

Room 218 Breakout Session 2 Abstracts

Michelle Boettcher, associate professor, Educational and Organizational Leadership Development

Senses of Belonging and Community in Higher Education.

I am currently studying the intersection between the assets (skills, talents, and experiences) that historically underrepresented (UR) STEM students use to navigate higher education and the skills developed through improvisational training and practice. This study includes UR STEM students participating in an improv workshop and then discussing how they engage with others (students, staff, and faculty) and university resources (processes, offices, programs). Through this work, students identify how they can use the assets they used to navigate P-12 education to access and succeed in higher education and STEM environments. To date, my research team has done a pilot study consisting of workshops with UR STEM student mentors and advisors as well as a pilot workshop with UR STEM students. We are in the process of expanding this work to learn more about if and how UR STEM student assets overlap with improvisational skills and how students can use these skills (and knowledge about the overlap with improv) to thrive in their STEM educational experiences.

Shanna Hirsch, associate professor, Education and Human Development

The ECHO Model: A Case-Based and Collaborative Approach to Building Virtual Communities of Practice For South Carolina Educators.

The ECHO (Extension Community Healthcare Outcomes) Model, an innovative and case-based approach initially developed to support healthcare providers, will be introduced. We will share our application and adaptation for educators across our state.

Barry Garst, professor, Parks, Recreation and Tourism Management

Promoting Youth and Young Adult Health and Well-Being During Summertime: A Multi-Year Research Agenda.

RESEARCH SYMPOSIUM

During summertime, children and adolescents undergo crucial developmental changes, and summer programs, including summer camps, play a vital role in promoting positive outcomes and providing proper transition of care. Summer camps offer holistic opportunities for youth to develop in various domains, such as social, emotional, physical, cognitive, and spiritual. This session examines purposes, methods, and findings from a multi-year research agenda focused on improving youth health outcomes during summertime. To implement this agenda, Clemson PRTM faculty and graduate students have collaborated with the Alliance for Camp Health, a leading intermediary providing resources and education to camp healthcare providers and camp director for many years. Areas of study have included illness and injury rates in camp (Garst et al., 2013), the role of fatigue in camp (Dubin et al., 2019), vaccine policies and barriers to policy implementation in camps (Garst, et al., 2021). The COVID-19 pandemic served to highlight the importance of camp healthcare, increasing the visibility of communicable disease prevention and presented camps with significant operational and health care challenges (Garst, et al., 2022). Additionally, after the height of the COVID-19 pandemic camps began to see an increase in mental, emotional, and social health (MESH) issues that are greatly impacting camp staff and healthcare providers in supporting campers (Garst, et al., 2023). This session highlights the important work that the Alliance for Camp Health has done to educate summer program leaders about strategies to promote youth health outcomes across the summer.