Promoting and Sustaining an Adaptive Sports Program on a College Campus Through Outreach and Resource Development

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Promoting and Sustaining an Adaptive Sports Program on a College Campus Through Outreach and Resource Development

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Abstract

Participation in physical activity is essential for an individual’s health and well-being. However, persons with disabilities have limited access to physical activity due to personal, environmental, institutional, and/or social barriers. This limited access increases a disabled individual’s likelihood of developing secondary health conditions, decreased mental health outcomes, and feelings of social isolation. To combat this, it is important that these individuals have equitable access to and knowledge of adaptive physical activity opportunities such as adaptive sport, recreation, and fitness. To address this need, this capstone project focused on promoting and sustaining an existing adaptive sports and recreation program through the development of outreach, branding, and program organization resources. Objectives included the creation of a program website, social media strategy, member feedback tool, and additional resources to promote program growth. With the creation and implementation of these resources, the program will have the means to recruit more disabled individuals and increase knowledge about the benefits of adaptive physical activity. Occupational therapists would benefit from this knowledge as they are well-primed to provide their patients with information about these opportunities in order to promote the development of a beneficial, lifelong occupation.
Promoting and Sustaining an Adaptive Sports Program on a College Campus Through Outreach and Resource Development

This doctoral capstone project focused primarily on program development by creating resources to assist in the growth of an already existing adaptive sports and recreation program, the Michigan State University Adaptive Sports & Recreation Club (MSU-ASRC). These resources were designed to enhance program sustainability, increase knowledge about the program amongst disabled and able-bodied individuals, and give volunteers the information they need to successfully work with program athletes.

As defined by the program director, a program athlete is any person with a physical disability that participates in adaptive physical activity. Cerebral palsy, spinal cord injury, traumatic brain injury, spina bifida, and muscular dystrophy are just a few of the disabilities present, demonstrating that the program provides meaningful adaptive physical activity experiences to a diverse group of people.

The MSU-ASRC is a registered student organization and is open to any Michigan State University (MSU) student or community member over the age of 18 with or without a physical disability. Since its inception in September of 2014, the program has utilized grant funding to purchase necessary adaptive equipment, ensuring that all individuals can participate in adaptive physical activity free of cost. Currently, the MSU-ASRC offers practice six times a week at various locations around MSU’s campus. Adaptive sport and recreation opportunities include adaptive rowing, adaptive track and field, bocce ball, discus throw, hand-cycling, trashketball (a modified form of basketball using trash cans instead of basketball hoops), wheelchair basketball, wheelchair floorball, and wheelchair tennis. During practice, athletes have the choice to either work one-on-one with a volunteer or participate in a team sport.

Volunteers are typically MSU undergraduate students, and they are encouraged to collaborate with athletes to create goals and work towards achieving them.

For this doctoral capstone project, mentorship was provided by program founder and director Piotr Pasik. Being an individual with cerebral palsy and having limited opportunities for adaptive physical
activity in college, Piotr started the MSU-ASRC while working on his Rehabilitation Counseling Master of Arts degree at MSU. Since then, Piotr has gone on to receive his Master of Science in Kinesiology with a focus in psychosocial aspects of sports and physical activity, and now teaches an integrated wheelchair sports course for the MSU Department of Kinesiology. Throughout this project there were opportunities to learn the ins and outs of running a program on a college campus, collaborate with athletes during practices, and educate new volunteers on the program’s purpose and volunteer expectations. However, the biggest lesson was witnessing the importance of physical activity as a meaningful occupation in the lives of disabled individuals and how occupational therapists are well-equipped to promote these opportunities to their clients.

**Literature Review**

**Introduction**

In the United States, more than 25% of adults aged 18-64 have a disability and only around 50% have the time to participate in necessary aerobic physical activities (Centers for Disease Control and Prevention, 2021). Similar to adults, physical activity levels in disabled children and adolescents are 4.5 times lower and obesity rates are 38% higher compared to their able-bodied peers (National Center on Health, Physical Activity, and Disability, n.d.). Due to disparities in physical activity levels between disabled and non-disabled individuals, individuals with disabilities are more likely to develop secondary complications. Secondary complications include decreased cardiovascular fitness, higher instances of chronic medical conditions (e.g., heart disease, diabetes, obesity), greater dependence on others, lower perception of self-esteem, and osteoporosis (Dubon et al., 2023; Moss et al., 2020). Disabled persons also have limited opportunities for physical activity as many fitness and sports programs are not universally inclusive and many disabled athletes are either objectified as unable or inspirational (Shaw et al., 2023).
Inclusive sport and physical activity programs show promise in combating these disparities by providing meaningful ways for disabled individuals to reduce the impact of chronic disease, improve quality of life, and build social connections (Centers for Disease Control and Prevention, 2021; Dubon et al., 2023; Moss et al., 2020). This capstone project aims to provide assistance to one of these adaptive sports programs at MSU by creating resources to promote program growth and outreach.

**Adaptive Sports Defined**

Adaptive sports, disability sports, or parasports can either be variations of an existing sport, or sports created purposefully for disabled individuals (Rayes et al., 2022). When existing sports are played, rules are modified, and adaptive equipment is introduced to facilitate equitable participation (Rayes et al., 2022). Modified sport options include but are not limited to: alpine/downhill skiing, archery, baseball, basketball, dance, football, power soccer, tennis, and rugby (Move United, 2023). Sports like goalball have no able-bodied alternative and modifications/equipment needed for participation are already built into the rules of the game (Move United, 2023).

Although evidence shows adaptive sports had been around for more than a hundred years, it wasn’t until after World War II that they increased in popularity (Shaw et al., 2023; Tow et al., 2020). Seeing the value of using sport as a rehabilitation tool for wounded veterans, Dr. Ludwig Guttmann created the Stoke-Mandeville Games, which first took place in London during the 1948 Olympics (Shaw et al., 2023; Tow et al., 2020). These games went on to become international competitions between highly skilled athletes known as the Paralympics (Shaw et al., 2023; Tow et al., 2020). Since then, adaptive sports have been widely integrated throughout the United States and other countries.

**Positive Impacts of Adaptive Sports on Individuals with Disabilities**

Evidence shows that in disabled individuals, adaptive sports has both physical and psychosocial benefits (Lape et al., 2018; Rayes et al., 2022; Tow et al., 2020).
**Physical Benefits.** After undergoing a life-changing injury and being discharged from inpatient rehabilitation, patients with disabilities have an increased chance of becoming sedentary due to decreased knowledge of, or access to, beneficial adaptive physical activity opportunities (Declerck et al., 2021). For these individuals, along with those who have congenital disabilities, it is imperative that they are given the tools to develop an active lifestyle. Individuals who regularly participate in adaptive physical or sport activities demonstrate improvements in strength and balance, daily functional outcomes (e.g., better transfer ability), cardiovascular health, aerobic capacity, and healthy weight maintenance (Dubon et al., 2023; Lape et al., 2018; Rayes et al., 2022; Tow et al., 2020). This decreases patient morbidity and mortality following an acquired motor impairment and reduces the development of secondary health conditions (Declerck et al., 2019; Moss et al., 2020). As emphasized by Dr. Guttman, medical rehabilitation outcomes also improve as adaptive sports allow athletes to bridge the gap between rehabilitation in a hospital and participation in daily physical activity (Duvall et al., 2021).

**Psychosocial Benefits.** Aside from decreased physical health, studies have shown that individuals with disabilities demonstrate decreased mental health and increased stress (Isidoro-Cabañas et al., 2023). Compared to their able-bodied peers, disabled college students have higher reported experiences of anxiety along with thoughts or attempts of suicide (Minotti et al., 2021). These mental health issues can be caused by limited socialization opportunities and increased challenges associated with having a disability (Isidoro-Cabañas et al., 2023). Participation in adaptive physical activity supports overall quality of life by creating opportunities for improvement in mental well-being and socialization (Lape et al., 2018; Rayes et al., 2022; Tow et al., 2020). The atmosphere of competition and teamwork fosters the development of social skills, combats feelings of loneliness, and creates a safe, inclusive community (Rayes et al., 2022; Shaw et al., 2023). Athletes also have the chance to construct a new identity, find a sense of belonging and purpose, and enhance self-efficacy (Rayes et al., 2022).
Creating an adaptive sports community also allows for greater disability representation within society to support inclusion and promote diversity (Duvall et al., 2021; Moss et al., 2020).

**Barriers to Participation in Adaptive Sports**

While there are numerous positive benefits to participation in adaptive sports, there are also many barriers to overcome. Barriers can be personal, environmental, institutional, or social. Personal barriers to participation include limitations due to disability, decreased health, low energy, and fatigue (Jaarsma et al., 2014; Tow et al., 2020). Individuals may view themselves as unable to meet the demands of the sport or may not see participation in sport as a meaningful occupation. Environmental barriers can be viewed as a lack of accessibility to the sport complex or facility (e.g., lack of ramps, high curbs, no elevators), limited transportation options to and from the facility, and high cost of sport equipment such as sport wheelchairs and adaptive equipment/technology (Jaarsma et al., 2014; Rayes et al., 2022; Tow et al., 2020). These barriers should be considered and addressed when operating an adaptive sports program.

Lack of information and access to information regarding adaptive sport opportunities are institutional barriers that many disabled individuals face (Braza et al., 2018; Jaarsma et al., 2014; Lape et al., 2018; Rayes et al., 2022). It is within the scope of healthcare providers such as primary care physicians, occupational therapists, and physical therapists to educate their patients on opportunities for physical activity and adaptive sport participation in their area. Due to a lack of awareness of these opportunities, healthcare providers miss out on providing these important resources to enhance physical health in their patients (Braza et al., 2018; Lape et al., 2018). Coaches and teachers also lack education in providing inclusive physical activity opportunities for youth in schools along with limited knowledge of and training in working with individuals with disabilities (Shaw et al., 2023; Tow et al., 2020). Overall, more needs to be done to educate individuals in positions of influence (e.g., healthcare providers,
teaching, coaching) on how to create inclusive programs for youth and adults wanting to participate in adaptive physical activity.

Another institutional barrier is the limited number of adaptive sport, recreation, and fitness programs available to persons with disabilities. Due to this limited availability, disabled persons may have to commute longer distances to participate in adaptive sports or completely refrain from participation. While many fitness centers, educational institutions, and sports clubs have a reason to offer adaptive physical activity opportunities, a lack of demand, equipment, and skilled supervisors prevent them from doing so (Declerck et al., 2021). Even in colleges and universities who have developed reputable adaptive sport programs, recognition with the National Collegiate Athletics Association (NCAA) is lacking (Watson, 2020). For example, compared to an elite able-bodied athletic team, an equally competitive wheelchair sports team has less access to facilities, equipment, coaches who are familiar with and understand disability, funding, and institutional support (Kayama et al., 2023; Watson, 2020).

Colleges and universities are in a unique position to offer adaptive sport and adaptive physical activity programs on campus. As of 2019-2020, 21% of undergraduate students and 11% of postbaccalaureate students identified as having a disability (National Center for Education Statistics, 2023). For these students, an adaptive sport or recreational program/club can remove social and cultural barriers, allow for the creation of social connections, promote a lifetime of regular activity, increase diversity and inclusion on campus, and facilitate a positive college experience (Devine, 2016; Minotti et al., 2021; Stanojevic et al., 2023; Watson, 2020). However, many disabled students on a college campus do not have equitable access to these programs, thus impacting their overall college experience (Stanojevic et al., 2023).

While some personal, environmental, and institutional barriers can be overcome to create a well-functioning adaptive program, a culture that stereotypes the physical activity experiences of
disabled individuals can create social barriers. In society, individuals with disabilities are seen as either incapable of participating in physical activity or as tokens of inspiration and overcoming adversity (Devine, 2016). The biggest indicator of these stereotypes can be seen through the representation of disability sports in the media. When sports reporters are tasked with covering an able-bodied sports game either at the secondary school, collegiate, or professional level, athletes are always described in ways that highlight their physical prowess and exceptional skill (Watson, 2020). Conversely, with disabled athletes, less journalistic attention is given to their skill level and athletic performance. Rather, many writers reinforce the supercrip narrative by reframing a sports article as a human interest story of a person overcoming their disability (Kayama et al., 2023; Watson, 2020). This perpetuates the ideology that disabled athletes are less legitimate, competitive, and athletic than their able-bodied peers. In order to combat these stereotypes, sports articles highlighting athletic skill and performance will not only justify the legitimacy of adaptive athletes but also change the public’s perception of disability (Kayama et al., 2023).

Role of Occupational Therapy in Adaptive Sports

The profession of occupational therapy aims to promote a person’s purposeful participation in life through the use of occupations (American Occupational Therapy Association, 2020). Occupations can be activities of daily living, instrumental activities of daily living, health management, rest and sleep, education, work, play, leisure, and social participation (American Occupational Therapy Association, 2020). Being able to engage in valued occupations allows individuals to construct a sense of identity, develop a routine, fulfill roles, and interact with others (Costalonga et al., 2020). When occupational engagement is interrupted, an individual’s daily life can be profoundly impacted.

Adaptive sport, recreation, or fitness can be considered a health management, leisure, or social participation occupation. Occupational therapists find themselves in a unique position to encourage participation in adaptive physical activity and also help address and eliminate the abovementioned
barriers to participation. Skilled in activity analysis, occupational therapists can grade adaptive sport activities up and down and make changes to sport rules to fit individual needs (Duvall et al., 2021; Moss et al., 2020). Implementation of appropriate technology and adaptations to current equipment (e.g., custom fit handles and grips, positioning straps, sport wheelchairs) can be recommended by occupational therapists to create the best match between the person, their environment, and their occupation (Duvall et al., 2021). Using the occupational profile to parse out patient interests, occupational therapists are also well-primed to provide information and resources on available adaptive sports opportunities within the interested patient’s local community (Tow et al., 2020). Occupational therapists can also utilize their expertise to teach coaches and trainers how to create effective adaptive physical activity programs or provide inclusive experiences to individuals with disabilities in current programs (Bullen & Clarke, 2021). Lastly, as professionals focused on issues of occupational justice, occupational therapists can advocate for broader representation and inclusion of disabled individuals within the adaptive physical activity community by eliminating social and institutional barriers (Moss et al., 2020). Overall, by expanding their scope of practice into promotion of adaptive physical activity, occupational therapists can increase positive patient rehabilitation outcomes and further influence the development of other performance skills and client factors (Costalonga et al., 2020; Osmotherly et al., 2021).

**Gaps in the Literature**

Although research on adaptive sports and physical activity in disabled individuals has improved, it is not as extensive as the body of literature on physical activity and sport in able-bodied individuals (Rayes et al., 2022). Issues such as adaptive sport participation in individuals with more complex disabilities (e.g., cognitive and intellectual disabilities), acute and long-term management of sport injuries, and sport safety concerns also require more attention as researchers move forward on this topic (Osmotherly et al., 2021; Rayes et al., 2022). Literature on the value of adaptive sport, recreation, and
fitness in occupational therapy is also scarce (Costalonga et al., 2020). By increasing knowledge of the benefits of adaptive physical activity, occupational therapy practitioners will be more inclined to incorporate it into their sessions and make discharge recommendations that set their patients up for a healthy and fulfilling life in the long-term.

**Conclusion**

Adaptive physical activity is an important leisure, health management, and social participation occupation and should be addressed more thoroughly in individuals with disabilities. Adaptive sports are one way to promote fun, meaningful participation amongst this population and there is a need for greater knowledge amongst healthcare providers regarding opportunities and resources within their patient’s living area. Physical activity and adaptive sports provide numerous health and psychosocial benefits to increase participant quality of life and occupational therapists are well-equipped to address barriers that interfere with client participation. In this capstone, creating sustainable resources and improving outreach will help inform program growth and overall athlete satisfaction within the adaptive sports and recreation club on MSU’s campus.

**Needs Assessment**

Before the start of the doctoral capstone experience, a strengths, weaknesses, opportunities, and threats (SWOT) analysis was completed with the program founder/director along with relevant stakeholders. Relevant stakeholders at MSU included the director of the Resource Center for Persons with Disabilities (RCPD), the university’s Vice President and Chief Diversity Officer, and a professor in the Department of Mechanical Engineering. Findings are shown in Table 1 below:
### SWOT Analysis Findings

<table>
<thead>
<tr>
<th>Strengths</th>
<th>Weaknesses</th>
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<tbody>
<tr>
<td>• This program is health promoting, giving disabled individuals the opportunity to get exercise through a physically demanding sport</td>
<td>• Lack of awareness amongst the general public regarding this adaptive sport opportunity</td>
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<tr>
<td>• Practice consistency (time/location/sport)</td>
<td>• Difficulty with recruitment, especially amongst the MSU student body</td>
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<tr>
<td>• Consideration of constraints and lack of control people with disabilities have regarding time</td>
<td>• No social media platforms or website</td>
</tr>
<tr>
<td>• The program director and volunteers care about program athletes and their wellbeing</td>
<td>• Need for a more efficient scheduling system</td>
</tr>
<tr>
<td>• Program practices are located on a college campus. This allows for free participation along with a variety of facility options</td>
<td>• Current facilities available pose limits</td>
</tr>
<tr>
<td>• Varied sport options available throughout the week</td>
<td>• The program director is not a full-time MSU employee. This creates challenges in accessing facilities and other supports from university</td>
</tr>
<tr>
<td>• Provision of equipment (e.g., sport wheelchairs) for each athlete until they get their own</td>
<td>• Financial management is difficult, and the program relies on grant funding</td>
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<tr>
<td>• Use of volunteer assistants to help set up and take down equipment, participate in games, and spend individualized time with athletes</td>
<td></td>
</tr>
<tr>
<td>• Creation of an inclusive environment, matching it to the person, their needs, and their strengths</td>
<td></td>
</tr>
<tr>
<td>• Accessible facilities</td>
<td></td>
</tr>
<tr>
<td>• Options for more competitive opportunities</td>
<td></td>
</tr>
<tr>
<td>• Provides athletes with leadership opportunities through sport</td>
<td></td>
</tr>
<tr>
<td>• Educates the broader community on the abilities of the differently abled</td>
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<table>
<thead>
<tr>
<th>Opportunities</th>
<th>Threats</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Branding: create a website for people to access and find out more information about the program. Develop social media presence</td>
<td>• The program needs to be embedded within the university to keep it going</td>
</tr>
<tr>
<td>• Outreach: reach out to community partners to create more connections</td>
<td>• Lack of understanding about disability in DEI with disability often being left behind in the conversation</td>
</tr>
<tr>
<td>• Develop a way to track athlete progress and outcomes</td>
<td>• Overall stereotyping against individuals with disabilities</td>
</tr>
<tr>
<td>• Implement a tool to gain feedback on program from athletes and volunteers</td>
<td>• Presence of attitudes from disabled individuals that they cannot participate in sport</td>
</tr>
<tr>
<td>• Create code of conduct documents for all involved in program</td>
<td>• Transportation can be unreliable</td>
</tr>
<tr>
<td>• Integrate/institutionalize program within the university to allow for more equitable access to university resources</td>
<td>• Changing political climate and varying views on DEI amongst those who create policy</td>
</tr>
<tr>
<td></td>
<td>• Difficulty finding reasonable facility space times and availability</td>
</tr>
</tbody>
</table>
From the needs assessment and literature review, it was determined that the biggest site needs were outreach, branding, and program organization. By meeting these needs, the site would be able to recruit more athletes, increase its identifiability, advocate for the importance of adaptive sports and recreation, and pave the way for future integration within the university. With the creation of a website, social media plan, feedback tool, code of conduct document, and new volunteer/intern orientation, this doctoral capstone project will help address the program’s outreach and branding needs. The website and social media plan will spread word about the program to potential members and influence disabled students and community members to add adaptive physical activity to their occupational repertoire. Also, by increasing the program’s reach, local healthcare workers can become familiar with the MSU-ASRC and recommend that their patients participate. The other resources created (feedback tool, code of conduct document, and new volunteer/intern orientation) will increase program organization and allow members to understand program expectations and provide feedback as needed. While there is room for continued program growth and improvement, resources provided by this capstone will create a foundation that the program director and future volunteers/interns can successfully build off of.

Objectives Achieved During Capstone

Listed below are five objectives completed during the 14-week doctoral capstone experience. These objectives were designed to address program outreach and branding needs as well as increase program organization and sustainability. Due to the amount of time required to meet most objectives, the timeline for completion was set at 14 weeks for all five.

Objective 1

Student will develop an accessible website to enhance access to information and knowledge of the MSU-ASRC by the end of week 14.

This objective was met through the completion of the following learning activities:

- Contact relevant MSU personnel for guidance on creating a MSU-affiliated website
• Create a website outline and collect necessary information

• Research and take web development courses

• Implement outlined items into website

• Perform website test run

• Launch website

• Write a step-by-step website editing document

The website has been launched and is now available to any person interested in learning more about the program. With information about the program, the practice schedule, facility directions and accessibility, member testimonials, and more, prospective members and volunteers can gain a greater understanding of the MSU-ASRC and feel motivated to join. Currently, even though the website is published, there remains an ongoing collaboration with an educational accessibility coordinator and the assistant director of Assistive Technology Innovation at the MSU RCPD to ensure that the website meets the Web Content Accessibility Guidelines (WCAG) 2.0. This process has taken longer than anticipated due to setbacks on both ends. However, it is expected that after the semester ends, the collaborators will have more time to provide their expertise. A website informational document (Appendix A) has also been created to provide the site mentor and future website coordinators with step-by-step instructions on how to edit the website.

To access the website, please follow this link: https://msuadaptiveclub.com/

Objective 2

Student will develop a strategic social media plan to prepare for the development of MSU-ASRC's social media presence by the end of week 14.

This objective was met through the completion of the following learning activities:

• Research how to develop a strategic social media plan

• Develop a strategic social media plan for the MSU-ASRC
• Write a rules and how-to document for future MSU-ASRC social media coordinators
• Create an editorial calendar, metrics tracker, and social media graphics
• Gather photos and video footage from the Spring 2024 semester

The creation of these resources (Appendices B and C) will set the foundation for the development of MSU-ASRC’s online social media presence. With the release of MSU-ASRC’s Instagram, Facebook, and Twitter/X accounts, the program will be able to build its own brand identity and showcase its purpose to followers. Social media will also help increase MSU-ASRC outreach as engaging content can be accessed by any interested parties on the internet. Tagging important social media accounts (e.g., MSU) in select posts can also increase the program’s reach if the tagged accounts decide to share MSU-ASRC’s posts on their page. Overall, the goal of MSU-ASRC’s online presence is to not only increase knowledge of the program but also the importance of adaptive sports and recreation.

Objective 3

Student will develop a means to continuously gather athlete feedback on program to enhance program development by the end of week 14.

This objective was met through the completion of the following learning activities:

• Determine data collection service
• Develop questions
• Create survey
• Distribute information about survey

Feedback and new ideas from all involved parties are important for program growth. Knowing this, a seven-question Qualtrics survey was created to gather this information. The survey has been embedded within the website and a flyer has been created that will be distributed to program members as feedback is needed. Refer to Appendix D for survey questions and flyer.
Even though the objective states that feedback will be gathered from program athletes, the survey was created with all program members (e.g., athletes, volunteers, interns) in mind. This will allow for more holistic feedback which will assist in program growth and member satisfaction.

Objective 4

Student will increase knowledge of the MSU-ASRC amongst MSU students with physical disabilities through various outreach methods.

This objective was met through the completion of the following learning activities:

- Discuss program outreach with RCPD and site mentor
- Create brochures/flyers
- Develop and implement outreach ideas

Early on in the doctoral capstone experience, outreach ideas were discussed with an employee of the RCPD. At that time, it was decided that the best way to perform outreach was to develop a website and social media presence. These resources would then allow the MSU-ASRC to better advertise the program and recruit new members. Even with these resources in development, two outreach events were coordinated throughout this doctoral capstone experience – the 2024 Michigan State University Wheelchair Basketball Invitational and the 2024 MSU-ASRC Trashketball Tournament. These events were advertised through the creation and distribution of informational flyers (Appendix E) to Western Michigan University's Occupational Therapy Doctorate program, Grand Valley State University's Master of Occupational Therapy program, MSU-ASRC members, and MSU students. A general informational flyer (Appendix F) was also developed for the site mentor to distribute at any time. By creating these resources and advertising special events, more individuals at MSU and in the community will learn about the MSU-ASRC.

Objective 5
Student will create other resources/documents as needed by program director to further enhance program organization and access to information by the end of week 14.

This objective was met through the completion of the following learning activities:

- Discuss other program resources needed
- Create resources and edit with site mentor as needed

Other resources such as a volunteer orientation PowerPoint (Appendix G), new intern PowerPoint (Appendix H), and code of conduct document (Appendix I) were created. These documents are meant to help organize the program and highlight expectations for new volunteers, interns, and athletes. Ideas for a program manual were also provided. During this doctoral capstone experience, the volunteer orientation PowerPoint was presented at the beginning of every Thursday practice to new volunteers. This resource includes the Spring 2024 practice schedule, volunteer expectations, wheelchair and transfer safety tips, and information about the program. The new intern PowerPoint includes the same information as the volunteer orientation PowerPoint along with intern expectations and other internship information. This resource will be provided to new interns at the start of each semester. Lastly, the code of conduct document outlines program member expectations and important MSU policies that members must abide by. The site mentor will continue to refine and update this document as needed.

**Implications of Capstone**

It is expected that with these new resources available, the MSU-ASRC will have a strong foundation for outreach, branding, and organization. This will allow the MSU-ASRC to grow and reach new disabled individuals who may benefit from the physical activity and social components of this program. As discovered through the literature review, many individuals with disabilities do not have the same opportunities for physical activity as their able-bodied peers. They are also at greater risk for the development of secondary health conditions and lower psychosocial outcomes. By increasing knowledge of this adaptive sports and recreation opportunity through flyers, a website, or social media, it is
anticipated that resources developed from this capstone can be the stepping stone a disabled person needs to become more physically and socially healthy. Also, these resources will not only help in the recruitment of new athletes but also notify MSU students of an interesting volunteer or internship opportunity. By getting involved with the program, students can broaden their worldview and understanding of disability. Healthcare students can also take the information they learned about disability and apply it in their future practice as a physician, nurse, occupational therapist, physical therapist, etc. For already practicing healthcare workers, these resources increase the chance for them to learn about the MSU-ASRC and recommend that their patients get involved. Aside from increasing knowledge about the MSU-ASRC, these resources will also help increase program organization and pave the way for integration within the university.

To promote sustainability of developed resources, website and social media instructional documents have been created. The website information document (Appendix A) provides readers with step-by-step instructions for editing portions of the website. It also includes a checklist for the website coordinator to follow when updating the website. Like the website document, the social media strategy document (Appendix B) includes post templates, MSU-ASRC’s social media strategy, tips for how to access social media analytics, and content suggestions. A social media content calendar, editorial calendar, post graphics, and metrics tracker are also included (Appendix C) to set the future social media coordinator up for success. These documents and all other developed resources will be uploaded into the program’s Google Drive. This will allow the program director and selected individuals to easily access and utilize them when appropriate.

While being helpful to the MSU-ASRC, this capstone also has important implications for the field of occupational therapy. Occupational therapists are tasked with assisting their patients in successfully completing occupations that are meaningful to them. In most cases however, emphasis is placed on activities of daily living and instrumental activities of daily living. While these occupations are crucial,
leisure, health management, and social participation occupations should not be ignored. Many performance skills (e.g., motor, process, and social interaction skills) that are worked on in therapy, can be continually addressed and strengthened outside of therapy or after discharge through adaptive physical activity. Thus, by passing along information about adaptive physical activity and illustrating the benefits of participation, an occupational therapist can positively influence their patient to join a nearby program. This could lead to the development of a new, meaningful, and lifelong occupation.

Conclusion

This project focused on creating resources (e.g., website, social media strategy, feedback tool, and orientation documents) for an already existing adaptive sports and recreation program in order to improve program outreach, branding, organization, and sustainability. All deliverables for the MSU-ASRC can be accessed in Appendices A-J. Future program recommendations include creation of a program manual, development of a youth program, introduction of a new adaptive sport or recreational activity, and collaboration with other colleges and universities to help them develop their own adaptive physical activity program. Other program recommendations for sustainability and growth were presented to the site mentor and can be accessed in Appendix J. It is encouraged that future capstone projects focus on increasing knowledge about adaptive physical activity benefits and opportunities amongst healthcare workers, research knowledge of healthcare workers on local adaptive program opportunities, work to create new programs, and advocate for equitable access to these programs.

Overall, there are many invaluable lessons that I learned over this 14-week experience. First, I learned about the complexities of starting and running an adaptive sports and recreation program. Funding, facility, equipment, staff, and institutional support availabilities are just some challenges that many program founders face. Making valuable connections and developing relationships with people that can help you develop a program is essential. Second, any type of adaptive physical activity whether it be sport, recreation, or fitness, is a meaningful occupation that enriches the lives of many. As a future
occupational therapy practitioner, I recognize the importance of being knowledgeable about these opportunities and sharing them with my patients. Finally, more advocacy needs to be done to ensure that all disabled individuals have equitable access to physical activity opportunities. I hope to be a part of that advocacy journey as I move forward in my career.

It was a rewarding experience to finish out my occupational therapy education at the place it all started. During my undergraduate career at MSU, I became involved with the MSU-ASRC as a volunteer and then as an intern. It was because of the MSU-ASRC that I discovered the field of occupational therapy and decided that it was the profession I was meant to follow. Now, after completing my doctoral capstone experience, I am excited to see how the resources I created will benefit the program.
References


National Center on Health, Physical Activity and Disability. (n.d.). *Physical activity and sport in youth with a disability*. [https://www.nchpad.org/1735/6863/Physical~Activity~and~Sport~in~Youth~with~a~Disability](https://www.nchpad.org/1735/6863/Physical~Activity~and~Sport~in~Youth~with~a~Disability)


[https://doi.org/10.1016/j.pmr.2019.09.003](https://doi.org/10.1016/j.pmr.2019.09.003)


[https://doi.org/10.1177/2167479519894669](https://doi.org/10.1177/2167479519894669)
Appendix A

Michigan State University Adaptive Sports & Recreation Club Website Information

This document is meant to provide information on the Michigan State University Adaptive Sports & Recreation Club (MSU-ASRC) website and act as a resource tool for students appointed to update the website.

Table of Contents:
1. Website Access Information
2. Editing the Website
   a. General Editing Guidelines
   b. Quotes
   c. Number of Members
   d. Our Team
   e. Athlete Hall of Fame
   f. In the Media
   g. Sports
   h. Schedule
   i. Mobile View
3. Future Items to Add
4. Accessibility
5. Billing/Payment
6. Squarespace Resources
7. Contact
8. Website Update Checklist

Website Access Information:
Access to the MSU-ASRC editing page is limited in order to safeguard the layout and content of the website. Permissions will be granted to select individuals based on their role in updating the website. These permissions can be modified at any time by the owner or administrators to ensure that only people who are currently appointed to update the website have access.

- Domain: msuadaptiveclub.com
- URL: [https://msuadaptiveclub.com/](https://msuadaptiveclub.com/)
- Website builder: Squarespace
- Owner: Morgan Otero
  - Can manage all website content and settings as well as transfer ownership
- Administrator: Piotr Pasik and appointed student
  - Can manage all website content and settings but cannot transfer ownership
Access to new persons can be given by clicking Settings → Permissions & Ownership → Invite Contributor. Then input the new person’s name, email address, and role and click invite. The invitation will be sent via email and the invitee must open the email and accept the invitation in order to become a contributor.

Once a person is no longer tasked with updating the website, they can be removed as a contributor from the website. This can be done by clicking the contributor’s name → clicking the three dots to the right of their name → selecting Remove Contributor.

**Editing the Website:**
A lot of effort was put into creating this website and it is important that pages remain consistent and accurate. Please *do not* change the overall style of the website or remove pages or content. If you feel that something needs to be changed, discuss your thoughts with Piotr Pasik. Noted below are portions of the website that will need to be updated occasionally as well as instructions for how to update them.

**General Editing Guidelines:**
- Make sure you proofread all text entries for correct spelling and punctuation
- Save your work frequently! The website does not autosave so make sure you click that save button after every edit you make
- To preview the webpage in full screen mode, click this icon in the top right corner
- When you are done adding to a page, move this blue icon up until you cannot move it anymore. This gets rid of unnecessary space at the bottom of the page
- Look at finished pages to use as a reference when you create new pages
- Make sure that all entries are consistent with existing entries in layout, font, color, content, alignment, etc.

**Quotes:**
Quotes from past and current MSU-ASRC members are located at the bottom of the home page under the title “Hear From Our Members.” If there are any quotes to add, follow these steps:
- Go to the home page and click edit in the top left corner → scroll down to the “Hear From Our Members” section → hover over the section and click edit content → content → add. This should create a new list item. Click on the new list item and add the quote in the title. Then, in the description, state whether the person is a volunteer alum, current athlete, intern alum, current volunteer, past athlete, etc.
- Make sure the formatting of your new item matches the other items in the series (e.g., punctuation, capitalization, length). If you have a long quote, consider pulling out an eye-catchi ng sentence or two rather than including the entire quote
- When you are done, click save in the top left corner to save your updated work to the website

**Number of Members:**
Within the “About the MSU-ASRC” tab, a sentence containing the number of club members is located in the first paragraph. This information does not need to be updated often as the number will always be increasing. It is recommended that the number be updated every 100-150 new members. Piotr will have this information.
To update this information, follow these steps:
• Go to the “About the MSU-ASRC” page under the “About” tab → click edit in the top left corner → click the text block → input the new number → click save in the top left corner

**Timeline:**
The timeline showcases important events that have happened throughout our club’s history. It also shows how much the club has grown since its inception. While there are many events that occur, use your judgement to pick out events that stand out (e.g., tournaments, participation in or introduction of a new sport, published articles, big awards/grants, etc.). You can collaborate with Piotr on choosing these events as well.

To update the timeline, follow these steps:
• Go to the “About the MSU-ASRC” page under the “About” tab → click edit in the top left corner → scroll down to the bottom of the page where the end of the timeline is → click add block → text → add block → image → add block → line
  o **Text:**
    ▪ Title: Heading 3, bolded, underlined, white font color, center align
    ▪ Body: Paragraph 1, bolded, white font color, center align
    ▪ Text box: Spartan green background color. Make sure there is no extra space on the bottom of the text box
    ▪ Stroke: White and medium size
    ▪ Alignment: Position the text box so that the vertical line closest to the center of the page is in line with the text box above it
  o **Image:**
    ▪ Click the image box and then the pencil icon → add desired image → click design → click shape → select 1:1 circle. Then adjust the image box until it has a yellow outline around it. This shows that it is the same size as the other images. Place the image in the outer corner of the text box
    ▪ Make sure to add alt text to the image
  o **Horizontal line:**
    ▪ Shorten horizontal line until it is two cells in length → place line on the outer part of the medial vertical line of the text box (the line should be in the second cell from the top of the text box)
    ▪ *Cells* are small boxes arranged in rows and columns that become visible in Squarespace when you move items around in edit mode
  o **Vertical line:**
    ▪ While the vertical line is already added, it will need to be lengthened as you add more items to the timeline
    ▪ Unfortunately in edit mode, the vertical line is not visible. However, if you hover over the area where it is, a blue box will appear. Click on this blue box and extend it downward for two cells past the horizontal line. Do not extend it too far as it will show up as a long line on the website
    ▪ If you make a mistake and extend the line too far, it cannot easily be extended upwards
Troubleshooting: Double click the blue box surrounding the vertical line → copy the code (<div class="vertical-timeline"></div>) → delete the code → exit out of the box → move the vertical line upward until it is two cells below the horizontal line → double click the blue box again → paste the code back in

**Our Team:**
This section of the website provides information on key staff and stakeholders involved with the club. There is also a section thanking individuals in the past who have helped the club grow to where it is today. Updates to this section will be minimal as staff and stakeholders will seldom change.

To update information on this page, follow these steps:

**Adding a new staff member or stakeholder:**
- Go to the “Our Team” page under the “About” tab → click edit in the top left corner → either in the staff or current stakeholders section, click edit content → content → add. This will create a new list item. Click on the new list item and add:
  - **Photo:** Add image and alt text
  - **Title:** The person’s name
  - **Description:** The person’s role. If they are club staff, state their role with the club. If they are a stakeholder, state their role at the university
  - **Button text:** The button should say “About (first name)” or “About (Dr. last name)” if they have a title
  - **Button link:** The button link will take users to a new page. This page will have a small profile about the staff member or stakeholder
    - To add the page link, you will first need to create a new page
      - To create a new page, click “Website” on the editing toolbar (located on the left side of the screen) → scroll down to the section titled “Not Linked” → click the + icon to add a blank page → name the page “First Name Last Name Bio” → click the gear icon to the right → ensure that the page and navigation title are the same and that the URL slug name is specific to the page (e.g., /namebio) → click save
      - After the new page is created, on the editing toolbar click “Website” → scroll down to the section titled “Not Linked” → find the page you created and click on the gear icon to the right of it → locate and copy the URL slug (this will be what you put in the link box) → close the page and go back to the button link box → click edit and paste the URL slug (e.g., /pagename). Check the link by saving your work, exiting edit mode, and clicking on the button to ensure it goes to the correct page
      - To add items to the new page, click on the page you just made. This will take you to an empty page → click edit → add section → saved sections → select the template that has a title box
with the word “Name,” a blank text box, and a photo box → add the person’s name, a short bio about them, and a photo of them with alt text → save when finished
  o When you are going to add a new staff member or stakeholder, email them asking for the following information to include in their section:
    ▪ Two photos – one headshot and one of them “in action” (e.g., speaking to an audience, working in their lab, playing an adaptive sport, etc.)
    ▪ A short bio (500-1,500 characters) on their affiliation with MSU as well as the role they play in the MSU-ASRC

Removing a staff member or stakeholder:
  • Go to the “Our Team” page under the “About” tab → click edit in the top left corner → either in the staff or current stakeholders section, click edit content → content → click the red trash can logo by the person’s name
  • To disable their separate profile page, click “Website” on the editing toolbar → scroll down to the section titled “Not Linked” and find their page → click the gear icon → change the green button ⚙ in the “Enable Page” option to grey ⚙ → save. This will keep the page on the website but prevent viewers from accessing it
  • Discuss with Piotr about adding the removed staff member/stakeholder to the special thanks section

Editing staff information:
  • While in edit mode on a staff member’s personal page click the text block → make the necessary edits → save
  • The only necessary edits for this page will be adding new tournaments. As of now, Piotr Pasik and Justin Scott are the only staff members that participate in tournaments

Editing the special thanks section:
  • While in edit mode on the “Our Team” page, scroll down to the special thanks section → click the text block → make the necessary edits → save

Athlete Hall of Fame:
The Athlete Hall of Fame recognizes the students and community members who help shape our club. Criteria for an athlete to make it into the Hall of Fame can be found on the top of the website page. Please talk with Piotr about which athletes to add and updates to this page will be infrequent. The steps to update this page are similar as the ones used for the “Our Team” page.

Adding a new athlete:
  • Go to the “Athlete Hall of Fame” page under the “About” tab → click edit in the top left corner → in the current student-athletes, notable student-athletes, or community members section click edit content → content → add. This will create a new list item. Click on the new list item and add:
    o Photo: Add image and alt text
    o Title: The person’s name
Description: Whether the person is a MSU student, MSU Alumna/Alumnus, or Community Member

Button text: The button should say “About (first name)”

Button link: The button link will take users to a new page. This page will have a small profile about the athlete. Follow the instructions mentioned under the “Adding a new staff member or stakeholder” section of this document

- To add items to the new page, click on the page you just made. This will take you to an empty page → click edit → add section → saved sections → select the template that has a title box with the word “Name,” a text box with four prompts, and a photo box → add the person’s name, their answers to the prompts, and a photo of them with alt text → save when finished

- When you are going to add a new athlete, conduct a short interview with them and ask the following questions:
  - What year did you join the MSU-ASRC? (You may need to confirm this date range with Piotr)
  - What is your favorite adaptive recreation/wheelchair sport to play here?
  - What is your favorite memory with the MSU-ASRC?
  - What are your future adaptive sport goals?

- Be sure to get two photos:
  - Posed photo: This will be on the “Athlete Hall of Fame” page
  - Action photo: This will be on their bio page

Removing an athlete:
- Go to the “Athlete Hall of Fame” page under the “About” tab → click edit in the top left corner → in the current student-athletes, notable student-athletes, or community members section click edit content → content → click the red trash can logo by the person’s name
- To disable their separate profile page, click “Website” on the editing toolbar → scroll down to the section titled “Not Linked” and find their page → click the gear icon → change the green button in the “Enable Page” option to grey → save. This will keep the page on the website but prevent viewers from accessing it

Editing athlete information:
- While in edit mode on an athlete’s personal page click the text block → make the necessary edits → save
- The only necessary edits for this page will be adding new tournaments

In the Media:
Our media page displays online articles and videos that mention the club. The most recent content is at the top which means that when a new item is added, all other items must be shifted. New items will not need to be added often but ask Piotr to keep you apprised of new articles/videos that are released.

To add a new article or video item, follow these steps:
- Go to the “In the Media” page under the “About” tab → click edit in the top left corner → choose the section you want to edit (either articles or videos) → click add block → text → add
As of right now, the MSU-ASRC offers adaptive recreation, wheelchair basketball, wheelchair floorball, and wheelchair tennis sporting opportunities. Each sport has its own page located underneath the “Sports” tab. As the club schedule could vary every academic year, the date, time, and/or location may need to be updated. Photos will also need to be added periodically.

To update the date, time, and/or location, follow these steps:
- Go to any of the sport pages in the “Sports” tab → click edit in the top left corner → click the text box and edit → save

To add new photos, follow these steps:
- Go to any of the sport pages in the “Sports” tab → click edit in the top left corner → go to the photo section and click edit gallery → click the + icon to add a new photo → add alt text in description box → save
- Ensure that photos are in chronological order

The club schedule has the practice type, time, and location for relevant days of the week. There is also a special events section where notable event and tournament dates, times, and locations will be listed as they come up. If there are any changes in practice dates, times, and/or locations, update it immediately to prevent the spread of misinformation.

To update the schedule, follow these steps:
- Go to the “Schedule” tab → click edit in the top left corner → click any text box and edit → save
Mobile View:
When creating/editing a website, it is likely that you will be using your computer and the desktop view. Unfortunately, not everything we create on desktop view translates well into mobile view (how a person sees our website from their cell phone). Because of this, we need to enter mobile view and move things around so that it is uniform and presentable.

- Mobile view can be accessed by clicking the icon in the top right corner and then clicking edit
- The only thing you should be doing in mobile view is moving items around. Do not add or remove anything (e.g., timeline lines, shapes, photos, text boxes, etc.) in mobile view as it will also add/remove it in desktop view
- Make sure that when you add something or create a new page in desktop view, that it looks presentable in mobile view
- The timeline and media items become tricky in mobile view because things become unorganized. Make sure everything is in chronological order and that there are no items floating around by themselves (e.g., lines, photos, shapes, etc.)

Future Items to Add:
Listed below are potential items to add to the website in the future:
- Connect social media accounts so that posts on social media appear on the website
- MSU-ASRC Merchandise
- Newsletter
- Program manual (in “Forms”)  
- Articles and exercises for persons with disabilities

Accessibility:
Like physical spaces, it is crucial that online spaces are made accessible for all individuals. This means that persons with physical, visual, hearing, and/or cognitive impairments should be able to easily navigate our website and get the information they need. Please take the time to look through these resources in order to better understand website accessibility guidelines:
- Accessibility Basics: This page highlights the basics of how to make online content accessible to all individuals. Please keep the following in mind when editing the website:
  - Color and contrast
  - Alternative text for images
  - Links
  - Headings
  - Tables
  - Fonts
  - Lists
  - Basic Accessibility Checklist
    - This condensed checklist is downloadable and provides a good overview of basic accessibility guidelines
Website Accessibility: This page provides additional resources for a person looking to develop an accessible website.

Web Content Accessibility Guidelines (WCAG 2.0): This is an official document that highlights accessible guidelines for the internet. It is lengthy and complex but is a good reference tool. MSU web accessibility experts should be knowledgeable of these guidelines and can assist you in creating accessible web content.

- If you are interested, feel free to watch/skim this 1.5 hour long WCAG 2.1 Crash Course.

If you require assistance (e.g., testing website, coding, recommendations, etc.) from a web accessibility expert, contact the primary digital accessibility liaison of University Health and Wellbeing. [Contact Information]

Billing/Payment:
Every year, the website subscription and domain name must be renewed. It is not the student’s responsibility to pay for this. However, please be mindful of any expiration notifications and let Piotr know immediately. Also, update the renewal dates on this document every year.

Domain Renewal Date: March 19th, 2025
Subscription Renewal Date: April 16th, 2025

Squarespace Resources:
For assistance editing in Squarespace, please refer to the following resources:

- Squarespace Help Center
- Pages and Content
- Images and Videos
- Templates and Design
- Technical Issues and Squarespace Contact
- Inside the Square: The woman that runs this website has a lot of tutorials/walkthroughs on how to easily navigate Squarespace

Contact:
If you have any questions at all, please feel free to contact Morgan Otero at:

- Email: [Contact Information]
- Cell: [Contact Information]

MSU-ASRC Website Update Checklist
Listed below are duties for the website editor to perform in a timely manner. This will ensure that the website is functioning well, and that all information presented is accurate.

To perform immediately:
☐ If the day, time, or location changes for a practice, update the schedule under the “Schedule” tab. Also, update the individual schedule under each specific sport tab.
☐ Add special events to the schedule as soon as the date is decided.
☐ Upload photos under specific sport tabs immediately after a special event.
☐ If you change something in desktop mode, switch to mobile mode to ensure that content is presented in an organized way on mobile devices.

At the end of the semester:
☐ Pick one or two special events from the semester to add to the timeline.
☐ Check all links and buttons to ensure that there are no broken links.

As needed:
☐ Add new quotes from club members on the homepage.
☐ Update number of members every 100-150 new members.
☐ After each tournament that the MSU-ASRC participates in, add the tournament name in each athlete or staff member’s individual profile.
☐ Add/remove a staff member and edit special thanks section.
☐ Add/remove an athlete.
☐ Add new articles or videos about the MSU-ASRC when they are released.
☐ Ensure that the domain name and website subscription are paid for each year. Update renewal dates on this document.
☐ Check in with [redacted] to ensure that the website is accessible.

Appendix B
Michigan State University Adaptive Sports & Recreation Club Social Media Strategy & Guidelines

This document is meant to highlight the Michigan State University Adaptive Sports & Recreation Club’s (MSU-ASRC) strategy for posting on social media accounts and to also be used as a reference tool for students appointed to run these accounts.

The overarching goals of the MSU-ASRC are to:
1. Create and cultivate a physically and socially accessible space
2. Establish an integrated community of peers between athletes with physical disabilities and able-bodied volunteers
3. Validate the disability experience by eradicating inaccurate societal stereotypes and invalid self-perceptions about disability
4. Ensure consistent access to a wide variety of quality wheelchair and adaptive sports
5. Promote the physical health, psychological wellness, and social inclusion benefits of physical activity to persons with disabilities

Students running these accounts are encouraged to read this document in its entirety in order to create content that is best representative of the MSU-ASRC and its goals.

Table of Contents:

1. MSU-ASRC’s Social Media Strategy
   a. Executive Summary
   b. MSU-ASRC’s Social Media Goals
   c. Tactics to Achieve Goals
   d. Target Audience
   e. Strengths, Weaknesses, Opportunities, & Threats
   f. Social Media Audit
   g. Content Strategy
   h. MSU-ASRC Content Ideas
   i. Measuring Progress
   j. Accessing Site Analytics
2. Preparing for Our Social Media Launch
3. Social Media Accessibility
4. Social Media Dos and Don’ts
5. MSU-ASRC Social Media Platforms & Account Information
6. Additional Resources
7. Templates
8. Contact
9. Social Media Coordinator Checklist

MSU-ASRC’s Social Media Strategy:
A social media strategy consists of: measurable goals that align with a brand, tactics used to achieve set goals, and metrics to measure progress toward goal achievement. Information on creating a social media strategy was taken from Hootsuite, a company that provides a wide array of social media management tools.

**Executive Summary:**
- **Need:** An increased online social media presence will meet MSU-ASRC’s need for greater outreach in the MSU and greater Lansing community. This will also help establish and strengthen MSU-ASRC’s brand
- **Results:** By implementing a social media strategy, MSU-ASRC can recruit new athletes, increase knowledge of the club, and advocate for adaptive sports and recreation
- **Resources:** A volunteer or intern for the MSU-ASRC will be appointed to run all three social media accounts. This person will be responsible for running these accounts for the length of time agreed upon between them and Piotr Pasik
- **Timeline:** All three social media accounts will be launched in September 2024 to commemorate the 10-year anniversary of the club. An editorial calendar will be created before the launch and will contain a content posting schedule for the month of September. Throughout the 2024-2025 school year, the appointed intern/volunteer will create a posting schedule for the months after September, collect new content, and create a new editorial calendar for the subsequent school year

**MSU-ASRC’s Social Media Goals:**
The goals of the MSU-ASRC regarding social media are to:
1. Create content that is representative, relatable, engaging, and informative
2. Highlight the importance of adaptive sports and the creation of accessible, inclusive environments for individuals with disabilities
3. Increase knowledge of the MSU-ASRC on MSU’s campus, in the greater East Lansing/Lansing community, and throughout Michigan and the United States
4. Facilitate recruitment of new athletes, volunteers, and community members to the MSU-ASRC to increase the positive reach of the club
5. Build and manage a community that is engaged in the MSU-ASRC

**Tactics to Achieve Goals:**
- Create an editorial calendar and posting schedule in order to organize content
- Learn about our audience and tailor content to them
- Visit social media sites of other adaptive sports programs. Analyze their content and what performs the best. Utilize this knowledge when creating content for MSU-ASRC
- Post content that informs, entertains, and educates our audience
- Advertise MSU-ASRC’s social media through word of mouth and encouraging followers to share content

**Target Audience:**
MSU-ASRC strives to reach a wide, diverse audience through social media. Our target population includes, but is not limited to:
- MSU students
- Community members
- MSU alumni
• MSU employees and other stakeholders
• Current MSU-ASRC athletes, volunteers, and interns
• MSU-affiliated social media accounts
• Adaptive sports programs at other universities
• Adaptive sports and recreation organizations

**Strengths, Weaknesses, Opportunities, Threats:**
It is important to continually analyze the strengths, weaknesses, opportunities, and threats on MSU-ASRC’s social media accounts. By analyzing these factors, we can adjust MSU-ASRC’s social media goals to meet the needs of the club.

- **Strengths:**
  o The MSU-ASRC has a wealth of engaging photo and video content to post
  o Development of a social media strategic plan
  o The MSU-ASRC already has Instagram, Facebook, and Twitter/X accounts
  o Volunteers and athletes have repeatedly expressed their desire for the MSU-ASRC to have social media accounts

- **Weaknesses:**
  o Currently, our brand has Instagram, Facebook, and Twitter/X accounts. However, they are inactive with a limited following

- **Opportunities:**
  o Social media will allow the MSU-ASRC to reach a larger audience, develop its brand, and increase awareness of adaptive sports
  o Collaboration and communication with other adaptive sports programs in the country
  o Further expansion of the MSU-ASRC as a program as well as introduction of new opportunities for program athletes

- **Threats:**
  o The program director does not have time to manage the club’s social media accounts. Thus, a volunteer or intern must take on this responsibility. It is important that they are familiar with the club’s social media goals and don’t post content that isn’t in line with the club’s vision

**Social Media Audit:**
While the MSU-ASRC is not currently using its accounts, these questions are important to ask in the future. Utilize each of these questions for each social media account run by the MSU-ASRC (Instagram, Facebook, Twitter/X).

- What is working for us and what is not? If something is not working, how can we adjust?
- Who is engaging with us?
- Which network (Instagram, Facebook, Twitter/X) gets the most attention from our audience?
- How do we compare to other adaptive sport social media accounts?

From these questions, develop a new action plan to address any key issues.

**Content Strategy:**
Creating a content strategy requires using an editorial calendar and social media content calendar. An editorial calendar looks at the big picture and lays out a schedule for when content will be released. A social media content calendar is an organized document containing individual posts for each network. It includes whatever will be included in that post (photo, video, caption, alt text, links, etc.).
**Posting frequency:** Starting off, it is recommended that social media posts are made three times weekly across all platforms (Instagram, Facebook, Twitter/X). However, it is important to post content when there is content worth posting. In other words, we want our content to be meaningful and engaging rather than just something we post to meet our desired weekly frequency.

**Posting time:** Utilize site analytics to determine the best time of day to post based on engagement. According to Hootsuite, here are the best times to post on Instagram, Facebook, and Twitter/X:

- **Instagram:**
  - Monday: 12:00 p.m. (best time overall)
  - Tuesday: 12:00 p.m.
  - Wednesday: 12:00 p.m.
  - Thursday: 11:00 a.m. (best time overall)
  - Friday: 12:00 p.m.
  - Saturday: 1:00 p.m.
  - Sunday: 1:00 p.m.

- **Facebook:**
  - Monday: 1:00 p.m. (best time overall)
  - Tuesday: 1:00 p.m.
  - Wednesday: 1:00 p.m.
  - Thursday: 2:00 p.m.
  - Friday: 2:00 p.m.
  - Saturday: 11:00 a.m.
  - Sunday: 1:00 p.m.

- **Twitter/X:**
  - Monday: 10:00 a.m.
  - Tuesday: 10:00 a.m.
  - Wednesday: 1:00 p.m.
  - Thursday: 2:00 p.m. (best time overall)
  - Friday: 12:00 p.m. (best time overall)
  - Saturday: 12:00 p.m.
  - Sunday: 12:00 p.m.

**Editorial calendar:** Please use the 2024-2025 school year editorial calendar as an example for the creation of future calendars. Fill out and gather content for posts at least two weeks in advance.

**Social media content calendar:** Please use the 2024-2025 school year social media calendar as an example for the creation of future calendars. Please fill out and gather content for posts at least two weeks in advance.

**MSU-ASRC Content Ideas:**
All content must be pre-approved by program director Piotr Pasik before they are posted. Listed below are content ideas for the MSU-ASRC social media sites:

- How It Started vs. How It’s Going
- Alumnus of the Week
- Throwback Thursday
- This Week in Adaptive Sports
- Sharing is Caring
• Games or Tournaments
• Meet the Staff/Athletes/Interns
• Program Milestones
• Points of Pride
• New Grant Announcement or Equipment Unboxing
• Special Events
• Inside Look
• Instagram Highlights

Please refer to the templates given at the end of this document when making posts utilizing these content ideas.

To create graphics, utilize MSU-ASRC’s Canva account.

• Username: [Redacted]
• Password: [Redacted]

When you are finished with a graphic, place the finished product in MSU-ASRC’s Social Media Graphics folder on Google Drive.

Because we are just starting out with our social media, we may need to post similar content across platforms. Once we gain a greater following along with more resources, we can expand to include different posts on each platform.

**Measuring Progress:**
There are many different social media metrics that allow you to determine how well our social media sites are performing. Those listed below are deemed the most important for measuring the MSU-ASRC’s social media growth.

• Engagement rate – a measurement of how much engagement (reactions, comments, shares) our content gets. Average engagement rate can be calculated as a percentage with this formula: (total likes, comments, & shares ÷ total number of followers) x 100
• Reach – how many people view our posted content (e.g., posts, stories)
• Impressions – the number of times people view our content
• Video views – an indicator of how many people view our videos
• Audience growth rate – the amount of new followers our accounts gain within a certain amount of time. Audience growth rate percentage can be calculated with this formula: (net new followers on each social media platform ÷ total audience on each platform) x 100

More information on each metric can be found in Forbes’ article “13 Essential Social Media Metrics in 2024.”

Once a month, the social media coordinator will access site analytics to measure growth and progress. Metrics will be recorded in Google Sheets.

**Accessing Site Analytics:**

**Instagram:** Instagram Insights will help you learn more about MSU-ASRC’s performance on Instagram.

• To view account insights:
  o Go to the MSU-ASRC profile on the mobile Instagram app
  o Tap the “Insights” action button. You can also go to ≡ in the upper right corner, and tap Insights
  o Tap the metrics under the “Overview” section or under specific content you’ve shared for a more detailed breakdown
From there you can gain insight into accounts reached, accounts engaged, content interactions, total followers, number of plays, etc. for a specific piece of content.

For a greater understanding of how to utilize these insights, please reference the About Instagram Insights page under Instagram's Help Center.

Facebook: Page Insights will help you learn more about MSU-ASRC’s performance on Facebook.

To view account insights from the computer:
- Log into Facebook and click the MSU-ASRC profile photo in the top right
- Click “See all profiles,” then select the Page you want to switch to
- Click “Insights” in the left menu

To view account insights from the mobile Facebook app:
- At the bottom of Facebook, tap ⌁ or the MSU-ASRC profile picture
- Tap ⓘ then select the Page you want to switch into
- Tap “See dashboard” at the top of your Page
- Tap “See more insights”

For a greater understanding of how to utilize these insights, please reference the See Page Insights on Facebook page under Facebook’s Help Center or About Insights in Meta Business Suite under Meta’s Business Help Center.

Twitter/X: The post activity dashboard will help you learn more about MSU-ASRC’s performance on Twitter/X.

To view post activity from the computer or mobile Twitter/X app:
- Log into Twitter/X
- Find the post you want to view activity for
- Click the ⏤ icon to open post analytics

For more information, access the Post Activity Dashboard Help Center and X Analytics page.

Preparing for Our Social Media Launch:
The MSU-ASRC will officially launch all of its social media platforms on September 2nd, 2024, at 12 p.m. EST. In order to prepare for this launch, the MSU-ASRC social media coordinator is encouraged to:

- Go through current list of accounts followed and ensure that the MSU-ASRC follows appropriate accounts (e.g., Michigan State University and MSU-endorsed pages, adaptive sport accounts, etc.). Unfollow any personal or inappropriate accounts.
- Update profile photo and cover photo.
- Update “About” sections
  - Official Instagram (Facebook, Twitter/X) of the Michigan State University Adaptive Sports & Recreation Club (MSU-ASRC)
  - Diversifying learning, advocating for equity & advancing inclusion at MSU since 2014
  - Include link to website

September 2024 post outlines are already included in the editorial and social media content calendars. However, the social media coordinator is responsible for finding and/or taking photos/videos for these posts. The social media coordinator is also responsible for creating the outline and finding content for the next month’s posts. It is recommended that the coordinator find and create content in two-week blocks.

Social Media Accessibility:
As a club that values inclusion and accessibility in our physical spaces, it is crucial that our online space is just as accessible.

University Communications at Michigan State University recommends these best practice guidelines for social media accessibility:

- **Alternative text:**
  - Include alternative or “alt” text with every photo or graphic posted. This text is read aloud by screen readers to visually impaired people and describes the photo posted.
  - See Harvard University’s resource for more information on how to write helpful alt text.
  - How to add alt text to images on Instagram, Facebook, and Twitter/X.

- **Hashtags:**
  - When using hashtags, capitalize the first letter of each word. This way, text-to-speech will read each word in the hashtag separately rather than as all one word.

- **Fonts:**
  - Utilize fonts that are native to the social media platform.
  - Don’t use non-native characters.

- **Emojis:**
  - Avoid using excessive emojis and ensure that the emojis you use match the description the screen reader will read aloud. Emojipedia has assigned descriptions for each emoji.
  - Avoid replacing words with emojis and place emojis at the end of your caption.

- **Videos:**
  - Ensure that all videos with sound are captioned. The captions must be readable and accurate.
  - How to add closed captioning to videos on Instagram, Facebook, and Twitter/X.

- **Graphics:**
  - Keep graphics simple. If the graphic is an image, a screen reader will not be able to read aloud the contents of the graphic. If this is the case, include the graphic’s contents in the alt text.

**Social Media Dos & Don’ts:**

**Please Do:**

- Post photos that are candid. It is okay if some photos are posed (e.g., an athlete smiling at the camera, a team picture, etc.) but try to post mostly candid images.
- Choose photos that have some element of MSU in it (e.g., MSU logo, Spartan colors, team shirts, etc.). We are trying to create our own brand and want viewers to identify with our content.
- Focus on our strengths when posting content:
  - Athletes
  - Large student volunteer base
  - Variety of sports offered
  - National and international competitions
  - Collaboration with many departments at MSU.
- Tag MSU and other relevant brands in certain posts. This increases the chances of their social media accounts seeing us and sharing our posts. However, do not tag too many people and also make sure that the posts we tag them in are of higher quality.
- Abide by logo rules set by MSU.
- Use colors from MSU’s color palette.
• Encourage volunteers, interns, athletes, and alumni to share our posts on their private accounts
• Ensure that all posts across all platforms are accessible
• Be consistent with tone and style throughout posts
• Follow other adaptive sports and MSU accounts with approval
• If feasible, give credit to whomever took the photos/videos we are using

Please Don’t:
• Post just to post. Content should be meaningful and engaging
• Use more than two hashtags on each post. The more hashtags a post has, the less engagement
• Write long, wordy captions. Instead, try to limit them to a sentence or two
• Post content that is inappropriate and/or misrepresents the MSU-ASRC
• Follow other people’s personal social media and or inappropriate/irrelevant accounts

MSU-ASRC Social Media Platforms & Account Information:

Instagram:
• Handle: @msuadaptiveclub
• Username: msuadaptiveclub@gmail.com
• Password: MorganOtero24!!!
• Hashtag: #MSUAdaptive

Facebook:
• Handle: MSU Adaptive Sports and Recreation
• Username: msuadaptiveclub@gmail.com
• Password: MorganOtero24!!!

Twitter/X:
• Handle: @MSUAdaptiveClub
• Username: msuadaptiveclub@gmail.com
• Password: MorganOtero24!!!
• Hashtag: #MSUAdaptive

The person appointed to run the social media accounts will need to meet with Piotr in order to log into each social media account for the first time. This is because logging into these accounts on a new device will trigger the two-step authentication process. Once an appointed intern or volunteer turns over their social media position, Piotr is responsible for changing the password and updating the password information in this document.

Additional Resources:
Links to important documents on Google:
• MSU-ASRC Social Media Folder
• MSU ASRC 2024-2025 Editorial Calendar
• MSU-ASRC 2024-2025 Social Media Content Calendar
• MSU-ASRC Social Media Metrics Tracking

See these resources below for more information on how to run a social media account:
• MSU Communications Social Media Guidelines: While these guidelines are mostly designed for people creating social media content as part of their institutional responsibilities, it is a good tool to refer to when posting for MSU-ASRC
• **Social Media Resources**: All resources are compiled and linked on the right of this page. Resources include guidelines on accessibility, analytics, strategy, editorial calendars, etc.
• **Canva**: On Canva, cool graphics can be created for our social media accounts
• **13 Essential Social Media Metrics in 2024**: Forbes article detailing metrics in order to track social media account growth
• **About Instagram Insights**: This page shows you how to access content analytics on Instagram
• **Page Insights on Facebook** and **About Insights in Meta Business Suite**: These pages show you how to access content analytics on Facebook
• **Post Activity Dashboard Help Center** and **X Analytics page**: These pages show you how to access post analytics on Twitter/X
• **Write Helpful Alt Text to Describe Images**: This Harvard resource gives helpful tips on how to write alternative text
• **Instagram, Facebook, and Twitter/X** help for writing image alt text
• **Emojipedia**: This website offers assigned descriptions for each emoji
• **Instagram, Facebook, and Twitter/X** help for adding closed captioning to videos
• **Logos and Marks**: Guidelines for using MSU logos and marks
• **MSU Brand Studio Color Palette**: MSU color palette and hex codes
• **Best Time to Post on Social Media in 2024 [All Networks]**: Strategy guidelines from Hootsuite going over best times to post on Instagram, Facebook, and Twitter/X

**Templates:**
These templates provide guidelines for posts utilizing content ideas listed above.

**How It Started vs. How It’s Going**
• Photos:
  o First photo: Old photo
  o Second photo: Recent photo
• Caption:
  o Include the phrase “How It Started vs. How It’s Going” first
  o Write a sentence or two describing both photos
• Hashtag:
  o On Instagram or Twitter/X, include the hashtag #MSUAdaptive
• Alt Text:
  o Include alt text for both images (see links above for how to include alt text in Instagram, Facebook, and Twitter/X)
• Example (Instagram):
  o See photos to the right

**Alumnus of the Week**
Collaborate with Piotr to choose an alumnus (e.g., athlete, volunteer, intern) to post about. These posts do not need to be done weekly. Also ensure that you get permission from the alumnus before you post.
PROMOTING AND SUSTAINING AN ADAPTIVE SPORTS PROGRAM

• Photo:
  o First photo: Current photo of the alumnus (ask them for a photo to use)
  o Second photo (optional): Photo of the alumnus participating in an adaptive sport. If there are no photos to choose from, the second photo option can be excluded from the post
• Caption:
  o The caption will contain some brief information about the alumnus. Please reach out to them and ask the following questions:
    ▪ What was your role with the MSU-ASRC (e.g., athlete, volunteer, intern)?
    ▪ What is your favorite memory with the MSU-ASRC? (Maximum of two sentences)
    ▪ What are your future career aspirations? Or, if you are already working, what is your current career path? (Maximum of one sentence)
  o The overall caption should look like this:
    Alumnus of the week
    Name:
    Role:
    Favorite MSU-ASRC Memory:
    Future career aspirations (or) Current career path (The heading you will use depends how they answer the question):
• Hashtag:
  o On Instagram or Twitter/X, include the hashtag #MSUAdaptive
• Tags:
  o Tag the person the profile is about
• Alt Text:
  o Include alt text for both images (see links above for how to include alt text in Instagram, Facebook, and Twitter/X)

Throwback Thursday
For this content, old club photos/videos will be posted on a Thursday.
• Photo:
  o An old photo or video
• Caption:
  o Include the phrase “Throwback Thursday” first
  o Write a sentence or two describing the photo. You can include information like the activity, location, special event, people in the photo, etc. in the caption
• Hashtag:
  o On Instagram or Twitter/X, include the hashtag #MSUAdaptive
• Alt Text:
  o Include alt text for images (see links above for how to include alt text in Instagram, Facebook, and Twitter/X)

This Week in Adaptive Sports
If there are any interesting or important things that happen within the overall adaptive sports community, feel free to share them! This type of content may be better as an Instagram story/highlight or a Twitter/X post rather than an Instagram post.
• Photo:
Include a photo of the event, the news article about the event, or repost a photo from another adaptive sports account

- **Caption:**
  - Include the phrase “This Week in Adaptive Sports”
  - If necessary, include a short sentence about the post (e.g., check out what this program is doing)

- **Hashtag:**
  - On Instagram or Twitter/X, include the hashtag #MSUAdaptive

- **Tags:**
  - If applicable, tag the original content poster

- **Alt Text:**
  - Include alt text for images (see links above for how to include alt text in Instagram, Facebook, and Twitter/X)

**Sharing is Caring**

The MSU-ASRC will share a post from a follower or member that is related to the club. Posts must be appropriate and of acceptable quality. If you want to use a post from another club member, make sure you ask for their permission. The MSU-ASRC should first post an Instagram story, Facebook post, or tweet presenting followers with the opportunity to create a post for the club to share. The social media coordinator would then choose which post to share across platforms.

- **Photo:**
  - Include chosen photo from follower or club member

- **Caption:**
  - Include the phrase "Sharing is Caring”
  - If the chosen photo has a caption, include the caption
  - Give credit to the member who created/submitted the post

- **Hashtag:**
  - On Instagram or Twitter/X, include the hashtag #MSUAdaptive

- **Tags:**
  - Tag the person who created the post

- **Alt Text:**
  - Include alt text for images (see links above for how to include alt text in Instagram, Facebook, and Twitter/X)

**Games or Tournaments**

Whenever the MSU-ASRC participates in a tournament, there are several different posts that can be made:

- **Informative post:**
  - This type of post will inform viewers about upcoming games/tournaments
  - Feel free to create a simple but fun informative graphic to post
  - Information should include:
    - Title of event
    - Date of event
    - Time of event
  - On Instagram, posts can be made either as an actual post or a story
  - **Caption:**
    - If the photo does not have the event information, include it in the caption
If the photo does have the event information, include a short, interesting caption

- **Travel/getting ready/playing post:**
  - These posts can be a fun video made up of different clips. Clips within the video could show athletes traveling to their destination, getting ready to play, meeting to discuss strategy, cheering on their teammates, playing the sport, etc.
  - **Caption:**
    - Include a short, interesting caption
  - **Music:**
    - If you want to put background music in the video, make sure it is appropriate (e.g., no swear words, derogatory language, inappropriate content, etc.)

- **Action post:**
  - Action posts will include photos of athletes in action during a game or tournament
  - **Caption:**
    - Include a short, interesting caption

- **Team post:**
  - Include a photo of the MSU-ASRC team. You can also include a group photo with the opposing team, volunteers, etc.
  - **Caption:**
    - Include a short, interesting caption

- **Results post:**
  - This post will showcase the results of the tournament or game. You can also utilize cool graphics to exhibit the results (see “Tournament Results Template” on Canva or Google Drive)
  - **Caption:**
    - Include a short, interesting caption talking about the results

- **Hashtag:**
  - On Instagram or Twitter/X, include the hashtag #MSUAdaptive
  - You can also include one other hashtag about the sport being played (e.g., #WheelchairBasketball, #WheelchairFloorball, #WheelchairTennis, #AdaptiveTrackAndField)

- **Tags:**
  - If applicable, tag relevant parties (e.g., opposing team’s social media)

- **Alt text:**
  - Make sure that the alt text includes any informational text written in the image (see links above for how to include alt text in Instagram, Facebook, and Twitter/X)

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**Meet the Staff/Athletes/Interns**

One of the best things about our program are the people! Because of this, we want to showcase all the wonderful members of our club.

- **Photo:**
  - First photo: Use “Meet the Staff/Athletes” template on Canva or Google Drive for staff or athletes. For interns, use the “Interns Template” on Canva or Google Drive
  - Second photo: For staff or athletes, use a photo of them participating in an adaptive sport. If there are no photos to choose from, take a photo of them participating at practice. For the interns, the post will be a compilation of a title post followed by a separate profile of each intern
• Caption:
  o The caption will contain some brief information about the club member. Please reach out to them and ask the following questions:
    ▪ Athlete:
      • What inspired you to start playing adaptive/wheelchair sports? (Maximum of two sentences)
      • What is your favorite adaptive/wheelchair sport to play?
      • What are your adaptive sport goals? (Maximum of two sentences)
      • What is a fun fact about you? (Maximum of one sentence)
    ▪ Staff Member:
      • What is your role as a staff member of this club?
      • What do you hope to contribute to our club? (Maximum of two sentences)
      • How do you hope to see this club grow? (Maximum of two sentences)
      • What is a fun fact about you? (Maximum of one sentence)
    ▪ Intern: (these questions will be shown in the graphic)
      • Why did you choose this club for your internship? (Maximum of two sentences)
      • What are specific skills or knowledge areas you’re hoping to develop during your time here? (Maximum of two sentences)
      • What is your desired future career?
      • What is a fun fact about you? (Maximum of one sentence)
  o The overall caption should look like this:

Meet (athlete name)!
Inspiration to play adaptive sports:
Favorite adaptive sport to play:
Adaptive sport goals:
Fun fact:

Meet (staff member name)!
Role:
What do you hope to contribute to the MSU-ASRC?:
How would you like to see this club grow?:
Fun fact:

Meet our (semester and year) interns!

• Hashtag:
  o On Instagram or Twitter/X, include the hashtag #MSUAdaptive
• Tags:
  o If applicable, tag the person the profile is about
• Alt Text:
  o Include alt text for images (see links above for how to include alt text in Instagram, Facebook, and Twitter/X)
  o Make sure alt text includes any informational text written in the image
Program Milestones
As the MSU-ASRC continues to grow, we will be celebrating a lot more milestones (e.g., program anniversary, addition of new sport opportunities, total volunteer hours, amount of volunteers or athletes, etc.). It is important to post about these so that people can see how much the program has positively developed.

• Photo:
  o A photo announcing the milestone. This can be a cool graphic or a picture related to the milestone being celebrated
• Caption:
  o Include the phrase “Program Milestone” first
  o Write a sentence or two describing the milestone
• Hashtag:
  o On Instagram or Twitter/X, include the hashtag #MSUAdaptive
• Alt Text:
  o Include alt text for images (see links above for how to include alt text in Instagram, Facebook, and Twitter/X)
  o If you are including any text in the image, make sure it is also written in the alt text

Points of Pride
Here we can highlight the wonderful things that make our program unique (e.g., our volunteer base, array of adaptive sport opportunities offered, collaborations with MSU departments, etc.)

• Photo:
  o A photo or graphic demonstrating one of our pride points
• Caption:
  o Include the phrase “Points of Pride” first
  o Write a sentence or two describing the point of pride
• Hashtag:
  o On Instagram or Twitter/X, include the hashtag #MSUAdaptive
• Alt Text:
  o Include alt text for images (see links above for how to include alt text in Instagram, Facebook, and Twitter/X)
  o If you are including any text in the image, make sure it is also written in the alt text

New Grant Announcement or Equipment Unboxing
As we get a new grant, we can announce it on our social media. We can also create equipment “unboxing” videos where we showcase our new equipment (e.g., wheelchairs, sport equipment, etc.)

• Photo:
  o Grant: include a photo of the MSU-ASRC receiving the grant or a graphic with the grant title and other important information
  o Equipment unboxing: include a video of Piotr or a volunteer/intern/athlete unboxing the equipment. Give a description about the equipment along with what it will be used for
• Caption:
  o Include the phrase “Grant Announcement” or “Equipment Unboxing” first
  o Write a sentence or two describing the grant. Or include a creative caption for the equipment unboxing
• Hashtag:
  o On Instagram or Twitter/X, include the hashtag #MSUAdaptive
• Tags:
  o If applicable, tag relevant parties (e.g., if unboxing a new wheelchair, tag the company)
• Alt Text:
  o Include alt text for images (see links above for how to include alt text in Instagram, Facebook, and Twitter/X)
  o If you are including any text in the image, make sure it is also written in the alt text

**Special Events**
The MSU-ASRC has the privilege of participating in many special events throughout the school year (e.g., Tower Guard Shamrock 5K, Izzo Legacy Walk/Run/Roll, holidays, etc.).

• Photo:
  o A photo, or several, of MSU-ASRC members during the event
• Caption:
  o Write a quick caption naming the event and MSU-ASRC’s involvement
• Hashtag:
  o On Instagram or Twitter/X, include the hashtag #MSUAdaptive
• Tags:
  o If applicable, tag relevant parties (e.g., for the Shamrock 5K, tag the MSU Tower Guard)
• Alt Text:
  o Include alt text for images (see links above for how to include alt text in Instagram, Facebook, and Twitter/X)

**Inside Look**
These posts give viewers an inside look into a daily MSU-ASRC practice. This can be shown through photos of athletes participating in practice, videos of practice, a video with clips from the entirety of practice (setting up, different athletes working on different things, playing sports, clean up, etc.).

• Photo:
  o Photos or a video of practice
• Caption:
  o First include the phrase “Inside Look”
  o Write a quick caption about the practice
  o If the feature of the post is an athlete participating in a sport (e.g., rowing, bocce ball, hand cycling, etc.), feel free to ask them about their desired goal for that sport. You can even include stats like number of rows, lap times, etc.
• Hashtag:
  o On Instagram or Twitter/X, include the hashtag #MSUAdaptive
  o You can also include one other hashtag about the sport being played (e.g., #WheelchairBasketball, #WheelchairFloorball, #WheelchairTennis, #AdaptiveTrackAndField)
• Tags:
  o If applicable, tag featured athletes
• Alt Text:
  o Include alt text for images (see links above for how to include alt text in Instagram, Facebook, and Twitter/X)

**Instagram Highlights**
One cool feature on Instagram is the ability to have Highlights. This allows you to group past Instagram stories together under a common category. Categories can include, but are not limited to:
• Specific tournaments (2024 Swiss Wheely Open Wheelchair Floorball Tournament, 2024 MSU Wheelchair Basketball Invitational, MSU Trashketball Tournament, etc.)
• Different sport practices (Wheelchair Floorball Practice, Wheelchair Basketball Practice, Wheelchair Tennis Practice, etc.)
• Adaptive Sport News: sharing interesting or informative news in the world of adaptive sports

Stories and Highlights are a great way to post more content while not overwhelming the viewer’s Instagram feed. However, Instagram stories are not accessible to screen readers, so make sure that important information is not solely being posted in these stories. If a video is being posted on a story, ensure that the video is captioned. This can be done by selecting the [CAPTIONS] sticker. The video will automatically be transcribed, and it is best practice to watch the video and edit the captions as needed.

Contact:
Thank you for taking the time to read and understand this document. It is important to us that we develop a solid and reputable online presence in order to increase awareness about the MSU-ASRC. New ideas and creativity are always encouraged; however it is imperative that these ideas are run by program director Piotr Pasik before being initiated.

If you have any questions about social media, accessibility, or this document, please feel free to contact Morgan Otero at:

• Email: [Email]
• Cell: [Cell]
MSU-ASRC Social Media Coordinator Checklist

Listed below are duties for the social media coordinator to perform in a timely manner. This will ensure that the MSU-ASRC develops a reliable and engaging online presence.

For MSU-ASRC’s social media launch in September 2024:

☐ Go through current list of accounts followed and ensure that the MSU-ASRC follows appropriate accounts. Unfollow any personal or inappropriate accounts
☐ Update profile photo and cover photo if applicable
☐ Update “About” sections
☐ Add website link

General Duties:

☐ Attend special events to take photos and videos
☐ Select practices to attend in order to gather content
☐ Gather photos and videos from other club members
☐ Create new creative graphics on Canva as needed
☐ Come up with creative content ideas (look at other adaptive social media accounts for inspiration)

To perform immediately:

☐ Submit posts to Piotr one week before scheduled posting time
☐ Fill out social media content and editorial calendars two weeks in advance. Also, if feasible, gather content needed two weeks in advance
☐ Adhere to social media posting schedule
☐ Respond to questions on posts

Once a month:

☐ Look at site analytics and place stats in social media metric tracking sheet

At the end of the semester:

☐ Perform a social media audit to understand what is working/not working across platforms
### Appendix C

#### MSU-ASRC 2024-2025 Editorial Calendar Template

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#### MSU-ASRC 2024-2025 Social Media Content Calendar Template

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#### MSU-ASRC Social Media Metrics Tracking (Instagram, Facebook, Twitter/X)

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Appendix C Continued

**MSU-ASRC Social Media Post Graphic Templates**

![MSU-ASRC 2024-2025 Schedule](image1)

<table>
<thead>
<tr>
<th>Day</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sunday</td>
<td>Wheelchair Football 11am-3pm @ Dearhard</td>
</tr>
<tr>
<td>Monday</td>
<td>Adaptive Tennis 11am-1pm @ Dearhard</td>
</tr>
<tr>
<td>Tuesday</td>
<td>Adaptive Tennis 11am-1pm @ Dearhard</td>
</tr>
<tr>
<td>Wednesday</td>
<td>Wheelchair Tennis 6:30pm-9pm @ Dearhard</td>
</tr>
<tr>
<td>Thursday</td>
<td>Adaptive Tennis 11am-1pm @ Dearhard</td>
</tr>
<tr>
<td>Friday Morning</td>
<td>Wheelchair Basketball 10am-12pm @ Dearhard</td>
</tr>
<tr>
<td>Friday Evening</td>
<td>Wheelchair Football 7pm-9pm @ Dearhard</td>
</tr>
</tbody>
</table>

![FIRST NAME LAST NAME](image2)

**FIRST NAME LAST NAME**

- WHY DID YOU CHOOSE THE MSU-ASRC FOR YOUR INTERNSHIP?
  - Insert answer here
- WHAT SKILLS/KNOWLEDGE ARE YOU HOPING TO DEVELOP?
  - Insert answer here
- CAREER PATH:
  - Insert answer here
- FUN FACT:
  - Insert answer here

![TOURNAMENT NAME RESULTS](image3)

**TOURNAMENT NAME RESULTS**

1. # vs. #
2. # vs. #
3. # vs. #
4. # vs. #

![MEET THE STAFF](image4)

**MEET THE STAFF**

Piotr Pasik
Program Founder/Director

![MEET THE ATHLETES](image5)

**MEET THE ATHLETES**

Athlete Name
Appendix D

Michigan State University Adaptive Sports & Recreation Club Feedback Form Questions

This Qualtrics survey acts as a feedback tool for members of the MSU-ASRC and should take 5-10 minutes to complete. We value this information and will use it to further improve our program to make it beneficial for all participants.

1. Please select your affiliation with the MSU-ASRC
   a. Athlete (recreational or competitive)
   b. Intern/KIN-tern
   c. Volunteer
   d. Alumnus
   e. Guest
   f. MSU employee
   g. Academic project personnel
   h. Other: _________________

2. For how long have you been a member of the MSU-ASRC?
   a. Less than 1 year
   b. 1-3 years
   c. 4-6 years
   d. 7-9 years
   e. More than 9 years

3. How did you hear about the MSU-ASRC?

4. What do you like about the MSU-ASRC?

5. How can the MSU-ASRC better meet your needs? Please list any suggestions/comments you have to make this club better

6. Are there any barriers (e.g., transportation, practice time, location, knowledge of club events, etc.) impacting your engagement in this club? If so, what are they?

7. How likely are you to recommend the MSU-ASRC to a friend or peer?
   a. Extremely unlikely
   b. Somewhat unlikely
   c. Neither likely nor unlikely
   d. Somewhat likely
   e. Extremely likely
Appendix D Continued

Feedback Form Informational Flyer

Feedback Form

We value your feedback! If you are a previous or current member of the Michigan State University Adaptive Sports & Recreation Club (MSU-ASRC) please scan the QR code or search the link to open the survey. This survey should take around 5-10 minutes to complete and information will be used to further improve our program to make it beneficial for all.

https://msu.co1.qualtrics.com/jfe/form/SV_bwNSfZmS1d0yFxA
Appendix E

2024 Michigan State University Wheelchair Basketball Invitational

Michigan State University
Wheelchair Basketball Invitational

Michigan State University
Adaptive Sports & Recreation Club
Est. 2014

VS.

M | WHEELCHAIR BASKETBALL

Come watch us play!

Date: March 9th, 2024
Game Times: Game 1: Noon. Game 2: 3 p.m.
Location: IM Sports Circle
308 W Circle Drive, East Lansing, MI
Contact: morgan.e.otero@wmich.edu
2024 MSU-ASRC Trashketball Tournament

**MSU ADAPTIVE SPORTS & RECREATION CLUB**

**TRASHKETBALL TOURNAMENT**

**Team U.S.A. Wheelchair Floorball Fundraiser**

**Date:** April 6th, 2024  
**Time:** Any 2-hour slot between 10 am - 10 pm  
**Location:** Jenison Field House  
**Entry Fee:** $10 a player for 3 games  
**Registration Deadline:** April 3rd, 2024

Questions: morgan.e.oterowmich.edu
The Michigan State University Adaptive Sports & Recreation Club (MSU-ASRC) is a registered student organization open to athletes with physical disabilities and able-bodied volunteers who are MSU students, employees, alumni, or members of the greater community. We offer a variety of individual and team-based adaptive recreation and wheelchair sport opportunities.

**Practice Schedule**

- **Mondays: Adaptive & Wheelchair Sports**
  - 7 pm - 9 pm @ Jenison Field House (indoor track)
- **Wednesdays: Wheelchair Tennis**
  - 6:30 pm - 8:30 pm @ MSU Indoor Tennis Facility
- **Thursdays: Adaptive & Wheelchair Sports**
  - 7 pm - 9 pm @ Jenison Field House (indoor track)
- **Friday Mornings: Wheelchair Basketball**
  - 10 am - 12 pm @ IM Sports Circle (1st floor gym)
- **Friday Evenings: Wheelchair Floorball**
  - 7 pm - 9 pm @ Demonstration Hall
- **Sundays: Wheelchair Floorball**
  - 12 pm - 2 pm @ Demonstration Hall

**Why Become an Athlete?**
- Engage in physical activity
- Become part of a disability community
- Develop and achieve health-related goals

**Why Become a Volunteer?**
- Apply health and fitness knowledge
- Gain different perspectives on ability
- Acquire skills to apply in your future career

**Contact**

Piotr Pasik
Program Founder/Director
Cell: (248) 495-1049
Email: pasikpio@msu.edu

For more information, visit our website: msuadaptiveclub.com
Appendix G

MSU-ASRC Volunteer Orientation PowerPoint

Volunteer Orientation

Tell Us About You!

Name
Major
Sport and/or coaching experience
Previous experience with individuals with disabilities
What can you bring to this club? What are you expecting to get?

Orientation Outline

- About Our Program
- Wheelchair Sports & Adaptive Recreation Opportunities
- Practice Spaces
- Safety
- Volunteer Expectations
- Questions

Program History

Established in September of 2014, the Michigan State University Adaptive Sports & Recreation Club (MSU-ASRC) is a registered student organization that serves as the disability sports program on our campus. Membership is free and open to athletes with physical disabilities, able-bodied volunteers, and academic projects personnel who are MSU students, employees, alumni, or members of the greater community.

About Our Program

Our Purpose

Create and cultivate a physically and socially accessible space
Establish an integrated community of peers between athletes with physical disabilities and able-bodied volunteers
Validate the disability experience by participating in innovative societal stereotypes and invalid self-perceptions about disability

Open doors to a wide variety of quality wheelchair and adaptive sports opportunities
Promote the physical health, psychological wellness, and social inclusion benefits of physical activity to persons with disabilities

Athletes

The MSU-ASRC is diverse and athlete disabilities include but are not limited to:
- Amputee
- Brittle bone disease
- Cerebral palsy
- Spina bifida
- Spinal cord injury
- Multiple sclerosis
- Muscular dystrophy
- Polio
- Stroke
- Traumatic brain injury

Over 200 athletes
Volunteers

MSU ASPC seeks to create opportunities for EXPOSURE, ENGAGEMENT, and EDUCATION amongst volunteers.

Trashketball

An adapted form of basketball, utilizing trash cans instead of basketball hoops.

**Rules for Playing:**
- All passes and shots must be bounces.
- Points are scored by bouncing ball into trash can.
- Trash can must remain up for points to be counted.
- Number of bounces equals number of points scored.
- Players must dribble every two wheelchair pushes.
- All players must remain outside of key except to rebound the ball.

Wheelchair Tennis

**Rules for Playing:**
- Two bounces of the ball on receiving player's side of the net.
- Standard court size.
- Standard scoring.

**Schedule:**

Days & Times: Wednesdays 6:30 pm - 8:30 pm
Location: MSU Indoor Tennis Facility
Address: 3571 E. Mount Hope Avenue, Lansing, MI 48910

Wheelchair Basketball

**Rules for Playing:**
- Players must dribble every two wheelchair pushes.
- Standard court size.
- Standard basketball rules.

**Schedule:**

Days & Times: Fridays 10:00 am - 12:00 pm
Location: MSU A & P Sports Circle (1st floor gym)
Address: 308 West Circle Drive, East Lansing, MI 48824

Wheelchair Floorball

**Rules for Playing:**
- A player cannot touch the ball with their hands at any time.
- Tripping: digging for ball under an opponents chair.
- Only a teammate can get the ball and head
- High-sticking: any ball that is played above the height of the large wheel
- Players must remain fully seated in their chair when attempting to score.
- Board dimensions for setup: 12x12

**Schedule:**

Days & Times:
- Fridays: 2:00 pm - 4:00 pm
- Saturdays: 10:00 am - 2:00 pm
Location: MSU Demonstration Hall
Address: 229 Dem Hall Road, East Lansing, MI 48824

Adaptive Sports

MSU ASPC offers the following adaptive sport opportunities:
- Adaptive Rowing
- Adaptive Track & Field
- Bocce Ball
- Discus Throw
- Hand Cycling
- Trashketball

**Schedule:**

- Days & Times: Mondays and Thursdays 7:00 pm - 9:00 pm
- Location: Jenison Field House (indoor track)
- Address: 229 Kalamazoos Street, East Lansing, MI 48824

Practice Spaces

Wheelchair Sports & Adaptive Recreation Opportunities

Over 1,000 Volunteers
Practice Spaces

Jenison Field House
MSU Indoor Tennis Facility

Practice Spaces Continued

Demonstration Hall
IM Sports Circle

Some spaces require your MSU Student Identification card

Safety

Buffalo

Wheelchair Safety

Security
Biomechanics
Hand Care

- Fasten lap strap while seated
- Ensure that feet are on top of footrest and foot strap is fastened
- Be mindful when transferring into and out of chair
- Do not stand on footplate when getting out of chair
- Maintain an upright posture
- Push evenly with both hands
- Push with long, smooth strokes
- Position hands appropriately

- It is common to get calluses, blisters, and friction blisters on your hands. Make sure to adjust your grip as needed, wash your hands after playing, and perform wound care. Gloves (e.g., weightlifting gloves) can also be worn

Perr (2021)

Volunteer Expectations

Many athletes in our program can transfer independently. However, some require various levels of transfer assistance

Perr (2021)

General Transfer Safety

Set Up
Body Mechanics
Transfer

- Plan ahead
- Determine assist needed
- Make sure the wheelchair is locked and footrests are out of the way
- Make sure transfer surface is stable and locked
- Position wheelchair at a 45-degree angle from the transfer surface

- Pivot with legs
- Do not twist or rotate spine when turning
- Engage the larger muscles in hips and abdomen when lifting
- Bend the hips and knees
- Pivot stance to increase base of support
- Get as close as possible to athlete

- Communicate clearly with those involved
- Move slowly
- Do not pull on athlete’s legs or arms
- Utilize momentum
- Ask athlete to lean forward
- If you are unsure of anything, ask for help

Perr (2021)

Scheduling

- Scheduling is done on a weekly basis
- Perr will send the weekly schedule via text on Sunday evening to all current volunteers
- Perr will schedule volunteers based on their availability and the club’s needs for that week
- Please read the text and communicate with Perr each week regarding your availability
- There are limited spots every week in order to maintain an acceptable athlete-volunteer ratio of no more than 1:1
- It is important to commit to staying the entirety of practice
- If you need to leave early, let Perr know
- Communicate as soon as possible if you cannot attend practice
- Consistently unreliable volunteers who do not communicate their availability might not be scheduled

Perr (2021)

Practice

Before
- Arrive at Demonstration Hall 90 minutes early for set up
- Assist in practice set up
- Be mindful of athletic events that may limit parking availability

- Volunteers will either be assigned to work individually with an athlete or participate in sport

During
- After
- Avoid starting cleanup until after practice officially ends
- After practice ends, assist in cleanup

Perr (2021)
**Working with an Athlete**

- Take initiative to identify health-related goals with participating athletes.
- Not all athletes will have a goal in mind so feel free to offer suggestions.
- Encourage consistent attendance and its importance to achieving goals.
- Emphasize athletes are there for them to assist in attaining health-related goals and improving sports skills.
- Do not hesitate to develop a workout plan (we have weights and TheraBands) that builds off of previous sessions. You are also encouraged to create a exercise/tracking sheet for the athlete you are working with.
- Be creative!

**Equipment Care**

- Treat chairs as if they are your own
- Place equipment back in the appropriate labeled area
- For chair organization and ideal stacking, refer to informational sheets posted on doors
- Ask another volunteer or intern if you are unsure where something goes.
- Ensure all wheelchair, fluid cycle, rowing machine, and mobility sled straps are secured after practice and during transportation.
- If you remove wheelchair wheels, make sure they are replaced correctly.
- Wheel labels can be found written on the inner face of the tire.
- Please do not sponge or touch equipment under the “Equipment Temporary Out of Order” label.
- If you are the last to leave, make sure both doors are locked and nothing is left out.

**Other Guidelines**

**Bathroom Rules:**

- Volunteers may not accompany any athletes to a restroom for any reason.

**Sharing Personal Information:**

- Be mindful when sharing personal information with other individuals.

**Respecting Space:**

- Respect the personal space of athletes and other volunteers/interns.
- High fives, fist bumps, and handshakes are acceptable. Please avoid more intimate physical contact such as hugging.

**Posting Online:**

- Avoid posting misleading and/or inappropriate content about the MSU-ASRC online.

**Forms**

Please scan the QR codes below and fill out each form:

- MSU-ASRC Waiver
- Volunteer Intake Form

**Questions?**

**References**

Appendix H

*MSU-ASRC New Intern PowerPoint*

This PowerPoint presentation contains the same information as the Volunteer Orientation PowerPoint. Thus for brevity, only slides containing information relevant to new interns will be shown below.

**New Intern Orientation**

**Welcome Interns!**

**Orientation Outline**

- About Our Program
- Wheelchair Sports & Adaptive Recreation Opportunities
- Practice Spaces
- Safety
- Intern Expectations
- Questions

**Intern Expectations**

**Scheduling**

- The first practice session of the semester is mandatory
- All practice sessions are mandatory. Must be present and ready to participate
- There must be at least one intern scheduled for every practice
- Missing practice:
- You may miss a practice if you are scheduled to intern so long as you communicate to
  Post in writing email or text within 48 hours of the scheduled practice
- Interns are expected to arrive 30 minutes early to Demonstration Hall before each
  practice begins to assist in set up
- Please check the MSU Athletic Calendar for events that may impact
  transportation/parking so that you can arrive to practice on time
- Interns are also expected to stay after practice ends for 30 minutes to assist in clean up
  along with an informal practice recap
- If you are scheduled to attend a practice, make sure you can stay the full three hours

**This Semester’s Schedule**

Listed below are practice times and locations for this semester. Time range includes set up
and clean up. Interns are expected to be at Demonstration Hall for set up by the specified
time unless otherwise noted.

- Monday: 6:30 pm - 9:30 pm at Jenison Field House
- Wednesday: 6:00 pm - 9:00 pm at MSU Indoor Tennis Facility
- Thursday: 6:30 pm - 9:30 pm at Jenison Field House
- Friday:
  - Morning: 9:30 am - 12:30 pm at IM Sports Circle
  - Evening: 6:30 pm - 9:30 pm at Demonstration Hall
- Sunday: 11:30 am - 2:30 pm at Demonstration Hall
Promoting and Sustaining an Adaptive Sports Program

Internship Hours

- The MSU Kinesiology Department requires all interns to complete 135 hours for their KIN internship.
- Each practice counts as three hours toward the 135 hour requirement.
- It is recommended that you attend at least three practices a week to stay on track.
- PoTr will keep track of all intern hours. However, it is important that you also keep track of those hours in your internship log.
- PoTr will ask for your log during midterm and finals in order to complete evaluations.
- All hours must be completed by the start of exam week.

Equipment Care

- Treat chairs as if they are your own.
- Place equipment back in the appropriate labeled area.
- For close organization and chair stacking, refer to information sheet posted on doors.
- Even numbered chairs should be stacked atop odd numbered chairs.
- Ask PoTr if you are unsure where something goes.
- Ensure all wheelchair, hand cycle, rowing machine, and mobility aid straps are secured after practice and during transportation.
- If you remove wheelchair wheels, make sure they are replaced correctly.
- Wheel labels can be found written on the inner face of the tire.
- Please do not remove or touch equipment under the "Equipment: Temporarily Out of Order" label.
- If you are the last to leave, make sure both doors are locked and nothing is left out.

Keys to Success

- Take initiative
- Stay engaged
- Put forth your best effort
- Communicate concerns and ask questions
- See every experience as a learning opportunity
- Pace yourself from the beginning to reach your hours requirement

Practice Layout

<table>
<thead>
<tr>
<th>Before</th>
<th>During</th>
<th>After</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arrive at Demonstration Hall 30 minutes early for set up.</td>
<td>Interns will either be assigned to work with an athlete or participate in sport. If you are working with an athlete, track their progress and goals.</td>
<td>Avoid starting cleanup until after practice officially ends.</td>
</tr>
<tr>
<td>Assist in practice set up.</td>
<td>Be mindful of athletic events that may limit parking availability.</td>
<td>After practice ends, assist in cleanup.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Participate in informal practice recap.</td>
</tr>
</tbody>
</table>

Recommendation Letters

- If you would like a letter of recommendation for employment, graduate school, scholarships, etc., please email PoTr a current resume and information regarding what the letter is for at least three weeks in advance.
- For academic integrity and ethical reasons, PoTr will not provide copies of requested letters of recommendation.
- An overwhelming majority of individuals who have requested a letter of recommendation have had positive results with their employment, graduate school, and/or scholarship applications.

Takeaways

On the surface, this internship is wheelchair adaptive sports. Underneath there is plenty of sport psychology, motivation, coaching, and transferable independent living skills that make daily activities easier. You are learning flexibility, creativity, and problem solving in a diverse setting. These are skills that you can apply in your future career. You are encouraged to not only assist our athletes in making the most out of their time at practice, but to also make the most out of this unique learning opportunity for yourselves.
Appendix I

Michigan State University Adaptive Sports & Recreation Club Code of Conduct

This document establishes the Member Code of Conduct that program members of the Michigan State University Adaptive Sports and Recreation Club (MSU-ASRC) agree to uphold while participating in any program event. In addition to following the MSU-ASRC Code of Conduct, each program member is expected to:

1. Abide by all government laws
   a. State
   b. Federal
   c. International

2. Follow the university regulations established by Michigan State University (MSU) including, but not limited to:
   a. MSU Office for Civil Rights & Title IX Education & Compliance
      i. MSU Relationship Violence, Sexual Misconduct & Title IX Policy
      ii. MSU Anti-Discrimination Policy
      iii. MSU Notice of Non-Discrimination
   b. MSU Office of Spartan Experiences
      i. Spartan Life Handbook & Resource Guide
   c. MSU Human Resources
      i. University-Wide Policies & Procedures
      ii. Faculty & Academic Staff Handbook
      iii. Support Staff Handbook
   d. MSU Facility Regulations

Definitions:

1. A program member includes but is not limited to:
   a. Program Athlete
      i. Recreational Athlete: must be able to safely play a given sport, with or without reasonable accommodations
      ii. Competitive Athlete: must be able to safely play a given sport in accordance with the rules as well as classification and equipment guidelines established by the governing body of the sport in question
   b. Program Intern/KIN-tern
   c. Program Volunteer
   d. Program Alumnus
   e. Program Guest
   f. Program Staff
   g. Academic Project Personnel

2. A program event includes any local, in-state, out-of-state, or international event that the MSU-ASRC hosts or attends
The purpose of this code of conduct is to promote accountability and set expectations in order to ensure that the MSU-ASRC is a safe, welcoming, and collaborative environment amongst all participants. The MSU-ASRC supports equal opportunity, prohibits discriminatory practices, and is committed to providing an environment in which all individuals are treated with respect and fairness.

Please take the time to read through and develop an understanding of these standards as they relate to your involvement in the MSU-ASRC.

PERSONAL CONDUCT AND RESPONSIBILITIES
Members are expected to adhere to the following:

1. Abide by all government laws, university regulations, team rules
2. Report rule violations to MSU-ASRC program director Piotr Pasik or floorball coach Justin Scott
3. Zero tolerance policy for discrimination, physical abuse, harassment, intimidation, theft, violence, and bullying
4. Demonstrate good sportsmanship
5. The possession or use of alcohol, tobacco, drugs, fireworks, guns, and other weapons while participating in club activities is prohibited
6. Inappropriate use of cameras, imaging, and other digital recording devices, including camera, imaging, and other digital recording applications on smartphones and mobile devices, in showers, restrooms, locker rooms, and other areas where privacy is expected by participants is prohibited

ACADEMIC RESPONSIBILITIES
Each MSU-ASRC student-athlete is expected to prioritize their academic education at the University and will:

1. Attend all classes, other than in the case of excused absences, and participate fully (i.e. completing all assignments, exams, and other classroom expectations as set out by the instructor)
2. Inform the instructor of class conflicts (e.g. tournaments) in a timely manner to request absence or other accommodations
3. Make satisfactory progress towards a degree and maintain good academic standing
4. Maintain a minimum cumulative grade point average (GPA) set by their academic unit
5. Adhere to the University’s policies regarding academic integrity and honesty

ATHLETIC RESPONSIBILITIES
Members are expected to:

1. Treat all equipment and practice facilities with respect. This means not interacting with equipment that does not belong to the MSU-ASRC
2. Demonstrate good sportsmanship against opponents and teammates during all practices and games
3. Be respectful to all athletes, volunteers, interns, coaches, and directors
4. Abide by rules for all games (e.g., floorball, tennis, basketball)

SPORTSMANLIKE CONDUCT
Unacceptable athletic behavior includes but is not limited to:

1. Verbal or physical abuse directed at teammates, opponents, officials, coaches, or spectators
2. Use of inappropriate language or gestures
3. Negative or unkind comments made toward others
4. Excessive celebration following a significant play
5. Making derogatory or discriminatory remarks to others

OFF CAMPUS CONDUCT
During off campus events (e.g., in-state/out-of-state/international tournaments) in which the MSU-ASRC participates, involved members are expected to:

1. Represent the MSU-ASRC and MSU with integrity and honor
2. Abide by standards mentioned above regarding personal conduct, athletic responsibilities, and sportsmanship
3. Follow itinerary set forth by program director, tournament personnel, and/or other responsible parties
4. Avoid use or consumption of alcohol and/or other drugs during and for the entirety of said off-campus event

SEXUAL MISCONDUCT AND TITLE IX POLICY
The MSU-ASRC has a zero tolerance policy regarding sexual harassment and misconduct. MSU’s statement on sexual misconduct and Title IX is as follows:

“Michigan State University (“MSU” or the “University”) strives to provide an academic and work environment that fosters the values of safety; mutual respect; dignity; equity; responsibility; and clear and timely communication. Relationship violence, sexual misconduct, and stalking are in direct conflict with our institution’s values and policies and present barriers to fulfilling the University’s Missions. The University’s commitment to preventing and responding to relationship violence, sexual misconduct, and stalking applies to admissions, employment, and access to and treatment in University programs and activities. Additionally, the University complies with Title IX of the Higher Education Amendments of 1972, 20 U.S. C. § 1681 et seq. (“Title IX”), which prohibits discrimination based on sex in education programs or activities; Section 1557 of the Affordable Care Act (“ACA”), which prohibits sex discrimination in applicable health programs or activities; and Title VII of the Civil Rights Act of 1964, which prohibits sexual harassment in employment; as well as other federal and state laws (including the Elliott-Larsen Civil Rights Act).”

The MSU Relationship Violence and Sexual Misconduct Policy applies to all MSU students, employees, or third-party community members. This policy provides a procedure for reporting and resolving complaints of sex discrimination (including sexual harassment and sexual assault).

Prohibited actions are, but not limited to, the following:

1. Unwelcome efforts to develop a romantic or sexual relationship
2. Unwelcome commentary about an individual’s body or sexual activities
3. Threatening to engage in the commission of an unwelcome sexual act with another person
4. Stalking or cyberstalking
5. Engaging in indecent exposure, voyeurism, or other invasion of personal privacy
6. Unwelcome physical touching or closeness
7. Unwelcome jokes or teasing of a sexual nature or based upon gender or sex stereotypes
8. Sexual violence
If any member of the MSU-ASRC feels that they have been sexually harassed or has witnessed sexual harassment, they should immediately notify Piotr Pasik and/or contact MSU’s Title IX Coordinator Laura Rugless, JD at (517) 884-0610 or OCR.LauraRugless@msu.edu

HARASSMENT AND DISCRIMINATION
The MSU-ASRC has a zero tolerance policy for harassment and discrimination toward any group. MSU’s statement on harassment and discrimination is as follows:

“Michigan State University ("MSU" or the "University") prohibits discrimination and harassment on the basis of race, ethnicity, color, national origin, sex, disability, religion, age, gender, gender identity, genetic information, disability, height, marital status, political persuasion, sexual orientation, veteran status, or weight in its programs and activities. MSU also prohibits retaliation against those who report discrimination or harassment, or who participate in the University's investigation and handling of such reports. Title IX prohibits retaliation against reporters of sex discrimination, including reports of sex discrimination against administrators and other employees. MSU independently investigates allegations of retaliation and will take strong responsive actions if retaliation occurs.

MSU Anti-Discrimination Policy

Any student, employee, patient or third party who believes he or she has been discriminated against or harassed is encouraged to report the incident(s) to MSU’s Office of Institutional Equity (OIE), law enforcement, or both.

Report to the Office of Institutional Equity (OIE) by completing the online Public Incident Reporting Form or by calling, emailing, or visiting the OIE office.
- Address: 408 W. Circle Dr., Suite 4, Olds Hall, East Lansing, MI 48824
- Phone: 517-353-3922
- E-mail: oie@msu.edu
- Online reporting: Public Incident Reporting Form

Contact the MSU Police (or your local law enforcement) for assistance in filing a criminal complaint and preserving physical evidence
- MSU Police Department
  - Address: 1120 Red Cedar Rd., East Lansing, MI 48824
  - Emergencies: call 9-1-1
  - Non-Emergency Line: 517-355-2221

PHYSICAL ASSAULT AND ABUSE
The MSU-ASRC has a zero tolerance policy regarding physical assault, abuse, and/or hazing. MSU’s statement on hazing is as follows:

“Michigan State University is committed to providing a safe environment in which all students have the right to belong to student organizations without undergoing hazing as a right of entry. As such, it is the policy of the University that hazing is strictly prohibited. Hazing can result in irrevocable harm to students, their families, and the University community. No student organization or individual student shall conduct nor condone hazing activities. Any group or individual responsible for hazing may be subject to disciplinary action, criminal prosecution, and/or civil prosecution.”
Examples of hazing are, but not limited to, the following:
1. Any physical act of violence or intimidation
2. Forced physical activities (e.g., working out excessively)
3. Peer-pressuring or coercing someone to consume any legal or illegal substance
4. Forcing an individual to create and/or distribute digital content to cause ridicule or embarrassment (e.g., posting photos or videos to social media)
5. Servitude (e.g., expecting a new member to do the tasks of an existing member)
6. Coerced lewd/sexually explicit conduct (e.g., nudity) or sexual acts
7. Engaging in games, activities or public stunts that are purposely degrading or intend to cause embarrassment
8. Violation of University policies
9. Requiring illegal and/or unlawful activities

**Hazing Information & Resources**

Any incident involving a crime, an emergency, or an imminent threat to the health or safety of any person should be reported immediately to local law enforcement authorities by dialing 911.

Acts or potential acts of hazing that do not constitute an emergency should be reported to the Office of Student Support & Accountability (OSSA). Concerns may also be reported anonymously through the MSU Misconduct Hotline. Students residing in a residence hall may report to a Resident Assistant (RA) or Residence Education and Housing Services (REHS) staff member in their residence hall. Community members may contact the MSU Department of Police and Public Safety (MSUPD) at the non-emergency number (517) 355-2221 or by texting anonymously the word “MSUPD” along with a tip to CRIMES (274637).

**VIOLATIONS TO THE CODE OF CONDUCT**

Violations to the MSU-ASRC code of conduct will be addressed by the program director and could result in disciplinary action that includes ineligibility for competition(s), ineligibility for practice(s), or removal from the program.

As a member of the Michigan State University Adaptive Sports and Recreation Club, I acknowledge that I have read this document and understand the importance of adhering to the code of conduct.

__________________________________________________________________________
Member signature

__________________________________________________________________________
Date
Appendix J

Capstone Project Summary and Suggestions for Future Growth Presentation

Website

Website Resources

The MSU-ASRC now has a website that can be easily accessed by current and interested members. The website contains:

- Information about the club: mission and vision, history, athletes, staff, department collaborations, and media mentions
- A listing of different sports offered along with photos and the weekly practice schedule
- Facility directions, accessibility, and transportation/parking information
- Resources: FAQ page, feedback box, waiver and new volunteer forms, and volunteer informational page
- Contact information and donation page

Website Sustainability

As the MSU-ASRC continues to grow, it is important that website remains up-to-date to provide the most accurate information to viewers. The "MSU-ASRC Website Information" document contains:

- Website access information
- Step-by-step editing instructions
- Ideas for future website content
- Accessibility guidelines
- Billing and payment information
- Squarespace resources/tutorials
- Contact information
- Website update checklist

Website Recommendations

- Appoint a volunteer or intern to read the "MSU-ASRC Website Information" document and follow the website update checklist
- Continue collaborating with web access experts at the RCPD to ensure that the website remains accessible
- Include the website link in all social media profiles, handouts, etc.
- Ask collaborating departments at MSU to share our website link and post it on current pages they have about the MSU-ASRC
- Ask me questions any time about updating the website

Social Media

Social Media Resources

The MSU-ASRC is planning on launching all three social media accounts (Instagram, Facebook, Twitter/X) in September of 2024 to celebrate the club's 10-year anniversary. To prepare for this launch, the club now has the following resources:

- Social media strategy document
- 2024-2025 editorial calendar and template
- 2024-2025 social media content calendar and template
- Social media metrics tracking page
- Canva graphic templates and instructions for specific posts
- Organized photos and videos from the Spring 2024 semester
Social Media Sustainability

The "MSU-ASRC Social Media Strategy" document contains:

- MSU-ASRC’s social media strategy
- How to prepare for the launch
- Social media accessibility
- Social media dos and don’ts
- Social media account information
- Additional resources
- Content templates
- Contact information

All additional documents contain templates that can continuously be updated as needed. Overall, the resources will help the club prepare for its social media launch and can continue to be used to ensure post-consistency.

Social Media Recommendations

- Appoint a volunteer to be the social media coordinator for the club. They will be tasked with finding/creating content, planning posts in advance using the editorial and social media content calendars, tracking metrics, moderating and answering questions as needed, and quality assurance
- Upload all past club photos and videos to the Google Drive
- Advertise the launch of MSU-ASRC’s social media through word of mouth, flyers, emails to applicable stakeholders, etc.
- Encourage club volunteers, athletes, and interns to share club social media posts on their private accounts

Outreach

Outreach Resources

One of the biggest needs for the MSU-ASRC is greater outreach within the MSU, Lansing, and Michigan communities. To improve outreach, the MSU-ASRC now has the following resources:

- A website that contains information about the club, the practice schedule, who to contact, and accessibility/transportation options
- Social media strategy and content plan for the month of September
- Informational flyer to share to individuals interested in the club
- Examples of flyers for special events

Outreach Sustainability & Recommendations

- Continuously update the website and promote it on social media, amongst club members, and with collaborating departments
- Integrate social media posts into the website
- Place a volunteer or intern in charge of club outreach. This person can update the informational flyer, design and distribute flyers for special events, participate in MSU-sponsored outreach events (e.g., Spartanthon) and create an engaging booth, plan fundraisers and club outreach events, and visit classrooms and other club meetings
- Plan special events well in advance to allow for increased advertising time
- Continue to build connections and collaborate with other adaptive sports programs and colleges/universities
Club Member Feedback Resources

For future club growth, it is important that we gather feedback from our club members. Feedback resources include:

- A seven-question Qualtrics survey asking members what they like about the club, barriers impacting their engagement, and suggestions for improvement
- Feedback form flyer to distribute to club members or post on social media. The form is also embedded within the website

Club Member Feedback Sustainability & Recommendations

- Open the Qualtrics form at the end of each month to check for new responses
- Send out the feedback form flyer to all current and past members of the MSU-ASRC
- Post the flyer on social media (Instagram highlight, Facebook wall, tweet)

Other Resources

Other resources that have been created to further club development include:

- New intern orientation
- New volunteer orientation
- MSU-ASRC 2024 Code of Conduct form

Other Resource Sustainability & Recommendations

- Appoint an intern or volunteer to conduct new volunteer orientation every Thursday at the beginning of practice
- Edit numbers in these documents as needed (volunteer hours, number of volunteers, number of athletes)
- Either email new interns the new intern orientation document or set up a time outside of practice to go over the document in person
- Create a manual to share with club members and post on the website (see next slide for manual content suggestions)
Manual Content Ideas

- Letter from club founder/director
- Mission and vision statement
- Program history and current state of the club
- Description of wheelchair sports and adaptive recreation
- Rules, expectations, and code of conduct
- Staff profiles
- Safety and equipment care
- Building accessibility, transportation, and parking
- Links to website, social media, and merchandise
- Competition and travel information
- Academic requirements
- Schedule
- Concussion policy
- Youth program

Suggestions for Future Growth

- Develop cleaning and disinfecting protocols along with first aid kits
- Design merchandise: refer to the MSU ASRC Outreach and Communication Form
- Create a sharable resource for volunteers/dinners to make athlete goals and track their progress
- Find exercise, sport, and safety resources for athletes
- Write a 10-year plan and share with stakeholders
- Involve e-board members in more club improvement initiatives (social media, website, outreach, fundraising, event planning, new volunteer-orientation, grant writing)
- Reorganize all storage spaces
- Compile creative activities for athletes
- Ensure that our collaborators share accurate information