

Youth Boardgaming League: Weekend Community Recreation, Fitness and Health Program

Bid Number:

122115GW – City of Fresno Weekend Community Recreation, Fitness and Health Program

Contact Information:

Youth Boardgaming League, Inc.

Dr. Greg Thatcher, Executive Director

2242 Carson Ave.

Clovis, CA 93611

Proposed Start and Ending Dates: Determined after acceptance

Total Project Cost: \$346,752

Project Description:

Imagine the thrill of being engaged with your opponents, carefully evaluating all your options, creating a successful plan of action and then grabbing victory! This is the kind of excitement you can count on from today's board games. We understand the RFP is physical activity focused, but we hope you are willing to entertain our proposal for a unique, creative and engaging new program that will benefit communities through myriad ways. While this program does not always have people up and running around (yes, some of our board games do have physical activity in them), it utilizes components that offer to teach individuals life skills through an alternative activity that is fun, safe and community-oriented. Further, in our society, messages about health and a healthy lifestyle are constant and bombarding people to a point of saturation and eventual desensitization is a mistake. 'Just Say No' ... It is our belief that providing an alternative activity where the messages of good community and good family are learned and fostered is preferable, rather than trying to force education on a population who may not want to listen. Our program has shown to do just that, educate and benefit health without the same mundane messages.

Research shows social and emotional development plays an important part in academic success and health. Unlike IQ, emotional competence can be nurtured and developed, and is a key factor in physical and mental health, social competence, academic achievement and other aspects in the

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personal and social development. Playing games teaches us how to have (and maintain) a better attitude, motivation and social skills. Playing games teaches us to deal with feelings, identify needs, formulate demands, listen and communicate efficiently, take responsibility, and think creatively and positively. With this in mind, the Youth Boardgaming League was created by Dr. Greg Thatcher, Associate Professor, Department of Public Health, Fresno State University.

Before you get the wrong impression, we are not talking about typical American-style games such as Monopoly, Sorry, Shoot-and-Ladders or Candyland. The program utilizes a wide variety of critical thinking and communications-based board games, often referred to as *Eurogames*. These board games are a broad class of tabletop games, mostly originating from Europe, that generally have simple rules, short to medium playing times (20 - 90 minutes), direct and indirect player interaction and attractive physical components. Some examples include Puerto Rico, Pandemic, Ingenious, For Sale, and Bohnanza. The games emphasize strategy and communication, downplay luck and conflict, lean towards economic rather than military themes, and usually keep all the players in the game until it ends. Through the “hidden” learning provided by these games, the program focuses on helping people build life skills such as setting realistic expectations, determining ideal maneuvers in a dynamic situation, understanding the need to practice in order to improve, learning how to positively celebrate success and graciously handle defeat, and most importantly, how to have fun in a constructive and beneficial way.

The Youth Boardgaming League (YBL) proposes to offer Fresno City residents both young people and adults recreational opportunities that currently do not exist in the city. The YBL will provide challenging, fun, family game-playing opportunities on weekends at local schools in both Fresno Unified and the Central Unified School districts. Currently, the YBL operates more than 30 after-school programs from as far south as Los Angeles to north in Los Banos. The YBL also has a subcontract in partnership with Fresno New Connections, an outpatient drug and alcohol program funded by Fresno Unified School District to provide programming at high schools as an alternative activity component with a drug and alcohol prevention program. The proposed project will allow an opportunity for community members to develop communication skills, lifelong critical thinking skills and provide a much needed opportunity for families in the city to enjoy being with each other in a safe and secure environment.

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The implementation team has extensive cross-cultural experience and the games chosen will be culturally-tailored so they meet the unique needs of each of the subpopulations in Fresno. The YBL will tailor the program to individual sites, recruit, train and evaluate the site implementation staff and deliver to the City an exciting, innovative program that increases public access to recreational opportunities for our families and community members. This program will be held in the libraries and/or cafeterias of the identified schools. It is anticipated with the two project administration specialists staffing each school, the program will be able to serve up 120 participants at each site. As an indoor alternative activity, the program is not hindered during weather extremes or “bad air” days and is accessible to all participants, regardless of age, mental or physical ability. Board gaming is an inclusive experience that encourages people of all types to enjoy an activity together developing community!

Program specifics will be to implement the YBL model from 9:00 a.m. to 6:00 p.m. every Saturday and Sunday at each of the sixteen locations identified in the RFP (or a subset of locations if desired). Two project administration specialists at each site will teach and oversee gaming activities with participants. Activities are open and participants may come and go as they please. We recognize that alternative programming is more beneficial when offered to community members using flexible hours rather than dictating to them a rigid schedule. Further, as an option for those that show interest, once per quarter, tournaments will be held to provide validation of improvement in the games and offer a competitive piece to the program. This tournament activity will also be combined with an already existing YBL program component in the after school program where students have the opportunity to compete in the Central Valley Boardgaming Championships held annually at Fresno State.

Project Rationale:

Board gaming has been shown in the peer-reviewed academic literature to develop leadership skills, build critical thinking skills, and help develop skills referred to as “executive function”. These are the skills that educators and researchers believe lead to a person’s ability to formulate and pursue goals. Ultimately, having a high level of executive function can help people to achieve more in their educational and personal lives. Dr. Bill Hudenko, a noted child psychologist and assistant professor of psychiatry at Dartmouth’s Geisel School of Medicine, has

researched using board games to diagnose and improve his client's executive function skills. Findings have been significant in their benefit to adolescents and the overall population.

Another, perhaps more important piece to the program, is the opportunity for parents to play these board games with their children. Too often in today's society, parents struggle with getting kids "un-plugged" from electronics and social media. A common problem for parents is not having opportunities available to them that are engaging. This program is built on the success shown in European countries such as Finland, Norway, Sweden, and Germany which often utilize these games as family activities.

Further, these games are designed for international audiences. They are usually not word games and often do not contain much text outside of the rules. Game components typically use symbols and icons instead of words, reducing the amount of text to be translated between localized editions. Gameplay sometimes de-emphasizes verbal communication as a game element, with many games being fully playable if all players know the rules, even if they do not speak a common language.

Project Evaluation:

Before any data will be collected, the instruments, protocols and the provision for maintaining confidentiality will be reviewed by a Committee for the Protection of Human Subjects at Fresno State University.

Process evaluation. For each site, information regarding the number of participants, their ages/ethnicities/gender and the games that they played will be collected. The process evaluation will also solicit participant feedback concerning their satisfaction with the program. This information will be compiled on a monthly basis. Raw data will be graphically displayed in quarterly reports. The program will be able to provide by site and for all the schools, the numbers of participants per day, per weekend, monthly and quarterly by age/ethnicity and gender. For participant satisfaction, information using a 5-point Likert scale where 1= "Extremely Satisfied" with the program and 5= "Extremely Dissatisfied" with the program will be utilized. Data will be analyzed using Excel and possibly SPSS.

This information will be invaluable to the members of the management team because they can use this information to monitor the effectiveness of the program in reaching out and marketing to

distinct subpopulations in the communities served by each school. For example, if the member of the management team are aware that women aged 15-19 are not utilizing the program, they can target their outreach to these members of the community.

Impact evaluation. Based on a study of the program by Dr. Thatcher in 2013 (Appendix A), we will model an impact evaluation with participants in the gaming activities to determine effects with health-risk taking behaviors. The team will request of participants base-line assessment of health-risk taking behaviors using a generally accepted, validated and reliable, instrument such as the Youth Risk Behavior Survey. Nine-month to a year follow-up surveying would be conducted to determine if changes have been made to certain behaviors (e.g., alcohol and other drug use, violence and other intentional and unintentional injuries, physical activity and nutrition). However it must be noted that not knowing if participants will be engaged for the entire year will be a limitation to the proposed impact evaluation. Data will be analyzed using SPSS.

Project Ancillaries:

Safety. As indicated, the program operates in the cafeteria and/or library of the school. Previous after-school and weekend operations of the program at local school sites and at Fresno State have shown that students and community members are very respectful of the events, cleaning up after themselves and not violating spaces unintended for use by the program. While we cannot guarantee such adherence, policies will be generated and distributed to participants during first visits. Any violations of the policy would warrant immediate removal and potential banning from future events. The RFP indicated recognition of manner and method for security. We would require the spaces being utilized be unlocked and locked via an administrative liaison or other school representative. The program is a come-and-go-as-you-please endeavor, so opening and closing times would be the only requirement. As for reporting, it would be necessary to have contact information for the appropriate school administrator should an issue (e.g., maintenance problem) arise.

Supervision and Care. Site implementation staff would be responsible for verifying all spaces utilized for the program be returned to original order at the end of each day.

Statement of Qualifications:

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The YBL has evolved from the research and creative work of Dr. Greg Thatcher, Executive Director. Dr. Thatcher is a tenured, Associate Professor of Public Health at Fresno State. He received his PhD in Health Behavior and Promotion from the Arnold School of Public Health at the University of South Carolina. He is an expert in adolescent and young adult behavior change programming. As the former Director of the State of Florida's Safe and Drug Free Schools Program, Dr. Thatcher is well versed in behavior change curriculum and designed the YBL program to meet the needs of adolescents struggling to find a normal balance between school, family, friends, and everyday life stressors. He started the prototype of the Youth Boardgaming League as the FREAKS (Finding Responsible and Entertaining Activities on Kampus) project which was an opportunity for Fresno State students to get together and enjoy board games as an alternative to the drinking behaviors commonly observed on weekends. The FREAKS program grew rapidly in size to more than a hundred community members attending the program every Friday night. After partnering with Fresno County Department of Behavioral Health – Substance Abuse Division, several local high schools began participating at the Friday night events, which led to the development of the after-school program. Dr. Thatcher conducted an internal evaluation of the FREAKS program and published his results in the peer-reviewed journal literature (In-Press, *College Student Affairs Journal*). His study found that participation in the program led to a significant increase in critical thinking skills, a significant decrease in substance abuse behaviors, higher GPAs, higher graduation rates and improved self-efficacy (a feeling of control over one's own life and goals). Dr. Thatcher also observed the students who participated in the program began to exert more control over their own personal goals, for example, opening a checking account, saving money, planning for the future, feeling more confident over their own abilities to control their destiny. He then founded the non-profit, 501(c)3, Youth Boardgaming League in February, 2015 and has already implemented the program in more than 30 schools in California and will begin programs in Connecticut, New York and Virginia in the near future. Dr. Thatcher will oversee all of the operations of the proposed program, as the Project Director.

Other key programmatic staff include the Project Evaluator, Dr. Suzanne Kotkin-Jaszi, also a tenured professor of Public Health at Fresno State. Dr. Kotkin-Jaszi has an extensive track record of serving as an external evaluator more than 20 community-based projects. Dr. Kotkin-Jaszi, will conduct a process evaluation of the program. She will be assisted in the data collection and analysis necessary for the quarterly reports by two graduate students in Public Health who are in

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the master's degree program and have extensive course work in statistics, program planning, evaluation and project administration.

Jennifer Ward, owner-operator of the largest game store in Fresno County, Crazy Squirrel Games, will serve as a program assistant. Ms. Ward has 15 years of management experience, including overseeing daily online newspaper operations and managing long-term projects with participants in multiple locations. For the last five years, her operation of her small business has included not only employee management, but also league and tournament organization and operation. She will be involved with recruiting and training the site implementation staff. Her main responsibility will be organizing weekend scheduling and facilitating tournaments.

The management team, Drs. Thatcher, Kotkin-Jaszi and Ms. Ward will be responsible for recruiting, hiring and overseeing the training of the Project Implementation Staff. It is the intention of the management team to recruit a diverse work force broadly reflective of the racial/ethnic diversity of Fresno to provide full coverage at all 16 school sites. Each school will have two Project Implementation Staff assigned to it for 9 hours a day, an 8-hour day with a one-hour lunch break. The member of the management team collectively will be available to teach the games, supervise the players, make sure the sites are safe and secure all weekend long on both Saturdays and Sundays from 9a.m. - 6p.m. For more detail on the academic and professional backgrounds of key personnel, please refer to Appendix B.

Program Partnerships and Major Accomplishments

This team has an extensive track record in designing, implementing and evaluating community health education programs. The proposed YBL program is also already engaged (as an after-school program) with several of the communities where services are being proposed.

Additionally, the YBL is partnering with Fresno New Connection to deliver alternative activities programming for nine high schools in Fresno Unified School District. The proposed grant opportunity offers a strong match to expand existing services and bring this unique program more into the community.

Overview of Current Programs

The subcontract with Fresno New Connections is scheduled to begin January 11th, 2016. Under the terms of this subcontract, the YBL will provide on-site, after-school gaming opportunities in

Fresno Unified School district high schools (7) and charter schools (2). These are identified at-risk youth aged from 14-19 who attend high school in the district. These young people are largely living in poverty, tend to be of minority ethnicity and most often be engaged in the program through being self-referred or referred by teacher and/or counselors. In addition to the contract with Fresno Unified, the YBL currently has contracts with four libraries and more than 20 Central Valley schools in 15 school districts in six counties (Los Angeles, Kings, Tulare, Fresno, Madera, and Merced). More than 1,100 students are engaged in the YBL after-school programming and every grade range, ethnicity, gender, and SES are represented.

Violations of Contracts, Safety Regulations, Employment Law and Ethics

The Youth Boardgaming League operates in an ethical and legal manner. We have no violations of any contractual obligations, safety codes and are current on our taxes and worker's compensation and unemployment fund payments. All employee's that have contact with school sites meet background check and health requirements.

Detailed Financial Statements and Most Recent Tax Return

Please refer to Appendix C for copies of our Balance Sheets and IRS 990 extension form for last year's return. Please note the 501(c)3 YBL was created in February, 2015 and our first (and only) return was granted an extension for our year end June, 30, 2015. Our accounting firm Kawana and Gong, LLP would be able to answer any additional financial questions: 1044 E. Spruce Avenue, Suite 105, Fresno, CA 93720-3331, Office: (559) 226-6664

References:

1. Magaly Barajas, Site Coordinator-EduCare Foundation, Walnut Park Middle School-STEM Academy, 7500 Marbrisa Ave., Walnut Park, CA 90255, Office: (323) 277-2613, Email: magaly@educarefoundation.com
2. Mike Brown, Science Department, Washington Union High School, 6041 S Elm Ave, Fresno, CA 93706, Office: (559) 485-8805, Email: Mike.brown@wusd.ws
3. Shayla Mondragon, Program Coordinator, Big Picture Middle/High School, 1207 S. Trinity Street, Fresno, CA 93722, School: (559) 420-1234, Shay.d.mon@gmail.com

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Budget

The *Youth Boardgaming League* has received community and existing organization resources to create the infrastructure of this partnership and has a foundation of reading, math and life skills in its programming. Students in the community health programs will work closely with this project in their field experiences and as site implementation staff. Other community members will be recruited and will participate as mentors and staff.

This proposal requests funds to implement the **Youth Boardgaming League** model. The major funding needs are in two areas: personnel to initiate, coordinate, organize, and implement project initiatives and funds to purchase materials that will be used by schools and community centers of the partnership.

Personnel Expenses:

Project Coordinator	\$20,000
Community Health Education Program Evaluator	\$12,500
Training Coordinator and Project Assistant	\$12,500
Site Implementation Staff (32 x \$10/hr x 16 hrs x 52 wk)	\$266,240
Student Assistants (x2)	\$3,000

Expense:

Games (16 school sites x \$600)	\$9,600	
Tournament Incentives (t-shirts, games, trophies)	\$6,400	
	Subtotal	\$330,240
	Indirect (5%)	\$16,512
	Project Total	\$346,752*

*This budget represents beginning or expanding our existing programs at all 16 sites. We will gladly tailor the program to the needs of the community. If less sites are desired, we will of course be willing to eliminate some to lessen the cost. The breakdown per school site is attached.

Cost Proposal

WEEKEND Community Recreation, Fitness and Nutrition Program Proposals			
PROPOSER NAME		Youth Boardgaming League	
	<i>Programs</i>	<i>Indirect</i>	<i>Direct</i>
FUSD Elementary Schools			
Addams YRE	Recreational	1,032	20,640
	Fitness		
	Health and Nutrition		
	Other		
	Total	1,032	20,640
Vang Pao (or Sequoia)	Recreational	1,032	20,640
	Fitness		
	Health and Nutrition		
	Other		
	Total	1,032	20,640
Yokomi	Recreational	1,032	20,640
	Fitness		
	Health and Nutrition		
	Other		
	Total	1,032	20,640
Wilson YRE	Recreational	1,032	20,640
	Fitness		
	Health and Nutrition		
	Other		
	Total	1,032	20,640
Total		1,032	20,640
Total FUSD Elementary Schools		4,128	82,560
FUSD Middle Schools			
Scandinavian	Recreational	1,032	20,640
	Fitness		
	Health and Nutrition		
	Other		
	Total	1,032	20,640
Terronez	Recreational	1,032	20,640
	Fitness		
	Health and Nutrition		
	Other		
	Total	1,032	20,640

Wawona	Recreational	1,032	20,640
	Fitness		
	Health and Nutrition		
	Other		
	Total	1,032	20,640
Total FUSD Middle Schools		3,096	61,920
FUSD High Schools			
Bullard	Recreational	1,032	20,640
	Fitness		
	Health and Nutrition		
	Other		
	Total	1,032	20,640
Edison	Recreational	1,032	20,640
	Fitness		
	Health and Nutrition		
	Other		
	Total	1,032	20,640
Fresno	Recreational	1,032	20,640
	Fitness		
	Health and Nutrition		
	Other		
	Total	1,032	20,640
Hoover	Recreational	1,032	20,640
	Fitness		
	Health and Nutrition		
	Other		
	Total	1,032	20,640
McLane	Recreational	1,032	20,640
	Fitness		
	Health and Nutrition		
	Other		
	Total	1,032	20,640
Roosevelt	Recreational	1,032	20,640
	Fitness		
	Health and Nutrition		
	Other		
	Total	1,032	20,640
Sunnyside	Recreational	1,032	20,640
	Fitness		

	Health and Nutrition		
	Other		
	Total	1,032	20,640
	Total FUSD High Schools	7,224	144,480
Central Unified School District			
Site One	Recreational	1,032	20,640
	Fitness		
	Health and Nutrition		
	Other		
	Total	1,032	20,640
Site Two	Recreational	1,032	20,640
	Fitness		
	Health and Nutrition		
	Other		
	Total	1,032	20,640
	Total CUSD Schools	2,064	41,280

The Total Net Proposal Amount is \$330,240 Direct Costs and \$16,512 Indirect Costs

Appendix A

FREAKS – A New Program for Student Life and Success

Manuscript Title: FREAKS – A New Program for Student Life and Success

W. Gregory Thatcher, MSPH, PhD
Associate Professor
Department of Public Health
California State University, Fresno

Address Correspondence to:

W. Gregory Thatcher, MSPH, PhD
Associate Professor
Department of Public Health
California State University, Fresno
2345 East San Ramon Ave M/S MH30
Fresno, CA 93740-8031
Phone- 559-278-8807
Fax- 559-278-4179
Email- gthatcher@csufresno.edu

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FREAKS – A New Program for Student Life and Success

Manuscript Title: FREAKS – A New Program for Student Life and Success

Abstract

Objective: FREAKS (Finding Responsible and Entertaining Activities on Kampus) is a new student involvement program designed and implemented with the intent of reducing health risk behavior of students by increasing their critical thinking ability. Program goals were to improve student quality of life and increase student retention and graduation rates. The purpose of this preliminary program evaluation was to determine if any of the goals were indicating a positive direction after an eight month intervention. **Materials and Method:** Twenty-two students were administered health-risk behavior (CDC-YRBS) and critical thinking (Watson-Glaser II) questionnaires. **Results:** Significant reduction in risk-taking behaviors (driving after drinking, 30-day alcohol use, binge drinking, and length of time spent watching television) and significantly improved critical thinking measures (recognizing assumptions and drawing conclusions) were identified. **Conclusion:** These data suggest preliminary effectiveness of the FREAKS program for reducing key health-risk behaviors associated with decreased academic performance and college drop-out rates. Due to methodological limitations, further examination of effect is warranted.

FREAKS – A New Program for Student Life and Success

As students enter college they become increasingly responsible for their own actions and decisions. However, many college students lack the skills to regulate their newly found freedom, often choosing to participate in deleterious behaviors such as drinking alcohol and using other drugs, eating poorly, not exercising, and engaging in unprotected sexual activities. These behaviors can place a major strain on a student's ability to succeed and often result in a student's inability to graduate. Although colleges and universities have many support programs to assist and encourage student success, many students still engage in these self-destructive behaviors. Providing alternative prevention/intervention programs at a time when students are more likely at risk may therefore be appropriate on many campuses. Additionally, designing programs that align with academics serves to strengthen the college experience for the student by providing additional skills useful for success not only in school, but in other life pursuits as well.

Alcohol use has continued to be a major factor in student orientation to "freedom." According to the most recent National College Health Assessment, whether of legal age or not, approximately 66% of college students reported drinking alcohol during the past 30 days (American College Health Association, 2012). Although not necessarily detrimental if alcohol is consumed in moderation, the meaning of this statistic has become somewhat desensitized to many students and administrators in higher education, often to the point of it being expected and accepted. Students continue to report drinking alcohol illegally (based on age), binge drinking (5 or more drinks for males and 4 or more drinks for females during one sitting) and driving while intoxicated (American College Health Association, 2012; Skidmore & Murphy, 2011; Fromme, Wetherill, & Neal, 2010). Various studies show that these risky behaviors increase the likelihood students will be involved with violent behavior, have legal problems, miss classes, have lower

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overall grade point averages, and drop out of school (American College Health Association, 2012; Ahuna, Tinnesz, & VanZile-Tamsen, 2011; Huchting, Lac, Hummer, & LaBrie, 2011).

Several studies have found that students regularly engaging in campus-sponsored, alcohol-free activities were less likely to drink alcohol and would consume less alcohol when they did engage in such behavior (Patrick, Maggs, & Osgood, 2010; Fenzel, 2005; Correia, Benson, & Carey, 2005; Murphy, Barnett, & Colby, 2006; Murphy, McDevitt-Murphy, & Barnett, 2005). Although, at least one study found no difference between those students attending alcohol-service parties versus alcohol-free parties (Wei, Barnett, & Clark, 2010), however the authors did make it a point to indicate that those who attended alcohol-free parties did show lower levels of alcohol problems. Donald Misch (2010, p. 232), University of Colorado at Boulder, said ...”[Alcohol] strategies are continually being enhanced in various ways to optimize their efficacy; but, even with more widespread application and refinement of technique and targets, they are likely to produce no more than incremental progress. Thus, although current efforts should certainly be continued and refined, novel approaches are desperately needed if college student alcohol abuse and its repercussions are going to be substantially reduced.” This among other related reasons, such as student retention, are the impetus for the FREAKS program.

Over the last few years, student retention rates have declined at many universities around the country, some studies indicating up to 40% of first-year students dropping out before the beginning of their second year (Ahuna, Tinnesz, & VanZile-Tamsen, 2011; Shinde, 2010). However, research has indicated that retaining a student in college is less expensive than recruiting new students, so many universities have begun to address this problem by implementing academic courses designed to improve stress management, refusal skills for risky

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behaviors, time-management skills, critical thinking skills and learning capability (Ahuna, Tinnesz, & VanZile-Tamsen, 2011). Within these structured courses, games and alternative, innovative activities are often utilized to benefit student achievement through a “hidden” curriculum that allow students to play games and participate in less paper and pencil learning strategies (Chow, Woodford, Maes, 2010). This philosophy, and the underlying theory basis of the FREAKS program, is somewhat derived from the expansive learning and activity theory (also known as: cultural-historical activity theory) which purports four general dimensions: 1) Object-orientedness – where reality is objective in a broad sense; 2) Internalization/Externalization – trying potential interactions without actual manipulation (covert) before applying learned activities to better ones position (overt); 3) Mediation – the use of tools to bridge external behavior and mental functioning; and 4) Development – active participation leads to developmental changes in the person creating less cognitive dissonance (Engestrom, 1999; Engestrom, 2001, Weibell, 2011). The Activity Theory relies on the critical thinking mechanics of the individual to be improved throughout the process to reach some *outcome*.

Critical thinking is often defined as a dynamic process characterized by the use of cognitive skills (American Philosophical Association, 1990; Watson & Glaser, 2009). These skills include analyzing information (including assumptions and evidence) related to the issue, recognizing that an issue exists, considering alternatives related to the issue, evaluating information (including assumptions and evidence), and drawing conclusions about the issue and explaining the rationale for these conclusions. Ways to improve critical thinking vary, but some researchers have found critical thinking ‘games’ to be effective in improving retained knowledge, motivating students to learn, and advancing problem-solving skills among both

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children and adults (Royse & Newton, 2007). But often these games are intended for direct educational purposes specific to one lecture or subset of material, whereas the purpose of our pilot program was to provide indirect education benefits outside of the classroom.

FREAKS

FREAKS (Finding Responsible and Entertaining Activities on KampuS) uses a variety of board games (e.g., Party, Strategy, Dexterity, Kids, Dice-based, Card-based and Sports) that provide students a relaxed and safe environment. Unlike traditional American board games, the typical games played at FREAKS are those which focus less on luck and offer more social interaction. Dr. Scott Nicholson, of Syracuse University, prepared a comparative essay on the differences between modern and classic games where he discusses the focus of the games not being on player elimination, not having much “down time,” having to make more interesting decisions and having multiple paths to victory (Nicholson, 2008).

The goals of the FREAKS program are to reduce the health risk-taking behaviors of students, increase critical thinking abilities and to increase student retention and University graduation rates. The program utilizes a simple gathering of friends, colleagues, community members, kids, etc. that convene in a central location to play interactive games and socialize, without the use of alcohol and other drugs. Further, this program is designed to provide Student Affairs another way of contributing to accreditation requirements by targeting critical thinking and communication skills thus enhancing the intellectual growth of the student participants.

The purpose of this preliminary program evaluation is to determine if any of the goals were indicating a positive direction after an eight month intervention. Subsequent discussion on future evaluations are also presented.

FREAKS – A New Program for Student Life and Success

Method

The Institutional Review Board for the Protection of Human Subjects approved the following research methods.

Student Recruitment & Participation

Students were recruited through advertising and word-of-mouth. Twenty-nine potential research participants attended the first FREAKS event. Students were informed the research project would require them to commit to attending the FREAKS program each week for 16 weeks. Each student was informed of the requirements of the project (i.e., survey participation, weekly gaming expectations, non-anonymous, but confidential disclosure of their health-risk behaviors) and the stipulation that if chosen for the control group, they would not be permitted to attend the FREAKS events until the fall 2013 semester. As a way to control for the risk of being different than the intervention group, it should be noted that the control participants were drawn from the original self-selected group. Twenty-two students chose to participate. Students choosing not to participate or who could not meet the requirements were strongly encouraged to attend the FREAKS events at their leisure.

Fourteen males and eight females were randomly assigned, stratified by gender, to one of two groups (i.e., intervention or control). At pre-test, the 22 students completed the 18-item health risk-taking questionnaire and online critical thinking analysis. Eight months after the pretest completion, students were asked to complete the questionnaires a second time to determine if reductions in health risk-taking behaviors were noticed or improvements in critical

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thinking abilities could be determined. Every student ($n = 22$) completed the posttest surveys. Demographic characteristics of the students are shown in Table 1.

Testing Procedures – Health Risk-Taking Questionnaire

Prior to the first event, students were informed of the intent of the project and received a waiver form for participation. An active-consent waiver form was used because health risk-taking behavior data were being collected. After providing agreement to participate, students were assigned a unique research number. This number was then used to establish a packet for each individual that included two identical copies of a modified Youth Risk Behavior Survey (CDC-YRBS). One survey was marked with the letter 'A' and the other with the letter 'B'. Once completed, students were instructed to complete survey 'A' (the pretest) and seal survey 'B' (the posttest) in an envelope for future use, signing their name across the seal. Completed surveys were placed in an envelope and sealed. After six months students were asked to complete survey 'B'. Upon completion, surveys were placed in an envelope and sealed.

Testing Procedures – Critical Thinking Analysis

After completing the health risk-taking questionnaire, students were asked to complete an online critical thinking analysis (the Watson-Glaser IITM, Form D – distributed by Pearson Education, Inc.) in an on-campus computer lab. Confidential access to the questionnaire was made possible through an email message that was generated after the researchers used a pre-programmed system allowing for the students unique identification numbers to be used in place of respondents names. Once completed, researchers could match the students by unique

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identification only. An eight month posttest was completed when students were again provided an email message requesting completion of the critical thinking analysis.

Measures

The health risk-taking behaviors of students were measured using a shortened version of the Youth Risk Behavior Survey (CDC-YRBS). In addition to demographic questions, the 14-item health behavior questionnaire evaluated the current risk-taking behaviors of the participants as well as determine how they typically spent their nights when FREAKS programming was being held.

The Watson-Glaser IITM, Critical Thinking Appraisal Form D was used to measure the critical thinking ability of the students. Originally developed in 1925 and revised in 2009, this 80-item assessment includes three test scales (i.e., Recognizing Assumptions, Evaluating Arguments and Drawing Conclusions). Each item requires the subject to apply critical thinking and analytic reasoning skills. These skills were applied to statements reflecting everyday work and study situations and draw from content typically found in the media (Watson & Glaser, 1990).

Statistical Analysis

Using SAS, version 9.1, ANOVA was used to assess between-group differences among study participants over time. The criterion for statistical significance was set at $p < .05$.

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Results

Table 1 shows demographic characteristics of the students. Overall, twenty-two students participated in the study. Fourteen males and eight females were evenly divided between the control and intervention groups. Based on age and year in school, the control group was younger and more likely to be in their first or second year of college. Too few subjects were included in the study to determine if differences among the groups were present. (Insert Table 1 here.)

Table 2 shows ANOVA results following the sixteen week intervention. Health risk-taking behaviors of college students were assessed as participation within the prior thirty days. When compared to the control group from pre to posttest, the intervention group demonstrated statistically significant declines among four of the ten health risk-taking variables: Drove after drinking alcohol ($p = .0092$), having drunk alcohol ($p = .0177$), having binge drank alcohol ($p = .0084$), and the length of time spent watching television on Friday evenings ($p = .0083$).

When compared to the control group from pre to posttest, the intervention group also demonstrated statistically significant improvements among two of the three critical thinking scales: Recognizing Assumptions ($p = .0026$) and Drawing Conclusions ($p = .0240$). Although the third critical assessment scale (Evaluating Arguments) did not significantly change from pre to posttest ($p = .3022$), combining all three critical thinking scales into an average of improvement did provide a statistically significant improvement to overall critical thinking ability ($p = .0113$). (Insert Table 2 here.)

Conclusions

It was hypothesized the FREAKS program would provide students the opportunity to socialize and find alternative activities to less desirable behaviors; all while benefitting them in

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the long run by increasing their critical thinking ability and improving their chances of graduation. On many levels, the current evaluation shows promise for this preliminary program to be successful.

The critical thinking analysis was the most intriguing result of the study. As mentioned, critical thinking is a major component to educational endeavors that are more often perceived related to academic rather than student affairs. This research attempted to demonstrate that a student participating in alternative weekly gaming events outside of the classroom where they were able to play different games requiring higher level reasoning (e.g., Puerto Rico, Princes of Florence, El Grande and Pandemic), would improve their critical thinking skills. Present data indicated significant improvements in recognizing assumptions and drawing conclusions, but not in evaluating arguments. These findings are consistent with the mechanics required to succeed at the games played at the board gaming events. Given the nature of the games played at the events, these finding warrant further study into the potential positive impact on these skills.

Students in the experimental group also demonstrated decreased health risk-taking behaviors in alcohol use, binge drinking, and driving while drinking (key markers noted in the research by Pennepacker ¹⁰). Length of time students spent watching television on Friday evenings was also reduced among the intervention group, suggesting a potential increase in socialization. Although not necessarily a causative agent for decreasing alcohol use and increased socialization, the mere opportunity to be involved with a campus activity seems to have provided the students an alternative to typical Friday night life.

It is important however to recognize the limitations of this study. First, even with being randomly assigned into control or intervention groups, a very small convenience sample of students agreed to participate and may not be representative of the larger student population at

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the university and may not be generalizable to college students. Further, the reliance on self-reporting for health risk-taking behaviors may also be problematic due to social desirability bias (i.e., answering questions in a manner intended to make a favorable impression) especially in the context of so few students in the study and the need to be involved weekly with the program. Finally, the short timeframe for follow-up (eight months) may not accurately determine behavioral or cognitive differences and any recognized effects may be short-lived rather than life-long improvements.

Due to the number of limitations in this study, it is unrealistic to draw program effectiveness conclusions. However given the preliminary results, the endeavor to do so in the future seems promising. While the author took measures to address many of the hypothesized complications of the study, controlling for all such complications was not accomplished. Each of the potential limitations should therefore be addressed in further studies. Future research should increase the number and generalizability of students involved, utilize a more random selection process for students, design a research protocol allowing for longitudinal study, as well as incorporate a more robust and accurate accounting of student risk-taking behaviors.

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FREAKS – A New Program for Student Life and Success

Table 1

Demographic Characteristics of Student Participants*

	Control (<i>n</i> = 11)	FREAKS (<i>n</i> = 11)
	<i>N</i> (%)	<i>N</i> (%)
Age		
18	2 (18.2)	1 (9.1)
19	4 (36.4)	2 (18.2)
20	2 (18.2)	3 (27.3)
21	3 (27.3)	3 (27.3)
22 or older	0 (0.0)	2 (18.2)
Gender		
Male	7 (63.6)	7 (63.6)
Female	4 (36.4)	4 (36.4)
Years in College		
Less than 1 year	2 (18.2)	1 (9.1)
1 year	2 (18.2)	2 (18.2)
2 years	3 (27.3)	4 (36.4)
3 years	2 (18.2)	2 (18.2)
4 or more years	2 (18.2)	2 (18.2)
Race		
Asian	3 (27.3)	1 (9.1)
African-American	1 (9.1)	0 (0.0)
Hispanic	2 (18.2)	4 (36.4)
Caucasian	3 (27.3)	6 (54.6)
Mixed race	2 (18.2)	0 (0.0)

*Intervention and Control groups contained too few subjects to determine if differences among groups at pre-test were present.

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Table 2

Difference in Behavior among Study Participants at Posttest (ANOVA)

Health Risk Behavior	<i>df</i>	<i>F</i>	Mean	<i>p</i>
Drove while drinking alcohol (past 30 days)	3	4.39	1.30	.0092**
Smoked cigarette (past 30 days) ^a	-	-		-
Drank alcohol (past 30 days)	3	3.78	2.10	.0177*
Binge drank alcohol (past 30 days)	3	4.48	1.52	.0084**
Smoked marijuana (past 30 days)	3	0.78	1.25	.5119
Used methamphetamines (past 30 days) ^a	-	-		-
Injected illegal drugs (past 30 days) ^a	-	-		-
Used pain relievers not prescribed for you (past 30 days)	3	0.67	1.05	.5775
Used stimulants not prescribed for you (past 30 days)	3	0.33	1.02	.8017
How long watched television on Friday nights	3	4.48	2.55	.0083**
Critical Thinking Assessment	<i>df</i>	<i>F</i>	Mean	<i>p</i>
Drawing Conclusions	3	5.62	8.98	.0026**
Evaluating Arguments	3	1.26	6.93	.3022
Recognizing Assumptions	3	3.50	7.18	.0240*
Overall Critical Thinking Score	3	4.20	22.95	.0113*

^a All responses were consistent.

* $p < .05$, ** $p < .01$

W. Gregory Thatcher

Office Address:

Department of Public Health
2345 East San Ramon Avenue M/S MH30
Fresno, California 93740-8031
Phone: 559-278-8807

Home Address:

2242 Carson Ave
Clovis, CA 93611
Phone: 559-797-2628

Email: gthatcher@csufresno.edu or greg_thatcher@hotmail.com

EDUCATION

- 1999 PhD in Health Promotion and Education, University of South Carolina
- 1997 MSPH in Health Promotion and Education, University of South Carolina
- 1994 BA in Sociology with Minors in Psychology and Health Education,
Bowling Green State University

CURRENT POSITION

California State University, Fresno

Associate Professor, August 2007 – present

Responsible for teaching graduate and undergraduate courses in community health education. Duties also include university and community service, conducting research and other scholarly work, curriculum development, and student counseling.

Courses Taught:

Contemporary Health Issues (PH 90)
Human Sexuality (PH 91)
Community Health Education (PH 100)
Health Behavior (PH 114)
Principles of Health Education (PH 131)
Research Methods (PH 133S)
Health and Stress Management (PH 152T)
Community Health Organization (PH 203)

PROFESSIONAL TEACHING EXPERIENCE

University of West Florida, Pensacola, Florida

Assistant Professor, August 2001 – May 2004

Responsible for teaching undergraduate and graduate courses in health education. Duties also included University and community service, conducting research and other scholarly work, curriculum development, advising, and student counseling.

Texas Christian University, Ft. Worth, Texas

Visiting Instructor, August 2000 – May 2001

Responsible for teaching undergraduate courses in health education.

OTHER PREVIOUS WORK EXPERIENCE

Youth Program Support Services, Tallahassee, Florida

Director, August 2001 – August 2007

Responsible for the setup and completion of school-level needs assessment projects intended to improve the collection and quality of data for state agencies involved with adolescent behavior. This project enhances the Federal Department of Education's Safe and Drug-Free Schools and Communities Program initiative. Work is specific to health-risk assessment survey development and implementation for utilization by school district and community-based organization drug and violence programming selection and evaluation. At this time I was also involved with several statewide collaboration efforts in the area of prevention education and research. Some of the groups with which I worked closely were the State of Florida's Office of Drug Control, State of Florida's Department of Children and Families, the State of Florida's Epidemiology Workgroup and the Florida Center for Prevention Research at Florida State University.

Florida Department of Education, Tallahassee, Florida

Director, Safe and Drug-Free Schools and Community Program, July 2004 – August 2007

Responsible for the direction and supervision of all aspects of the federal Safe and Drug-Free Schools (SDFS) Program as awarded to the Florida Department of Education. Specifically, developing goals and setting priorities for the SDFS

Program consistent with federal and state laws, rules, guidelines and strategic plan. Further, I was responsible for interpreting legislation, establishing policy, coordinating the development and revision of project announcements, applications, reporting forms, and surveying efforts, oversight of technical assistance and training to local education agencies (LEA) and other groups throughout the state. In addition to the above, I was responsible for supervising the Department of Community Affairs School Emergency Management Preparedness Project grant.

I supervised the efforts of 7 staff members, while also providing managerial support and direction to a department funded project with the Florida Institute of Education/University of North Florida. This group provided technical assistance to the Department of Education and the SDFS Program LEA's.

PUBLICATIONS

- Thatcher, W.G. F.R.E.A.K.S. – A New Program for Student Life and Success. In Press. *College Student Affairs Journal*. Accepted for publication March, 2015.
- Thatcher, W.G. & Chandler, S. (2013). Heterosexual Attitudes Toward Homosexuality: An Exploratory Study of College Student Perceptions. *College Student Affairs Journal*. Vol. 31(1): 27-39.
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GRANTS AND CONTRACTS AWARDED

\$10,000, University of South Carolina, School of Public Health, Department of Health Promotion and Education, "Surveillance of Youth Risk Behaviors in South Carolina Private High Schools," U.S. Centers for Disease Control and Prevention, Division of Adolescent & School Health, Atlanta, Georgia, Cooperative Agreement #U87/CCU 409018 -03, September 1995 – February 1996.

Principal Investigator: W. Gregory Thatcher, MSPH, PhD

\$19,000, University of South Carolina, School of Public Health, Department of Health Promotion and Education, "Youth Risk Behavior Survey: South Carolina High School Students, 1997," U.S. Centers for Disease Control and Prevention, Division of Adolescent & School Health, Atlanta, Georgia, Cooperative Agreement #U87/CCU 409018 -05, August 1996 – June 1997.

Principal Investigator: Robert F. Valois, PhD, MPH
Research Associate: W. Gregory Thatcher, MSPH, PhD

\$13,755, University of South Carolina, School of Public Health, Department of Health Promotion and Education, "Youth Risk Behavior Survey: South Carolina High School Students, 1999," U.S. Centers for Disease Control and Prevention, Division of Adolescent & School Health, Atlanta, Georgia, Cooperative Agreement #U87/CCU 409018 -07, August 1998 – June 1999.

Principal Investigator: Roger Sargent, PhD
Project Consultant: W. Gregory Thatcher, MSPH, PhD

\$27,000, "Youth Risk Behavior Survey Service Unit, Spring 1999," South Carolina Department of Education, Office of Safe and Drug Free Schools and Communities, Columbia, SC, January - June, 1999.

Principal Investigator: W. Gregory Thatcher, MSPH, PhD
Co-Investigator: Melicia Whitt, MPH, PhD

\$30,150, "U.S. Annual Report for the South Carolina Safe and Drug Free Schools and Communities Program," South Carolina Department of Education, Office of Safe Schools and Youth Services, Columbia, SC, 3-Year contract @ 10,050/year, August, 1999 - August 2001.

Principal Investigator: W. Gregory Thatcher, MSPH, PhD

\$34,500, "Youth Risk Behavior Survey Service Unit" Columbia, SC, August, 1999 – May, 2000.

Principal Investigator: W. Gregory Thatcher, MSPH, PhD

\$7,000, "U.S. Annual Report for South Carolina Safe and Drug Free Schools," South Carolina Department of Education, Office of Safe Schools and Youth Services, Columbia, SC, October, 2002.

Principal Investigator: W. Gregory Thatcher, MSPH, PhD

\$33,485, "Evaluating the Effectiveness of the Escambia County Second Step Violence Prevention Program," Escambia County Safe and Drug Free Schools and Communities Program, Pensacola, FL, October, 2002.

Principal Investigator: W. Gregory Thatcher, MSPH, PhD

\$15,980, "Health-Risk Assessment of Escambia County's Middle Schools," Escambia County Safe and Drug Free Schools and Communities Program, Pensacola, FL, January, 2003.

Principal Investigator: W. Gregory Thatcher, MSPH, PhD

\$79,595, Youth Program Support Services, Inc., "2000-2006 Teen Institute Program Evaluation," South Carolina Teen Institute, Florence, SC, May, 2000.

Principal Investigator: W. Gregory Thatcher, MSPH, PhD

\$8,750, FREAKS Club, "Finding Responsible and Entertaining Activities on Kampus (FREAKS)," Fresno County Department of Behavioral Health, Fresno, CA, October, 2012 – June, 2013.

Principal Investigator: W. Gregory Thatcher, MSPH, PhD

\$3,500, Marijuana Prevention Initiative, California Health Collaborative, Performing Above the High Project, August 2013 – June, 2014.

\$1,000, Fresno State University, Department of Public Health, "Prescription Drug Awareness - Thrills Without Pills," Fresno County Department of Behavioral Health, Fresno, CA, April, 2013 – June, 2013.

Principal Investigator: W. Gregory Thatcher, MSPH, PhD

\$18,750, FREAKS, "Finding Responsible and Entertaining Activities on Kampus (FREAKS)," Fresno County Department of Behavioral Health, Fresno, CA, October, 2013 – June, 2014.

Principal Investigator: W. Gregory Thatcher, MSPH, PhD

\$3,500, Marijuana Prevention Initiative, California Health Collaborative, Performing Above the High Project, August 2014 – June, 2015.

\$18,000, FREAKS, "Finding Responsible and Entertaining Activities on Kampus (FREAKS)," Fresno County Department of Behavioral Health, Fresno, CA, October, 2014 – June, 2015.

\$134,000, Fresno New Connections and Youth Boardgaming League in Partnership with Fresno Unified School District, "Continuum of Care for Substance Abuse Prevention," Fresno, CA, January, 2016.

CONFERENCE PRESENTATIONS

National, State, and Regional

Thatcher, WG. "Using Boardgames to Foster Critical Thinking and Communication Skills." Lecture to be presented at the Annual Boost Conference, Palm Springs, CA, April, 2016.

Thatcher, W.G. "Youth Boardgaming League." Lecture Presentation at the 2015 World Boardgaming Championships, Lancaster, PA, August, 2015.

Thatcher, W.G. "FREAKS: Finding Responsible and Entertaining Activities on Kampus." Lecture Presentation at the 2015 PATH Leadership Summit, Coarsegold, CA, March, 2015.

Thatcher, W.G. "FREAKS: Finding Responsible and Entertaining Activities on Kampus." Lecture Presentation at the 2014 World Boardgaming Championships, Lancaster, PA, August, 2014.

Thatcher, W.G. "He Said... She Said: A Prevention Program for Sexual Assault." Invited Lecture Presentation to the California Maritime Academy's New Freshman Orientation, Valejo, CA, August, 2013.

Thatcher, W.G. "FREAKS: Finding Responsible and Entertaining Activities on Kampus." Lecture Presentation at the 8th Annual CSU Alcohol and Other Drugs Educational Conference, Chico, CA, April, 2013.

Thatcher, W.G. "He Said... She Said: A Prevention Program for Sexual Assault." Invited Lecture Presentation to the California Maritime Academy's New Freshman Orientation, Valejo, CA, August, 2012.

Thatcher, W.G. & Chandler, S.B. "Using Theater as a Prevention Tool for Sexual Assault." Poster presented at the 44th Annual American Academy of Sexuality Educators, Counselors and Therapists National Conference, Austin, TX, June, 2012.

Thatcher, W.G. "Sexual Assault Prevention Theater: He Said... She Said." Lecture Presentation at the 7th Annual CSU Alcohol and Other Drugs Educational Conference, Fresno, CA, April, 2012.

Thatcher, W.G. & Chandler, S.B. "Using Theater as a Prevention Tool for Sexual Assault." Poster presented at the 12th Annual American Academy of Health Behavior's National Conference, Austin, TX, March, 2012.

Zografos, K., Thatcher, W.G. & Davoli, G. "Protective alcohol-use behavior utilization among a sample of college students." Poster presented at the 138th APHA Annual Meeting, Denver, CO, November, 2010.

Thatcher, W.G., Zografos, K., & Chandler, S.B. "Is Sexuality Education Delaying Onset of Sexual Intercourse or Increasing Condom Use for Middle School Students?" Poster presented at the 10th Annual American Academy of Health Behavior's National Conference, Clearwater, FL, February, 2010.

- Chandler, S.B. & Thatcher, W.G. "Heterosexual Attitudes Toward Homosexuality Among African American College Students." Poster presented at the American Alliance for Health, Physical Education, Recreation, and Dance 2009 National Convention, Tampa, FL, April, 2009.
- Chandler, S.B. & Thatcher, W.G. "Heterosexual Attitudes Toward Homosexuality: A Multicultural Examination." Poster presented at the Society for the Scientific Study of Sexuality Annual Meeting, San Juan, Puerto Rico, November, 2008.
- Thatcher, W.G. & Rhea, D. "Ethnic and Gender Differences of Body Image and Disordered Eating Among Secondary School Students." Poster presented at the Centers for Disease Control and Prevention's 21st Annual National Conference on Health Education, San Diego, CA, May, 2003.
- Penhollow, T.M. & Thatcher, W.G. "Comparison of Selected Health-Risk Behaviors between Students in Public and Private High Schools in Northwest Florida." Poster to be presented at the American Academy of Health Behavior's National Conference, St. Augustine, FL, March, 2003.
- Pearman, S.N. & Thatcher, W.G. "Comparison of Physical Activity Patterns Between Adolescents in Public and Private High Schools." Paper presented at the Annual National Meeting of the American Public Health Association, Washington, D.C., November, 1998.
- Thatcher, W.G. & Valois, R.F. "Binge Drinking and Associated Health Risk Behaviors among Private High School Adolescents." Poster presented at the Annual National Meeting of the American School Health Association, Colorado Springs, Colorado, October, 1998.
- Thatcher, W.G. & Valois, R.F. "Comparison of HIV/AIDS Education and Perception of Risk between Adolescents in Public and Private High Schools." Paper presented at the Annual National Meeting of the American School Health Association, Colorado Springs, Colorado, October, 1998.
- Thatcher, W.G. "Health Risk Behaviors among Private High School Students." Report presented at the Annual Meeting of the South Carolina Association of Private High School's, Forest Acres, South Carolina, October, 1998.
- Valois, R.F. & Thatcher, W.G. "Measuring Program Effectiveness." Workshop presented at the Safe and Drug-Free Schools and Communities Annual Conference, Columbia, South Carolina, September, 1998.
- Thatcher, W.G. "Comparison of Selected Health Risk Behaviors between Adolescents in Public and Private High Schools in South Carolina." Paper presented at the Annual National Meeting of the American School Health Association, Daytona, Florida, October, 1997.

PROFESSIONAL MEMBERSHIP

American School Health Association (ASHA)
American Academy of Health Behavior (AAHB)
Society for the Scientific Study of Sexuality (SSSS)
American Association of Sexuality Educators, Counselors, and Therapists (AASECT)

UNIVERSITY, COLLEGE, AND DEPARTMENT SERVICE

Fall 2014 – Present	<u>Committee Member</u> : - CHHS Sabbatical Committee
Fall 2012 – Present	<u>Faculty Advisor</u> : Bulldog Ice Hockey Club
Fall 2009 – Present	<u>Chair</u> : CSUF Alcohol Safety Council, Faculty Subcommittee
Fall 2008 – Present	<u>University Committee Member</u> : CSUF Alcohol Safety Council
Fall 2007 – Present	<u>Chair</u> : Department of Public Health Human Subjects Review Committee
Fall 2007 – Present	<u>Committee Member</u> : Department of Public Health Curriculum Committee
Spring 2012 – Fall 2012	<u>University Committee Member</u> : Smoke-Free Campus Review Committee
Fall 2009 – Spring 2014	<u>Faculty Advisor</u> : Finding Responsible and Entertaining Activities on Kampus (FREAKS) Club.
Fall 2008 – Spring 2009	<u>Faculty Advisor</u> : SPEAK Peer Education Group
Fall 2008 – Spring 2014	<u>Committee Member</u> : College of Health and Human Services Executive Committee (Served as Chair, 2011-2014)
Fall 2007 – Spring 2012	<u>University Committee Member</u> : University Copyright Advisory Committee
Fall 2007 – Spring 2009	<u>Advisory Board Member</u> : CSUF Campus and Community Response Team
Fall 2007 – Spring 2009	<u>Advisory Board Member</u> : CSUF Violence Prevention Project: Women's Resource Center

PROFESSIONAL AND COMMUNITY SERVICE

- Spring 2015 – Present Advisory Board Member. Fresno New Connections, Adult & Adolescent Outpatient Substance Abuse Treatment Services, Fresno, CA.
- Fall 2011 – Present Advisory Board Member. Performing Above the High (PATH) Project, California Health Collaborative. Fresno, CA.
- Fall 2001 – Present Reviewer. Journal of School Health (A publication of the American School Health Association)
- Spring 2008 – Fall 2014 Collaborative Board Member. Teen Pregnancy Prevention Collaborative. Planned Parenthood Mar Monte of Fresno. Fresno, CA.
- Fall 2007 – Spring 2014 Section Editor for Community Health and Professional Practice. Californian Journal of Health Promotion
- Fall 2007 – Spring 2014 Reviewer for Nutrition and Weight Control. Californian Journal of Health Promotion
- Fall 2004 – Spring 2008 Advisory Board Member. American Bar Association's National Teen Dating Violence Prevention Initiative. Washington, DC.
- Fall 2001 – Sum 2003 Advisory Board Member. Community Drug and Alcohol Council (CDAC). Pensacola, FL.

1/7/2016

Suzanne Kotkin-Jaszi, DrPH, MSPH, CGS

Department of Public Health
California State University, Fresno
Fresno, CA 93740-0030
(559)-278-5387
(559)-278-4179 (fax)
Email: skotkin@csufresno.edu

3267 Greenfield Avenue
Clovis, CA 93611
(559)-473-4348

Educational Background:

Dr.P.H., Public Health

Health Policy and Administration
University of California, Berkeley, CA, 1989- 1992

M.S.P.H., Public Health

Health Policy and Administration
University of North Carolina, Chapel Hill, NC, 1980-1982

B.S., Conservation of Natural Resources

University of California, Berkeley, CA, 1970-1972, 1978-1980.

Professional Experience:

CALIFORNIA STATE UNIVERSITY, Fresno, CA

2006-present

Department of Health Science

Professor

- Director, MPH program, California State University Fresno, 2007-present. Responsible for accreditation reports and daily program operations, including recruitment and advising.
- Taught courses in graduate MPH program including: PH 210 Introduction to Health Policy, PH 252 Advanced Health Policy Analysis, PH 253 Health Services Management, PH 213 Community Health Planning and Program Evaluation.
- Taught courses in the undergraduate health sciences degree program including: PH 100 Community Health, PH 151 Health Law and Legislation, and PH 154 Health Care Administration and PH 163 Public Health Administration.
- Served as undergraduate advisor for health science degree program in health administration. (120 advisees)
- Served as option advisor for MPH option in health policy and management. (50 advisees)
- Served as chair for MPH theses and projects, 2 projects for 2005-2006 academic year and 3 for 2006-2007 academic year, one project and one thesis for 2007-2008 academic year, two theses for 2008-2009 academic year, one thesis for the 2009-2010 academic year and served as a reader on another thesis.
- Central Valley Health Policy Institute, Health Policy Fellow, 2006-2009.
- Research and professional presentations on management of chronic illnesses in primary care settings, legislative advocacy, and service learning.
- Submitted Challenge Grant proposal with J. Capitman to NIH, Connections and Caring: Co-Ethnic Health Education Coaches Impacting Disparities in Diabetes in California's Central Valley, April 2009.

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- Collaborative Efforts include co-investigator for 1R01CA115358-01, Reducing Symptom Barriers Among American Indians with UCLA, Center for American Indian Indigenous Research and Education from 2006-2008.
- Collaboration with A. Burke Doe (Physical Therapy) and M. Barakzai (Nursing) on chronic disease policy brief and development of an inter-disciplinary graduate course to be team taught.

CENTURY UNIVERSITY, Albuquerque, NM

2003-2005

Faculty Advisor

- Assessed student's professional and academic backgrounds, directed the student's curricula, evaluated student performance, served on dissertation committees and provided academic guidance and counseling.
- Assessed student transcripts and work experience; Cross-cultural assessment of foreign student's academic experience and professional background; Communicated with students concerning academic progress via email, telephone and snail mail.
- Managed accreditation process and produced self-study reports for submittal to Distance Education Training Council (DETC).

SUZANNE KOTKIN-JASZI AND ASSOCIATES, Corrales, NM

1989-2005

President and Owner

- Owner and principal of consulting firm. Responsible for all aspects of a health services management firm including marketing, developing scopes of work, contracts, and conducting health services research involving program development, grant writing, program implementation, and evaluation. Producing the required work products and studies. Also recruited and hired subcontractors, supervised their work, and ensured that the clients were serviced and satisfied with the contracted products.

NEW MEXICO HEALTH POLICY COMMISSION, Santa Fe, NM

2000 - 2002

Director

- Responsible for agency budgets, strategic plans, presentations to the legislature regarding internal agency needs, and health policy initiatives, including legislative memorials assigned to the agency.
- Responsible for daily operations of the agency, including supervision of 18 employees and management of a \$2.6M budget. Met with contractors directing their research efforts, including providing technical guidance on policy objectives, methods, findings, and policy recommendations.
- Organized major statewide policy conferences on HIPAA implementation, with over 300 participants.
- Supervised production of major statewide health policy studies including Dental Survey, Hospital Performance Profiles Report, Immigrant Health Care Report, Midlevel Providers Research, Pain Management Study, Physician Survey, Employer Survey, Prescription Drug Study, Capital Assets Reporting, Charity Care Reporting, County Indigent Fund Annual Report, Employer Survey, Geographic Access Data System (GADS), Health Database Inventory, Health Policy Commission Annual Report, HealthLink, New Mexico, Hospital Inpatient Discharge Data (HIDD), Household Survey, Quick Facts, Statewide Immunization Information Systems (SISS) Pilot Study, and the Health Policy Commission Newsletter.
- Chaired State of New Mexico, Health Information Management Team, a collaborative approach to IT project planning for all of the state's health agencies including the Department of Health,

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Human Services Department (Medicaid), Health Policy Commission and Children, Youth and Families Department.

SCHOOL OF PUBLIC ADMINISTRATION AND MASTERS IN PUBLIC HEALTH PROGRAM,
UNM, Albuquerque, NM

1989-2000

Adjunct Professor/Lecturer/Assistant Professor

- Delivered high quality, relevant classes in both English and Spanish including strategic planning, health services administration, evaluation, basic research methods, and organizational theory; supervised graduate assistant and conducted health policy research.

SCHOOL OF PUBLIC HEALTH, UNIVERSITY OF CALIFORNIA, Berkeley, CA

Graduate Assistant/Consultant

1985-1989

- Taught graduate classes in Public Health including Community-Oriented Primary Care (COPC) and the core course for all MPH students (Principles of Public Health). Supervised administrative residencies developed a training manual for community health centers; authored grants to fund graduate training in Community-Oriented Primary Care (COPC). Data gathering, analysis and writing for a book on de-institutionalization of the mentally ill, a three country study.

GENERAL PRACTICE RESIDENCY PROGRAM, SADDLE BROOK GENERAL HOSPITAL, Saddle Brook, NJ

Curriculum Coordinator/Evaluator

1982-1985

- With support from the Bureau of Health Professions, played a major role in the establishment of an osteopathic General Practice Residency in a community-based teaching hospital funded by a federal training grant from the Bureau of Health Professions, \$1.6 M over 3 years. Responsibilities included grants management, development of residency rotations, evaluation of program, and management of an off-site teaching clinic (FQHC look alike) located in a medically underserved urban area, (Paterson, NJ) that served a largely immigrant Dominican community. Developed disease management protocols and tracking system for diabetics, hypertensives, pregnant women, family planning clients, substance abusers, and patients with STDs. Taught general practice residents courses including: office practice management, epidemiology, and health education.

AREA HEALTH EDUCATION CENTER (AHEC), SCHOOL OF MEDICINE, University of North Carolina, Chapel Hill, NC.

Researcher

1980-1982

- Co-authored a book chapter on federal health personnel policy and its implications for meeting the work force needs of rural and urban underserved areas. Major responsibilities including drafting the results of a nationwide survey of graduates of Schools of Public Health and conducting data analysis using SAS and SPSS.

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Honors and Awards:

U. S. Public Health Service, Public Health Service Traineeship, 1985-1989.

Center for Latin American Studies, University of California Berkeley, Travel Fellowship 1986-1987.

Alumni Research Scholarship, School of Public Health, University of California, Berkeley 1988-1989.

Pre-Doctoral Fellowship Award, University of California, Berkeley, School of Public Health and University of California San Francisco, Health Policy Institute, 1988-1989.

Central Valley Health Policy Institute, Interdisciplinary Health Policy Fellowship Award, 2005-2006, 2006-2007 for chronic disease.

Campus Advisor's Network, California State University, Fresno, Nominee, Outstanding Advisor Award, 2006-2007 and 2007-2008 Academic Years.

Hispanic Association of Colleges and Universities, HACU/DHHS Faculty Fellowship, San Antonio, Texas and Bethesda, Maryland, Summer 2009

Faculty Recognition Award, Department of Public Health, 2008-2009 Academic Year.

Henry Madden Library Faculty Publication Award, spring 2009.

Academic Grants and Creative Projects:

Fresno New Connections and Youth Boardgaming League, A Continuum of Care for Substance Abuse Prevention, funded by Fresno Unified School District, January 2016, \$134,000.

Kotkin-Jaszi, Suzanne and John Capitman, a grant proposal submitted to the **NIH Challenge Grants** to study "Connections and Caring: Co-Ethnic Health Education Coaches Impacting Diabetes in California's Central Valley, April 27, 2009 (Not Funded).

Kotkin-Jaszi, Suzanne and H. Miltiades, a grant proposal submitted to the **Borchard Foundation Center on Law and Aging** to study "Medicare Part D Implementation in California's Central Valley", March 15, 2006, (Not Funded).

Kotkin-Jaszi, Suzanne and J. Capitman, a grant proposal submitted to **the Robert Wood Johnson Foundation** to support "Connections and Caring: A Rural Hospital Diabetes Management Program, March 16, 2006, (Not Funded).

Kotkin-Jaszi, Suzanne and J. Capitman, a grant proposal submitted to **the Center for Medicaid and Medicare Services, Hispanic Research Initiative** to support "A Promotora Health Education Model to Improve Latino Health Care Access" July 7, 2006 (Funded—250K)

Kotkin-Jaszi, Suzanne, **Mini-recruitment Grant for MPH program**, California State University, Fresno, Division of Graduate Studies, (Funded- \$700).

Kotkin-Jaszi, S. with Burke-Doe, A., and Barakzai, M., **Graduate Enhancement Grant for Chronic Disease (Phase I)**, California State University, Fresno, Office of the Provost, (Funded - 5K).

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Kotkin-Jaszi, S. with Burke-Doe, A., and Barakzai, M., **Graduate Enhancement Grant for Chronic Disease (Phase II)**, California State University, Fresno, Office of the Provost, (Funded-3K).

Kotkin-Jaszi, S. with Hodge, F.S., Cadogan, M., Chang, B and B. Coe, **A Resource Guide for American Indian Cancer Patients**, UCLA, Center for American Indian Indigenous Research and Education, work product under 1R01CA11538-02., Summer 07.

Office of the Provost, California State University, Fresno, **Special Grant** to support service-learning and attendance at Summer Service-Learning Institute, July 20-23rd, 2007.

Kotkin-Jaszi, S. with Miller, M., and Barakzai, M. **Syllabus for Interdisciplinary Course in Chronic Disease Management**, California State University, Fresno.

Consulting

California State University Fresno, Fresno, CA.

Needs Assessment to develop plan for continuing education for public health professionals, Dhaka, Bangladesh, spring 2012.

Hinkle Law Firm, Santa Fe, NM

Provided expert witness testimony for case involving maintaining caps on medical malpractice For New Mexico, 2002-2003.

New Mexico Medical Society, Albuquerque, NM

Developed HIPAA compliance website, 2002.

New Mexico Center for Nursing Excellence, Albuquerque, NM

Grant writing and consultation on organizational structure, 2002-2003.

Decade of Hope Coalition, Jicarilla Apache Tribe, Dulce, NM

Provided evaluation services for a community-based alcohol prevention project and assisted with grants management, 1994-1997.

Ministry of Health and Ministry of Social Security, Republic of Costa Rica, San Jose, Costa Rica through contract funded by **USAID**

Provided consultation to the government of Costa Rica on downsizing the public sector, summer 1996.

Maternal-Child Health Bureau, Department of Health, Santa Fe, NM

Conducted a statewide evaluation of the Maternal-Child Health Planning Councils, 1994.

Sacred Heart Hospital, Department of Pediatrics, Pensacola, FL

Developed a pediatrics training grant for community-based residency program emphasizing primary care pediatrics, 1992.

Ministry of Health, Tegucigalpa, Honduras

Conducted an assessment of administrative training, 1990.

General Practice Department, Michiana Community Hospital, Grand Rapids, Michigan

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Developed a general practice residency training grant and associated training clinic, 1990

Corpus Christi Osteopathic Hospital and Texas College of Osteopathic Medicine, Corpus Christi, TX

Provided consultation and developed grant to fund new family practice residency program, 1987.

California Health Federation, Inc. and Associated California Health Centers, Inc., Sacramento, CA

Developed and implemented an innovative methodology for an estimation study of the number of migrant and seasonal farm workers in California. Project funded by the Federal Bureau of Migrant Health, 1987.

Consultant and Contract Grant Reports (Partial List)

An Interim Evaluation of the Decade of Hope Coalition, Apache Indian Development, Inc. Dulce, New Mexico 1994, 1995.

A Statewide Evaluation of the Maternal-Child Health Planning Councils, Department of Health, Santa Fe, New Mexico, 1994.

A Needs Assessment Report on Training Needs in Honduras conducted for the Ministry of Health by Latin American Programs in Education/Office of International Technical Assistance and Cooperation, University of New Mexico, October 1990.

Grant for an Integrated Continuum of Training in Osteopathic General Practice, Michiana Community Hospital, Grand Rapids, Michigan, September, 1990. (\$280,000)

A Grant for the Development of a Family Practice Residency Program, Corpus Christi Osteopathic Hospital, Corpus Christi, Texas, January, 1987. (\$328,000)

A Grant for Training Family Practice Residents to Meet the Needs of the Underserved, Saddle Brook General Hospital, Department of General Practice, Saddle Brook, New Jersey, November 1984. (\$238,000)

Sierra County Drug Abuse Prevention Program Plan and Budget, Sierra County Health Department, Downieville, California, July, 1981.

Alcoholism Counseling Program Plan and Budget, Sierra County Health Department, Downieville, California, June, 1981.

Long-Range Educational Planning for Primary Care Personnel in Underserved Areas, University of California, San Francisco, Area Profiles Program, June, 1980.

Publications and Technical Reports

Bacon, T.J. and S.J. Kotkin "The Health Professions: Policies and Issues."

In Policy Issues in Personal Health Services: Current Perspectives. Sagar C. Jain and John E. Paul (Eds) Rockville, MD: Aspen Publications, 1983:289-340.

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Community-Oriented Primary Care in Action: A Practice Manual, N. Overall and J. Williamson, Editors, School of Public Health, University of California, Berkeley, California, completed under contract to USDHHS, PHS, HRSA, Bureau of Health Care Delivery and Assistance, March, 1987, contributing author.

California Farm Worker Enumeration Report, Associated California Health Center, Inc., and the California Health Federation, Inc., Sacramento, California, completed under contract to the Bureau of Migrant Health, Department of Health and Human Services, Region IX, June, 1987.

Risk Taking Behaviors Among Adolescent Males and Utilization of Contraception: An Exploratory Analysis A Dissertation submitted to the Graduate Division, University of California, Berkeley, 1992.

Kotkin-Jaszi, Suzanne T. "State Public Health Departments and Changes in Federal Policies: Managed Care, Welfare Reform and Privatization." *International Journal of Public Administration*, 24, no. 6 (2001):511.

Kotkin-Jaszi, S. with A. Burke-Doe and M. Barakzai, *Widening the Circle: Educating Health Professionals for Chronic Disease Management*, policy brief submitted to Central Valley Health Policy Institute, summer 2007.

Kotkin-Jaszi, S. "Disparities in Health among Racial Ethnic Groups: Implications for Health Education, M. Perez and R. Luis (Eds.) (2008) *Cultural Competence in Health Education and Health Promotion*. Jossey-Bass, San Francisco: 23-41.

Kotkin-Jaszi, S. with M. Perez, Response to Site Visit Team Report for MPH Program submitted to Council on Education for Public Health, August 2008.

Kotkin-Jaszi, S. with M. Perez, Interim Council on Education Report for MPH Program submitted to Council on Education for Public Health, September 2009.

Kotkin-Jaszi, S. with M. Perez and H. Pinzon-Perez, (2nd author), "Childhood Diobesity: International Applications for Health for Health Education and Health Policy, submitted to *International Electronic Journal of Health Education*. Accepted for Publication, October 19, 2010.

Kotkin-Jaszi, S. with F. S. Hodge (2nd author), "California Wellness Study: American Indians and Obesity" *The California Journal of Health Promotion*, 2009, Volume 7, Special Issue (Obesity Prevention):118-124.

Kotkin-Jaszi, S. and J. Sherwin (1st author) Tandem Mass Spectrometry and Newborn Screening: A Revolution, *Clinical Laboratory News*, published on-line, Vol. 37, No. 6, June 2011.

F.S. Hodge Kotkin-Jaszi and M. Rahman (2nd author), "Prescription, OTC and Complementary Medicine Use among Hmong Adults in Central California, *Nursing and Care*, Published online. Vo. 4, No. 4, July 1, 2015.

Community Service

- First Choice Inc., Board of Directors, Albuquerque, New Mexico, 1995-1997
- Chair, Strategic Planning Committee, First Choice, Inc. Albuquerque, NM 1996-1997

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- Resolutions Committee, Family Planning Section, American Public Health Association, 1991-92
- Finance and Budget Committee, Rio Grande Planned Parenthood, 1989-92
- Advisory Member, SM 19 Health Care Access Task Force, NM Legislative Council, 1990
- Governing Council Member, Northern California Public Health Association, 1985-89
- Community-Oriented Primary Care Planning Group, School of Public Health, University of California, Berkeley, 1985-88
- Co-Chair, New Mexico Coalition for Health Care Leadership Initiatives (NM-CHILI), 2000-2002.
- Chair, State of New Mexico, Health Information Management Team (HIMT), 200-2002.
- Corcoran District Hospital, Diabetes Planning Project, 2005-2007.
- Member, Fresno County Drug and Alcohol Advisory Board, appointed September, 2006-present.
- Board Member, Sequoia Community Health Foundation, appointed November 2006-October 2008.
- Member, Finance Committee, Sequoia Community Health Foundation, appointed fall, 2006-October 2008.
- Member, Community Health Planning and Development Section, American Public Health Association, Abstract Reviewer for Annual Meeting, 2006-2007.
- Chair, Fund Development Committee, Sequoia Community Health Foundation, appointed fall 2007-October 2008.
- Section Editor, Health Policy, California Journal of Health Promotion, fall 2007-present.
- Abstract Reviewer, American Public Health Association Annual Meeting, Section on Community Health Planning and Development, fall 2007.
- Regional Governing Board Member, American Cancer Society 21012-present.
- Case Summary, Today's Child Africa's Future (TCAF), spring 2014.
- Board President, Fresno New Connections, June 2014-present.

University Service

- Mentor, Mentoring Institute, California State University, Fresno, 2005-2008 (two students per academic year)
- Member, Department of Public Health, MPH Admissions, Fall 2005-present.
- Chair, Department of Public Health, MPH Admissions, Fall 2008-present.
- Member, Department of Public Health, MPH Comprehensive Exam Committee, Fall 2005-present.
- Chair, Department of Public Health, MPH Comprehensive Exam Committee, Fall 2008-Fall 2010.
- Member, Department of Public Health, Search Committee, 2005-2006.
- Member, Department of Public Health, Human Subjects Review Committee 2006-2007.
- Chair, Department of Public Health, Human Subjects Review Committee-2007-present.
- Member, Executive Committee, College of Health Sciences, Appointed September 2006-present.
- Member, Masters in Public Health Advisory Board, fall, 2005-present.
- Member, Executive Committee College of Health and Human Services, Fall 2006-present.
- Member, Nominating Committee, Executive Committee, College of Health and Human Services, Fall 2006-present.
- Member, Faculty Committee on Equity and Diversity, spring 2007-present.

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- Member, Undergraduate Program Review Committee, spring 2007-fall 2010.
- Chair, Department of Public Health, Readmission Committee for Academic Disqualification, Spring 2009-present.
- Chair, Department of Public Health, Search Committee for Health Service Management Position, 2009.
- Member, Department of Public Health, Committee on Program Evaluation, Fall 2009-present.
- Chair, Committee on Faculty Equity and Diversity (CFED), California State University, Fresno, 2012-present.
- Member, President's Commission on Human Relations and Equity (PCHRE), California State University, Fresno, 2012—present.

Selected Presentations

- Legislative Health and Human Services Committee, “House Joint Memorial 18 (1999) “Restructuring Health Care Financing” Santa Fe, NM, September 25, 2000.
 - Legislative Health and Human Services Committee, “Employment-Based Health Insurance in New Mexico” Santa Fe, NM, December 2000.
- Legislative Health and Human Services Committee, “Senate Joint Memorial 52 Report: An Evaluation of the 1996 Personal Responsibility and Work Act Opportunity Reconciliation Act (PRWORA) on Access to Health Care and Public Benefits for Immigrants in New Mexico, November 2001.
 - IT Commission, State of New Mexico,” HIPAA, HIMT and NM-CHILI Updates, Santa Fe, NM, February 20, 2001.
 - Annual Meeting, New Mexico Medical Society, “Work Force Needs in New Mexico: Who and Why?” Albuquerque, NM, May 11, 2001
 - HIPAA Summit West II, “HIPAA Collaborative Efforts: New Mexico Coalition for Health Care Leadership Initiatives (NM-CHILI), San Francisco, CA, March 15, 2002.
 - Information Technology Oversight Committee, State of New Mexico, “Implementation of HIPAA”, Santa Fe, NM, July 9, 2002.
 - “*Connections and caring: A rural hospital diabetes management program*” Nurturing Responsive Health Policy in Central California: Proposals for Action Research, California State University, Fresno, December 1, 2005 (peer-reviewed).
 - “*Leaving a lasting legacy: Teaching program evaluation to a migrant and seasonal farm worker community in California’s central valley*” The First CSU Conference on Community-Based Teaching and Research: Creating Knowledge and Building Community, CSU Pomona, March 4, 2006 (peer-reviewed).
 - “Advancing the health promotion agenda: How to translate research into public policy” 24th National Conference for Directors of Health Promotion Education, Society for Public Health Education and the Centers for Disease Control and Prevention, Oral Presentation, Washington, DC, May 25, 2006 (peer-reviewed)
 - “Connections and caring: A rural hospital diabetes management program for Latino farmworkers” American Public Health Association Annual Meeting, Oral Presentation, Boston, MA, November 7, 2006 (peer-reviewed).
 - “A promotora health education program for improving Latino health in California’s Central Valley, Mid-summer meeting, CDC/DHPE/SOPHE, Oral Presentation, Seattle, WA, June 7, 2007 (peer-reviewed).

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- “A promotora health education program for improving Latino health in California’s Central Valley, Poster presentation, American Public Health Association Annual Meeting, Washington, DC, November 6, 2007 with Flores, Capitman, Alvarado, Bengiamin, Pinzon-Perez and Ruwe. (peer-reviewed)
- “Cancer-related symptom management for American Indians: Focus group findings from Arizona, Oral Presentation, American Public Health Association Annual Meeting, Washington, DC, November 7, 2007 with Hodge, Cadogan, Change and Coe. (peer-reviewed)
- “Digital storytelling as a methodology for measuring effective strategies for cancer management in an American Indian community”, Poster Presentation, American Public Health Association Annual Meeting, Washington, DC, November 5, 2007 with Hodge, Cadogan, Change and Coe.(peer-reviewed)
- “Global health policies for tobacco control: Implications for international health promotion”, Oral Presentation, American Public Health Association Annual Meeting, Washington, DC, November 5, 2007 with Pinzon-Perez.(peer-reviewed)
- Session Moderator, “Uninsured children: Improving Access to care”, Oral Presentation, American Public Health Association Annual Meeting, Washington, DC, November 6, 2007. (peer-reviewed)
- “A promotora health education model for improving Latino health in California’s Central Valley” Poster presentation, American Public Health Association Annual Meeting, October 17, 2008 with Capitman, Bengiamin, and Gonzalez (peer-reviewed).
- “Tips for getting into a top-notch school of public health” Oral Presentation, The Public Health Profession: Making a Difference in the 21st Century, Statewide Conference, Fresno, CA, April 12, 2008.
- Legislative Update, Health Initiative of the Americas and The California Program on Access to Care, UC Berkeley, and Office of the Assemblyman V. Manuel Perez, policy briefing on Promotoras in the HINI Flu Outbreak, Invited Speaker with Dr. H. Pinzon-Perez, January 13, 2010, Sacramento, CA.
- “Cultural constructs of fatigue among American Indian cancer survivors” with F.S. Hodge, T.L. Itty, M. Cadogan and F.Martinez, Oral Presentation, American Public Health Association Annual Meeting, October 31, 2012, San Francisco, CA. (peer reviewed)
- “Community health workers role in the Affordable Care Act: An experience in a rural area of California” with H.L. Pinzon-Perez and M.A Perez, Poster Presentation, American Public Health Association Annual Meeting, October 30, 2012, San Francisco, CA (peer reviewed)

Selected Professional Growth Opportunities:

Faculty Learning Community on Universal Design, California State University, Fresno, CSALT, October 2010.

Syllabus Re-design Workshop, California State University, Fresno, CSALT, August 2010.

Meetings with MPH directors from the CSU systems, California State Universities, Fresno and Fullerton, 2009.

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Division of Graduate Studies, Training on International Recruitment, Using Social Media as a Recruitment Tool, Advancement to Candidacy, and other training related to duties as MPH program director, California State University, Fresno, 2008-2010.

Certified Grant Specialist Training, Research Associates, Columbia, SC, Summer 2008.

Professional Development Certificate from CETL to Enhance Teaching Effectiveness-fall 2006-spring 2007

American Public Health Association Annual Meetings 2006 and 2007, Boston, MA and Washington, DC.

CDC/SOPHE/DHPE Summer Meetings in Seattle, June 2007.

Spring 2007 Board Summit, Sequoia Community Health Foundation.

Community Campus Partnerships for Health, Summer Service-Learning Institute, 2007, Sleeping Lady Mountain Retreat, Leavenworth, WA, July 20-23, 2007.

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Professional Memberships:

American Public Health Association

Directors of Health Promotion Education

American Public Health Association, Section on Community Health Planning and Development

JENNIFER M. WARD

EXPERIENCE

OWNER/OPERATOR, CRAZY SQUIRREL GAME STORE

FRESNO, CA 2010-PRESENT

Manage a staff of 5 people

Determine and maintain relevant inventory and execute all purchasing

Maintain all accounting and payroll responsibilities

Organize and execute all marketing and advertising

Organize, promote and run multiple weekly events, including overseeing event runners

Organize, promote and run multiple monthly tournaments, including overseeing tournament organizers

BOARD MEMBER, ZAPPCON

FRESNO, CA 2013-PRESENT

Manage convention finances

Organize all tabletop gaming events and open play area

Oversee organization for card game, role playing and tactical mini tournaments and demonstrations

Complete contracts for area special guests

Oversee dozens of volunteers in gaming areas, including necessary training in games and customer service

ASSISTANT MANAGING EDITOR, INTERACTIVE MEDIA AT THE FRESNO BEE

FRESNO, CA 2007-2010

Researched and recommended new technologies for news creation and publication

Trained newsroom personnel in the use of new technologies and the production of online content

Worked with all newsroom departments in the budgeting and creation of their section's online presence

Managed a team in production of daily content and special projects

Edited and published online materials, including audio, video and text

Worked with McClatchy Interactive in use of company-approved vendors

Wrote code, including HTML, CSS, PHP and ActionScript for the creation of new projects

INTERACTIVE MEDIA EDITOR AT THE FRESNO BEE FRESNO, CA 2003-2007

Same as duties above

WEB APPLICATIONS DEVELOPER AT DALLASNEWS.COM DALLAS 2000-2003

Researched and wrote materials for special projects

Developed and produced dynamic, interactive Web pages in Perl with MySQL databases

Developed and maintained Web-based production tools

Wrote reviews for the DallasNews.com gaming site Punchbutton!

WIRE, WEB EDITOR AT CURRENT-ARGUS PUBLISHING CO. CARLSBAD, NM 1999-2000

Web duties

Designed newspaper's Web site and community portal page (redesigned by new parent company)

Designed and implemented office intranet

Editorial duties

Weekend and holiday news editor and front page designer/night copy editor/wire editor

Wrote news, features and editorials as needed

Computer-aided reporting research

EDUCATION

Northwest Missouri State University

B.S., major: journalism, minor: computer science, 1994 - 1996

Appendix C

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01/13/16

Accrual Basis

Youth Boardgaming League

Balance Sheet

As of December 31, 2015

	<u>Dec 31, 15</u>
ASSETS	
Current Assets	
Checking/Savings	
1001 · Chase Checking 0295	10,052.99
1002 · Chase Savings 1596	<u>352.06</u>
Total Checking/Savings	10,405.05
Accounts Receivable	
1100 · Accounts Receivable	<u>1,800.00</u>
Total Accounts Receivable	1,800.00
Other Current Assets	
1400 · Boardgame Inventory	<u>2,724.08</u>
Total Other Current Assets	<u>2,724.08</u>
Total Current Assets	14,929.13
Fixed Assets	
1500 · Furniture & Equipment	<u>214.32</u>
Total Fixed Assets	<u>214.32</u>
TOTAL ASSETS	<u>15,143.45</u>
LIABILITIES & EQUITY	
Liabilities	
Current Liabilities	
Other Current Liabilities	
2400 · Payroll Liabilities	<u>39.76</u>
Total Other Current Liabilities	<u>39.76</u>
Total Current Liabilities	<u>39.76</u>
Total Liabilities	39.76
Equity	
3200 · Unrestricted Net Assets	2,550.00
Net Income	<u>12,553.69</u>
Total Equity	<u>15,103.69</u>
TOTAL LIABILITIES & EQUITY	<u>15,143.45</u>

Youth Boardgaming League

Profit & Loss

01/13/16

July through December 2015

Accrual Basis

	Jul - Dec 15
Ordinary Income/Expense	
Income	
4100 · Program Income	
4120 · Program Fees	11,980.00
Total 4100 · Program Income	11,980.00
4200 · Direct Public Support	
4220 · Gifts in Kind - Goods	1,252.13
4230 · Individ, Business Contributions	10,500.00
Total 4200 · Direct Public Support	11,752.13
4500 · Other Income	
4530 · Interest Income	0.06
Total 4500 · Other Income	0.06
Total Income	23,732.19
Cost of Goods Sold	
50000 · Cost of Goods Sold	2,985.26
Total COGS	2,985.26
Gross Profit	20,746.93
Expense	
5000 · Payroll Expenses	
5001 · Wages	2,652.50
5002 · Payroll Taxes	295.76
Total 5000 · Payroll Expenses	2,948.26
5100 · Contract Services	
5110 · Accounting Fees	750.00
Total 5100 · Contract Services	750.00
5210 · Advertising	36.80
5220 · Office Expenses	28.78
5500 · Travel and Meetings	
5510 · Conferences & Meetings	150.00
5530 · Mileage Reimbursement	1,087.80
Total 5500 · Travel and Meetings	1,237.80
5600 · Insurance	
5620 · Worker's Compensation	342.00
5610 · Liability	1,539.00
Total 5600 · Insurance	1,881.00
5710 · Business & Filing Fees	524.00
5720 · Events	506.71
5730 · Books & References	16.05
5740 · Supplies	263.84
Total Expense	8,193.24
Net Ordinary Income	12,553.69
Net Income	12,553.69

Application for Extension of Time To File an Exempt Organization Return

OMB No. 1545-1709

Department of the Treasury
Internal Revenue Service

▶ **File a separate application for each return.**
▶ Information about Form 8868 and its instructions is at www.irs.gov/form8868

- If you are filing for an **Automatic 3-Month Extension**, complete only **Part I** and check this box **X**
- If you are filing for an **Additional (Not Automatic) 3-Month Extension**, complete only **Part II** (on page 2 of this form).

Do not complete Part II unless you have already been granted an automatic 3-month extension on a previously filed Form 8868.

Electronic filing (e-file) You can electronically file Form 8868 if you need a 3-month automatic extension of time to file (6 months for a corporation required to file Form 990-T), or an additional (not automatic) 3-month extension of time. You can electronically file Form 8868 to request an extension of time to file any of the forms listed in Part I or Part II with the exception of Form 8870, Information Return for Transfers Associated With Certain Personal Benefit Contracts, which must be sent to the IRS in paper format (see instructions). For more details on the electronic filing of this form, visit www.irs.gov/efile and click on *e-file for Charities & Nonprofits*.

Part I Automatic 3-Month Extension of Time. Only submit original (no copies needed).

A corporation required to file Form 990-T and requesting an automatic 6-month extension - check this box and complete

Part I only

All other corporations (including 1120-C filers), partnerships, REMICs, and trusts must use Form 7004 to request an extension of time to file income tax returns.

		Enter filer's identifying number
Type or print	Name of exempt organization or other filer, see instructions. YOUTH BOARDGAMING LEAGUE, INC.	Employer identification number (EIN) or 47-3677228
File by the due date for filing your return. See instructions.	Number, street, and room or suite no. If a P.O. box, see instructions. 2242 CARSON AVENUE	Social security number (SSN)
	City, town or post office, state, and ZIP code. For a foreign address, see instructions. CLOVIS, CA 93611	

Enter the Return code for the return that this application is for (file a separate application for each return) 01

Application Is For	Return Code	Application Is For	Return Code
Form 990 or Form 990-EZ	01	Form 990-T (corporation)	07
Form 990-BL	02	Form 1041-A	08
Form 4720 (individual)	03	Form 4720 (other than individual)	09
Form 990-PF	04	Form 5227	10
Form 990-T (sec. 401(a) or 408(a) trust)	05	Form 6069	11
Form 990-T (trust other than above)	06	Form 8870	12

WILLIAM THATCHER

- The books are in the care of ▶ **2242 CARSON AVENUE - CLOVIS, CA 93611-5083**

Telephone No. ▶ **(559) 278-8807**

Fax No. ▶

- If the organization does not have an office or place of business in the United States, check this box

- If this is for a Group Return, enter the organization's four digit Group Exemption Number (GEN) _____ . If this is for the whole group, check this box . If it is for part of the group, check this box and attach a list with the names and EINs of all members the extension is for.

1 I request an automatic 3-month (6 months for a corporation required to file Form 990-T) extension of time until **FEBRUARY 15, 2016**, to file the exempt organization return for the organization named above. The extension

is for the organization's return for:

▶ calendar year _____ or

▶ tax year beginning **FEB 10, 2015**, and ending **JUN 30, 2015**.

- 2 If the tax year entered in line 1 is for less than 12 months, check reason: Initial return Final return
 Change in accounting period

3a If this application is for Forms 990-BL, 990-PF, 990-T, 4720, or 6069, enter the tentative tax, less any nonrefundable credits. See instructions.	3a	\$	0.
b If this application is for Forms 990-PF, 990-T, 4720, or 6069, enter any refundable credits and estimated tax payments made. Include any prior year overpayment allowed as a credit.	3b	\$	0.
c Balance due. Subtract line 3b from line 3a. Include your payment with this form, if required, by using EFTPS (Electronic Federal Tax Payment System). See instructions.	3c	\$	0.

Caution. If you are going to make an electronic funds withdrawal (direct debit) with this Form 8868, see Form 8453-EO and Form 8879-EO for payment instructions.