

Dr. Sheri Huckleberry (2020)

Sport Studies – Coaching Education and Athlete Development graduate online program

The aim of this IMP project (working with Margo Heydt) was to develop a new class that would incorporate the concepts behind the Sport for Development (SFD), Peace and Social Justice Movement, primarily for undergraduate students. Schulenkorf and Adair (2014) define SFD programs as those meant to "engage people from disadvantaged communities in physical activity projects that have an overarching aim of achieving various social, cultural, physical, economic, or health-related outcomes" (p. 3).

My experiences use soccer as the hook to educate on Health and Social issues (South Africa), Chagas disease (Ecuador), and providing a safe place from gangs (El Salvador). SFD programs typically include train the trainer education that often includes a fair amount of reflection.

This potential class would embrace a holistic approach that would include students' better understanding of the physical, psychosocial, emotional, and spiritual health of the potential trainees, sports participants, communities, and themselves. Within this course, both diversity and inclusion, and Ignatian discernment would be influential components.

As far as I know, there are not current courses like this at Xavier University. Offering an SFD class could work at both the undergraduate and graduate levels. An SFD course would provide an opportunity for discernment on several levels (e.g., student, trainee, participant, observer, etc.). Furthermore, an application of a service-learning project would develop positive relationships with marginalized communities in the Greater Cincinnati Area.

We in the Academy know that teachers and coaches play an important role in the development of our youth. A well-developed SFD program is another avenue to provide positive opportunities to learn and grow in a safe space, especially for disadvantaged communities.

Reference

Schulenkorf, N., & Adair, D. (Eds.). (2014). *Global sport-for-development: critical perspectives*. Basingstoke, Hampshire: Palgrave Macmillan.

XAVIER UNIVERSITY
Department of Sport Studies
CEAD XXXX Sport for Development, Peace and Social Justice
3 Credit Hours (Elective)

Contact Information (Consider Team Teaching)

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Vision Statement of Xavier University (<https://www.xavier.edu/mission-identity/xaviers-mission/xaviers-vision-and-mission-statements>)

Xavier men and women become people of learning and reflection, integrity and achievement, in solidarity for and with others.

Mission Statement of Xavier University (<https://www.xavier.edu/mission-identity/xaviers-mission/xaviers-mission-statement/more-on-the-mission-statement>)

Xavier is a Jesuit Catholic university rooted in the liberal arts tradition. Our mission is to educate each student intellectually, morally, and spiritually. We create learning opportunities through rigorous academic and professional programs integrated with co-curricular engagement. In an inclusive environment of open and free inquiry, we prepare students for a world that is increasingly diverse, complex and interdependent. Driven by our commitment to educating the whole person, promoting the common good, and serving others, the Xavier community challenges and supports all our members as we cultivate lives of reflection, compassion and informed action.

We are Xavier Musketeers-All for One and One for all. As members of the Xavier University community, the Jesuit value of Cura Personalis invites us care for others recognizing the uniqueness and wholeness of each person and their situation.

Course Description

This class allows students to better understand and explore the complex social phenomena - Sport for Development, Peace and Social Justice. Typically, these programs work alongside a non-profit organization or NBG. Sports are typically the hook to help implement discussions on health and social issues. Schulenkorf and Adair (2014) define Sport For Development (SFD) programs as those meant to “engage people from disadvantaged communities in physical activity projects that have an overarching aim of achieving various social, cultural, physical, economic, or health-related outcomes” (p. 3). SFD programs typically include train the trainer education that often includes a fair amount of reflection. Thus, students will embrace a holistic approach when engaging and discerning SFD terms, programs and outcomes.

Student Learning Outcomes – the students will be able to:

1. Understand the key terms and concepts of SFD
2. Engage in conversations (discussions) about cultural diversity related to SFD programs
3. Reflect on the physical, psychosocial, emotional, and spiritual health of being a trainer, the trainees, sports participants, communities and self.
4. Deliver a Pecha Kucha Presentation on a specific SFD program
5. Create a Train the Trainer SFD program with colleagues
6. Complete a Needs Analysis (interview)
7. Serve a community partner (???)

Course Structure

Week	Topic	
1	What is Sport for Development? Peace and Social Justice	
2	Theories and Ethics	
3	Community Building and Engagement	
4	Needs Analysis and Assets	
5	USID and UN Millennium Development Goals	
6	UN and NGB Organizations	
7	Stakeholders	
8	Positive Youth Development	
9	Local Potential Projects	
10	Involving Jesuit Core Values	
11	Reflection and Discernment in SFD	
12	Community Projects	
13	Community Projects	
14	Community Projects	
15	Project Presentations	
16	Project Presentations	

Citation format: Publication manual of the American Psychological Association (**APA 6th Ed.**) [The 7th edition is now available].

Required Text(s)

Coalter, Fr. (2013). Sport for development: What game are we playing? New York, NY: Routledge.

Or

Schinke, R.J., and Hanrahan, S.J. (2012). Sport and development, peace, and social justice (Ed.).

Morgantown, WV: FIT.

Potential Resources from

Ehrmann, J., Ehrmann, P., and Jordan, G., (2011). Inside out coaching: How sports can transform lives.

New York, NY: Simon and Schuster.

Additional readings will be assigned within each module.

Assignments

Community Project (40%)

Needs Analysis – Asset mapping

Train the Trainer curriculum and delivery

Discussion Boards (20%)

Your discussion board assignment grade for each module will be evaluated by displaying an understanding of the issue and contributing a thoughtful and critical response. Additional emphasis focuses on the degree to which you promote appropriate discussion with your classmates. Grades will reflect the student's response levels according to the scale below.

Level 1: Response is solely on experience(s) and opinion (25% of total points)

Level 2: Response utilizes the research from both course resources and external sources (articles, books, journals, websites, etc.) (26 – 80% of total points)

Level 3: Response combines personal analysis, external research and support, reactions to posts by other participants, and some synthesis (combining all elements into one comprehensive statement on the issue). (81 – 100% of total points)

Special Note: It is important to stay engaged in the discussion board so that your classmates gain the benefit of your knowledge.

Literature Review (10%)

Previously you have read, summarized and reflected on individual pieces of literature. The purpose of this assignment is to read, analyze, synthesize and articulate the various themes and concepts (i.e., connecting the dots) of a body of knowledge. Essentially, you are telling the story of Sport for Development, Peace and Social Justice based on the literature you have read.

Write a 4-6 page (double-spaced) Literature Review (i.e., a summation and synthesis) from the resources listed above and those you have found through your own investigations. When creating your Literature Review consider using the citation tool Zotero (instructions are below). Learning how to use this tool

will assist you with organizing all the readings you complete in this program and aid with the synthesis of future assignments.

Module Reflections (10%)

Your reflections should go beyond the content of each module and should address what you have learned throughout the various assignments, readings, extra resource, etc.

[Pecha Kucha Presentation](#) (10%)

Based on the videos, lessons and materials presented in this module create a [Pecha Kucha](#) presentation that would help your community understand the Sport for Development, Peace and Social Justice. When you complete the presentation, you want to ask yourself, how would my players respond to this lesson?

Learning Checks (10%)

Will be scattered throughout the course as a way to measure your understanding of the resources provided in this course.

Grading Criteria

- All students are expected to participate in online discussions.
- All assignments are to be submitted electronically by the due date specified, through the assignment tab; **late assignments will result in a 5%-point deduction for each day until submitted.**
- All papers are expected to be grammatically correct and properly cited (**APA 6th ed**). [There is a 7th edition now]

Grading Scale

A = 1000 – 930; A- = 929 – 900; B+ = 899 – 870; B = 869 – 830;
B- = 829 – 800; C+ = 799 – 750; C = 749 – 700; F = < 699.

Things to Keep in Mind

We are Xavier Musketeers-All for One and One for all. As members of the Xavier University community, the Jesuit value of Cura Personalis invites us care for others recognizing the uniqueness and wholeness of each person and their situation. As such, we each share a personal responsibility to express concern for one another and to ensure that this classroom and the campus community remains a healthy and safe environment for learning. To that end, as a student, you may experience a range of challenges that can interfere with learning, such as strained relationships, physical or mental health issues, death of a loved one, increased anxiety, substance use, feeling down, difficulty concentrating/or lack of motivation, food or housing insecurity, etc. These concerns or stressful events may diminish your academic performance and/or reduce your ability to participate in daily activities. **Resources and services are available at Xavier and are listed below.**

You may also find yourself in a situation in which you come across a fellow classmate whose personal behavior concerns or worries you, either for the classmate's well-being or yours. When either situation is the case, I encourage you to share this information with me for resource information and potential accommodations. You are also encouraged to report this information via Xavier's Student of Concern form: <https://one.xavier.edu/students/>. The form is on the Student Hub and is in the middle of the page next to Events.

For any student who facing **challenges securing food or housing** and believes this may affect their performance in the course, you are urged to contact Cindy Stieby, Coordinator for the X-Path Program, or Angie Kneflin, Director Of Care Management through the following e-mail address: thestore@xavier.edu. The store is open on Fridays in gazebo area of the Village apartments from 3pm-5pm or by appointment through Cindy or Angie. Furthermore, please notify me if you are comfortable doing so. This will enable me to provide additional resource information and discuss potential accommodations.

Xavier Student Wellness Support Resources:

McGrath Health and Wellness Counseling Services:

513-745-3022 ext. 2

<http://www.xavier.edu/health-wellness/>

McGrath provides both counseling and psychotherapeutic treatment by clinical counselors, psychologists, social workers and counseling interns. Services are free for Xavier students (undergraduate and graduate). If you need an **immediate crisis appointment** please let the staff answering the phone know this. Additionally, **crisis counselors are available 24/7** by calling Xavier University Police (513-745-1000) and asking to talk to the counselor on call. Additionally, McGrath counseling services also offers support groups, health coaching and mindfulness workshops)

McGrath Health and Wellness-Health Services:

513-745-3022 ext. 3

McGrath provides high quality and accessible medical treatment, prevention and education to students.

Psychological Services Center:

513-745-3531

<http://www.xavier.edu/psychologicalservices/welcome.cfm>

PSC provides a wide range of psychological services to all graduate and undergraduate students free of charge.

Advocacy and Prevention Coordinator:

513-904-9013 (M-Fri. 9am to 5pm)

<http://www.xavier.edu/advocate/survivor-resources.cfm>

The Xavier Advocacy Coordinator provides confidential support, information and advocacy for those affected by harassment, discrimination, relationship violence, sexual assault, rape and stalking during business hours. After hours, Women Helping Women (513-381-5610) provides advocacy services to all Xavier students and will connect students to the Advocacy Coordinator.

Kate Lawson, Chief Title IX Officer:

513-745-3046

<http://www.xavier.edu/titleix/index.cfm>

The Title IX Office investigates reports of sex discrimination, including, but not limited to, sexual harassment, sexual violence, dating violence and stalking, as well as facilitates a prompt, equitable process to resolve those complaints.

On Campus Crisis Numbers

XUPD will assist with crisis intervention in all situations and has access 24/7 to an on campus counselor.

Xavier University Police Department Emergency Line: 513-745-1000

Xavier University Police Department Non-Emergency Line: 513-745-2000

Other Wellness Support Campus Resources

Bias Advisory Response Team (BART): BART is an advisory group that plays an important role in developing proactive and educational initiatives that will minimize the occurrence of bias incidents on campus in addition to ensuring consistent approaches to incident responses. To report an incident contact the Dean of Students at 513-745-3166, contact XUPD at 513-745-1000 or submit a report online at <http://www.xavier.edu/dean-of-students/>

Xavier Action and Care Team (X-ACT):

X-ACT is an advisory group that provides support and assistance to students who may be experiencing emotional distress and exhibiting at-risk or threatening behaviors. If you would like to report a fellow student of concern, please submit an online referral through the Student Hub (student Concern report) or the Dean of Students website: <http://www.xavier.edu/dean-of-students/> or contact the Dean of Students at 513-745-3166. If there is an immediate threat or danger to yourself or the student of concern, please call Xavier Police immediately at 513-745-1000.

Care Management Services:

513-745-4391

<https://www.xavier.edu/dean-of-students/>

The area of Care Management in the Dean of Students Office is area is to support students through challenges, connect them to appropriate campus and community resources, promote growth in self-

advocacy, and empower students to navigate toward their own solutions and shape their own lives. The Director of Care Management and Care Management Coordinator work collaboratively across the institution to develop support plans that provide a caring and seamless student learning experience. Additionally those working in Care Management at Xavier operates in a non-clinical capacity and is not able to provide counseling or therapy to students, though would quickly connect students to those resources if appropriate. The Director of Care Management receive all referrals for X-ACT that are designated emotional concerns.

Office of Disability Services:

513-745-3280

<http://www.xavier.edu/disability-services/index.cfm>

The Disability Services staff ensure all students with disabilities can freely and actively participate in all facets of university life. This office provides and coordinates support services to maximize students' educational potential and develop their independence to the fullest extent possible.

Center for Diversity & Inclusion:

513-745-3110

<http://www.xavier.edu/diversity-inclusion/index.cfm>

The Center for Diversity and Inclusion is committed to advising, developing, educating, and empowering students at Xavier to make the most of their diverse interactions across a wide range of social identities.

Office of Residence Life:

513-745-3203

<http://www.xavier.edu/residence-life/index.cfm>

The Residence Life staff (including Hall Directors and Resident Assistants) support students in their personal growth while challenging them to successfully achieve their academic goals. HDs and RAs are often a student's most direct connection to University resources. If you live on campus, contact the main office or your Hall Director or Area Coordinator for any needs.

Student Success Center:

513-745-3141

<https://www.xavier.edu/success/#services>

Provides academic and adjustment support, success coaching, goal setting, and advising.

TRiO:

513-745-3758

<https://www.xavier.edu/sss/index.cfm>

Provides academic, professional, financial and personal support for primarily first-generation, lower-income or students with disabilities. With a wide range of resources, individual services, cultural activities, plus scholarships and technological support to successfully navigate through college.

Off Campus Local & National Websites: & Hotlines:

- **Cincinnati Talbert House Text Line: 839863**
- **National Suicide Prevention Hotline: 1-800-273-8255**
- **The Trevor Project: 1-866-488-7386 Text 'Trevor to 1-202-304-1200**
<http://www.thetrevorproject.org/>

- **American Foundation for Suicide Prevention:** www.afsp.org
- **Cincinnati Linder Center of Hope:** 513-536-4673 <http://lindnercenterofhope.org/>
- **Good Samaritan Hospital Behavioral Health Care:** 513-862-2850
<https://www.trihealth.com/institutes-and-services/behavioral-health-services/>
- **National Alliance on Mental Health (NAMI):** <http://nami.org/>
- **Active Minds:** <http://www.activeminds.org/>
- **Shelterhouse**
<http://www.shelterhousecincy.org/>

David & Rebecca Barron Center for Men
Women

Barron Center for Men
411 Gest Street
Cincinnati, OH 45203
513-721-0643

Esther Marie Hatton Center for

2499 Reading Road
Cincinnati, Ohio 45202
513-562-1980

- **Free Store Food Bank:** 513-241-1064
<https://freestorefoodbank.org/>
112 East Liberty Street
8am-3pm M-F