virtual environment of a busy courtyard café created by three-sided video projection. While two sides of the room had the recorded scenes of the café and the aroma of coffee, the other side presented a 6-minute video of an open window with nature and the aromas of dirt and bird sounds, a closed window with nature, or a brick wall with no window. Participants first took pre-treatment measures of their affect (PANAS), perceived restorativeness scale (PRS-11) and a digit span forward working memory test. Then, they were cognitively depleted by taking an N-Back test right before the treatment. After the treatment, the participants took post-treatment measures and another digit span test.

In Experiment Two, 577 undergraduate students took an online survey including video streaming treatments. The participants' perceived restoration levels were measured after each of six 10-second videos, three of which showed the busy café scene, and the other three showed an empty (non-busy) classroom scene. Videos with each scene featured the three treatments used in Experiment One. Both experiments also included open-ended questions to better understand participant's experiences.

Results

In Experiment One, the participants' negative affect and perceived restoration change little but positive affect decreased after all treatments. An ANOVA suggests that the changes of pre- and post-treatment ratings of affect and perceived restoration were not significantly different across the treatments. Also, the working memory scores slightly decreased after all treatments despite no significant differences among the treatments.

In Experiment Two, the perceived restoration ratings of the busy café and the empty classroom on PRS-11 were not significantly different when the window component is controlled. Nevertheless, participants reported the highest restoration for the open window, followed by the closed window and no window, in each of the café and classroom settings.

Discussion

The two experiments collectively show that the restorative effects of the virtual window nature in a busy environment are somewhat complex. The results of Experiment One show that the virtual window did not have significant impacts on affect, perceived restoration and working memory recovery in the busy café setting. Therefore, it is possible that the restorative effects of a nature view are not well exerted in a busy environment. Experiment Two was designed to examine the possible negative impacts of the busyness of the café setting.

Experiment Two showed that the lack of differences between open and closed windows observed in Experiment One were not attributable to the busyness of the settings; for the same window settings, the café and the classroom did not induce significant differences in perceived restoration. The fact that the PRS-11 ratings increased significantly as the treatment changes from no-window to open-window is aligned with ART. Combining the results of the two experiments, it is plausible that nature's restorative effects are perceived stronger with a lower nature dosage (i.e., short duration and low-level of immersion). Hence, we can infer that virtual nature's restorative effects attenuate as the dosage of natural exposure increases.

Qualitative data obtained from the online surveys in both experiments suggest that the participants might have related the virtual café and classroom settings to negative or stressful experiences in school, such as exams and competition. It is possible that such negative feelings interfered with the restorative potential of window views of nature, especially in Experiment One. Therefore, more research is needed on how exposure to nature might benefit student's experiences in school environments.

Application to practice

This study suggests several ways to utilize the restorative benefits of a virtual nature view. First, establishing a virtual window showing nature can benefit indoor spaces like basements where such natural component is absent or inaccessible through a window. Second, equipping a room for brief breaks (e.g., an elevator or a restroom) with virtual window nature can provide restorative effects to momentary visitors. Third, increasing immersion of virtual nature with dirt smells and birdsongs will improve the restorative effects. As a busy environment can lower the restorative effects of virtual nature, resting rooms rather than working spaces would be a reasonable starting point to introduce virtual window nature.

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Effects of Scuba Diving on Military Veterans' Mindfulness and Contentment

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Introduction/Rationale

One of urgent health issues among U.S. military veterans is mental illness. For instance, Seal et al. (2009) found 36.9% of Iraq and Afghanistan veterans received a mental illness diagnosis, such as post-traumatic stress disorder (PTSD), anxiety disorder, or depression. Do only a quarter to half of veterans with mental health issues seek traditional psychiatry treatments partly due to associated stigma (e.g., Hoge et al., 2004). Moreover, roughly 25% of those who pursued psychiatric treatments eventually drop out (e.g., Hoge et al., 2014). Further, a significant proportion of veteran psychiatry patients do not report significantly improved mental health (e.g., Hoge et al., 2014). Thus, the VA/DoD Clinical Practice Guideline for the Management of Posttraumatic Stress Disorder and Acute Stress Disorder Work Group (2017) recommends the use of and research on complementary treatments including recreation.

In recreation studies, veterans' mental health has been studied in relation to therapeutic benefits of outdoor recreation such as camping (Lundberg et al., 2016). One outdoor recreation activity that has become increasingly popular among veterans is scuba diving (Miller, 2014), as the activity offers psychological (e.g., positive distraction), physical (e.g., freer movement in water), and social (e.g., comradery based on the buddy system) benefits (Morgan et al., in press). Although Morgan et al.'s work was the first published study on adaptive scuba diving program for veterans with disabilities, their study suffered from a very small sample size (*N* = 15) and lack of pre-intervention assessment. Moreover, Morgan et al.'s case involved British veterans; thus, the applicability of their findings to the U.S. context is unknown. Thus, the purpose of our study is to examine effects of adaptive scuba diving on two distinct psychological well-being outcomes—state-level mindfulness and contentment—among U.S. veterans.

Methods

In the summer of 2018, we conducted a paper-and-pencil questionnaire survey with 28 veterans before and after adaptive scuba diving programs offered by a non-profit organization called LifeWaters. These dives took place in three distinct types of environment: open ocean, quarry, and large-scale aquarium tank. Each dive group consists of an instructor with the Divemaster certification and three to five veteran divers (and buddies if the veterans had major physical impairment). They checked several diving skills and explored attractions (e.g., fish, choral). Each dive took roughly 45 minutes. The first author accompanied the programs and administered the survey within 15 minutes or less before and after the dives. Mindfulness can be defined as "the state of being attentive to and aware of what is taking place in the present" (Brown & Ryan, 2003, p. 822). Increased mindfulness itself is considered as part of psychological well-being (Brown & Ryan, 2003), while it is also associated with decreases in mental health issues, such as PTSD, especially among veterans (Boyd et al., 2018). Contentment is a low-arousal positive emotional state characterized by one's perception of completeness and satisfaction with current situations (Cordaro et al., 2016). Mindfulness practices have been theoretically linked to contentment, while evidence is lacking (Cordaro et al., 2016). We measured state-level mindfulness by Brown and Ryan’s 5-item scale and state-level contentment by Taylor’s (2015) 6-item scale, while using a 5-point Likert scale.

Results

First, we requested descriptive statistics to understand demographic characteristics of our sample, which is shown in Table 1. Second, we computed Cronbach’s alpha reliability coefficients, which ranged from .74 (post-dive contentment) to .87 (pre-dive mindfulness). Third, we performed a series of ANOVA to ensure there were no significant differences in pre- and post-dive mindfulness and contentment levels across the scuba diving settings. Fourth, as Shapiro-Wilk’s tests detected significant non-normality among the post-dive variables, we applied Wilcoxon’s signed rank tests (i.e., non-parametric extension of dependent *t*-test). The results in Table 2 suggested both state-level mindfulness and contentment significantly improved after scuba diving. Effect sizes *r* indicated medium and large effects for mindfulness and contentment, respectively (Cohen, 1992). Lastly, we computed distance scores by subtracting pre-dive scores from post-dive scores for each of mindfulness and contentment. Then, we examined if the change in the mindfulness level is correlated to the change in the contentment level. Pearson’s *r* coefficient was .55, which also indicates a large-size effect (Cohen, 1992).

Application to Practice

Our study is one of the first to empirically show that scuba diving has potential as a therapeutic recreation intervention for veterans (Morgan et al., in press). Many parks and recreation departments have environment and facility, such as swimming pool, lake, and quarry, where an adaptive scuba diving program can take place. Thus, our findings suggest that parks and recreation practitioners can be important partners of this alternative treatment for veterans with mental health issues. Facilitation of adaptive scuba diving could be provided by a recreation professional with an appropriate certificate, or the program could be outsourced to a local scuba diving school or instructor. Our correlational finding indicates that scuba diving’s impact on psychological well-being may be mediated by mindfulness. Hence, practitioners may integrate scuba diving and mindfulness interventions (Boyd et al., 2018) to obtain a synergistic effect. For example, mindful breathing or the practice to focus one’s attention to breathing sensations and maintain slow, deep breaths may work well with scuba diving.

Adaptive scuba diving programs for veterans will also benefit parks and recreation departments. First, they can increase their clientele by attracting veterans, their family members, and friends. Second, these programs can be financed by grants provided by parks and recreation agencies and foundations, state governments, departments of veterans affairs, and/or health agencies and foundations. Third, as both scuba diving and mindfulness continue to be popular in the general population, adding mindfulness-based scuba diving programs could increase their overall participant numbers, while benefiting participants’ mental health. As mindfulness has gained support in therapeutic recreation (Carruthers & Hood, 2011), the concept can be applied to many other recreation activities that parks and recreation departments offer.

Table 1
Demographic Characteristics of the Sample (N = 28)

		n	%
Sex	Male	25	89.3
	Female	2	7.1
	Not reported	1	3.6
Race	Caucasian	22	78.6
	Other	4	14.3
	Not reported	2	7.1
Marital status	Single	11	39.3
	Married	6	21.4
	Divorced/separated/widowed	10	35.7
	Not reported	1	3.6
Mental health issues	Depression	11	39.3
	PTSD	10	35.7
	Anxiety disorder	9	32.1
Military branch	Army	11	39.3
	Air force	6	21.4
	Marines	6	21.4
	Other (i.e., Navy, National Guard/Reserves)	4	14.3
	Not reported	1	3.6
		M	*SD*
Age		45.58	13.02
Years of service		8.74	6.46
Times of deployment		2.76	4.10

Table 2
Results of Wilcoxon's Signed Rank Tests for State Mindfulness and Contentment

		M	*SD*	Wilcoxon's *Z*	*p*	*r*
State-level mindfulness	Pre-dive	3.45	1.04	-2.716	.007	.363
	Post-dive	4.07	0.74			
State-level contentment	Pre-dive	3.60	0.86	-4.084	.000	.546
	Post-dive	4.46	0.50			

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Assessment Of A Recreation Event: Confirmation Of A Population

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Introduction

The Oklahoma Department of Wildlife Conservation (ODWC) is the agency responsible for managing fish and wildlife within the state and hosts the annual Oklahoma Wildlife Expo. This event has been held for thirteen consecutive years in the middle of Oklahoma. The 2018 Oklahoma Wildlife Expo featured outdoor recreational and educational opportunities for the whole family with more than 120 hands-on activities such as archery, fishing, shooting, rock climbing, mountain biking, wildlife watching, among many others.

The purpose of this study is to assess the visitors' level of satisfaction with the 2018 Wildlife Expo, estimate the number of visitors, and obtain their demographic information for comparability to previous years. In recent years the demographics in Oklahoma has been changing, thus affecting decisions of how leisure and recreational activities are provided. For example, according to the US Census (n.d.), the population in Oklahoma has become more diverse including an increase in the Hispanic population from 8.9% to 10.6% from 2010-2018. Consequently, leisure service providers need to adapt their offerings to heterogeneous groups (Kleiber, Walker, & Mannell, 2011). The identification of the demographics and the satisfaction of the event can assist the ODWC in identifying if they are reaching out and providing inclusive opportunities to diverse populations.

Methods

In order to assess the visitors' level of satisfaction with the event, obtain demographic information and estimate the number of visitors, an on-site survey was completed. A convenient sample of voluntary respondents (18 years old and above) visiting the 2018 Wildlife Expo was collected. To ensure sample randomness, the surveyors interviewed visitors along the different loops of the arena during the three days the event lasted. Following data collection, the information was analyzed using descriptive statistics. A chi-squared crosstab analysis was utilized to see if there was a significant difference between this year's and last year's overall satisfaction of the event.

Results

A total of 678 respondents completed the on-site survey. Females (57.82%) outnumbered males (41.45%), less than 1% did not respond. The age of respondents ranged from 18 to 84 years; the mean age was 43 years old. Most respondents identify as White (82.45%), American Indian or Alaska Native (4.42%), Bi-racial or Multi-racial (3.39%), Black (2.51%), Asian (1.03%), and 6.20% of respondents did not respond to the question. Only 5.75% of respondents identified their ethnicity as Hispanic or Latino, while the vast majority of visitors were not Hispanic or Latino (78.47%), and 15.78% provided no response. About race and ethnicity, the results reflect a significant difference between Oklahoma demographics and those of the Wildlife Expo participants (Table 1). The vast majority of the respondents came from the state of Oklahoma and only a few from other states. More than half of the people (54%) were returning visitors to the Wildlife Expo, 45% attended for the first time, and only 1% did not respond to the question. In order to measure the visitors' level of satisfaction with the event, visitors were asked to rate their overall experience in a five-point scale from 1 (very dissatisfied) to 5 (very satisfied). Most of the respondents (83.92%) were very satisfied, 12.09% were satisfied, and only 2.80% were neutral.

Discussion

From 2017-2018 the percentage of female participants increased by almost 5%. This increase follows the trend that the Wildlife Expo has been seeing since 2014. Participation of the expo has seen a small percentage increase with White participants while other races' participation has been stagnant or decreased. Also, Hispanic participants of the Wildlife Expo increased from 2017-2018. This increase goes along with the Oklahoma growth in Hispanic population but not at the same rate. White/Caucasians, not Hispanics were the majority of the participants. This demographic remained constant throughout the years. The Wildlife Expo still has a low level of minority groups which has also been constant through the previous years. Minority representation of at the Expo is lower than a representation of United States Census of Oklahoma. Some potential reasons why there is not enough participation of minority groups in the event could be a) the lack of diversity among the people who organize the event, or b) their lack of knowledge about the recreation preferences of minority groups, or c) a non-inclusive marketing strategy to attract a diverse group. The number of visitors to the 2018 Wildlife Expo (25,883) drastically decreased in relation to 2017 (46,053). It is important to note that Friday was a rainy day and the activities outside the arena had to be canceled at some point. This might have negatively impacted the number of visitors, thus the drastic decrease in attendance. Despite that the percentage of participants who expressed being "very satisfied" with the overall event increased compared to 2017, the difference was not statistically significant (Figure 1). A comparison among ethnic groups was not performed since most of the respondents were White.

Practical Application

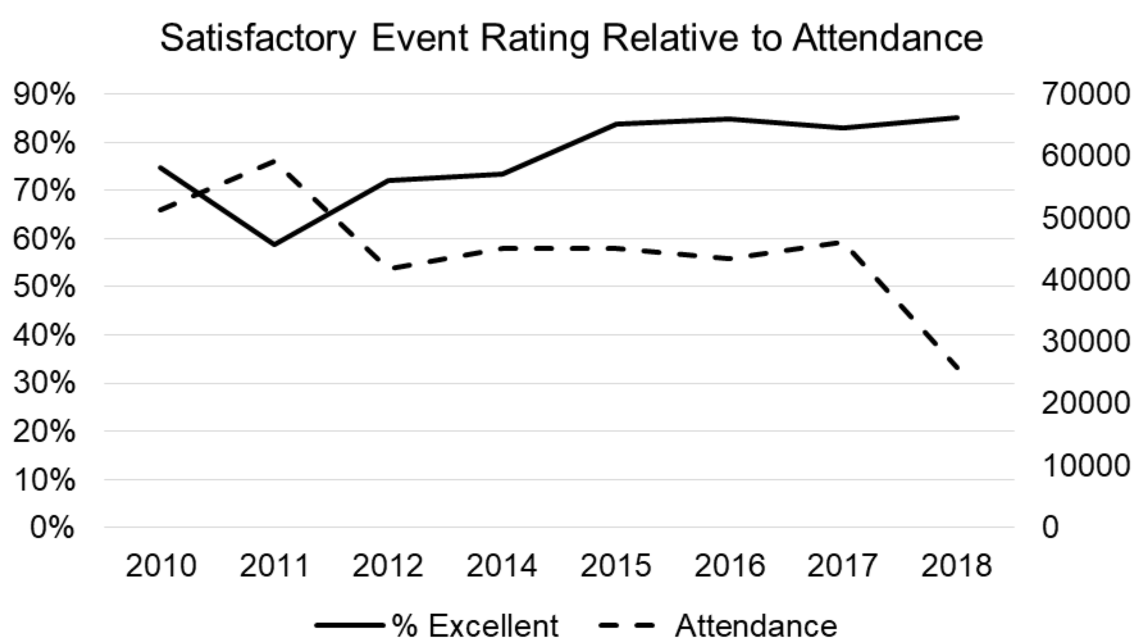
The United States is among one of the countries experiencing a demographic shift in recent decades (Kleiber et at., 2011). This change results in an increase of minority and diverse populations. Such groups with different values and behavioral patterns are expected to act and be motivated differently (Moran, Harris, & Moran, 2007; Shinew, Stodolska, Floyd, Hibbler, Allison, Johnson & Santos, 2006). Leisure behavior is an aspect that reflects the diversity of ethnicities thus the need for leisure service providers to customize their offerings to serve all groups (Kleiber et at., 2011). To draw in more diversity and inclusion to the Wildlife Expo, it will be necessary to adjust their leisure offerings while staying with the theme of wildlife and outdoor recreation yet adapting its design and offerings to meet the needs of minority groups. In addition to customizing the leisure services to create a more inclusive environment, it is suggested that the ODWC identify different formats of advertising of the Wildlife Expo to reach out to a diverse population. Advertising through different race and ethnicity platforms may draw in a diverse crowd. Ads on the Latin radio and cable stations, minority Facebook groups, and neighborhoods with high minority populations may provide a catalyst to draw in diverse crowds.

Table 1. Wildlife Expo Weekend Demographics vs. Oklahoma Demographics

	US Census Oklahoma	Wildlife Expo				
	2018	2014	2015	2016	2017	2018
Male	49.5%	64%	56%	48%	44%	41.45%
Female	50.5%	36%	44%	52%	53%	57.82%
White	74.3%	79%	85%	85%	81%	82.45%
Black	7.8%	4%	1%	3%	2%	2.51%
Bi-racial or multi-racial	6.1%	6%	3%	NA	4%	3.39%
American Indian or Alaska Native	9.2%	8%	*%	10%	7%	4.42%
Asian	2.3%	3%	1%	1%	2%	1.03%
Hispanic or Latino	10.6%	6%	3%	5%	4%	5.75%
Not Hispanic or Latino	65.7%	94%	97%	95%	94%	78.47%

* Less than 1%

Figure 1. Very satisfied (excellent) based on attendance



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A Socio-Demographic Examination Of Greenway Access And Why It Matters

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Introduction

Greenways play a pivotal role in providing diverse benefits to residents, just as other urban green places have done. Greenways not only connect parks, neighborhoods, businesses, and other public places, but also strengthen the quality of residents' life through both the connectivity and outdoor recreation (Chiesura, 2004; Kazmierczak, 2013; Shafer et al., 2000). Previous studies have highlighted the positive effects of greenways, but people with different access to greenways do not have equitable opportunity to use them, which affects their health outcomes. Thus, it is critical to examine whether neighborhoods with different demographic and socioeconomic status have equal access to greenways. Many studies have measured the accessibility of green space in urban areas (La Rosa et al., 2018; Lindsey et al., 2001; Zlender & Thompson, 2017), but few studies have dealt with the accessibility of recently constructed greenways. This study focused on the recently completed extensive greenway system in San Antonio, Texas, to examine the relationship between access to greenways and neighborhood sociodemographic factors in San Antonio. The study measures accessibility using network distances from each neighborhood to the nearest greenway entrances and the number of greenway entrances within specific distances. These findings can help planners and policymakers investigate inequality in access to greenways and develop policy directions to enhance environmental equity.

Methods

The study used secondary GIS data downloaded from the San Antonio's website and census data. To investigate accessibility, the study used the ArcMap program to measure the network distance and "access"; the 'Closest Facility' and 'Service Area' extensions were used. These functions help researchers to find the closest facility from certain points by using the distance and the number of greenway entrances within specified distances. This study used the assumption that formal greenway route entrances (i.e., parking lots) were the only accessible places.

Results

Results of the map analysis show that San Antonio's city center has a denser population than its outer area; in addition, the north side of Bexar County had a more significant proportion of households whose household incomes and per capita incomes were higher than those of the south side. Furthermore, there was a statistically significant difference between the network distance and the number of service areas. Block groups in urban areas had shorter distances to the nearest greenway entrances and tended to have more greenway entrances within 1, 3, and 5 miles than in suburban areas. Meanwhile, data indicate education-level and household income had an impact on the number of greenway entrances accessible within 5 miles. Other results depict that population density, age, percentage of black or African American, Hispanic or

Latino, female, high educational attainment, and unemployed rate of the block group were also related to accessibility outcomes.

Application for Practice

Green infrastructure such as parks and greenways have correlated health impacts for residents. Over time, the field has tried to better understand residential access to green infrastructure and made progress due to advances in technology and relevant computer applications. However, key concerns still exist and merit attention regarding application.

Researchers and planners need to work together to revisit and better define “access” as well as identify related technologies for efficient analysis. For example, this study was based on a distance-based approach, but low SES groups face more challenges in accessing greenways than distance alone. In future studies, more temporal and social barriers that the low SES groups face should be taken into consideration and we need to further develop and identify practical processes to map these indicators.

The field at large also needs to encourage research organizations and municipal agencies to collaborate in and support replication studies to assist in confirming findings on larger scales as well as developing best practices in analysis and application. For example, innovative land use, planning and policy tools have aided efforts for improving accessibility; and yet greenways in San Antonio have been developed mostly in urban areas. Although this ensures access for inner-city residents who are more likely to lack access to green space otherwise, it provides evidence based support for local advocates to raise the question about access for suburban communities. Furthermore, while infrastructure such as greenway trails are generally considered a positive addition to a neighborhood, associated affordable housing issues have recently started introducing gentrification concerns in some neighborhoods. Through collaboration, we could potentially refine tools identifying and verifying the factors and timelines associated with gentrification and develop models to support municipalities in identifying and monitoring tipping points.

Furthermore, this greenway, like many, was developed along a natural corridor. Thus, “accessibility” could not necessary be planned. Mapping activities such as these could potentially serve as a tool to assist planners in identifying high priority areas for connectivity from existing neighborhoods with less access to the trails.

To better understand these practical applications we will also focus on: Understanding the tools and processes available for analysis including strengths and limitations of defining “access” and “residential area”. Evaluating the usefulness of practical implications such as informing trail expansion, opportunities for connectivity and adjacent land use policies. And, investigating additional application of the method with particular emphasis on employing periodic evaluation to recognize if gentrification is occurring.

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African American Females: An Exploration Of Constraints In Outdoor Recreation

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Introduction

African Americans experience more constraints and barriers to participation in outdoor recreation compared to other ethnic populations. Additionally, there is a real need to understand African American women's perspectives on outdoor recreation because so few are outdoor recreation participants. Little research contributes to this topic. The purpose of this qualitative study was to explore African American women's constraints to leisure participation in outdoor recreation activities to better understand what guided their recreation choices.

Crawford and Godbey's Model of Leisure Constraints

Crawford and Godbey suggested three distinct models of leisure constraints. These models are intrapersonal, interpersonal, and structural constraints to participation. The premise of their research is that individuals have both leisure preferences and leisure participation. All three types of leisure constraints in this model are directly affected by leisure preference and/or participation.

Method

This study involved a qualitative research approach that explored the lived experiences of participants. Data were collected from semi-structured interview questions administered to ten African American women.

Results

The findings of this study support previous literature which shows that underrepresented populations have several constraints to outdoor recreation participation (Bustam, Thapa, & Buta, 2011; Perry, Xiao, & Manning, 2015; Schwartz & Corkery, 2011; Washborne, 1978; Washborne & Wall, 1980). Five themes emerged from the analysis of the data. Those themes were (a) The Fit Factor, (b) Need for Companionship, (c) Identity in Outdoor Recreation, (d) The Fear Factor, and (e) Convenience Factor.

Discussion and Implications for Practice

This study concluded that some factors that contribute to adult African American females' outdoor recreation choices and participation were personal fears, lack of support or companionship, lack of childhood exposure, and the convenience of an activity. Diversity in outdoor recreation program participation should be of utmost importance to managers of outdoor recreation and wilderness areas. A catalyst to increase African American women's participation in outdoor recreation will be the engagement of parks and recreation providers. Agencies must aggressively develop strategies to boost healthy experiences and make African American women aware of the programs and services available to them. Additionally, new programs must be created to support the needs and expose minority clientele and their children. Further, agencies must create strategies to recruit and make the industry more appealing for future African American outdoor recreation practitioners.

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Examination of Recruitment and Selection Methods for Entry-Level Professionals

Introduction & Rationale

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In 2017, the Illinois Park and Recreation Association commissioned a statewide study to determine the interests and needs of their professional membership. One of the key findings that emerged from the study centered on recruiting and selecting qualified entry-level staff. Upper-level managers noted significant challenges finding, recruiting, and hiring good entry-level professionals (Office of Recreation & Park Resources, 2017). This challenge to recruit and hire quality entry-level professionals is magnified for service-driven sectors like public parks and recreation that rely heavily on those professionals to provide essential front-line services for their constituents. As employee recruitment and selection functions transcend several operational and resource functions within the agency, research on the role of these recruitment and selection functions appears to have merit. Despite its strategic role in agency operations, little work has been done to explore the recruitment and selection practices of entry-level public park and recreation professionals. The purpose of this study was to examine the role specific recruitment and selection methods have on employers' perceptions of applicant pool quality, quantity, employee-agency fit, and the hired employee's job performance. Given the limited research in this area, the intent of this study was to serve as a starting point for future recruitment and selection research within the setting of public parks and recreation. The study was situated within a Strategic Human Resource Management (SHRM) framework. SHRM is cognizant of the values of an agency's material resources but asserts that it is equally, if not more, important to give attention to an agency's human resources. This approach is particularly relevant within the service-driven field of public parks and recreation where human resources convert material resources into services and programs. Drawing from the tenets of SHRM, this study explored the predominant recruitment and selection methods utilized by public park and recreation agencies and relevant outcome measures (agency satisfaction with the quantity and quality of applicants, job performance of the hired professional, and perceptions of employee-environment fit). In addition to the employers' satisfaction levels and perception of the hired professional's job performance, employee-environment fit was also assessed due to research suggesting that even the most qualified and talented professionals are more likely to leave an agency if they perceive a low degree of fit between themselves, the agency, and its staff (Mathis, Jackson, Valentine, & Meglich, 2017). Employee-environment fit is a multidimensional concept consisting of different types of fit including person-job, person-agency, and person-to-group fit (Kristof-Brown, Zimmerman, & Johnson, 2005). Person-job and person-agency fit refer to broad overall characteristics of a job or an agency while person-to-group fit refers to a fit between the hired employee and other employees in the agency (van Vianen, 2005).

Methods: Adopting an agency-level perspective and drawing from existing management literature on employee recruitment and selection, this study sought to address the following questions: (1) What role do specific recruitment methods (referrals, word-of-mouth, unsolicited inquiries, agency web/social media, newspapers, professional associations, educational institutions, search consultants, online employment search engines, and career social media sites) have on employers' perceptions of (a) applicant pool quantity and (b) quality? (2) What role do specific selection methods (interviews, personality tests, cognitive ability tests, physical ability tests, work sample tests, presentations, and assessment centers) have on employers' perceptions of newly hired (entry-level) professionals' (a) subsequent job performance and (b) employee-environment fit? Participants for the study were selected from the membership database of the Illinois Park & Recreation Association (IPRA). Using the position descriptor criteria within the database, professionals that held managerial or director-level responsibilities were invited to participate in the study. Based on these criteria, an email was sent to 584 full-time public park and recreation professionals in the database. The email invited professionals who had engaged in the recruitment and selection of at least one entry-level park and recreation professional during the past three years to complete an online survey. All of the study's variables were measured using the online survey and were derived from existing scales (Cable & Judge, 1997; Kristof-Brown & Guay, 2011). A series of reminders were sent to the participants, resulting in 288 respondents completing the survey (49.3% response rate).

Results: Initial data analyses included examining the data for missing values, multivariate outliers, linearity, normality, homoscedasticity, & multicollinearity. Scale reliability analyses were also conducted for the three employee-environment fit sub-scales in alpha coefficients ranging from .85 to .85. Regression analyses were computed to test the study's questions. The regression analyses indicated referrals and professional associations significantly contributed to employers' satisfaction with the number of applicants for entry-level positions while word of mouth and professional associations accounted for a significant change in the explained variance for employers' satisfaction with the quality of applicants (Table 1). Employers who utilized interviews more frequently with their selection of entry-level professionals were also found to be more satisfied with the subsequent job performance of the hired professional (after she/he was hired). Finally, the use of selection interviews and candidate presentations significantly predicted employers' perceptions of the hired professional's person to agency, person to group, and person to job fit (Table 2).

Application to Practice: This study helps build a much-needed knowledge base for improved recruitment and selection practices of entry-level professionals. First, the study highlights the strategic role professional associations play in agency recruitment efforts. Agencies that utilized professional associations to advertise their entry-level position openings were more satisfied with both the number and quality of these applicants. Second, the utility of word of mouth advertising appears to reinforce the view that public parks and recreation remains a highly networked profession. While research has identified positive and negative aspects of networked-based recruitment strategies such as word of mouth advertising, it appears to still be an effective recruitment method for public parks and recreation. Next, the data suggests interviews are a reliable and valid selection tool for park and recreation managers. As selection interviews can take many forms, future research examining the utility of the various types of interviews (i.e., structured, unstructured, group, individual, etc.) is encouraged. Agencies should also consider the use of presentations as an effective selection method for entry-level professionals. Requiring candidates to deliver a presentation of a job-related task can help employers assess a variety candidate qualities including: organizational skills, communication, familiarity with the agency, and overall depth of knowledge for the position.

Table 1. Regression Analysis Summary Table for Public Park and Recreation Hiring Managers' Perceptions of the Quality of Applicants

Variable	R^2	F	*p*	B	SE	T	*p*
Word of mouth				.11	.06	2.03	.04 [a]
Referrals from other businesses				-.10	.05	-1.81	.07
Unsolicited inquiries				.04	.05	.83	.41
Agency website				-.04	.06	-.74	.46
Agency social media				.03	.05	.57	.57
Newspapers				.09	.05	1.76	.08
Professional associations				.09	.05	2.06	.04 [a]
Educational institutions				-.03	.04	-.72	.47
Search consultants				.00	.10	.03	.98
Online employment search engines				.05	.05	1.01	.32
Career social media sites	.08	2.06	.02	-.01	.06	-.17	.87

[a] $p<.05$

Table 2a. Regression Analysis Summary Table for Hiring Managers' Perceptions of the (Hired) Professionals' Person to Agency Fit

Variable	R^2	F	*p*	B	SE	T	*p*
Interviews				.64	.17	3.69	.00 [a]
Personality tests				-.02	.20	-.09	.93
Cognitive ability tests				.14	.09	1.58	.12
Physical ability tests				.00	.09	.03	.98
Work sample tests				.02	.08	.27	.79
Presentations				.31	.14	2.30	.02 [a]
Assessment centers	.14	4.97	.00	-.03	.10	-.25	.80

Table 2b. Regression Analysis Summary Table for Hiring Managers' Perceptions of the (Hired) Professionals' Person to Group Fit

Variable	R^2	F	*p*	B	SE	T	*p*
Interviews				.39	.18	2.17	.03 [a]
Personality tests				.21	.21	.99	.32
Cognitive ability tests				-.05	.14	-.37	.71
Physical ability tests				.00	.10	.01	.99
Work sample tests				.12	.09	1.41	.16
Presentations				.16	.09	2.05	.04 [a]
Assessment centers	.07	2.41	.02	-.14	.11	-1.27	.21

Table 2c. Regression Analysis Summary Table for Employers' Perceptions of the Hired Professionals' Job Performance and Person to Job Fit

Variable	R^2	F	*p*	B	SE	T	*P*
Interviews				.48	.18	2.67	.01 [a]
Personality tests				.12	.21	.57	.57
Cognitive ability tests				.11	.14	.81	.42
Physical ability tests				.14	.09	1.48	.14
Work sample tests				.04	.09	.40	.69
Presentations				.19	.10	1.97	.05 [a]
Assessment centers	.11	3.74	.00	-.12	.11	-1.16	.25

[a] $p<.05$

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Today's Older Adults: Who Are They & What Do They Want From Us?

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Introduction/Rationale

Baby boomers have aged into later adulthood and the media is full of news talking about the graying of America. When they were young, we needed more schools. Now, there is a steady growth in the nursing profession and politicians are looking at raising the age for receiving social security benefits (again). With more seniors than ever before and an improved understanding of how leisure contributes to healthy aging, parks and recreation (P&R) professionals need to be able to meet the recreational needs of this growing population. Additionally, a new life stage, encore adulthood (Moen, 2016), has been coined to reflect the novelty of Americans 50 and older who are in better overall health than previous generations, but often have multiple demands on their time use, including work and caregiving.

While numerous studies have previously been dedicated to understanding the recreational behaviors and interests of older adults, the evolution of a newly recognized life stage suggests a need to reconsider what we think we know. In addition, the majority of previous studies have been qualitative, focusing on a small number of people who were active participants in a particular leisure activity, from lawn bowling to swimming to team sports. While these studies have provided valuable information on the benefits and value of the activities under investigation, few studies have considered the leisure behaviors and preferences of non-participants. This study therefore builds on previous qualitative research with quantitative research on a national sample of encore adults. The value to practitioners is to provide insight on the activity levels of encore adults, the activities in which they are involved, their interests and constraints, and their agreement with current policies and practices.

Methods

In Fall of 2018, a link to an electronic survey was e-mailed to a random sample of people 50 and over who had opted-in to complete electronic surveys for a small incentive. Technology-enabled recruitment approaches, such as registries and emails, have been found previously to be effective for recruiting (Heerman et al, 2017). The questionnaire was anonymous and consisted of 54 questions, ten of which were tables comprised of sub-questions. Questions related to sociodemographics and time use, past and recent sport participation, physical activity behaviors over the last week, intrinsic and extrinsic factors that might encourage their sport participation, negotiation methods practiced to facilitate their sport participation, constraints to their sport participation, attitudes towards common P&R policies or practices, and general attitudes towards their communities. Descriptive statistics were used and statistical analyses were performed using SPSS.

Results

Respondents (n=1207) were primarily female (651/1207), white (89%), retired (48%), in their 50s (36%) or 60's (39%), had graduated from a 4-year college (40%). Though most respondents self-reported being in good or excellent health (60%), one-fifth of respondents also reported having experienced or been treated for anxiety, depression, or some other emotional disorder. Additionally, almost one-fifth of respondents (19.7%) reported having been responsible for caring for someone else for at least the past month.

During the previous week, more than 20% had participated in moderate or strenuous activity and almost 60% (59%) indicated they had walked three or more days. Almost three-fourths of respondents had played sports previously (71%), with half reporting they had played in the past year and 26% indicating they had participated in a team sport (bowling, softball, basketball, volleyball, soccer, baseball and football) this past year. Few (8%) reported being active with their P&R department, but many agreed or strongly agreed their lack of involvement was affected by not having people their age with whom to play (40%), an inability to afford it (34%), being unaware of activities available for older adults (33%), facility access (28%), and not having proper equipment or clothing (18%).

When asked about their agreement with various P&R department policies or practices that can affect older adults, respondents did not often agree that P&R should pay the entry fees (22%) or travel expenses (19%) for older adults, but many (43%) thought they should offer one-day events so older adults can try out sports activities. Regarding who should receive greater priority for fields, 23% favored youth sports programming and 27% favored sports programming for older adults. The majority of respondents (54%) reported reading their local newspaper or using Facebook (64%) at least weekly, whereas many fewer reported using Instagram (14%) or Twitter (16%) that often.

Application to Practice

Results from this national sample of older adults support previous research that encore adults differ from past generations of adults at the same age. Most encore adults in this sample had been active sport participants and, despite relatively strong numbers (>20%) reporting that they still worked full-time, were responsible for caregiving of someone else, or were struggling with anxiety, depression or a related mental health issue, many continue to remain active. Given that this involvement frequently involves sport participation, and often team sport participation, meeting the needs of encore adults may need new strategies.

Based on these results, authors suggest taking a more active role in facilitating older adult opportunities through increased promotion using newspapers and Facebook, enhanced programming, such as one-day sports clinics and dedicated times for drop-in activities specific to older adults in order to capitalize on coordinating the activities and interests of fewer numbers of participants from which to draw, reduced fees, improved facility access, the facilitation of an income-based equipment rental program that might include clothing or footwear and the reconsideration of department policies and practices that, while paid for by all residents, often favor youth.

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LOCAL OFFICIALS' PRIORITIES AND PERCEPTIONS OF PARKS AND RECREATION

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Introduction

Park and recreation services contribute to health and wellness, conservation, and social equity (NRPA, 2018). It is not surprising than Americans love park and recreation services; they are popular and worth investment among both users and non-users (Mowen, Graefe, Barrett, & Godbey, 2016). Although studies indicate that Americans perceive park and recreation services as important contributors to key community issues (Bricker et al., 2016; Chiesura, 2004; Godbey & Mowen, 2010; Kaczynski & Henderson, 2007), local government officials are the stakeholders primarily responsible for making investment decisions for community services such as parks and recreation. As such, their perspectives warrant attention. A limited body of research has examined local officials' perceptions of the benefits of park and recreation services (e.g., California State Park Planning Division, 2002; Powers et al., 2019), but no studies have considered how officials view the performance of parks and recreation relative to the community issues they view as most important. If officials perceive park and recreation services as critical to addressing important community needs, they may be perceived as less discretionary (Crompton, 2009; Kaczynski & Crompton, 2004). Therefore, we should understand how these services are positioned among local officials. However, community issues and the contribution of park and recreation services might depend on community size. For instance, research has demonstrated that usage of parks and recreation, public health, and engagement in health partnerships varies across community sizes (Burke, Shinew, & Son, 2015; Maas et al., 2006; Payne et al., 2013). Officials from different community sizes might have different opinions regarding community issues and the value of parks and recreation. This study examined how officials from different community sizes perceived the importance of community issues and the extent to which park and recreation services contributed to those issues.

Methods

An online survey (n=810) was administrated to local officials through three national level organizations: The National Association of Counties, International City/County Managers Association, and National League of Cities. The survey examined officials' perceptions of eight key issues in their communities and park and recreations services' role in addressing these issues. The issues were assessed using multiple items, 25 in total, on five point Likert scales and were developed based on review of the benefits literature as well as a repositioning tool from Kaczynski and Crompton (2004). Additional items were added based on in-depth interviews with local officials prior to the survey (Table 1). For data segmentation purposes, the independent variable, community size, was recoded to reflect the following three community types: small=less than 10,000, medium=10,000 to 99,999, and large=greater than 100,000. Analysis of variance procedures followed by Scheffe's post hoc analysis were used to analyze differences by community size. Importance-performance analysis with mean quadrant plots (Martilla & James, 1977) was used to determine how parks and recreation is positioned among local officials.

Results

Overall, officials viewed attracting and retaining businesses, youth development, and community quality of life as most important. Officials recognized the highest contributions of park and recreation services relative to community quality of life, youth development, and community health. Furthermore, results indicated differences by community size, yet the patterns of importance and performance remained consistent; officials from larger communities said issues were more important and recreation benefit delivery was higher as compared to officials from smaller communities. Importance-performance analysis of the overall sample revealed youth development and community quality of life as areas in which to *keep up the good work,* community health as an area of *possible overkill*, attracting and retaining businesses (and growth management among official from larger communities) as an area in which to *concentrate here,* and social equity/social justice as *low priority.*

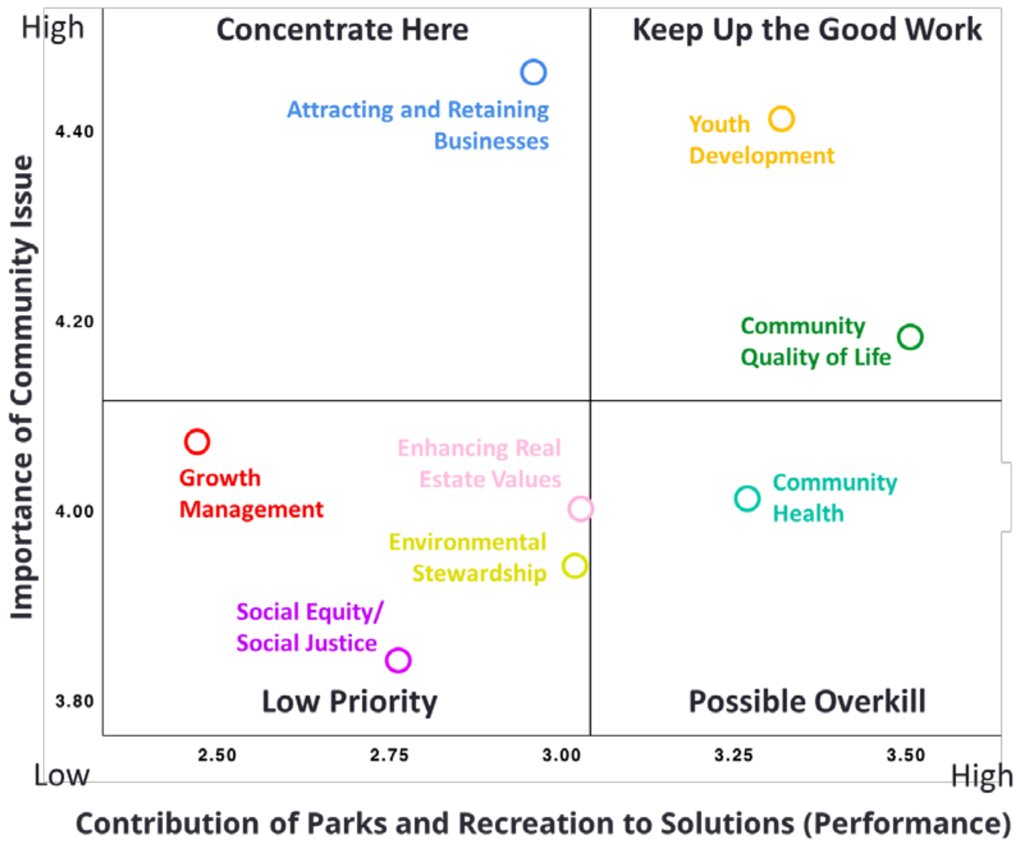
Application to Practice

Findings suggest important opportunities for improving our position among local officials. Officials' perceived youth development and community quality of life as important areas that we should keep doing well. On the other hand, officials were less concerned with the issue of community health. Community health's position in the *possible overkill* quadrant is a function of importance, not performance of parks and recreation. While health is seen as a national crisis, interventions to improve health should probably happen, and would be most effective, at the local level. Agencies and future research should consider how local programs or initiatives could help elevate community health as a local priority among officials.

Officials viewed attracting and retaining businesses, and within larger communities, growth management, as highly important, but perceived park and recreation services as weak contributors. Park and recreation agencies and advocates should more effectively communicate the role of parks and recreation in business location decisions through making the link with quality of life. In an NRPA (2018) report on parks and recreation's role in economic development, quality of life was shown as one of many factors in business location decisions; in recent years, the importance of quality of life in business site selection appears to have increased. Moreover, park and recreation services can help to enhance quality of life in the face of growth through providing avenues for alternative transportation which help to address congestion and provisioning protected areas around both residential and commercial developments.

Finally, officials' perceptions of both the importance and our performance relative to social equity/social justice were concerning. It is interesting that officials saw park and recreation services as such strong contributors to youth development, yet did not feel similarly about social justice. Agencies should attempt to more effectively communicate their contributions to social equity and social justice, specifically with regard to their contributions to quality of life and youth development.

Figure 1. Importance Performance Analysis



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Reducing Pressure For Youth Sport Parents Though Expressive Writing

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Introduction/Rationale

Parents represent a crucial component of the youth sports experience. Paying for participation, transporting youth participants to and from games and practices, financing the experience, and providing volunteer labor to the youth league are just a few of the important functions that parents perform (Busser & Carruthers, 2010; Fredericks & Eccles, 2004; Green & Chalip, 1998; Sharpe, 2006). Indeed, parents are responsible for ensuring the ongoing production of the youth sports experience.

The experience of youth participants is also strongly influenced by parents. For example, when parents are emotionally supportive and encouraging and balance the importance of sports with other activities, youth are more likely to achieve positive outcomes and continue playing (Brustad, 1996; Fraser-Thomas, Cote, & Deakin, 2005; Leff & Hoyle, 1997). In contrast, when parents coach from the sideline, provide rewards for performance, express anger, and display poor sportsmanship, youth are more likely to achieve negative outcomes and drop-out of the sport experience (Arthur-Banning, Wells, Baker, & Hegeress, 2009; Fraser-Thomas, Cote, & Deakin, 2005; Omli & LaVoi, 2009). Thus, given the potential positive and negative impacts of parents on the youth sport experience, it is important to also evaluate the parent experience.

Existing research points to the possibility of both positive and negative experiences for parents. For example, parents may develop social connections, and a sense of community with other parents (Legg, Wells & Barile, 2015). However, parents may also experience pressure related to the experience. This pressure can be directly related to the game or part of the pressures of parenting including the financial pressures of youth sports (Dorsch, Smith, & Dotterer, 2016; Dunn, Dorsch, King, & Rothlisberger, 2106;; McGannon & Shinke, 2013; Omli & LaVoi, 2009). At its worst, this perceived pressure may lead to anger and poor behavior at youth sport games (Goldstein & Iso-Ahola, 2008).

Existing research has focused on describing the experience or parents or in implementing and evaluating parent education programs (Dorsch, King, Dunn, Osai, & Tulane, 2017). However, little research exists that attempts to assess efforts at improving the experience of the parent, and in particular helping the parent manage the stresses of youth sport. One relatively simple process that has been effective at reducing negative emotions in other settings is expressive writing where participants write primarily about their feelings and emotions, and not the specific details of an incident (Pennebaker & Beall, 1986). Existing research suggests that expressive writing for as little as four days can lead to improved mental and physical health outcomes (Pennebaker & Beall, 1986; Pennebaker, Kiecolt-Glaser, & Glaser, 1988; Smyth, 1998).

Though expressive writing appears to be an effective technique for improving outcomes, it is less clear who is most likely to benefit from writing. One possibility is that individuals who have strong emotional processing skills, a social support network, or are generally hopeful may benefit less as they already have the tools and skills to help them process their emotions (Frattaroli, 2006). However, this relation has not been examined, and limited research related to expressive writing specifically for parents exists. Therefore, given the importance of the parent experience in youth sports, the need to reduce the perceived pressure on parents in order to maximize positive youth outcomes, and the potential of expressive writing as a means to improved outcomes, it is worthwhile to explore who is most likely to benefit from an expressive writing exercise. Thus, the purpose of this research project is to examine the relation of emotional processing, social support, and hope on the reduction of perceived pressure for youth sport parents.

Methods

Twenty-three parents of participants in a U8 recreational soccer league participated in the study. Parents first completed a pre-test that assessed their perceived pressure in youth sport settings, emotional processing skills, social support, and hope. Participants then completed four writing exercises over a 10-day period. The writing exercises asked participants to write for approximately 15 minutes specifically about the emotions they experienced as a youth sport parent. After the final journal entry, parents were given a post-test with the same measures, and then completed a final post-test one month after the final journal entry.

Results

Linear regression was conducted in order to determine whether emotional processing, social support, and hope were associated with a decrease in perceived pressure. The full regression model accounted for a large amount of variance in change in perceived pressure (R^2=.56, p=.002). Further probing of the model indicated that both emotional processing ($p<.01$; β=-.72) and social support ($p<.04$; β=.-34) were significant inverse predictors of change in perceived pressure, while hope (p=2.67) was not a significant predictor of the decrease in perceived pressure. In other words, the higher a participant scored on emotional processing skills and social support the less beneficial the journaling exercise was in decreasing their perceived pressure.

Application to Practice

Previous research indicates that expressive writing may be effective in improving both physical and mental health outcomes. Less clear, however, is who benefits most from this technique. The present research indicates that individuals who score lower on emotional processing and social support also experienced a larger decrease in perceived pressure in the youth sport setting. It would seem likely that these individuals do not already have the emotional processing skills or the social support to help them manage their perceived pressure, and thus the writing technique was more beneficial for them. For youth sport administrators, this suggests that implementation of an expressive writing technique may be an effective tool in reducing the pressure that parents feel in youth sport settings. This technique may be especially useful because it provides a useful tool for individuals who may not possess other resources to help manage the pressure of being a youth sport parents. Further, expressive writing appears to be effective with minimal time investment as participants only completed four writing exercises. Therefore, implementation of a journaling exercise may help youth sport parents decreased their perceived pressure through a minimally invasive or intensive activity and is thus worth considering for youth sport administrators.

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Sometimes the Best Relationship is a Long-Distance Relationship: Promoting the National Park Visitor Experience to Encourage Safe Wildlife Watching

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Seeing wildlife in natural habitat is an exciting and powerful experience for national park visitors. However, getting too close to these animals is risky for visitors and wildlife alike. National parks have long used educational approaches to encourage conservation behavior. With record visitation and declining staff numbers, national parks must also consider scalable communication strategies that support wildlife conservation and reduce visitors' risk of wildlife-cause injuries. Much of the previous message-testing research in national parks has used strategies primarily highlighting natural resources or wildlife protection with mixed results. We examined effects of a multi-channel campaign that more strongly promoted the visitors' experience as it aligns with wildlife protection. We measured its effect on how close people got to wildlife. We used a pre/post nonequivalent groups experimental design in four national parks around the U.S., making 40 total observations of human-wildlife interactions involving 4,911 visitors in pretests and 37 total observations involving 2,872 visitors in posttests. Results showed, once the campaign was in place, a lower proportion of visitors was observed within unsafe distances to wildlife in three of the four parks (effect sizes φ = .2 to .3). We recommend parks use messages emphasizing the visitor experience to be gained by engaging in the desired behavior rather than solely highlighting wildlife protectionism. To advance theory for conservation and risk communication efforts, future research should examine more direct comparisons between visitor experience and wildlife protectionism messages and how individual's goals and previous wildlife experiences may interact with those message effects. To help others communicate about safe wildlife watching, all campaign materials are available for public use/adaptation.

Is Green Infrastructure a Universal Good?

Amanda Phillips de Lucas

Introduction/Rationale

Green infrastructure, broadly defined as natural, semi-natural and engineered biological installations that perform multiple ecosystem services, is widely touted and used as a component of urban sustainability plans and strategies. This is especially true in Baltimore City, where green infrastructure has been utilized by public agencies as well as not-for-profit organizations to meet ambitious nutrient reduction goals while also achieving co-benefits such as improving urban parks, increasing the number of public green spaces, and promoting overall social wellbeing. However, it is not known whether the assumed benefits accrue to neighborhoods or communities where residents may perceive the installations as risky, burdensome, imposed, or unattractive. Residents of underserved neighborhoods may even view green infrastructure as investments causing damage or inconvenience in their neighborhoods while producing benefits that accrue to other, wealthier areas. Installations across the city are strewn with trash and clogged with sediment, demonstrating that maintenance schedules have not been met. If green infrastructure is to achieve the benefits attributed to it, decision makers, including park professionals, must know how green infrastructure installations relate to surrounding urban areas. Additionally, it is essential to know how residents perceive green infrastructure across various neighborhoods, including those that are underserved.

Methods

This research project brings together three distinct but intertwined methodological objectives to examine whether green infrastructure is a universal good. By employing existing and specially created high-resolution maps of green infrastructure in Baltimore, objective one demonstrates how this technology is distributed relative to social capacities, needs, and to the other biological and constructed resources of a city. Researchers investigated the spatial context of green infrastructure using the HERCULES land cover classification system, which is uniquely designed to explore the joint social and biophysical pattern in urban systems. Objective two, utilizing semi-structured interviews and community engagement approaches, examined what positive and negative perceptions about green infrastructure residents hold, and whether those perceptions relate to the social and demographic characteristics of different neighborhoods. Researchers examined perceptions of green infrastructure as an outcome, but also sought to understand views of how it came to be in terms of procedural environmental justice, how it relates to other community priorities, and to responsibility for maintenance. All four dimensions may affect neighborhood perceptions. In the third objective, researchers evaluated over 90 GI plans from 20 US cities for how they acknowledge differential neighborhood needs and relationships, and what procedures exist for communities to shape policy and practice. Plans were coded to examine the relationships between green infrastructure goals and long standing equity concerns of urban residents.

Results

The implementation of green infrastructure in Baltimore has been driven by a variety of sources. The city, working to meet federal regulations, understands green infrastructure as a mechanism to reduce specific nutrient loads of urban stormwater runoff. Not-for-profit organizations, driven by state and federal funding, utilize green infrastructure to leverage grant money to achieve a variety of ecological, social, and economic benefits. Over the course of our research, we assembled the most comprehensive data set of green infrastructure in Baltimore City to date. Prior to our work, many site locations were unknown outside of implementing agencies. We have been able to give stakeholders a comprehensive map of the many installations currently in the city. The lack of maintenance of green infrastructure consistently emerges as a common refrain from both implementers and residents. City agencies struggle to address the new skills, labor force, and techniques needed to care for landscaped installations. In other settings, green infrastructure is maintained by community groups or local residents. In these cases there is difficulty ensuring that green infrastructure is maintained over time. Additionally, residents are often unsure of who is responsible for a site. Researchers developed a metric for visually assessing how well a given site was maintained, with hopes of eventually using this tool to address the quality of care over time. In the plan review, city plans were examined to understand how different cities and institutions assessed or defined equity. Results from this analysis demonstrate that the assumed benefits of green infrastructure are not often understood in relationship to potential burdens. Furthermore, definitions of equity vary across plans, and significant procedural hurdles exist for communities to voice their local and specific concerns in GI planning and practice.

Application to Practice

Data Collaboration as Essential to GI Planning Process

Lack of information about existing green infrastructure hampers public agencies and NGOs who wish to develop new sites. We suggest actionable steps that agencies can take to create a central, public data repository that tracks progress, implementation, development, and maintenance schedules of GI projects in urban areas. Furthermore, such a tool can be used by community groups to advocate for new development.

Metric for Tracking Aesthetic Maintenance

In response to stakeholder concerns regarding the maintenance of green infrastructure, researchers from objective one developed a metric for assessing how well a GI site is being cared for. This tool will be shared for parks practitioners to assess the state of existing installations and develop actionable plans for remediation.

Equitable Planning Requires Intellectual Diversity

Professional differences and perspectives are often described as a hindrance to GI implementation. However, the concerns and issues of communities and implementing agencies, if placed in context, need not result in insurmountable conflicts. Green infrastructure implementation requires diverse stakeholders to solve complex ecological and social problems. We will discuss possible interventions that could aid in bringing greater intellectual diversity to GI planning through improving its procedural equity.

Dog Park Success: Results From Focus Groups With Park Administrators And Civic Leaders

Edwin Gómez, East Carolina University
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Introduction

The idea of a dog park – a space set aside as an off-leash recreation area (OLRA) for canines – was first established in 1979 in Berkley, CA. However, dog parks as units of a strategic plan is a relatively new initiative, in comparison to play grounds, soccer fields, or tennis courts. The 1980s ushered in dog park activism in reaction to leash laws. Because of this activism, dog parks became prominent fixtures of parks and park planning in the 1990s and became incorporated into city park master plans as "planned additions" in the 2000s. Today, there are over 2,200 dog parks in the United States (Urbanik & Morgan, 2013). Dog parks have generally experienced rapid growth over the last few decades. Greater numbers of people are requesting dog parks as standard city amenities. According to The Trust for Public Lands (2016), dog parks were reported as leading the growth in urban parks, growing by 4% in 2015, and by 89% since 2007. The growth reflects national trends in dog ownership. The American Pet Products Association (n.d.) estimated that, in 2017, 60.2% of U.S. households own a dog, representing 89.7 million dogs. Furthermore, the growth in pet ownership will continue. Given the increase in general pet ownership, there should be a corresponding shift in demand for more dog parks. However, despite the rapid growth in the number of dog parks, dog park facilities tend to be over-crowded and in high demand for expansion. In the absence of national standards and practices specific to dog parks, our general guiding question was … what makes for a successful dog park?

Methods

Two focus groups were conducted as part of the study. One focus group included City of Norfolk Recreation, Parks and Open Spaces (RPOS) administrators who worked with the dog parks in the city. The other focus group included civic/dog park association neighborhood leaders. Focus groups were then transcribed, analyzed and coded.

Results

Three employees from Norfolk RPOS participated in the focus group for park administrators who worked with dog parks in the city. The RPOS administration focus group lasted approximately 45 minutes. The second focus group included seven members of four different neighborhood civic leagues or dog park associations in Norfolk. The neighborhood civic league/dog park association focus group lasted approximately an hour and a half.

Discussion

There was some agreement between both focus groups about the most essential things to have for a successful dog park. City administrators and neighborhood leaders agreed that water, shade and fencing were essential. Aside from amenities, both agreed that community buy-in was necessary for success. The groups differed in other suggestions. City administrators focused on structural aspects of success (e.g., fencing, ground surface, separate small/large breed areas). Civic leaders focused on functional aspects of success (e.g., a double gate was necessary, plenty of space, bags for dog feces, and seating). Both groups agreed that clear policies are needed for very successful launches and continued maintenance of dog parks; however, they diverged in their points of view on the policies. From the Norfolk RPOS administration staff perspective, the policies were set in place to reflect “lessons learned” from over a decade of dog park development and interactions with civic leagues and constituents, as well as best practices. From the civic league perspective, they feel the policies are not realistic and not sustainable, especially given the transient nature of Norfolk’s population. Additionally, both groups agreed that leadership is critical to the success of the dog parks. However, civic leaders expressed considerable frustration with being charged with half of the establishment and upkeep of the dog park. One leader discussed the large amount of research she had done on dog parks, the begging for money she had done and all the work she had put into establishing and maintaining the dog park. She described the difficulties in perpetually raising money to pay for things in the dog park and getting volunteers out to maintain the park. Another civic leader agreed with her and wondered why dog parks were not like other parks in the city, which were maintained by the city and paid with tax dollars.

Implications for Practice

By far the most important indicator of a dog park is the fence. While this may seem obvious, it is a very relevant indicator of success. We found in our study that although 12 dog parks exist in Norfolk, 6 of them were not fenced in, and these receive very limited use. Off-leash dogs can be unpredictable, so bringing them to a space that is not enclosed by a fence could be problematic – for the dog, the owner, the neighborhood residents, and the municipality. Administratively, while dog parks are established as private/public partnerships between the city and the civic league, some dog park association members expressed concerns with policies. Given the continued growth, both in dog parks and dog ownership, there will probably be more demand for tax dollars to cover dog parks. One dog park association member commented that he and his wife do not have children, but their tax dollars pay for schools and playgrounds. The transient nature of some of the population coupled with the fact that even though a dog park is technically a "neighborhood" park, in that it was created with neighborhood funds, neighborhood volunteers, and located within a specific neighborhood, and the neighborhood pays the utilities (if they have a water source), the city advertises dog parks on its website as citywide amenities, so one will also see people from other parts of the city or visitors from out of town at the dog parks who may not have the same ownership and may not even know that it is a volunteer-driven, self-funded entity. Park professionals need to view dog parks as any other recreation and open space, and dog owners as constituents. Civic league members do not mind sharing their dog parks and acknowledge that there are some benefits to having a dog park association but are frustrated with the policies because no other constituent group must go through the same process. Other cities build dog park maintenance into their budgets, based on feedback, this should be a consideration for Norfolk. Civic leaders felt the city needed a "dog park person" on staff. RPOS administrators believed that there would not be enough work for one person to operate dog parks, without having some other duties. While Norfolk presents a specific case study, it is instructive to note that policies, regardless of what form they take, must be revisited.

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Stop the Bus! Urban Park Walkability for Tour Bus Participants

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Introduction/Rationale

Walkability in urban areas is receiving growing research attention due to the environmental and health benefits of walking in comparison to driving (Hall & Ram, 2018). Within the realm of tourism, walking is ideally the environmentally-friendly option for movement between sites; however, this presumption can change when tour buses are involved, as tour bus drivers may be circulating the streets (i.e., cruising) or idling the engine during the same time the passengers are walking, in particular in urban areas where parking is complicated. Cruising leads to congested roadways and the heavy-duty diesel engines that power most tour buses have higher emissions of particulate matter and nitrogen oxides than gasoline engines, leading to adverse effects on human health and the physical environment (Hertel, et al., 2008; US Environmental Protection Agency, 2013).

The health benefits of walking are well documented, both in terms of preventing disease (Manson et al., 2002; Weuve et al., 2004) and psychological wellbeing (Bailey, el al., 2018; Bornioli, Parkhurst & Morgan, 2018). Walking has long played an integral component in many forms of tourism. People travel to destinations with the express desire to walk trails in natural areas or to follow pilgrimage routes (Solnit, 2000; Timothy & Boyd, 2015). Urban tourism frequently involves a significant amount of walking as tourists roam city streets and built environments.

While much of the research specific to walking and walkability in urban areas focuses on providing quality walking environments (e.g., Sellers et al., 2004), less is known about the intersection of on-site tour bus use as balanced with site-to-site walking. The purpose of this study is to investigate walking patterns of different tour bus user groups visiting a spatially complex urban park to better understand both urban walkability and tour bus cruising.

Methods

The destination chosen was the National Mall and Memorial Parks (National Mall), a 684-acre unit of the National Park Service (NPS) in Washington, DC. Each year, the National Mall hosts approximately 24 million visitors, approximately one-third of whom arrive by tour buses (National Park Service, 2010). Over a period spanning seven months to account for seasonal variations, eight days of on-bus/off-bus data were collected by a research team using four standardized instruments to systematically collect quantitative and qualitative data specific to group walking activities, tour bus cruising, operational efficiency, mobility, access, and safety. Four target groups included school, adult, cultural, and senior citizen veterans. Researchers collaborated with NPS and Destination DC to identify diverse user groups and secure permission to join tours. All tour participants and drivers were aware of the purpose of the study and the presence of the researchers on the tours. Data collection instruments were electronically administered using iPads, allowing researchers to be immersed in tour activities. Map My Tracks software was utilized to document the bus driving route as well as the walking route taken by participants while off the bus. Walking data was collected using Fitbit activity trackers to validate Map My Tracks information. An iPad tracking the bus movement was kept on the bus at all times, so that the full route selected by the driver could be mapped. At least one researcher stayed on the bus at all times in order to document the day through the experiences of the driver. Data were organized and analyzed using Microsoft Excel software. Spatial data files were converted into Arc GIS format for analysis. Each data point was geocoded by zone before creating graphical illustrations of key variables.

Results

Table 1 offers an overview of select variables documented for this study, across visitor groups. Participants received health benefits through walking, with pedestrian miles traveled varying from 2.0 miles up to 9.7 miles and anywhere from 600 to over 2200 calories burned along the way. Tour lengths varied from half-day visits of 4-5 hours for the two cultural groups up to full day sojourns of 13+ hours for the school groups. The senior citizen veterans, with the majority of the participants in the age range of 80+, were the most likely to have assistive devices yet still logged over 2 pedestrian miles during their 12-hour tours.

While the tour participants were found to benefit both physically and psychologically from the tours, the environment suffered as tour bus drivers spent many miles cruising around the Washington, DC streets while their passengers were walking. Cruising miles varied between 1.5 miles on the low end to 22 miles on the high end. Drivers openly commented on their experiences in navigating Washington, DC and appeared to appreciate the opportunity to vent their frustrations. They indicated the impracticality of looking for parking in remote locations and the stress associated with driving in circles throughout the district. Group leaders contributed to cruising in that they frequently asked the driver to stay close to the loading/unloading areas so that wait times would be minimized. Additionally, five of the tours had temperatures that went either below 35 degrees or above 80 degrees, compelling the drivers to keep the bus running (counter to Washington, DC idling laws) even when stopped in order to keep the temperature regulated. In short, stopping the bus was easier said than done.

Application to Practice Outcomes

The participant will be able to implement technology that can document walking patterns and tour bus cruising in spatially complex parks. The participant will be able to identify the key barriers to walking for tour bus participants in urban parks. The participant will be able to indicate a minimum of three ways to promote walking behaviors for diverse tour bus visitor groups.

Table 1: Overview of Eight Tours to Washington, DC

Variable	School Age 1	School Age 2	Adult 1	Adult 2	Cultural 1	Cultural 2	Veteran 1	Veteran 2
Place of Origin	South Dakota	Massa-chusetts	Virginia	North Carolina	South Korea	South Korea	Gathered in DC from various U.S. locations.	Gathered in DC from various U.S. locations.
Temp. Low / High (°F)	33° / 59°	71° / 90°	57 ° / 86°	55° / 72°	32° / 61°	50° / 70°	72° / 91°	56° / 73°
Total Tour Hours /Minutes	13 hr 25 min	14 hr 9 min	9 hr 8 min	14 hr 7 min	4 hr 18 min	5 hr 5 min	12 hr 9 min	12 hr 30 min
Total Number of People on Tour	15	41	23	31	19	12	52	54 (Bus 1) 55 (Bus 2)
Group members using assistive devices	0	0	1	0	0	0	15	30 (Bus 1) 20 (Bus 2)
Types of assistive devices	n/a	n/a	Wheel-chair	n/a	n/a	n/a	Wheelchairs, walkers and canes	Wheelchairs, walkers and canes
Cruising "Empty" Vehicle Miles in DC	22	6	5.5	12.5	1.5	3	8	2.3
Pedestrian Miles Traveled	9.72	6.76	3.8	6.26	2.0	2.1	2.8	2.17
Average Calories Burned	2233	2079	1288	2035	600	715	1518	1463
Number of Stops Made by Driver*	14	19	6	19	7	11	15	12
Number of Sites Visited**	7	9	6	9	5	6	9	9

* Including parking locations and meals. ** Excluding parking locations and meals. Multiple sites in one stop counted separately.

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PANEL: Building Evidence to Address Inequities in Youth Physical Activity: Advancing a Culture of Health through Parks and Recreation

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In the US, one-third of children are obese or overweight. Toddlers, children and youth from low-income families and historically underserved populations, including African American, American Indian, Latino-Hispanic, Asian American and Pacific Islander cultures, are at highest risk. Unfortunately, children from low-income and historically underserved populations often have limited access to safe places and quality programs for physical activity. Improvements in a neighborhood's characteristics and in key settings where children spend large amounts of time, such as schools, child-care facilities, and parks, as well as changes to local, state, and federal policies, have potential to reduce sedentary behavior and increase physical activity. Research is needed to determine how best to increase physical activity, reduce rates of obesity, and ensure equity in opportunities for healthy living.

Funded by the Robert Wood Johnson Foundation, the Physical Activity Research Center (PARC) was created to address this challenge. The PARC is an innovative collaboration among researchers from multiple institutions and disciplines addressing inequity in childhood play and physical activity and health of all children. It seeks to build evidence to support a culture of health and advance equity programs, policies, and environments that will support youth physical activity in all communities. This session will provide an overview of PARC and present findings and direct applications from the four overlapping studies. The first two presentations will shine new light on challenges and opportunities for parks and recreation to engage children from low-income communities of color and the final two will present the evidence base for new programming as well as introduce their toolkits for implementing and evaluating through programs. The session will conclude with discussion around collaborative opportunities between research and practice, dissemination channels, and what is in store for PARC 2.0.

Youth physical activity in summertime versus schoolyear: Places, patterns, and disparities

Objectives. Primary aim is to compare physical activity (PA) patterns (timing, intensities, and amounts) and the places where PA occurs among diverse adolescent subgroups, with a focus on examining schoolyear versus summertime differences across major US race/ethnic groups.

Results. Findings indicated that: (a) self-reported frequency of summertime PA in one's home neighborhood was lower than during the schoolyear among American Indians and whites, higher among African Americans, but not different among Latinos; (b) self-reported summertime TV-viewing time was higher than during the schoolyear among African Americans, American Indians, and whites, but lower among Latinos; (c) self-efficacy for PA during summertime was higher than during the schoolyear among African Americans and American Indians, lower among whites, but not different among Latinos; and (d) enjoyment of PA is lower in summer for all subgroups.

Conclusions. Findings are expected to provide the basis for subgroup-specific recommendations. Programs and policies to promote summertime PA will be suggested for further study.

Implications for Practice and Policy. By studying how and where children from specific ethnic/racial/geographic subgroups are active and inactive during summertime, we can recommend policy and environmental changes tailored to specific high-risk groups.

How does park use and physical activity differ between childhood and adolescence? A focus on gender and race-ethnicity.

Objectives. This presentation offers the differences in park use and per capita energy expenditure between children and teenagers of different gender and race/ethnicity backgrounds.

Results. Teenagers of both genders and most race/ethnicity groups were less likely to be in a park and had lower per capita energy expenditure, compared to children. The difference in park attendance was greater than the difference in per capita energy expenditure. Dissimilarities were clearly gendered and race/ethnicity dependent. Asian and Latino females showed the greatest divergence between childhood and adolescence. African American boys were the only group to show a positive age contrast in park attendance and per capita energy expenditure.

Conclusions. Teenagers display different park use patterns than children, not only with fewer park visits but also conducting more sedentary activities once in the park.

Implications for Practice and Policy. Understanding how each gender and race/ethnicity group differs in park use across different youth age groups should inform future programming and policies aimed at maintaining, or even increasing park-based physical activity and park use.

Implementing play streets in low-income rural communities

Objective. To develop an approach for identifying organizations to implement Play Streets in rural communities. Play Streets involve the temporary closure of streets that for a specified time (3-4 hours) create a safe space for play.

Results. The Internet search and interviews identified the Chicago PlayStreets program (in existence since 2012), which was used to inform our approach to implementing Play Streets in rural communities (RUCA codes 7.1-10.3). We identified a local health department in MD (non-Hispanic White), a county AgriLife extension service office in TX (Latino), a church in NC (African American), and a preventative health office of a tribal health services authority in OK (American Indian), who we met with several times to build trust, obtain buy-in, and gain the necessary approvals from organizations and community leaders. As part of the agreement, organizations outlined the proposed dates, activities, location, and staffing for Play Streets, as well as confirmed liability/insurance coverage to receive $6,000, of which $1,000 had to be used for re-usable equipment; remaining funds could be used at each organization's discretion.

Conclusions. We successfully developed an approach for implementing Play Streets in rural communities. We also fostered capacity within four organizations in low-income diverse communities to plan and implement Play Streets to promote safe PA for youth.

Implications for Practice and Policy. This project presents a replicable approach for identifying communities and building partnerships with organizations to implement Play Streets in rural communities across the U.S. The new Play Streets toolkit (summer 2019) will be shared with participants.

Youth Engagement and Action for Health (YEAH) - youth leadership promoting physical activity in their own communities

Objectives. This research explores outcomes from the Youth Engagement and Action for Health (YEAH!) program, a group-based curriculum designed to help youth advocate to local decision makers for policies, systems, and environmental (PSE) changes that promote PA. The study included 27 clubs with 264 youth between ages 11-14 across race, gender, and geography

Results. We will highlight how youth advocacy training affects participants' attitudes, beliefs, and PA. Across six measures of health, suburban youth scored lower than urban and rural, while across measures of leadership, optimism for change, advocacy outcome efficacy, and communications, urban youth scored lowest. Girls had statistically significant higher mean scores than boys when asked questions about leadership but across all measures of health boys scored higher.

Conclusions. For youth to achieve citizen power, programs must move from placation of youth to true partnerships. The YEAH! program achieves this goal by giving youth ownership throughout the process.

Implications for Practice and Policy. By collaborating with youth, planners and public health practitioners can reduce unintended consequences and produce positive health outcomes for all. The YEAH! curriculum is recommended for wide dissemination and a toolkit will be shared at the panel.

Parks as Green Infrastructure or Green Infrastructure in Parks? Definitions and initiatives in US city planning documents and their practical implications

Zbigniew Grabowski, Cary Institute of Ecosystem Studies

Green Infrastructure (GI) has become a popular concept in urban planning, yet inconsistency in its application may be problematic for urban parks and the activities they support. Under the GI umbrella, academic and urban practitioners promote a diverse array of interventions aimed at equitably improving connections between human health and urban ecosystems. In contrast to this broad original concept, GI in the United States has increasingly focused on stormwater management techniques deployed for compliance with a variety of Federal Clean Water Act regulations. Thus a fundamental tension has emerged in GI practice between managing urban green spaces for the multiple benefits they provide to society and ecosystems versus complying with formal regulatory processes. Our work examines the consequences of this conceptual split for how city GI definitions, initiatives, and practices, coalesce around concrete mechanisms for public engagement and providing high quality park spaces.

Children's park-based physical activity: accelerometer and GPS assessed patterns in low-income communities of color in New York City.

Claudia Alberico, North Carolina State University

Introduction

Childhood obesity is a health challenge and those in low-income communities of color are at greatest risk. Physical activity promotion is an effective prevention strategy and parks are key settings for prevention, contributing to children's health and well-being. Minorities are less active and experience a greater risk for chronic disease so it is important to design and manage urban parks that could benefit those groups. Nonetheless, the literature is unclear on how children from low-income communities of color are using parks. Therefore, this study aimed to: examine park-based physical activity and spatial patterns of park use among children; determine how those patterns associate with moderate to vigorous physical activity (MVPA) in low-income communities of color. We would like to determine which types of spaces and spatial distribution of facilities within a park could facilitate MVPA in order to inform park designers and managers.

Methods

Children (5-10 years old) were monitored in six parks in New York City (NY). Parks were selected according to neighborhood population density by race/ethnicity (Asian and Latino) and the surrounding census block groups having a median household income at 80% of the county's median. Each park featured at least one playground and sports field/court. Children were fitted with accelerometer and GPS while in the park (1s epochs), for a minimum of 15 minutes, in Spring and Summer of 2017. Parents or guardians were surveyed about their decision to come to the park, facility preferences, and demographics.

Results

A total of 228 participants provided over 15 hours of monitoring (median=25 min/participant) and moved for a median of 460 yards (range: 27-2287). Mean age for children was 7 years old (SD=1.7). Children were mostly male (51%) and Latino (43%). Over 68% of children, as opposed to parent/caregiver, made the decision to go to the park. When stratifying park by neighborhood type), parks located in neighborhoods with predominantly Latino populations presented more overall physical activity levels. Boys were more active than girls and children 8 years old when compared to others. African American children had more time spend in MVPA than other race/ethnicity groups. Spatial analyses associated location of participants by type of target area: basketball courts and playgrounds were mostly used for MVPA. Water features were the types of areas most often used in sedentary behavior, as well as areas where sitting was available.

Application to Practice

Spatial patterns in park use and MVPA seem to be associated with park features as well as individual characteristics of children (gender, age, race/ethnicity) in low-income communities of color. The evidence shows children are physically active while in parks, which supports the understanding that parks are key for physical activity promotion. Certain types of structures also seem to be favoring active behavior in low-income communities of color, such as playgrounds and basketball courts, and could be considered essential elements in urban park design and management. Sitting structures are important especially for those accompanying children but can hinder active behavior for the child and, potentially, for the parent/caregiver as well. Strategies in park design and management should consider settings that favor activity for both child and parent.

Young adults’ perspectives of factors contributing to environmental values internalization.

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Introduction/rationale

Values, the long-term beliefs thought to be central to the human cognitive makeup (Rokeach, 1973), have been found to predict attitudes and behavior (Homer & Kahle, 1988; Manfredo, Teel, & Henry, 2009). Their influence on behavior has been recognized by researchers who are increasingly realizing that individual human behavior can have a significant impact on the environment. For example, in 2014, households in the European Union were responsible for 19.2% of greenhouse gas emissions and were found to be behind only electricity, gas, steam and air conditioning supply, and manufacturing in emissions (European Commission, 2017). The Millenium Ecosystem Assessment (2005) also found evidence that the cumulative impact of individual human behavior is negatively impacting the environment. Given the connection between values and behavior, and the duration of values once formed, it is important to understand how environmental values are transmitted from one person to another and how that translates into values internalization.

Although environmental values have received attention in the research literature, only a few studies (Deruiter & Donnelly, 2002; Grønhøj & Thøgersen, 2009; Litina, Moriconi, & Zanaj, 2016; Zinn, Manfredo, & Barro, 2002) have researched environmental values transmission and the factors which influence internalization. More research is needed to understand the breadth of variables in the environmental values transmission and internalization processes, especially from the perspective of those internalizing the values.

Grusec and Goodnow (1994) suggested a two-step model of internalization in which values transmitted must be accurately perceived and accepted for internalization to occur. Using the two-step model of internalization, this study examined from a young adult’s perspective, the factors that influenced their ability to perceive and their willingness to accept environmental values being transmitted from a person they identified as a primary influence on their environmental values.

Methods

Fifteen young adults, ages 19 to 21, were chosen for semi-structured interviews from a larger sample of 91 young adults, who responded to a questionnaire on environmental values. In the questionnaire the young adults were asked to identify an “influential agent” (the person who was the primary influence on their environmental values). The young adults were chosen for interviews based on the influential agent to ensure both parental and peer influences. The interviews took place from August to October in 2016 and lasted on average 33 minutes. The interview questions aimed to capture ways in which environmental values were perceived by young adults and reasons for a young adult to accept an environmental value transmitted from an influential agent. Data-driven coding using a-priori terms from the research literature was used followed by concept-driven coding to allow for new variables to emerge (Maxwell, 2005). The data was also coded for indication of accurate perception of a value being transmitted or acceptance of a value. Accurate perception was operationalized as statements that indicated clarity, redundancy, or a willingness to attend to an environmental value message. Acceptance was coded when there was evidence that the environmental value had been internalized through agreement or behavioral examples. The codes for accurate perception and acceptance were then categorized into four themes (communication variables, relationship variables, personal characteristics and the sociocultural context) (see Table 2 for definitions of the themes).

Results

Communication variables were found to be especially influential. The data revealed that the behaviors of influential agents, joint experiences between agents and young adults, and discussions directly with young adults or indirectly when around young adults all seemed to influence the young adult's accurate perception of the environmental values being transmitted and their acceptance of them. Consistency in what was said and done and consistency over time also contributed to young adults' ability to perceive transmitted environmental values. Aspects of the relationship were important contributors to accurate perception, particularly the amount of time that a pair spent together. The closeness of the relationship was also crucial, especially for influencing acceptance of a value. Personal characteristics were found to be of lesser importance to environmental values internalization, however the personal resources (i.e., knowledge) of the agent were mentioned by six young adults as motivating them to pay attention. Agreement among agents was recognized as an aspect of the sociocultural context that led to both accurate perception and acceptance of an environmental value.

Application to practice

This research has implications for academic knowledge as well as practitioners working to influence people's personal environmental values. The process of environmental values transmission from the perspective of young adults has scarcely been researched and this study provides baseline information on the factors that will likely influence the internalization of environmental values. Practitioners can use the results of this study to better design programs looking to influence environmental values. The study highlights that verbal and physical communication are important as is their frequency and consistency, especially over time. Thus, long-term efforts are much more likely to affect environmental values than one-time experiences or short-term programs. The person or people transmitting environmental values also matter. The development of a close, trusting relationship characterized by respect can facilitate environmental values internalization. Finally, finding ways to agree with other influential agents will make environmental values transmission more successful. Through the use of these findings environmental efforts can more effectively transmit pro-environmental values.

Table 1

Operational Definitions for Environmental Values Transmission Themes

Theme	Operational Definition
Communication Variables	Variables through which environmental value information is transmitted visually or verbally or variables which affect the clarity or redundancy of a message.
Relationship Variables	Variables which enhance or diminish the strength of the relationship between the young adult and influential agent.
Personal Characteristics	Variables which characterize the young adult's or influential agent's cognitive or affective state and physical or mental attributes.
Sociocultural Context	Variables pertaining to the environment that surrounds the influential agent-young adult dyad, both geographically and socially, and that often confers a specific identity for influential agents or young adults (Adapted from Barni, Knafo, Ben-Arieh, & Haj-Yahia, 2014).

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Poster Presentations

Faculty And Administrator Perceptions Of Incivility And Conflict In The Workplace

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Uncivil workplace behavior in the both the higher education environment and within professional settings is counterproductive for achieving institutional and organizational goals. Prevailing uncivil behaviors frequently result in unresolved conflict, a focus of various researchers since the mid 1970’s (Andersson & Pearson, 1999; Martin & Hine, 2005; Pierre & Peppers, 1976; Pietersen, 2005; and Twale & DeLuca, 2008). This study was designed to examine administrator and faculty members’ perceptions of uncivil workplace behaviors and organizational culture. The study further examined the relationship between incivility and organizational culture. The Uncivil Workplace Behavior Questionnaire (Martin & Hine, 2005) and the K & C Organizational Culture Instrument (Kendig & Chapman, 2012) were combined and distributed to a small sample of administrators and faculty members in higher education. The respondents included 34 administrators and 151 faculty members from three similar Public 4-Year Institutions of Higher Education (Carnegie Classification, 2010). Results indicate that perceptions of incivility and organizational culture between administrators and faculty members are not different. This study can serve as a contribution to the professional development efforts of administrators and faculty members in higher education. The study also serves as a construct for developing intervention and prevention strategies related to incivility in the workplace and professional environments.

Perceived Neighborhood Social Cohesion And Physical Disorder In Relation To Older Adults' Walking Activity And Emotional Well-Being

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Studies have reinforced that older adults in the favored neighborhood environment are more likely to be physically active and happy, while those who in deprived neighborhood conditions, such as unsafe settings and no access to recreation facilities, are less likely to engage in physical and social activities (e.g., Choi, & Matz-Costa, 2017; Cramm, Van Dijk, & Nieboer, 2012; Levasseur et al., 2015). Literature also shows that improved neighborhood perception can increase the prevalence rate of walking in older adults (e.g., Carrapatoso, Silva, Colaço, & Carvalho, 2018; Prins et al., 2016). However, impact of neighborhood environment varies according to how people integrate their need and expectation into the opportunities and obstacles that the neighborhood environment creates. According to Nagel, Carlson, Bosworth, and Michael (2008), for example, there was no significant effect of built environments on elderly's walking activity. Mooney et al. (2017) also found neighborhood disorder was not significantly related to the changes in physical activity among urban older adults. The current study examines how different neighborhood attributes (i.e., neighborhood physical disorder and social cohesion) influence the elderly's walking activity and emotional well-being, and provides meaningful insights into how we devise neighborhood environment for the promotion of physical activity and well-being aimed at aging population.

Methods

The current study employed a secondary data analysis using data sampled from the Health and Retirement Study (HRS) 2013 in USA. Study sample comprised of 5,521 individuals age ranged between 65 and 105 years old (Mean = 77.95, SD = 8.11), and 58.5% of the sample were women. Caucasians accounted for 85.6%, 12.4% were Black or African Americans, and 1.9% were others. Among respondents, 7.2% considered themselves Hispanics. With respect to marital status, 59.5% were married, 12.1% were separated or divorced, and 26.0% were widowed.

In order to assess neighborhood environments, study respondents were asked how they felt about your local area that was everywhere within a 20-minute walk or about a mile of their home. Neighborhood physical disorder was measured using four survey questionnaire items (e.g., "problem with vandalism and graffiti"); neighborhood social cohesion was measured using another four questionnaire items (e.g., "feel part of this area"). Using a 7-point Likert scale, respondents selected an answer ranging from 1 "strongly disagree" to 7 "strongly agree." A single questionnaire item was used to measure a level of walking engagement. Respondents were asked to indicate how often they walked for 20 minutes or more using a 7-point Likert scale ranged from 1 “never” to 7 “once a week or more.” Emotional well-being was assessed using a total of 12 multi-item scales from the Positive and Negative Affect Schedule (PANAS-X). Respondents were asked to indicate how much of the time they felt regarding to each of descriptive emotions during the past 30 days (e.g., calm and peaceful, happy, and satisfied) using a five-point Likert scale ranged from 1 “none of the time” to 4 “all of the time.”

Standardized estimates of significant path coefficients between the latent factors in a path model were examined. Goodness-of-fit-indices of the final structural model were reported. Demographic variables such as gender, race/ethnicity, education level, and marital status were adjusted to control for possible effects on the relationships between study variables. IBM SPSS Statistics 20.0 and SPSS Amos 18 software were used throughout the data preparation and analyses.

Results

According to the results, not all hypothesized relationships were statistically significant. Measure of neighborhood social cohesion was a significant predictor for walking and positive affect, while neighborhood physical disorder did not account additional variance in walking activity. Also, the proposed model with four latent factors indicated statistically weak goodness-of-fit-indices. Therefore, the initial path model went modification. The latent factor of neighborhood physical disorder was removed, and significant path coefficients were re-estimated. Refined path model consisted of three latent factors, neighborhood social cohesion, walking, and positive affect. Path model test indicated that there were well-defined path relationships between the latent factors. The neighborhood social cohesion was significantly associated with the frequent walking, β = .0473, SE = .020, t-value = 3.374, p < .001 at r-squared value of .07. Neighborhood social cohesion did account additional variance in the measure of positive affect, β = .310, SE = .008, t-value = 20.917, p < .001 at r-squared value of .13. It was also revealed that daily walking engagement significantly contributed to positive affect, β = .133, SE = .005, t-value = 9.709, p < .001. The goodness-of-fit-indices of the model indicated an acceptable fit to the sample data, χ^2 = 925.613 (df =67, p < .001), CFI = .974, NFI = .952, RMSEA = .043.

Discussion and implications for Practice

The current study examined how the neighborhood perception linked to walking activity and emotional well-being among older adults. Study findings can be reduced to three points. First, perceived neighborhood social cohesion was a significant predictor of older adults’ walking activity. This finding reinforces existent literature that the perceived neighborhood environment plays an important role in facilitating moderate physical activity in older adults (e.g., Carrapatoso et al., 2018). Results also indicated that neighborhood social cohesion contributed to positive affect among older adults. That is, socially reliable and secured neighborhood environment can help older adults better maintain psychological well-being (Choi, & Matz-Costa, 2017). Our sample data, however, showed that perceived physical disorder was not significantly associated with walking and positive affect. This might suggest that older adults do not simply interpret undesirable physical qualities as a significant risk or constraint that would limit their walking activity. It also could be that the effect of negative physical settings might be mitigated by the perception of the neighborhood social cohesion. In addition, a positive association between walking and positive affect in the path model reinforces the beneficial effects of moderate physical activity.

Taken together, this current study highlights the importance of social connectedness and integration into the neighborhood perception that serves as an asset of healthy lifestyle and quality of life among older adults. Public health and physical activity intervention should better incorporate this understanding into the practice. For example, local government can improve neighborhood cohesion via public spaces, social enterprises and diverse art and cultural events so that seniors can participate more in civic and social activities and experience meaningful interactions. Community organizations and advocacy groups can improve awareness about age-friendly community that would promote neighborliness. Local recreation and park services may develop attractive walking environments and implement well-designed walking programs for the community seniors. This will not only allow for health benefits, but also help create more opportunities to discover neighborhood aesthetics and re-connect with neighbors, which, in turn, contribute to improved neighborhood cohesion in a long-term perspective.

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Incorporating Family Into Medical Specialty Camp Programming: A Parent Perspective

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Introduction

For youth living with type 1 diabetes mellitus (T1DM) it is a challenge to effectively manage day-to-day requirements of the chronic disease. According to Simmons & Michels, incidence rates for T1DM continue to increase making it one of the most common chronic diseases facing youth (2015). Type 1 diabetes has significant impacts on the youth and family's lifestyle. A variety of family factors, including increased coping skills, substantial parental involvement, and monitoring responsibility-sharing, influence control and enhance diabetes management (Nansel, Iannotti, & Liu, 2012). Family involvement is associated with increased effective diabetes self-management as it provides additional support with the maintenance of the disease (Baig, Benitez, Quinn, & Burnet, 2015; Berg, King, Butler, Pham, Palmer, & Wiebe, 2010; Nansel et al., 2012). A collaborative approach, grounded in Resiliency theory, may compliment doctors and family as they help youth to cope and better manage living with T1DM.

Resilience is an attribute that can impact, influence, and enrich the skills developed and exhibited by youth (Collins, Gómez, Hill, Milliken, Goff, & Gregory, 2013; Prince-Embury, 2014; Waginold & Young, 1993). Youth who are resilient, when faced with adversity, can positively navigate through life's challenges and transfer these skills into adulthood, despite contact with various risks and adverse situations (Jones, 2012; Luthar, Cicchetti & Becker, 2000; Masten et al., 2006). Research has shown how the infusion of resilience and Positive Youth Development (PYD), in structured programs, can shape the future of youth and their ability to succeed (Allen, Cox, & Cooper, 2006; Bernard, 2004). Practices of PYD are intentionally integrated into programming to increase youth engagement. The purpose of this study was to understand the impacts of parental involvement in a family diabetes camp (FDC), in relation to support and involvement, within their child's medical regimen and resilient behavior.

Methods

The 2017 three-day FDC took place in Southeastern, VA at Triple R Ranch, and was facilitated by a local hospital of Physicians, Diabetes Educators, Lions Club members, and two local universities of faculty and students. Data were collected from parents through three approaches: a pre- and posttest resiliency-based questionnaire; the American Camp Association's (ACA) Youth Outcome Battery (YOB) Parent Perception (PP) Scale; and open-ended questions for parents at the three-day family diabetes camp summer. Parents self-reported outcomes based on their support and involvement as it related to knowledge gained through attending parent sessions and participation in camp. Within this study the researchers emphasized parent experiences through participation in the parent sessions, parent involvement in the recreational-based activities, and family-centered care at the camp. Further investigation allowed the researchers to evaluate parent perception of their child's outcomes from participation in FDC.

Results

Data were collected during the summer of 2017. Of the 43 participants, eleven were male and 32 (74%) female. While the majority of participants were either a mother or father of a camper with T1DM, other family members were involved such as a grandmother and an aunt.

Paired samples *t*-test were used to compare participants from pretest to posttest resiliency and Attitude Skills Profile-Modified Parent Version (RASP-M: PV) scores. Results indicated an increase, but no significant difference between FDC parents' perception of campers' pretest (M=4.85, SD= .49) and posttest RASP-M: PV scores (M=4.92, SD= .53), with $t(43)$ = -.07, p= .220). Although, the scores do not yield statistically significant results, the researchers acknowledge the positive shift in scores during the three-day FDC.

The (ACA-YOB-PP) survey focused on five outcomes: the parents' perception of their child's Friendship Skills (FS), Camp Connectedness (CC), Perceived Competence (COMP), Responsibility (RESP), and Independence (IND). The mean value of each subscale was divided by the number of questions, resulting in a mid to moderately-high value within the five domains. The findings revealed the highest average of growth was within the Independence (IND) subscale with an average score of 4.01. The resulting averages within the rest of the subscales were as follows: 3.65 (CC), 3.52 (FS), 3.23 (RESP), and 3.16 (COMP). Parent observations identified 25.76% of campers who had an average of 3.5 (out of 6) or better regarding identified outcomes. Parent observations identified 10.61% of campers who had an average of 4.5 (out of 6) or better regarding ACA identified outcomes.

Through the qualitative analysis, several themes emerged through the examination of open-ended responses from the parents. A limited amount of prior research in this area currently exists, so a thematic analysis was chosen to analyze the data. Direct content analysis revealed the three major themes: commonality (e.g., feeling connecting to other parents), making new friends (meeting new parents, and lack of control (e.g., parents acknowledged entails their child's lack of control) as outcomes for the campers who participated in FDC.

Application to Practice

Youth with a T1DM diagnosis live in a new normal that will invariably impact everything they do. Coupled with the likelihood of metabolic control declining during adolescence (Jin, An, & Wang, 2017), further examination of factors that help youth live with diabetes are necessary. Therefore, this study showcases the impact of a family diabetes camp through its ability to positively impact participants' resilience and positive youth outcomes. Professionals should design environments catered towards offering more opportunities to assist youth in developing skills necessary to successfully navigate and manage adversity and the challenges that arise from living with a chronic illness. The opportunity to gain knowledge and skills with accessible medical staff can help youth to better understand and relate their diagnosis to the lifestyle they have grown to know (Hill, Reifschneider, Ramsing, Turnage & Goff, 2018). The positive experiences that resulted from participation in FDC helped to understand the impact of medical specialty camps through the perception of the parent. The parents' insight can help to further explore the impacts associated with families as they engage, interact, and assist in the developmental process that campers are involved in. Their insight encourages further exploration of the impacts associated with the use of a collaborative team; including a medical team, camp counselors, staff, and parents. One unique intervention of FDC that emerged and provided opportunities for parents to talk, engage, and obtain support was attending parent sessions.

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Physical Activity Correlates Among Participants In A Community-Based Exercise Program.

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Introduction

Physical activity has numerous health benefits (US Department of Health and Human Services (2008). To effectively promote physical activities, researchers have studied correlates/determinants of physical activity within different levels of the socio-ecological system (e.g., Sallis, Hovell, & Hofstetter, 1992; Kaczynski, & Henderson, 2007; Xie, Scott, & Caldwell, 2018). However, a recent comprehensive review found that although certain variables appears to be stable predictors of physical activity, other variables had inconsistent relationships with physical activity across large number of empirical studies (Bauman, Reis, Sallis, Wells, Loos, & Martin, 2012). This indicates that predictors of physical activity may vary across different populations and contexts. While previous studies have examined predictors/correlates of physical activity among community residents or using representative national/regional survey data, less attention has been given to participants of physical activity or exercise programs. Understanding the predictors of physical activity among exercise program participants will provide insights on how to modify and improve the programs to further increase participants' physical activity. Therefore, the purpose of this research was to examine the correlates of physical activity among participants in 3 WINS Fitness Program, a large free community-based diabetes prevention program in Los Angeles County.

Located in multiple parks in Los Angeles County, 3 WINS Fitness provides participants 150-180 minutes of free group-format physical activity programing each week in 3 meetings, including strength training and cardiovascular exercise followed by 30 minutes of health education classes. Specifically, we examined a number of key predictors of physical activity identified by previous studies including: perception of 1) social support, 2) benefits of physical activity, 3) barriers to physical activity, in addition to individuals' socio-demographic characteristics.

Methods

A self-administered questionnaire survey provided the data for this study. Data were collected in September 2018 from 193 existing members of the 3 WINS Fitness Program (i.e., individuals who have already participated in the 3 WINS Fitness) at 5 different park sites. Physical activity was measured using a single question, which asked participants to indicate the number of days (in a typical week) that they have 30 minutes or more exercise. Perception of social support was measured using 4 questions adapted from Sallis, Grossman, Pinski, Patterson, and Nader's (1987) scale. On a 5-point scale (1=never; 5=very often), participants were asked to indicate how frequent they received support (e.g., walking/exercising together, providing encouragement to do physical activity) from family members, friends, and co-workers in the past 6 months. Perception of benefits was measured by 9 items (adapted from Resnick and Jenkins' (2000) study) that asked participants to indicate their level of agreement (1=strongly agree; 5=strongly disagree) with different benefits of physical activity (e.g., *Exercise makes me feel better physically*). Perception of barriers was measured using 5 items (adapted from Resnick and Jenkins' (2000) study). Participants were asked to indicate their level of agreement (1=strongly agree; 5=strongly disagree) with different barriers to physical activity (e.g., *Exercising takes too much time from my family responsibilities*).

All three multi-item scales had good level of internal consistency (Cronbach $\alpha = .76$ to .92). Therefore, an aggregate score was obtained for each construct by averaging the items. Multiple linear regression was then used to examine the association between physical activity and perception of social support, benefits, and barriers, after controlling for participants' age, ethnicity (Hispanic vs. non-Hispanic), gender, and education level.

Results

Table 1 showed the socio-demographic characteristics of the sample. The majority of the participants were female (89%), married (65.8%) and Latino/Hispanic (67.4%). The education level had a balanced distribution ranging from "less than high school" to "graduate work or degree." The average age of the participants was 58.3.

Results of multiple linear regression (Table 2) showed that after controlling for a number of socio-demographic variables, perception of social support had a significant positive relationship with physical activity ($\beta = .256$, $p < .001$), while perception of barriers had a significant negative relationship with physical activity ($\beta = -.288$, $p < .001$). Perception of benefits, however, did not have a significant relationship with physical activity. Within the control variables, only education level had a significant relationship with physical activity ($\beta = .157$, $p < .05$).

Discussion and Implication for Practice

While previous review studies found individuals' physical activity to be correlated with gender (e.g., Rhodes, Martin, Taunton, Rhodes, Donnelly, & Elliot, 1999), ethnicity (e.g., Trost, Owen, Bauman, Sallis, & Brown, 2002); and age (e.g., Kaewthummanukul & Brown, 2006), we did not find these significant relationships in this study. This is possibly due to participants' involvement with 3 WINS Fitness Program. In other words, the Program offered individuals of different genders, ages and ethnicities the same opportunities to do physical activity, which mitigated the potential disparities across those groups. Education level, however, was a significant predictor of physical activity, indicating that individuals' with higher education levels tend to be more physically active (Boutelle, Jeffery, & French, 2004; Hamer, Kivimaki, & Steptoe, 2012).

The non-significant relationship between physical activity and perception of benefits of physical activity was not surprising. Individuals who participated for an exercise program are all likely to be motivated by the benefits of the physical activity. Finally, our study finding confirmed the importance of promoting social support and removing barriers to physical activity (Smith, Banting, Eime, O'Sullivan, & van Uffelen, 2017; Stanis, Schneider, Anderson, 2009), as these two variables were significantly related to individuals' physical activity levels. Therefore, exercise programs may consider adding extra programing or information session(s) aimed at increasing participants' perception of social support and decreasing their perception of barriers.

Table 1. Socio-Demographic Characteristics of the Sample

	N	**%**			**N**	**%**
Gender				***Ethnicity***		
Male	21	11.0		Latino/Hispanic	128	67.4
Female	170	89.0		Black/African American	4	2.1
Education				White/Caucasian	40	21.1
Less than high school	47	24.4		Asian/Pacific Islander	15	7.9
Some high school	17	8.8		Other	3	1.6
High school graduate/ GED	27	14.0		***Marital Status***		
Some college	30	15.5		Single	12	6.2
Associates/technical degree	13	6.7		Married	127	65.8
Four year college degree	26	13.5		Divorced	19	9.8
Graduate work or degree	33	17.1		Widowed	24	12.4
Age (Mean=58.3; SD=13.8)				Other	11	5.7

Table 2: Results of Multiple Linear Regression

Predictors	b	SE	β	t	*p*	VIF
Social Support	.393	.103	.256	3.800	.000	1.033
Benefits	.130	.342	.026	.381	.704	1.094
Barriers	-.515	.123	-.288	-4.170	.000	1.090
Age	.013	.008	.112	1.613	.108	1.110
Gender	-.212	.331	-.044	-.639	.524	1.081
Ethnicity	.020	.261	.006	.077	.939	1.471
Education	.110	.055	.157	2.012	.046	1.396

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Latino Grandparents–Parents Disagreements In Grandchildren’s Leisure Time Physical Activity

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Introduction

Latino American children have high obesity rates (Ogden, Carroll, Kit, & Flegal, 2014) and inadequate participation in physical activity (Kann et al., 2018; Singh, Yu, Siahpush, & Kogan, 2008). Thus, it is important to promote a supportive family environment for Latino children’s physical activity. Due to the familism culture, Latino Americans usually maintain a close-knit family structure where children are not only supported by parents but also grandparents (Aranda & Miranda, 1997). Latino grandparents are often involved in rearing of grandchildren and are important socializing agents of grandchildren (Carrillo, 2002; Cox, Brooks, & Valcarcel, 2000). However, Latino grandparents may differ from Latino parents in child rearing styles, ideas, and strategies (Mason, May, & Clarke, 2007). These differences or disagreements, which received limited attention in previous studies, may undermine Latino grandparents–parents collaboration in promoting grandchildren’s physical activity. Therefore, the purpose of this qualitative study was to explore Latino grandparents’ perception of disagreements with parents in grandchildren’s (age 2 to 12) leisure time physical activity.

Methods

This study was approved by the institutional review board of the study-affiliated university. Data were collected using 4 semi-structured focus groups (3 for grandmothers and 1 for grandfathers) and 26 semi-structured interviews. The sample consisted of 53 Latino grandparents recruited from local Catholic churches, schools, a park, a senior center, and through word-of-mouth referral in three low-income areas in Los Angeles County. The majority of the participants were grandmothers (81.1%), 40 to 70 years old (83.7%) and spoke Spanish only (77.1%). Focus groups were conducted at a senior center and school, while interviews were conducted in public places (e.g., café, park) or participants’ homes. Both focus groups and interviews were conducted in Spanish by trained bilingual researchers. Participants received an incentive of $40 gift card for participation. Data were analyzed periodically as the new data was collected, with the results of initial analysis providing directions on later questioning (Eaves, 2001). The audio recordings of were transcribed verbatim and then translated back to English for analysis by trained bilingual researchers. Data was coded and interpreted using a grounded theory approach (Strauss & Corbin, 1998). One researcher conducted the initial coding, which was reviewed by two other researchers. The codes were revised, refined, and finalized in an iterative process that involved expansion, reorganization, and merging of codes based on the discussions between researchers.

Results

Although some grandparents reported agreement with parents on grandchildren's leisure time physical activity, many discussed disagreements with parents, with the extent and topics of disagreement varying among Latino families. First, many Latino grandparents expressed concerns about lack of parental support for grandchildren's physical activity. Some disagreed with parents' sedentary lifestyle and permissive parenting that led to grandchildren's physical inactivity. For example, a grandmother said: *"Because there are some parents who are not into sports and they tell their children "No, what for, you don't need it". I have seen that also, yes, yes, that I have seen that. They have no vision."* Second, Latino grandparents in this study expressed different types of disagreements with parent regarding the choices of physical activities for grandchildren. Some didn't like parents enrolling grandchildren in the physical activity programs that grandchildren had no interest in participating. For example, a grandmother said: *"A disagreement occurs when you want to teach the child what he does not like. For example, the child says that he wants to play soccer and not karate, but the mom takes him to karate or vice versa."* Others appeared to have somewhat different gender stereotypes related to physical activity and disagreed that parents put girls in "boy" sports. Also, some grandparents said that parents were sometimes over-protective of children, which prevented children from doing certain types of physical activities. For example, a grandfather said: "*The parents are also a reason; they say "Don't take him (grandson) with you. He can get hurt; or it is dangerous. Many times it's over.*" Finally, some participants had different opinions from parents about rewarding children for doing physical activity and the appropriate amount of physical activity for children. For example, a grandfather described giving his grandchildren ice cream and potato chips for playing well in sport games, which was disagreed by parents.

Discussion and Implication for Practice

Some of the disagreements found in this study may be attributed to the differences in parenting strategies between Latino grandparents and parents. For example, when it came to physical activity option for grandchildren, Latino grandparents were less likely than parents to go against grandchildren's will, which appears to be consistent with previous finding that grandparents tend to be more indulgent than parents in child rearing (Eli, Howell, Fisher, & Nowicka, 2016). Other disagreements may be related to generational culture gap and/or acculturation difference. Being an earlier generation of immigrants, Latino grandparents may be less acculturated to American culture (Nieri & Bermudez-Parsai, 2014; Toro & Nieri, 2018) than parents, which may result in differences in physical activity behavior and attitude (Crespo, Smit, Carter-Pokras, & Andersen, 2001). Previous research found that disagreements and conflicts within families were associated with increased obesity risk for children (Pulgarón, Patiño-Fernández, Sanchez, Carrillo, & Delamater, 2013). Given the importance of Latino grandparents in child rearing, organizations and researchers may offer education/intervention programs to Latino grandparent or/and parents to reduce their disagreement and increase collaboration in grandchildren’s physical activity. Based on the finding of this study, the education/intervention may address topics like the importance of physical activity to children, physical activity requirement and appropriate types of physical activities for children, how to motivate children in physical activity and modifying unhealthy sedentary behavior, in addition to skills and strategies on collaborating with parents/grandparents in supporting children’s LTPA.

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Motivations for Small-Town Special Event Attendees

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Introduction/Rationale

Special events may play an important role in the culture of small town, and they offer individuals the opportunity to engage in leisure, social, or cultural activities that are outside the everyday experience (Getz, 2005). Past research highlights the importance of events in promoting a positive local identity and sense of community (De Bres & Davis, 2001). Sato, Yoshida, Wakayoshi, and Shonk (2017) reported that event satisfaction and leisure involvement are major predictors of life satisfaction regardless of event location, type, and activity level.

According to Getz (2005) people attend events to satisfy varied needs; thus their motivations, may be varied as well. Maeng, Jang, and Li (2016) conducted a meta-analysis on 70 motivational factors for festival attendance and found that common motivating factors for attending events are socialization, family togetherness, escape, novelty, cultural exploration, event attraction, entertainment, and relaxation. Furthermore, Nicholson and Pearce (2001) found that motivating factors of attendees are directly related to the theme of the event and its specific activities.

Motivation may vary based on many factors, including age and ethnicity. Previous studies found that age did affect motivation to attend events, with younger adults placing more importance on socialization, recovering equilibrium, and special event loyalty (Li, Huang, & Cai, 2009; Yolal, Cetinel, & Uysal, 2009); older adults were motivated by family togetherness (Yolal, et al., 2009). Although very little research has been conducted to determine the relationship between specific ethnic categories and special event motivation, several studies have reported a relationship between ethnic categories and sport motivation and tourism (Bilyeu & Wann, 2002; Nezakati, Chin, & Akhoundi, 2013; Turbutt, 2015).

Alive after Five is a free, summer concert series held by the city of Lumberton, North Carolina to provide entertainment to the local population. Lumberton is the county seat of Robeson County, unique for its ethnic diversity, estimated to be: 41.3% American Indian, 31.2% Caucasian, and 23.9% African American (U.S. Census Bureau, 2018). The city hopes to maintain this event and its relevance. The purpose of this study was to ascertain why people attend Alive after Five and whether basic demographic factors affect motivation by testing two hypotheses: **H1** motivation to attend does not differ based on age; **H2** motivation to attend does not differ based on ethnicity.

Methods
The survey utilized for this study included basic demographic questions (age and ethnicity) and 28 statements from Crompton and McKay (1997) to assess motivation to attend a cultural, special event. These were rated on the one to five Likert-type scale used by Wooten (2006) (where 1=strongly disagree and 5=strongly agree).
The target population for this study consisted of attendees of Alive after Five, which was scheduled for six Thursday evenings in Lumberton, NC throughout summer 2018. At each event a researcher was stationed at a table near the entrance where she invited all event attendees judged to be over 18 to participate in the survey, available on through *Qualtrics*, via use of one of a set of laptops in the data collection area or their personal technology devices.

Results
Approximately 5000 individuals attended Alive after Five in 2018, and 243 completed the survey. Nine responses were unusable, for a sample size of 234. Slightly more than half of participants were female (58.97%, n=138), with males at 41.03% (n=96). For age, the largest response category was 18-24 at 30.0% (n=71) followed by 25-34 (27.5%, n=65), 35-49 at 25.4% (n=60), 50-64 (11.8%, n=28), and 65+ (at 5.0%, n=12). When asked about ethnicity, respondents chose: Native American at 47.0% (n=111), White/Caucasian at 29.2% (n=69), African American at 19.9% (n=47), Hispanic/Latino at 2.9% (n=7), and Asian at 0.8% (n=2). These last two categories were not included in H2 testing due to small size.

Principal components analysis with Varimax rotation was performed to group the 28 motivational items. Five items were deleted because they loaded on more than one factor. A three factor solution resulted, which explained 68.443% of variance (Table 1). Factor 1 related to escaping the mundane in a social environment (α=0.953). Items loading on Factor 2 (α=0.908) related to novelty and learning. The two items loaded onto Factor 3 (α=0.0908) related to lack of concern with opinions of others. For each factor items loading onto the factor were summed and divided by the number of items to produce a mean score to be used for hypothesis testing.

H1 investigated the relationship between age and motivation to attend. A one-way ANOVA indicated that motivation to attend did not differ across age groups for Factor 1 (F=1.636, p=0.166), Factor 2 (F=0.777, p=0.541), or Factor 3 (F=1.451, p=0.218). For Factor 1 all age groups had mean scores from 3.57-4.01; for Factor 2 the range was 3.24-3.61, and for Factor 3, mean scores ranged from 2.72-3.30.

A one-way ANOVA was used to test H2 (there is no difference in motivation based on ethnicity) as well, and results indicated that motivation factors did not differ based on ethnicity, as follows: Factor 1 ($F=3.051$, $p=0.051$). Factor 2 ($F=1.659$, $p=0.193$) and Factor 3 ($F=0.424$, $p=0.655$) did not differ significantly based on ethnicity. For Factor 1 ethnicities had mean scores from 3.61-4.20; for Factor 2 the range was 3.29-3.60, and for Factor 3, mean scores ranged from 2.90-3.10.

Application to Practice

Neither H1 nor H2 was significant. For H1 mean scores for Factors 2 and 3 hovered around neutral, but for Factor 1 mean scores were slightly higher (between neutral and somewhat agree). None of these scores indicate that cultural motivations were of great importance to individuals who completed the survey. The same can be said for H2, where for Factor 1 mean scores were between neutral and somewhat agree and for Factors 2 and 3 close to neutral. For each hypothesis mean scores were in a slightly higher range for Factor 1, related to escaping the mundane in a social environment. This coincides with previous research findings that small town events are important to build a sense a community. The present study's findings may provide some guidance for event organizers in terms of continuing the event and future studies of the attendees. The city may consider adding more special events as a chance to socialize and provide an escape. Future studies may focus more on other dimensions of motivation. Because none of the motivational factors in this study appeared to be very important, another instrument may provide a better understanding of motivations for attending. One motive, not addressed in the present study, may be sense of tradition that leads people to attend a long-running event. Satisfaction with the event was not considered in the present study, and the relationship between motives to attend and satisfaction may prove informative.

Table 1.

Motivational Item Factor Analysis

Scale Item	Factor 1	Factor 2	Factor 3
Going to AaF with someone is always more fun than going by yourself	0.895		
I go to AaF so I can be with my friends	0.872		
I go to AaF because it is a chance to be with people who are enjoying themselves	0.858		
I like to go to AaF to be with and observe the other people who are attending	0.807		
I go to AaF to relieve boredom	0.740		
AaF brings out the youth in me	0.719		
I like to attend AaF to reduce built-up tension, anxieties, and frustrations	0.678		
When at AaF, I like to "let my hair down"	0.668		
I seek adventure at AaF	0.670		
I do not like to go to AaF alone	0.663		
I enjoy activities at AaF that offer thrills	0.650		
AaF events give me a chance to act like a kid again	0.650		
I like things to happen at AaF that are unpredictable	0.628		
I want there to be a sense of discovery involved as part of my AaF experience		0.827	
I want to experience costumes and cultures different from those in my own environment		0.818	
I like to visit historical sights when attending AaF		0.787	
I come to AaF to increase my knowledge of local culture		0.772	
My ideal AaF involves looking at things I have not seen before		0.695	
I want to see new things while at AaF		0.693	
I do not go to AaF to be with others who enjoy the same things I do			0.747
I do not care if people think my behavior at AaF is wild			0.715
Mean	3.849	3.465	3.030
SD	0.969	1.018	1.220
Eigenvalue	11.000	2.066	1.306
% of variance explained	52.382	9.840	6.220
Total variance explained: 68.442%			
K-M-O Measure of Sampling Adequacy: 0.940			

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College Student Leisure Satisfaction: Considerations To Sports Tourism

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Sports event tourism, or traveling to participate or observe a sporting event such as a professional football game has seen an increase in desirability since the 1990s (Gibson, 2005; Ross, 2001; Greenwell, Danzey-Bussell, & Shonk, 2014). In 2016 tourist spending on sporting events reached a high of 10.74 billion dollars alone in the United States (Dunlap, V., Kopka, N., Speck, N., & Lawrence-Benedict, H. 2017) While tourism for sporting events brings money to the sport industry it also has the benefit of assisting the financial gains of the hosting community and local businesses (Greenwell et al. 2014). Professional athletics is often related to sports tourism, but collegiate athletics like NCAA footballs can draw tourists and money to the areas they are located (Dixon, Henry, & Martinez, 2013).

There has been limited research into sports tourism from a leisure satisfaction perspective, and understanding sports tourism from this viewpoint may provide a further understanding of the draw towards sports tourism (Cho & Clemens, 2017). Understanding leisure satisfaction may assist in identifying one's motivation in leisure activities and choices like sports tourism (Beggs, Elkins, & Powers, 2005; Petrick & Backman, 2001).

The purpose of this study was 1) identify leisure satisfaction of college students who participate in sport tourism based on demographic information, 2) Identify the leisure satisfaction levels of college sport tourism for those who researched about the area they will be visiting, and 3) to identify the leisure satisfaction level of the college students who participated in local attractions while attending a sporting event.

Methods

A convenience sample was utilized an understanding of college students' sports tourism satisfaction from a public university located in the southwest region of the U.S. A total of 240 college students (male: 137 & female: 107) completed the survey either through the university's online active research system or at the onsite nearby the stadium. The Institutional Review Board (IRB) the research protocols for the protection of human subjects. Participants were asked their experience of sports tourism including their research and participation of the local attractions. Participants also identified their leisure satisfaction levels with a five-point Liker-scale by applying the Leisure Satisfaction Scale (LSS) short form (Beard & Ragheb, 1980). Finally, the demographic characteristics of sex were examined. Reliability was confirmed by the coefficient alpha measurement at psychological α=.71, educational α=.76, social α=.79, relaxation α=.79, physiological α=.76, aesthetics α=.76, and overall α=.85. The Mann-Whitney U and Kruskal-Wallis nonparametric test to examine how demographic characteristics, pre-research of sports tourism destination and local attractions influence on the LSS with six subscales.

Results

The results also indicated approximately 70 percent of college students researched about sports tourism destination and additional local attractions before start the travel and more than 90 percent of participants visited additional local attractions while enjoying the sports tourism. Additionally, 83.3 percent of additional local attraction visitors were either satisfied or strongly satisfied with their experience of local attractions, while only 0.9 percent of participants were dissatisfied and no one was strongly dissatisfied in the experience of additional local attractions.

The LSS showed that relaxation, social and educational subscales were three high satisfaction, while the lowest subscale was physiological satisfaction. The study analyzed that there were differences in educational and aesthetic satisfactions between female and male college students. The results also revealed pre-researcher of sports tourism site and local attractions (psychological, educational, social, relaxation, & aesthetic) and participants of local attractions (educational, social, relaxation, & aesthetic) were the statistically higher satisfaction levels among six subscales of the LSS.

Discussion

Results indicated that the majority of the participants researched about the destination they are visiting and the local attractions besides the sporting event. The majority of students researching the area supports the concept of where the sporting event held and additional leisure opportunities a factor in visiting the area (Gibson, Willming, & Holdnak 2003). Females tended to identify a significantly higher difference in aesthetic and educational leisure satisfaction when participating in sports tourism. This difference could suggest that the females who participated in the survey tend to notice educational opportunities as well as the appealing quality of the area they are visiting more than males. Educational, psychological, social, relaxations, and aesthetics had a significantly higher satisfaction for those who researched about areas before they visited suggesting that it could be possible that those who research the areas were able to find additional experiences they may enjoy. Those who did participate in additional experiences did have significantly higher satisfaction levels in educational, social, relaxation, & aesthetic. Psychological was significantly higher for those who researched the area. Why psychological level was significant could be because those who researched beforehand knew what to do to make the most out of their experience with the least stress. It is essential to understand that this study was collected at one location and will not be able to be generalizable but will help provide insights into considerations for future research.

Application for Practice

The results of the study can help provide suggestions for application of practice. According to Guerra, (2015), student attendance for collegiate sporting events is in decline. While looking at aspects of influence from others, team records, and concessions at the events are essential it may also help to identify student’s leisure satisfaction when participating in sports tourism event to adjust marketing strategies. With a majority of students researching the areas before they go to the event, it is vital for the hosts of the sporting event to make sure aspects of the community and area are easy to research online, and an aesthetic and educational appeal will be relevant across the board. In a host of the sporting event and community should consider developing social, relaxing, and psychologically stress-free opportunities which may be another motivator for college students. This relaxing environment is especially crucial for college students because it is their time to step away from their studies to rejuvenate. Additional research into this idea of looking at sports tourism from a leisure perspective is needed including shifting to leisure motivation of a sports tourist.

Table 1. *Means and Standard Deviation of the Leisure Satisfaction Scale (LSS), and the Mann-Whitney U test results for Sex, Pre-research, and participation of local attractions on Subscales of the Leisure Satisfaction Scale (LSS)*

Subscales of Leisure Satisfaction Scale		Demographics (Sex)		Pre-research		Participation of local attractions	
	M(SD)	*U*	*p-value*	*U*	*p-value*	*U*	*p-value*
Psychological	3.67(.61)	6795.0	.622	5025.0	.019	1678.5	.077
Educational	4.01(.59)	5573.5	.005	4966.5	.013	1520.5	.020
Social	4.01(.62)	6260.5	.131	4692.5	.002	1175.0	.000
Relaxation	4.02(.67)	6050.0	.788	5113.5	.030	1595.5	.040
Physiological	3.12(.60)	7010.0	.057	5521.0	.179	2184.0	.957
Aesthetic	3.85(.60)	5560.5	.004	4934.0	.011	1466.5	.012

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A Systematic Review Of Vacation-Taking And Tourists' Quality Of Life (QOL)

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Introduction

In recent years, the construct quality of life (QOL) has attracted increased attention from scholars in the tourism and leisure field. Although research on QOL in the aforementioned field can be traced back to the 1960s (Uysal, Perdue, & Sirgy, 2012), the body of literature on how tourism impacts host community's QOL is more developed than that of tourists' QOL (Smith & Diekmann, 2017; Sharpley, 2014). Tourism or vacation-taking is believed to be a key avenue for people to pursue happiness (De Botton, 2002; Hobson & Dietrich, 1995; Richards, 1999). To this end, more research on the relationship between tourism and QOL from the tourist's perspective should be conducted.

In particular, a review article is warranted for the following reasons. First, current research lacks consistent language when operationalizing tourist's QOL. For example, QOL has been interchangeably used with life satisfaction (Diener, Emmons, Larsen, & Griffin, 1985) to represent people's cognitive evaluation of their life. Second, previous literature reviews (Chen & Petrick, 2013; Uysal, Sirgy, Woo, & Kim, 2016) of the relationship between vacation-taking and tourists' QOL failed to differentiate the contents of vacation, namely, whether a vacation concerns staying at home or staying at a destination (de Bloom et al., 2011; Strauss-Blasche, Ekmekcioglu, & Marktl, 2000). A vacation that happens at home is not tourism at all (UNWTO, 2015). Therefore, a review that can clarify the effect of vacation-taking (i.e., leisure tourism) on QOL is needed.

Third, even though there are two philosophical perspectives to study QOL (Ryan & Deci, 2001): a hedonic approach (e.g., subjective well-being; Diener, Suh, Lucas, & Smith, 1999) and a eudaimonic approach (e.g., positive functioning; Ryff, 1989). by far almost no literature review have examined the relationship from a eudaimonic perspective. Therefore, given these aforementioned research gaps, we undertook this systematic review (Boland, Cherry, & Dickson, 2017) focused specifically on vacation-taking (i.e., leisure tourism, UNWTO, 2015) and quality of life (i.e., hedonic, eudaimonic perspective). In doing so, this review can increase knowledge of tourists' QOL through outlining different conceptions and perspectives of QOL in tourism research, discussing the effects of tourism in QOL, and documenting the potential factors that can shape this relationship.

Research Methods

To obtain a complete understanding of the relationship between vacation-taking (i.e., leisure tourism) and QOL constructs (i.e., hedonic, eudaimonic perspective), our research was guided by the following research questions: (a) How do tourism researchers measure QOL? (b) Whether tourism can impact QOL? (c) What are the antecedents of tourists' QOL? (d) What are the outcomes generated by tourists' change of QOL?

The systematic review was conducted following Preferred Reporting Items for Systematic Reviews and Meta-Analysis (PRISMA; Moher, Liberati, Tetzlaff, DG, & PRISMA Group, 2009). The literature searches using keywords combination of tourism and QOL and their variants (e.g., SWB, PWB) were conducted on May 27th in 2018. Content related to our research questions were tabulated. Based on our summary table, we employed narrative summary approach to present, compare, and interpret the data (Dixon-Woods, Agarwal, Jones, Young, & Sutton, 2005; Mays, Pope, & Popay, 2005). We acknowledge this approach has limitations including a lack of transparency (Dixon-Woods et al., 2005).

Results

Out of 90 articles, we found 63 articles adopted a hedonic approach to studying QOL (HQOL), 12 articles adopted an eudaimonic approach to studying QOL (EQOL). Also, there are 15 studies who examined QOL by combining both hedonic and eudaimonic approach (HEQOL). Briefly speaking, we found that (a) tourism researchers adopted varied measurements to study HQOL (e.g., Subjective Happiness Scale; Lepper and Lyubomirsky, 1999; the tripartite model of subjective well-being, Diener et al., 1999), or EQOL (e.g., psychological well-being, Ryff, 1989). We found longitudinal evidence to suggest that tourism can precede HQOL, with the positive lifts of HQOL fade out after tourists went home and resumed work. We also documented the factors that can influence tourists HQOL, which includes tourists' personal values and motivations and destinations' activities and attributes. Meanwhile, increased HQOL is positively associated with intention to return and recommend. (b) The majority of studies on EQOL were qualitative inquires. Reviewing these studies suggested some important elements (e.g., emotions, environment) can help tourists obtain EQOL. (c) Depending on tourism experiences, not all aspects of HEQOL can be influenced by vacation-taking. (d) Based on these findings, future research directions were discussed.

Application to Practice

By acknowledging that tourism/vacationing can generate numerous benefits including more frequent positive affect and self-development, we are reinforcing the ideas that tourism is countable way to improve well-being for individuals. Meanwhile, this research can facilitate recreation practitioners as well. Our findings can draw practitioners' attention to tourists'/recreationers' health and well-being, as obtaining health and wellness benefits from a destination (e.g. a park) can increase customer loyalty (e.g., intention to return). Additionally, our findings provide practitioners with adequate resources to design product, offering strategies, and policies to improve recreationers' QOL.

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Healthy Living - Using Food as Medicine

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Introduction

Type 2 Diabetes is a devastating and debilitating medical condition that affects the African American population more than any other ethnic group in the United States (US) Basic Diabetes CDC. https//cdc.gov/diabetes/basics/diabetes.html). It can lead to dangerous complications, such as nervous system pain, heart attack, stroke, blindness, and kidney disease Diabetes Complications – American Diabetes Association. https//www.diabettes.org/living-with-diabetess/complicaions/). Studies have shown that diabetes affects African Americans living with the lowest social-economic status more than people of other races due to health disparities. However, diabetes can be prevented and controlled by proper nutrition. Ward 8, also known as the "Food Desert" is in Washington, D.C, the Nation's Capital has the has the largest population of African Americans 73,787 (92.14%) in comparison to the other seven wards. Our study was performed with 86 African American seniors to determine if their health improved when they were provided nutrition education lectures, one on one sessions, and free nutritious food. It was also determined whether there would be an improvement of adherence to health and wellness once they received the education.

Methods

"Dr. Roach Healthy Living," and the JJ Center, Inc. is a health and wellness program that currently provides health lectures and Free breakfast, and Free grocery to the Ward 8 Community in SW Washington, D.C. at the Bald Eagle Recreation Center. A pilot test was performed using pretest-posttest questionnaire in which 86 seniors 55 and older (82 women and 4 men) were asked about their health before and after obtaining groceries and once a week lectures, and one on one health discussions for three months from September 13, 2018 to December 15, 2019. The program provides the participants with health education along with FREE nutritious food. Capital Area Food Bank, a partner of the The JJ Center, Inc. provided much of the FREE nutritious produce for the program. please see featured article on The Capital Area Food Bank's Website Link: https://www.capitalareafoodbank.org/2019/02/use-food-as-your-medicine-partner-profile-mary-roach/

Results

As a result of the pilot study, 80 (93%) of the seniors changed their eating habits by obtaining proper nutrition education, and food to provided. The classes were highly attended and requested. This pilot study showed the need for the program and that adherence can be achieved if it is followed with education, and nutritional food for improvement of health. A health intervention of proper nutrition in the study-controlled Type 2 diabetes and adherence to education advice. These noted improvements have been seen with people in the community who have been diagnosed with Type 2 diabetes, hypertension, and hyperlipidemia. Due to the intervention, many have shown improvement in their health, which they reported has improved their adherence to orders as noted by their Primary Care Physicians. Additionally, some of the seniors have lost weight due to this health initiative. The impact of the program is shown on the Capital Area Food Bank website as a featured article.

Application to Practice Outcomes

This pilot study showed that seniors have an interest in learning how to improve their health and can play a participatory role in assuring that they eat nutritious food if given nutritious food and health education. The study will be done again with approximately 400 seniors and include the primary doctors' input as well as the pretest and posttest done by the seniors. Also, exercise will be incorporated. In addition, since the Ward 8 is a food desert we will include showing the participants how to grow food at home in order to eradicate the "food desert." Lastly, with the astronomical rise in the health budget, improving health with food could decrease the budget by the seniors needing to take less of the high cost medication which is a big contributor.

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Social Media Content Creation in Sustainable Tourism Curriculum

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Abstract

When hospitality, tourism management, and recreation students are asked to express their personal philosophy of sustainable tourism, their convictions are clear: Most are advocates of the environment, willing to adopt new and sustainable practices that protect the planet, and believe that to travel the world responsibly makes them more cultured and knowledgeable. When the same group of students are asked whether social media can be used to demonstrate their personal philosophy of sustainable tourism, raise awareness, and promote critical thinking about sustainability practices, they believe that this also can be done, but they are unsure of how to proceed. This research identified disparities between sustainable tourism practices and the construct of social media content as a disseminator of hypertargeted information. Using the Delphi Technique three rounds of questioning student participants produced a consensus philosophy of sustainable tourism. Based on the findings, students were polled to determine if and where they would communicate their personal commitment to sustainable tourism practices. However, it was discovered that these same technologically savvy students would be reluctant to communicate this same level of commitment via social media.

Development of International Community Based Learning Programs for Recreation, Tourism & Event Programming Students

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For the past nine years, 121 students have coordinated events at The American Pavilion and participated in program planning at the International Cannes Film Festival under the direction of Dr. Lorie Tuma. This case study outlines the process involved in creating authentic [international] community-based learning opportunities for hospitality and event students. Analysis begins with why international experiences are important for students, the need for partnerships, the impact of relationships on a program, and the process involved in student recruitment. The case demonstrates the difference between traditional study abroad programs and community-based learning programs as they align with specific curriculum and learning outcomes. Recommendations and implementation include the appointment of two undergraduate instructional leaders that will use this construct as a bi-lateral model to create a new experience for students that desire to in the same capacity at the Tokyo Olympics in 2020.

Attitudes Changes Following Participation in Disability Simulation Activities

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Introduction/rationale

The frequency and length of interactions between people without disabilities and people with disabilities helps in determining the types of attitudes developed (McCarthy & Campbell, 1993). These interactions are mediated by the characteristics of both parties and the types of interactions that occur between them (Yuker, 1988). Disability simulation activities have the potential to positively affect a person's attitudes (McGowan, 1999) and degree of empathy (Flower, Burns, Bottsford-Miller, 2007). The social model of disability, a model based on a distinction between impairments and disabilities (Oliver, 1990), was used as a theoretical framework. According to Oliver, restrictions are caused by society (e.g., architectural barriers) when the needs of individuals with disabilities are not met because of a lack of accommodations provided. Siminski (2003) argued that the model illustrates the separation of the physical impairment from societal issues (i.e., disability). The focus is, therefore, on society instead of the individual. The purpose of this study was to examine changes in 10 participants' (M = 4, F = 6; ages 20-30 years) attitudes toward people with disabilities that resulted from participating in disability simulation activities that occurred as part of an undergraduate level inclusive recreation services study abroad program.

Methods

This study involved a three-phase mixed methods design. Both quantitative and qualitative data were used. The social model of disability served as a theoretical lens for developing and implementing procedures, thus, assuring that they were transformative. Two attitude scale were administered during the first phase to establish baseline data on the participants attitudes toward people with disabilities. The Attitudes Toward Disabled Persons Scale (ATDP) was used to measure participants' attitudes toward individuals with physical disabilities (Yuker & Block, 1986). The Multidimensional Attitudes Scale Toward Persons with Disabilities (MAS), which involves describing a participants' responding to a set of questions posed to assess their emotional states, behaviors, and cognitions after being presented with a hypothetical situation (Findler, Vilchinsky, & Werner, 2007).

The second phase, which occurred abroad, involved the implementation of disability simulation activities, debriefings, structured group discussions, interviews, observations, and journal entries. The disability simulation activities occurred in two European cities where historical sites and streets present opportunities to experience physical and emotional challenges people confront while trying to accessing them. Disability simulation activities are learning activities during which participants experience select aspects of having a disability (e.g., using a wheelchair) (Barney, 2012). They are commonly used in education, recreation, and allied health academic programs as a way to provide students with opportunities to gain a better understanding of environmental barriers encountered by people with disabilities and how changes can be made so that these barriers can be overcome (Wright, 1980), and/or help to modify participants' attitudes (McGowan, 1999), and increase feelings of empathy toward people with disabilities (Flower, Burns, Bottsford-Miller, 2007). With proper direction, participants are encouraged to “confront and reintegrate their own attitudes” as a result of participating, as well as observing the attitudes and behaviors directed toward them by other people them while participating in disability simulation activities (Barney, 2012, p. 1). Upon returning stateside, the third phase included the administration of follow-up attitudes scales and qualitative interviews, and submissions of participants’ final reflection papers.

Results
Qualitative data were collected using an in-depth thematic analysis of verbal and behavioral responses to participants’ responses to participation in extensive disability simulation activities. Qualitative results showed that the participants transitioned from sympathetic responses to empathetic responses, and then to an advocacy responses. Culminating responses emerged from an analysis of how participants found themselves analyzing how the overall experience positively affected them. This transition demonstrated the potential for the emergence of a model specific to guiding participants through disability simulation activities. Quantitative results indicated that participants’ experienced positive attitude changes in 12 of the 16 emotions as measured on the MAS and four emotions as measured on the ATDP. Statistical significance was not found for the other examined emotions.

Application to practice
Data that were collected and analyzed helped to better understand how to best utilize disability simulation activities in classroom-learning experiences, whether academic or work-related training. These activities served to help move the focus away from disability as a private experience to one that that encourages participants to examine their own social biases and stereotypes (Oliver, 1990). Participants experienced some of the challenges people with disabilities confront while trying to access locations, such as restaurants and tourist sites, as a result of participating. Consequently, they are better positioned to understand of the importance of understanding that they have a role in creating a fully accessible society. They, furthermore, helped provide the impetus for developing a model for implementing disability simulations that helps move participants beyond initial responses to developing an advocacy perspective. Results could potentially be used to develop studies that result in finding solutions to problems specific to access for people with disabilities (Wright, 1980), and in the development of classroom-based activities. A quantitative measure has been subsequently developed that will help to measure outcomes specific to disability simulation activities, as well as various disability training activities used in educational and work place settings.

Exploring Memorable Travel Experience: Qualitative Approach

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Owing to the connection between travel experience and recollected memory, increasing attention has been dedicated to the importance of delivering a memorable experience. Prior studies have supported the notion that memorable travel experiences affect future decision making (e.g., Kerstetter & Cho, 2004; Kim, 2010). For example, Wirtz, Kruger, Scollon, and Diener (2003) indicated that remembered experiences serve as a significant predictor of the desire to determine the future travel destination. Consequently, memorable travel experiences have been studies in order to verify the connections between travel experience and consumer behavior, and decision making, and as a result, it was imperative to understand what constitutes memorable travel experience.

A growing number of scholars have concerned in unveiling the determinants of memorable travel experiences. In particular, the conceptual underpinnings of autobiographical memory were used to explore the factors that affect memory retention. Tung and Ritchie (2011) explored the essence of memorable tourism experiences by identifying four dimensions, affect, expectations, consequentiality, and recollection. Kim, Ritchie, and McCormick (2012) advanced the body of knowledge by developing a scale of memorable travel experience, suggesting seven dimensions: hedonism, local culture, meaningfulness, novelty, involvement, refreshment, and knowledge. Chandralal and Valenzuela (2013) also developed a memorable tourism experience scale by unveiling ten experiential dimensions: authentic local experiences; novel experiences; self-beneficial experiences; significant travel experiences; serendipitous and surprising experiences; local hospitality; social interactions; impressive local guides and tour operators; fulfilment of personal travel interests and affective emotions. Park and Santos (2017) identified the components of memorable travel experience of Korean backpackers in a tripartite perspective, pre-travel, during-travel, and post-travel. Mostly recently, Jorgenson and his colleagues (2018) created and tested autobiographical memory scale in order to measure travel experience. They suggested that the two classifications of structure of memorable travel experience, memory impact, “properties of significance, emotional intensity, and consequences” and memory rehearsal “frequency with which an event is recalled, either personally or interpersonally, whether voluntarily or involuntarily”, are the best approach investigating memorable travel experiences. Previous literatures have reached a consensus that memorable travel experience is a multidimensional concept, but there is no singular consensus as to the components of memorable travel experience.

To fully grasp the constitutes of memorable travel experience with great consistency, it is necessary to explore memorable travel experience at a much deeper level than ever before. Since quantitative methods have been predominant to grasp the insights relating memorable travel experience, the deep understanding of memorable travel experience has been undermined. Therefore, the current study aims to appraise the essence of memorable travel experience by using qualitative approach. It is hoped that the information acquired from the present study could contribute to determine the constituents of memorable travel experience.

Methods

This qualitative study was conducted in the United States, with a focus on Indiana. The participants were Indiana residents over 30 years old. Particularly, the samples were obtained from four study sites: Bloomington Community Farmers' Market in Bloomington, Monroe Lake Park in Bloomington, Brown County State Park in Nashville, and Eagle Creek Park in Indianapolis. An in-depth face-to-face interview was conducted as a method of qualitative phenomenological research in which the researcher asked semi-structured and open-ended questions. In order to inspire their memorable travel experiences and obtain their distinguishable features, two interview questions were deployed: (1) have you had any memorable trip experiences in your life? If yes, could you share your memorable trip with me? and (2) could you tell me why those trips are memorable in your mind? According to Creswell (2013), a researcher goes through the data transcribed from interviews and lists each of the relevant statements, sentences or quotes of the research topic with regard to the phenomenon the participants experienced. This research procedure is named as horizontalization (Moustakas, 1994). In the next step, the researcher formed units of meaning from these relevant statements, sentences or quotes of the studied topic into themes (Creswell, 2006). During this procedure, the researcher used thematic analysis to find themes and sub-themes (Braun & Clarke, 2006). The researchers labeled each interview data and coded the contents as sub-themes to support the main themes. Finally, significant sentences were extracted which were able to capture sub-dimensions supporting each major theme.

Results

Key themes regarding memorable travel experiences emerged from the qualitative data gained from the 17 participants. The salient components of the memorable travel experiences were explicated by the five themes. The five themes include *Social Interaction, Destination Attractiveness*, *Excitement*, *Novelty* and *Learning.*

Discussion

Understanding memorable travel experience is critical to tourism industry. Positive memorable experience may lead people to revisit a destination or highly have a destination recommended to future visitors (Ballantyne, Packer, & Sutherland, 2011; Chamdralal & Valenzuela, 2013). Therefore, further studies on the memorable travel experience may explore its impact on behavioral and perceptual variances, but also needs to address negative memorable travel experience and its impact. Moreover, although this study focuses on positive memorable travel experience, further research would address negative memorable travel experience and its impact on behavioral and perceptual variances. The data in this study is collected from personal interviews to ask their past memorable travel experience, but it is suggested that souvenirs and photographs as a means to recollect their memory would be used for accurate understanding of memorable travel experience.

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Youth Sport Program Parent Valuation Model

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INTRODUCTION/RATIONALE

Sports are an integral aspect of American culture (Davidson & Moran-Miller, 2005), with millions of youth participating in structured youth sport programs annually (Smoll, Cumming, & Smith, 2011; Brinton, Hill, & Ward, 2017). Municipal Park and Recreation organizations invest millions of dollars into youth sport infrastructure and sports programming. Green and Chaliph (1998) suggest that parents of youth athletes view sport as a method of preparation for adult life, providing training in “valued orientations.” This perspective guided their development of a model that confirmed a significant positive relationship between the parents’ ranked importance of youth sport participation outcomes (preparation for life, self-confidence, and achievement appreciation) and purchase-decision/involvement, and how this relationship preceded overall perceptions of parent satisfaction with and commitment to youth sport program participation.

In other studies, researchers have found that parents of youth athletes that program operation quality, as well as a coach who provides skill development, social development, physical activity, and sportsmanship development, are salient (Martin, Dale, & Jackson, 2002; Banning et al., 2010). Specifically, Banning and colleagues’ (2010) research found that both youth athletes and parents indicated skill development, character development, teamwork, and sportspersonship to be important factors of participation.

Chang and Wildt’s (1994) study determined that customer perceived quality influences perceived value, and a positive valuation influences repurchase intention. Kotler and Keller (2011) highlighted how understanding the customer’s perceived value helps managers know how to create, deliver and communicate that value as well as recognize the rationality of the price-point for the product (Livesey & Lennon, 1978). In addition, Fishbein and Ajzen’s (1980) expectancy-valuation model based on the core theory of reasoned action provided the direction for the analysis of variables that influence the parent’s valuation of a youth sport program.

With parents controlling the purchasing decisions of the programs in which their child will participate, their valuation of the program should be measured, particularly as it relates to reasons for their child’s participation in youth sport programs. The research presented provides youth sport program managers a measurement tool to track the parents’ perceived quality of program operation, team engagement, activity, skill development, satisfaction with the price point, and a structural model illustrating how those variables directly and indirectly influence the parent’s overall valuation of the program.

METHODS

Participants A convenience sample of 125 of approximately 500 parents attending youth sporting practices was acquired for this study. Participants were asked to complete a written survey approved by the Institutional Review Board (IRB). The sample consisted of parents with children ages 5 to 14 who participated in youth indoor soccer and volleyball. The adults who completed the surveys ranged in age from 26 to 52.

Measure. The 10-item survey instrument used for this study was created to evaluate specific variables that parents considered important in prior expectancy-valuation model studies. Specifically, the instrument is comprised of items measuring variables deemed salient by parents of youth athletes in Martin and colleagues' (2002) study and in the study by Banning et al. (2010), which used the Sportspersonship Coaching Behaviors Scale-Parents (SCBS-P). An initial descriptive analysis revealed normally distributed data (skewness < 3.00), and participants used the full range of responses on every item.

RESULTS

After evaluating the descriptive data using IBM-SPSS 22, the data set was entered into IBM AMOS software to evaluate the structure of the proposed model. In order to test for construct and factorial validity, the items from the SCBS-P were aggregated into a variable labeled *Sportsperson Total.* Our model indicates that the model is a good fit to the data representing parents' valuation in regard to parental motivations, program operation, price, and the coaching behaviors of coaching sportspersonship $X^2(9)=$ 11.979, p=.215, CFI= .991, SRMR= .052, RMSEA= .052, GFI= .974.

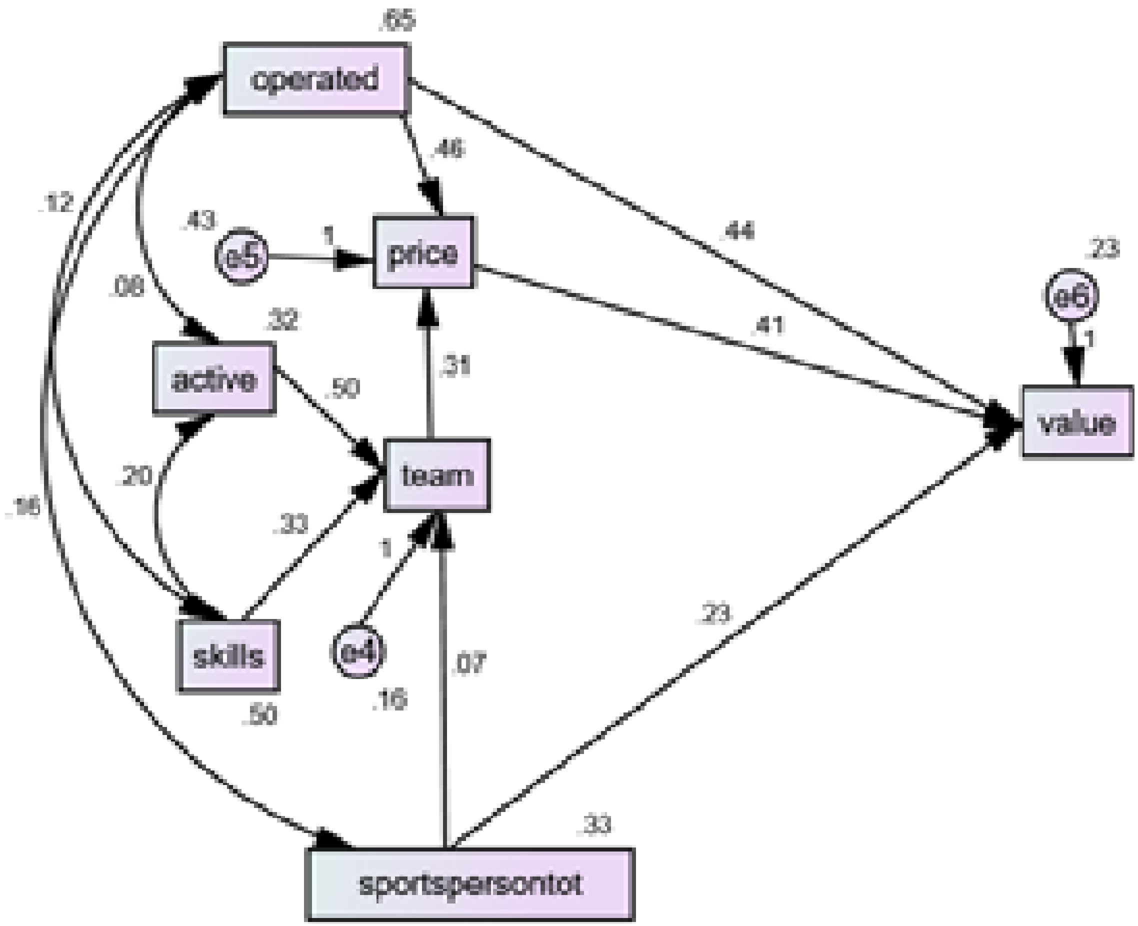
In the model, value is directly influenced by operated (quality) and Sportspersonship education. Team (social experience) is directly influenced by coach delivery of, active practice, skill development, and sportspersonship education. Team mediates active skill and sportspersonship to price. Price mediates the relationship of operated (quality) and team to value. Covariance exists between operated and active, skill development, and sportspersonship.

APPLICATION TO PRACTICE

First, the 10-item youth sport program evaluation tool presented collects data on variables that prior research found to be important expected outcomes from youth sport participation. The briefness of this instrument allows for quick completion, which results in more accurate responses as survey fatigue is lessened. Second, the structural model presented provides youth sport programmers a simple illustration of the direct and indirect influences the variables have on program valuation. Third, the model educates the practitioner on the strength of the actions of the coach in providing active learning, skill development, and a good social experience, in addition to highlighting how good sportspersonship behaviors impact the positive perception of program price and valuation. Finally, understanding the relationships between the variables helps practitioners guide the development of coach training programs as well as educate coaches on how their efforts influence youth development through sport participation, fulfilling the expectations of the parent.

Figure 1.

Youth sport program parent valuation model



Using Lifestyle Medicine to Increase Prescriptions for Physical Activity in the Park System

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Introduction/Rationale

Prescribing parks is rapidly increasing across the U.S. as it is being recognized by the medical community as a low-cost intervention that utilizes a known, generally trusted, and accessible resource – parks – to influence positive health outcomes. National medical organizations are supporting this notion as well. The American College of Preventive Medicine (ACPM) launched a Lifestyle Medicine curriculum program for medical professionals that promotes healthy lifestyle behaviors (physical activity, nutrition, etc.) as a means of preventing and treating chronic diseases. Every patient comes with an ‘invisible backpack’ that has all the things that could be standing in the way of good health: depression, obesity, lack of education around lifestyle choices, etc. Physicians are not taught to counsel a patient on lifestyle choices and how they impact chronic disease, nor does the U.S. medical system support talking to patients about lifestyle.

As the health benefits of parks become more well-known, and chronic diseases continue to rise, the medical community is turning to parks as a safe, accessible, and affordable way to get patients healthy right in their backyard.
Lifestyle medicine is a scientific approach to decreasing disease risk and illness burden by utilizing lifestyle interventions such as nutrition, physical activity, stress reduction, rest, smoking cessation, and avoidance of alcohol abuse. Lifestyle medicine is an innovative way to improve the well-being of individuals and communities and teaches physicians and clinicians to make exercise prescriptions to local, state, and national parks.

Methods

In September 2016, the American College of Preventive Medicine (ACPM) released the Lifestyle Medicine Core Competencies program (LMCC), a culmination of over 4 years of work to create a first-of-its kind evidence-based online program. This 30-hour program is designed to provide a comprehensive foundation for doctors as well as nurses, nurse practitioners, physician assistants, dietitians, health coaches, and other allied health professionals with an interest in learning the basic foundational principles of lifestyle medicine. The curriculum teaches how to incorporate lifestyle medicine into practice and establishes a new standard for primary care focused on disease prevention, health promotion, and care coordination.

Results

The nine modules comprising the 30-hour program cover basic and advanced information on: 1.Core Competencies of Lifestyle Medicine, 2. Nutrition, 3.Physical Activity, 4. Coaching Behavior Change, 5. Sleep Health, 6.Tobacco Cessation, 7. Alcohol Use Risk Reduction, 8. Emotional Wellness/Stress Reduction and 9. Electives (choose 3 hours from 5 options)

Application to Practice:

The LMCC provides a grounding in lifestyle medicine; including the 15 physician core competencies in lifestyle medicine. The competencies were identified by a blue ribbon panel of medical specialty societies and published in the Journal of the American Medical Association article “Physician Competencies for Prescribing Lifestyle Medicine” in 2010. The 15 competencies fall into five categories including: Leadership, Knowledge, Assessment Skills, Management Skills and Use of Office and Community Support. The presentation will address why the curriculum is needed, who benefits from it, and how individual clinicians are currently using it, as well as the private sector health systems and residency programs in the U.S., and by U.S. Federal Government.