

Bridging the Gaps



Leaving a Legacy: An Experience With Sports, Mentorship, and Child Development.

Student Interns: *Jaret Nishikawa, Drexel University College of Medicine*
Sophia Kim, Drexel University College of Medicine

Academic Preceptors: *Daniel Taylor, DO, FAAP, FACOP, Drexel University College of Medicine, St. Christopher's Hospital for Children*

Community Preceptors: *Joni Helton, Legacy Youth Tennis and Education*
Josh Irving, Legacy Youth Tennis and Education

COMMUNITY PARTNER

Legacy Youth Tennis and Education offers free and low-cost community-based tennis programs for children throughout Philadelphia. Legacy provides affordable, safe, and nurturing camps for more than 3,500 children in the community per year. Legacy's inclusive community promotes the development of high-achieving athletes while simultaneously teaching children about fitness, education, and character development. Legacy's OST (Out of School Time) Program partners with local Philadelphia schools to provide safe and enriching childcare in the summer months and after school.

<https://www.legacyyte.org/>

BACKGROUND/CONTEXT

1952 - Founded by William J. Clothier II as Philadelphia Tennis Patrons Association
2003 - Became Arthur Ashe Youth Tennis and Education Center in East Falls
2012 - Became Legacy Youth Tennis and Education (New Facility)
2015 - Named National Junior Tennis and Learning chapter of the year by the United States Tennis Association
- Legacy provides a safe, nurturing and inclusive environment for more than 3500 kids a year. Through our programs, students can learn and practice achievement behaviors through our highly structured tennis, education, and character programs.
- They offer free and low-cost programs that lead to better health and education outcomes for kids. The participants transform into athletes, model students, and active leaders in their schools, communities, and society at large.

TEAM'S EXPERIENCE

The Bridging the Gaps student interns were assigned to various Community Summer Tennis Camp sites such as Allen's Lane Park, Pleasant Playground, and others throughout Greater Philadelphia, where they collaborated with site directors and junior instructors to deliver tennis-centered programming. This included working with campers individually and in small groups, focusing on teaching proper tennis technique and fitness drills. In addition, they also assisted with administrative and organizational tasks at the Legacy center, focusing on supporting the Out-of-School Time (OST) Program. OST programs support working parents and benefit children's academic, social and personal development through athletics, the arts and STEM education.

REFLECTION

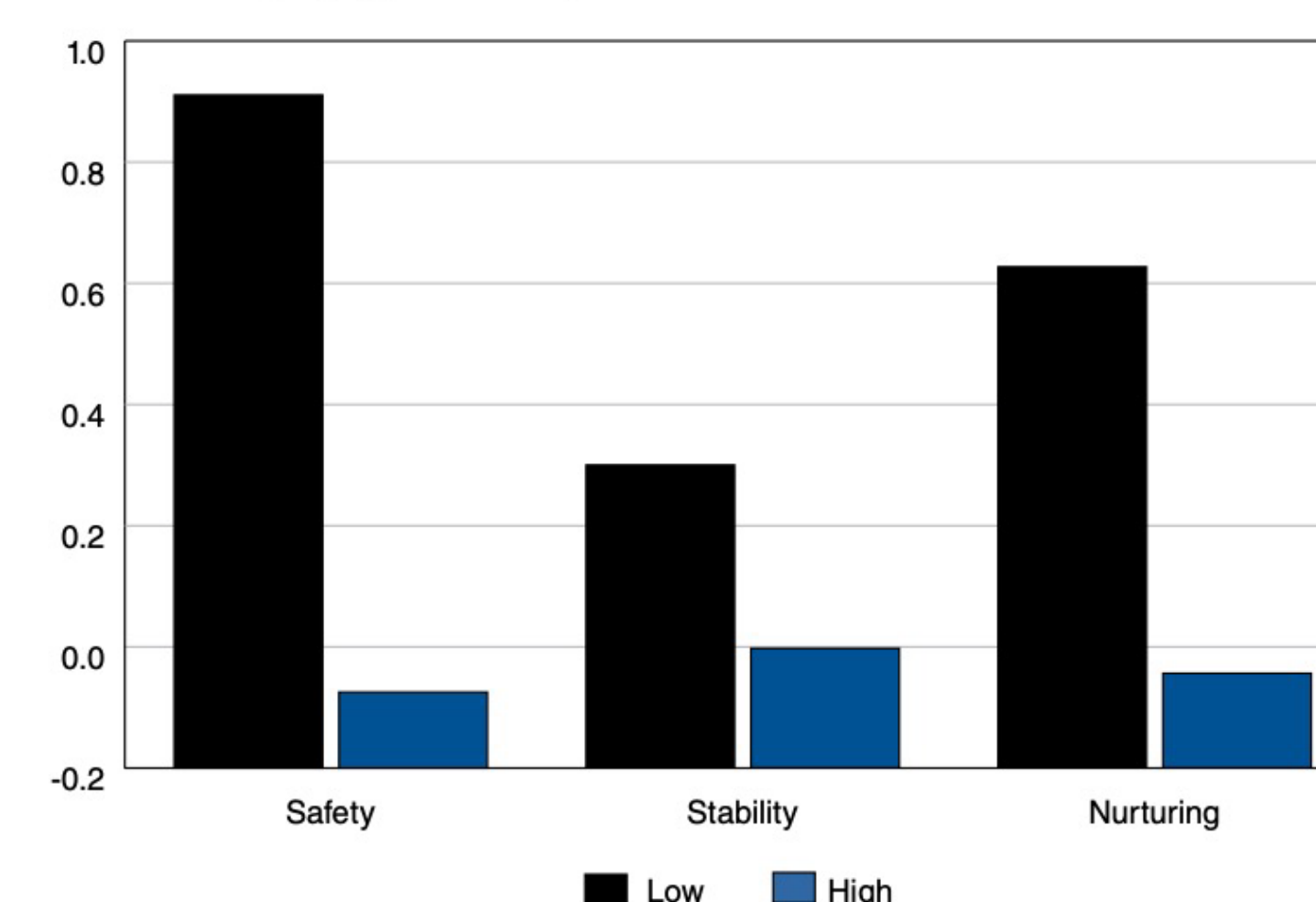
Jaret Nishikawa: "Serving as a Bridging the Gaps Intern with Legacy this Summer has been an enriching and rewarding experience for me. The tennis aspect was fun and I love teaching sports, yet I also found fulfillment in working at a non-clinical site which required me to actively grow in ways that could be applicable to my future as a healthcare provider. Bearing in mind the ways in which adult mentors can impact a child's development, I learned new ways to communicate with adolescents, remain patient in frustrating situations, and diffuse conflict with positive and reinforcing language. I am thankful for the opportunity to serve as a coach and role model for my campers at Allen's Lane Park. Seeing their growth in confidence and self-discipline has been inspiring and I hope they learned as much from me as I did from them."

Sophia Kim: "Through Bridging the Gaps Partnership with Legacy Youth and Tennis Education, I was able to learn so much from the kids and coaches, while simultaneously giving back to my community. I was able to help build the kids' confidence and knowledge about fitness, and the campers gave me the opportunity to grow as a leader. By being approachable, fair, and supportive, I was able to gain the trust of my campers over the summer. Overall, I enjoyed being integrated into the Legacy Youth and Tennis Education and thought it was a great way to learn how to become a better teammate, leader, and community member."

ACCOMPLISHMENTS/ CHALLENGES/ JOYS

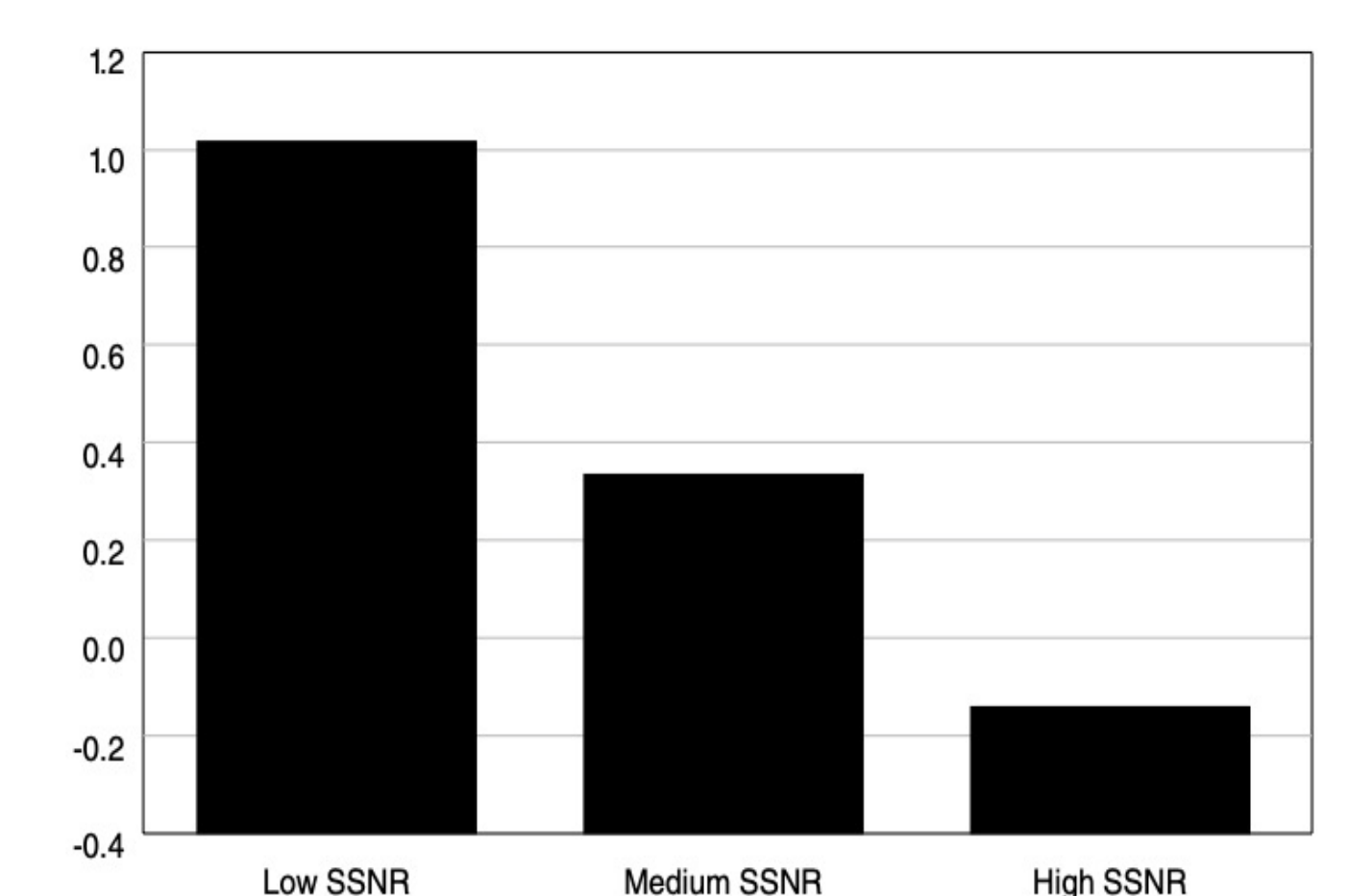


Figure 1. Mean Distress Symptom Scores by Low and High SSNR Domain Groups (Ages 5 to 17)



Source: NatSCEV II
N = 3,282
SSNR = Safe, stable, nurturing relationships

Figure 2. Mean Distress Symptom Scores by SSNR Group (Ages 5 to 17)



Source: NatSCEV II
N = 3,282
SSNR = Safe, stable, nurturing relationships

According to a 2017 study conducted by Turner et al. for the U.S. Department of Justice, Safe, Stable, Nurturing Relationships (SSNR's) play a tremendous role on child and adolescent mental health.

- Figure 1 displays average distress symptom levels for children and youth (ages 5–17) in low and high safety, stability, and nurturing groups.
- Children in each of the low groups had significantly and substantially higher symptom levels than those in the high group.
- The difference between low- and high-safety groups was particularly large.
- Figure 2 displays average symptom scores for the combined SSNR groups.
- There were substantial differences across groups, showing a clear linear pattern—the low SSNR group had a very high average symptom level, the high SSNR group had a very low symptom level, and the medium group fell approximately halfway

Turner, Heather A, et al. The Prevalence of Safe, Stable, Nurturing Relationships Among Children and Adolescents. Sept. 2017, <https://ojdp.ojp.gov/sites/g/files/xyckuh176/files/pubs/249197.pdf?ed2f26df2d9c416fbddddd2330a778c6=ixgedxetkf-icgbbadb>. Accessed 29 July 2022.