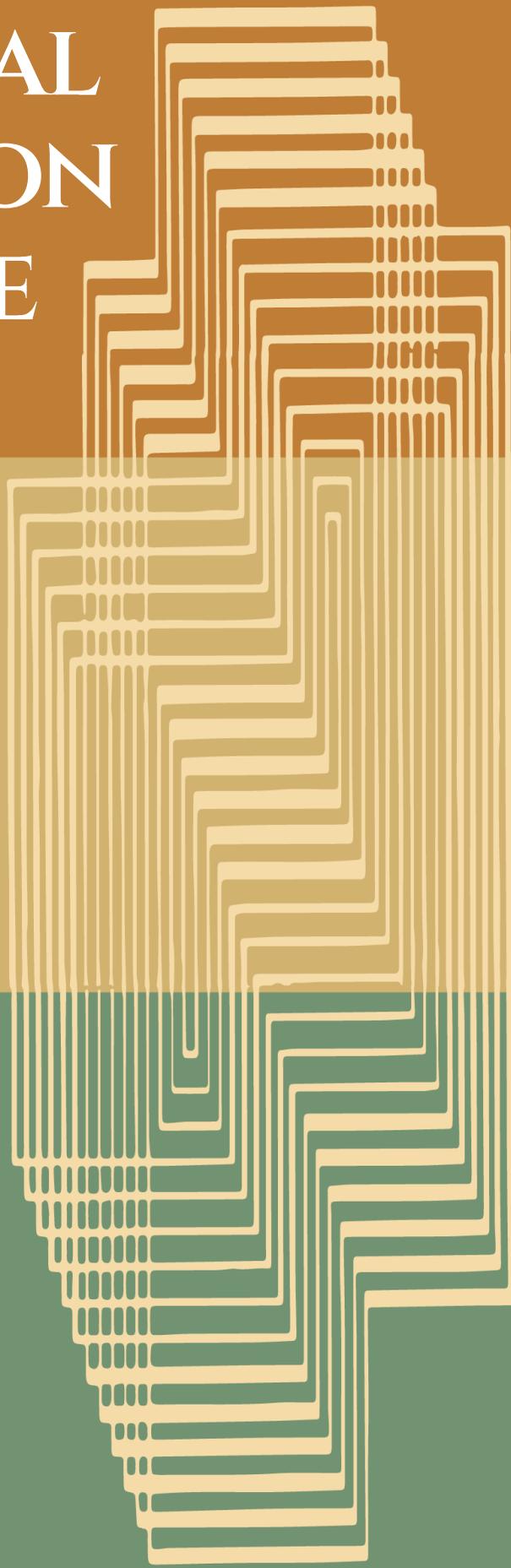


INTERNATIONAL CONFERENCE ON CONVERGENCE SCIENCE PROCEEDINGS

Vol. 1 / No.(1)
Dec 2025



Convergence for Future Innovation

- Date: December 7, 2025 14:00~17:00
- Venue: Soonchunhyang University Cheonan Hospital, Auditorium 1(6th Floor)
- Host: International Journal of Convergence Sciences for Youth(IJCSY)
Sports Convergence Research Center(SCRC)
Soonchunhyang University

2025 International Conference on Convergence Science

Convergence
for Future Innovation

Date

December 7, 2025 14:00~17:00

Venue

Soonchunhyang University Cheonan
Hospital, Auditorium 1 (6th Floor)

Hosted by

- International Journal of Convergence Science for Youth (IJCSY)
- SCH Sports Convergence Research Center (SCRC)
- SoonChunHyang University

Website



Directions



Conference Overview

- Purpose: To provide youth with meaningful opportunities in convergence science and to strengthen their research competencies.
- Theme: Convergence for Future Innovation
- Presentation Topics: All fields related to convergence science
- Presentation Format: Oral presentation in English (10–15 minutes, including Q&A)
- Eligible Participants: High school students
- Program: International Conference Schedule

Session	Time	Details	Remarks
Registration	13:00~14:00	Participant registration, material distribution, and guidance	Information Desk Operation
Opening Ceremony	14:00~14:05	Opening Ceremony	Moderator: Researcher Lee Myeongha
	14:00~14:15 (15 min)	14:05~14:10 Welcoming Remarks	Director, Sports Convergence Research Center & President of IJCSY Prof. Kim Miryang
Student Presentation (135 min)	14:10~14:15	Introduction of Professors	(name & affiliation)
	14:15~14:30	Suo Park & Suan Park (*ZOOM Presentation)	Presentation 10 min+Q&A 5 min (Video Conference)
	14:30~14:45	Soojin Cho	Presentation 10 min+Q&A 5 min
	14:45~15:00	Dongyun Baek	Presentation 10 min+Q&A 5 min
	15:00~15:10	Break Time	
	15:10~15:25	Jayden Kim	Presentation 10 min+Q&A 5 min
	15:25~15:40	Teaheon Lee	Presentation 10 min+Q&A 5 min
	15:40~15:55	TaeHyun Kim & Yejune Lee	Presentation 10 min+Q&A 5 min
	15:55~16:15	Break Time	
	16:15~16:30	Award Ceremony, Group Photo, Closing Ceremony	Director, Sports Convergence Research Center & President of IJCSY Prof. Kim Miryang

Editorial Committee

Position	Name	Major/ Specialty
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Welcome Remarks

Distinguished guests, esteemed speakers, and dear participants and parents

It is my great pleasure to welcome all of you to the International Conference on Convergence Science. On behalf of the editorial board, I would like to express my sincere appreciation for your participation and support for this meaningful academic event.



This conference brings together researchers, professionals, and students from diverse fields to share their knowledge, present innovative ideas, and discuss future directions in convergence science. Your contributions enrich this academic gathering and play a vital role in shaping the next generation of interdisciplinary research.

I sincerely hope that today's presentations and discussions will inspire new insights, foster collaboration, and provide valuable opportunities for academic growth. I would also like to extend my heartfelt gratitude to all committee members, presenters, parents and staff who have dedicated their time and effort to make this conference possible.

Thank you once again for joining us.

I wish all of you a productive and inspiring conference.

December 7, 2025

Miryang Kim, President, IJCSY

Message from the Editor-in-Chief

Honored guests, presenters, and parents

It is my great pleasure to welcome you to the International Conference of the International Journal of Convergence Science for Youth (IJCSY). I sincerely thank all of you for participating in this meaningful academic gathering.



This conference has been organized to share new knowledge and promote academic exchange in the rapidly evolving field of convergence research. The studies presented here not only provide significant scholarly contributions but also demonstrate potential for practical, real-world application. I am confident that the discussions and insights shared throughout this conference will further enrich these contributions.

I would like to express my heartfelt gratitude to the Editorial Board, Advisory Committee members, and the students and parents who dedicated their time and effort to prepare for this conference. Your commitment has been essential to its success.

I hope that this conference will serve as a foundation for future research collaborations and a valuable opportunity to expand our collective knowledge. I sincerely wish every participant continued success and meaningful achievements in the future.

December 7, 2025

Yungeui Yoo, Editor-in-Chief, IJCSY

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Journey from Volunteering to Research: A Bilingual Classification Guide and Case-Based Pathways for Para Sport Participation

Suo Park¹, Suan Park²

Introduction

Para sport supports rehabilitation, confidence, and social participation, yet many beginners stall because information is unclear, access is uneven, and sport-specific classification rules are complex. Classification is essential for fair competition but hard for newcomers to navigate, given dispersed documents and variable criteria by sport [1]. Recent scholarship emphasizes translating classification knowledge into practice to support equitable entry [2]. This student-led project links volunteering-based observation, a bilingual guide that organizes IPC/IF rules by sport, and two impairment-matched, case-mapped participation pathways designed for real-world use [3,4].

Methods

Practical qualitative workflow with three linked stages (2018–2025).

Stage 1—Participant observation: At national classification events and training sites, volunteer tasks covered venue setup, athlete/family guidance, consent/insurance checks, and observation of medical/functional classification. Structured field notes and post-event memos addressed 3 domains of barriers; interpretations were compared with a national standardization report and reviewed with a physiatrist mentor to align field insight with system context [5].

Stage 2—Bilingual classification guide (Power in Motion): IPC/IF documents and national reports were reviewed. For 28 Paralympic sports, we extracted classification data with stable links. Outputs included an impairment–sport mapping table, concise English–Korean sport pages, a glossary, and curated links/contacts; content is open access with periodic checks [3].

Stage 3—Case-mapped pathways: Two adult cases (IRB-exempt) were mapped using de-identified clinical data and brief interviews (prior sport, preferences, goals, local access). Candidate sports from the Stage 2 mapping were filtered by safety, accessibility, and preference into short-, mid-, and long-term plans to support shared decision-making [4].

Results

Theme 1—Barriers from volunteering: *Informational/linguistic*—English-heavy, technical PDFs dispersed across sources complicated understanding and slowed decisions. *Structural/administrative*—urban-centric schedules, limited classifier/administrative capacity constrained access. *Psychological*—hesitancy and fear of failure discouraged first contact.

Theme 2—Guide output and early use: The impairment–sport table and plain-language sport

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pages supported quick option scans, then verification via authoritative PDFs. Version/date stamps and English–Korean term harmonization improved clarity and trust for first-time readers. Early uses included clinic counseling (table referenced during visits), volunteer/peer training (structured lessons on classification concepts), and family self-study (contacting federations, preparing documents). Users reported reduced uncertainty and greater readiness to act, citing the value of concise summaries paired with official rule links [3].

Theme 3—Case-mapped participation pathways (aligned with the manuscript):

Case 1 (male, 31; spastic paraplegia d/t lower-thoracic spastic spinal cord injury): Immediate emphasis on seated precision sports—para archery and para shooting—as feasible “start-now” options; wheelchair fencing introduced progressively to build upper-limb strength and trunk stability. Staging: join a para-archery team and begin classification; intensify training toward domestic events; continue competitively or contribute through coaching/administration.

Case 2 (male, 45; right hemiplegia post left intracerebral hemorrhage): Priority on boccia, para-athletics throws (e.g., shot put), and para rowing. Staging: join a boccia club, complete initial classification, trial left-arm throws, and add adapted rowing for conditioning and bilateral coordination; then intensify training in the best-fit sport toward domestic competition and consider leadership roles [4]. Across both cases, motivation increased when plans began with “start-now” options; tailoring then reflected preference and environment—offering a practical template for clinician–family planning.

Discussion

Beginning with service, building a bilingual, link-curated guide, and applying it in real cases connects practical insight with academic and community contribution. For newcomers, plain-language, versioned summaries linked to official sources can lower uncertainty at the earliest step while respecting governance and evidence requirements [1,2]. Partnerships among rehabilitation clinics, federations, and community programs could standardize access points and embed impairment–sport mapping into counseling. Future work will include user testing, prospective follow-up of pathway adherence, and multi-site implementation studies [3,5].

References

- [1] International Paralympic Committee. Paralympic classification. 2025. <https://www.paralympic.org/classification>
- [2] Wileman TM, McKay MJ, Hackett DA, et al. Guiding evidence-based classification in para sporting populations: A systematic review. *Sports Med.* 2025;55:341–391.
- [3] Park S, Park S. Power in Motion: Classification [Blog]. 2024. Retrieved May 14, 2025: <https://blog.naver.com/qkrndks8>
- [4] Park JW, Park S, Park S, Han SH. Impairment-based guidance for para-sports selection: Insights from two case studies. *Soonchunhyang Med Sci.* 2025;31(1):14–18.
- [5] Han SH, Lee WJ, Park JW, et al. Basic research for the standardization of the sports classification system for athletes with disabilities. Korean Paralympic Committee; 2023. (In Korean)



Journey From Volunteering to Research

A Bilingual Classification Guide & Case-Mapped Pathways in Para Sport

Suo Park (12G)

St. Stephen's Episcopal School, Austin, TX, USA



IJCSY

2025 International Conference of Convergence Science
Dec 7, 2025 | Soonchunhyang University Cheonan Hospital

Contents



Background

- Paralympic sports—**history, benefits, sport types**
- Para sport **classification system**
- **Barriers** to para-sport participation in Korea
- Study **rationale, objectives & design**



Methods

- **Stage 1.** Volunteering & observation
- **Stage 2.** Bilingual guide development
- **Stage 3.** Case-mapped participation pathways



Results

- **Theme 1.** Identification of major barriers
- **Theme 2.** Creation of the *Power in Motion* blog
- **Theme 3.** Peer-reviewed case report (2 cases)



Discussion & Conclusion

- **Utility** of the guide blog & **clinical integration**
- **Limitations**
- **Conclusion**

BACKGROUND

Understanding Para Sport & Classification Challenges



Para Sport – Origins & Purpose

Why Para Sport?

Para sport improves **physical health**, supports **rehabilitation**, builds **confidence**, and fosters **social inclusion**.

Paralympic Movement Mission

"To enable Para-Athletes to achieve sporting excellence and inspire the world," viewing sport as **therapy** and **high-performance competition**.

Stoke Mandeville Games (1948)

Sir **Ludwig Guttmann** began sports rehabilitation at Stoke Mandeville in 1948, planting the **seeds of the Paralympic Games**.

From Rehab to Paralympics (1960)

International expansion led to the **first Paralympic Games** in Rome (1960).



Sir Ludwig Guttmann and the first Stoke Mandeville Games (1948)



Poster for the 1964 Tokyo Paralympics. Source: RTVE



Special athletic wheelchairs available since the early 1980s

Paralympic Sports

Summer Paralympic Games – 22 sports (Paris 2024)

 Para archery	 Para Rowing
 Para athletics	 Shooting Para Sport
 Para badminton	 Sitting Volleyball
 Blind football	 Para Swimming
 Boccia	 Para Table Tennis
 Para Canoe	 Para Taekwondo
 Para Cycling	 Para Triathlon
 Para Equestrian	 Wheelchair Basketball
 Goalball	 Wheelchair Fencing
 Para Judo	 Wheelchair Rugby
 Para Powerlifting	 Wheelchair Tennis

Source: IPC

Winter Paralympic Games – 6 sports (Beijing 2022)

 Para alpine skiing
 Para biathlon
 Para cross-country skiing
 Para ice hockey
 Para snowboard
 Wheelchair curling

Source: IPC

Key Idea

The Paralympic Games include 28 sports, each with a tailored classification system that matches its functional demands and competitive needs.

Para Sport Classification

What is it?

Groups athletes by **functional ability** to ensure **fair competition**.

Why essential?

Prevents **unfair advantages**, similar to **weight classes** in combat sports.

Function, not diagnosis

Groups athletes by **function**, not by medical **diagnosis**.

Increases access

Reduces **barriers**, making para sport more **accessible**.

BRANDON MORENO
FLYWEIGHT (56.82kg)

FRANCIS NGANNOU
HEAVYWEIGHT (113.64 kg)



Fairness Visualized:

Sport classes in para sport
≈
weight classes in combat sports (e.g., UFC)

Barriers to Para Sport Participation

Korea-specific challenges (classification-focused)

<p>Shortage of Trained Classifiers</p> <p>Leads to delays in first classification and reclassification processes.</p>	<p>Regional Concentration of Services</p> <p>Most classification events are held in a few major cities, requiring requiring long travel for many athletes.</p>
<p>Limited Funding & Administrative Support</p> <p>Makes it challenging to sustain and grow an active classifier classifier workforce.</p>	<p>Low Awareness & Complex Procedures</p> <p>Classification is often perceived as opaque and confusing by athletes, their families, and support staff.</p>

These factors restrict entry, continuity, and fair competition in Korean para sport.

Reference: Han, SH, Lee, WJ, Park, JW, et al. (2023). *Basic research for the standardization of the sports classification system for athletes with disabilities* (Final research report). Seoul: Korean Paralympic Committee. (In Korean)

Study Rationale, Objectives & Designs

<p>Rationale</p> <p><i>Need for Para Sport Guidance</i></p> <p>Long-term volunteering revealed information gaps and unclear entry routes.</p>	<p>Objective 1</p> <p><i>Bilingual Guide Blog</i></p> <p>Develop a user-friendly EN/KR blog that explains para sports and classification.</p>	<p>Objective 2</p> <p><i>Case-Mapped Pathways</i></p> <p>Individualized para sport participation pathways matched to impairment profiles and preferences.</p>
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Goal & Three-Stage Design

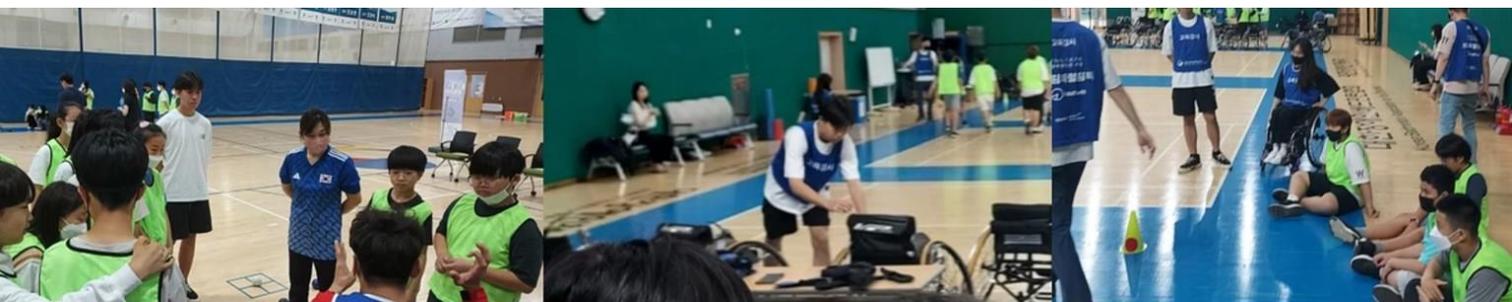
From student Volunteering into bilingual Guides and Case-Mapped Para-Sport Pathways.

Stage 1 (Volunteering & Observation) → Stage 2 (Bilingual Guide) → Stage 3 (Case-Mapped Pathways)

METHODS & RESULTS

Stage Designs (1, 2, 3)

Theme Outcomes (1, 2, 3)



Stage 1 → Theme 1



Volunteering & Observation



Identification of Major Barriers

Stage 1.1: Para Sport Training & Events Assistant

Dream Paralympic Program, KPC NTC Icheon (Jun 2023) 2023)

- Guided K-12 students in boccia, blind football, and para badminton.



8th Gyeonggi Governor's Wheelchair Curling Tournament, KPC NTC (Jun 2024)

- Maintained ice surface and equipment during training and matches.
- Supported Paris 2024 preparation.



National Team Training – KPC NTC (Mar 2025)

- Assisted national team training sessions (Swimming, Volleyball, etc.)
- Trained alongside Paralympic athletes on ice and in the gym.



Stage 1.2: Classification Events Assistant

ParaVolley

- Yongpyong Resort, PyeongChang (Jul 2018, 15 athletes)
- Sports Rehab Center, Cheonan (Jul 2022, 17 athletes)
- Olympic Hall, Seoul (Jul 2025, 19 athletes)



Para-Golf

- Olympic Hall, Seoul (Mar 2025, 24 athletes)



Roles

- Prepare venue and complete consent checks.
- Guide athletes and families on site.
- Observe medical/functional classification.
- Organize official documents and data flow.



Stage 1.3: Focus & Analysis

Focus / Impact

- **Seven-year participant observation** period in Korea (2018-2025)
- Began **systematically noting** where new athletes and families struggled.

Data & Analysis

- Kept **field notes** and **informal conversations** with athletes, families, classifiers, and staff.
- Compared the findings with **national reports** and **mentor feedback**.
- Identified **repeated participation issues**.

Theme 1: Barriers Observed During Volunteering



Information & Language

New participants lacked **clear information** on sport selection, classification, and how to get started; **English-only documents** added to the confusion.



Structural & Administrative

Classification opportunities were concentrated in **major cities**, and a **shortage of classifiers and staff** made participation difficult for **rural or first-time participants**.

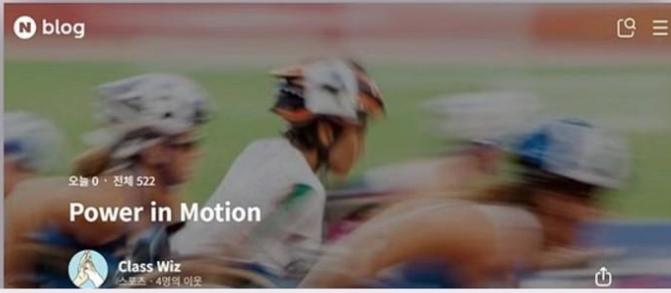


Psychological & Experiential

Fear of making mistakes and **low self-confidence** often caused hesitation in starting **para-sport participation**.

Key Results

*These consistent barrier patterns motivated the development of **bilingual guides** and **customized pathways**.*



Stage 2 → Theme 2



Bilingual Guide Development



Creation of Power in Motion Blog

Stage 2: : Bilingual Guide as a Bridge

Aim

- Beginner-friendly EN/KR online guide for para-athletes and families
- For Paralympic sports and classification basics

Concept & Design Principles

- Turn complex IPC/IF rules into clear English and Korean.
- Use short sections, simple visuals, and easy online updates.

Development Process

- **Collected** IPC/IF classification rules, national reports, and official web resources.
- **Extracted** key elements (eligible impairment, minimum impairment criteria, criteria, basic classification structures) across summer and winter sports.
- **Drafted and refined** content with feedback (medical terms, layout, navigation) from clinicians and classifiers.

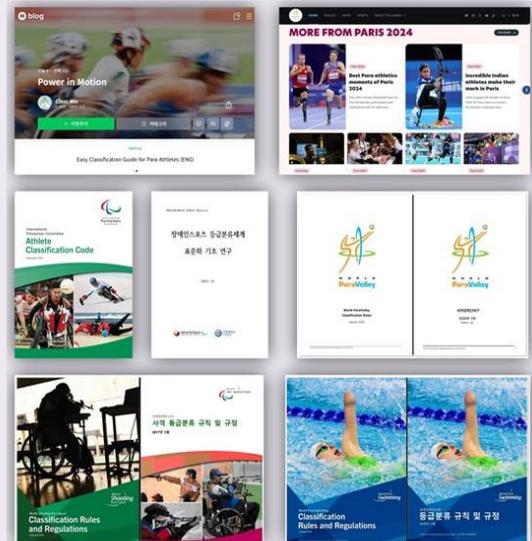


Table 1. Eligible impairments for each Paralympic event

Paralympic events	Impaired muscle power	Impaired passive ROM	Limb deficiency	Leg length difference	Short stature	Hypertonia	Ataxia	Athetosis	Vision impairment	Intellectual impairment
Summer games										
Para archery	✓	✓	✓			✓	✓		✓ ^{IM}	✓
Para athletics	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Para badminton	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Boccia	✓	✓	✓			✓	✓	✓		
Para canoe	✓	✓	✓							
Para cycling	✓	✓	✓	✓		✓	✓	✓	✓	
Para equestrian	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Blind football									✓	
Goalball									✓	
Para judo									✓	
Para powerlifting	✓	✓	✓	✓	✓	✓	✓	✓		
Para rowing	✓	✓	✓	✓		✓	✓	✓	✓	
Shooting para sport	✓	✓	✓	✓		✓	✓	✓	✓ ^{IM}	
Sitting volleyball	✓	✓	✓	✓		✓	✓	✓	✓	
Para swimming	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Para table tennis	✓	✓	✓	✓		✓	✓	✓	✓	✓
Para taekwondo	✓	✓	✓	✓ ^{IM}	✓ ^{IM}	✓ ^{IM}	✓ ^{IM}	✓ ^{IM}	✓ ^{IM}	✓ ^{IM}
Para triathlon	✓	✓	✓	✓		✓	✓	✓	✓	
Wheelchair basketball	✓	✓	✓	✓		✓	✓	✓	✓	
Wheelchair fencing	✓	✓	✓	✓		✓	✓	✓	✓	
Wheelchair rugby	✓	✓	✓	✓		✓	✓	✓	✓	
Wheelchair tennis	✓	✓	✓	✓		✓	✓	✓	✓	
Winter games										
Para alpine skiing	✓	✓	✓	✓		✓	✓	✓	✓	
Para biathlon	✓	✓	✓	✓		✓	✓	✓	✓	
Para cross-country skiing	✓	✓	✓	✓		✓	✓	✓	✓	
Para ice hockey	✓	✓	✓	✓		✓	✓	✓	✓	
Para snowboard	✓	✓	✓	✓		✓	✓	✓	✓	
Wheelchair curling	✓	✓	✓	✓		✓	✓	✓	✓	

ROM, range of motion.
^{IM}Not at the Paralympic Games.

Theme 2.1 : Impairment–Sport Mapping Table

- Shows **realistic sport options** at a glance for each impairment profile.
- Serves as the **main tool** for **Stage 3** case-mapped pathways.

The screenshot shows the 'Power in Motion' website interface. At the top, there's a navigation bar with 'Paralympic Sports Overviews' and 'Sport-Classification Overviews'. Below this, there are sections for 'Summer Games' and 'Winter Games'. The main content area features an article titled 'WHEELCHAIR CURLING (빙궁)' with a simplified rule in Korean and English. To the right, there are 'Useful Links' for the World Curling Federation, IPC, and the Australian Paralympic Committee, along with 'Download Rules' and 'Education (KOR/EN)' sections. The bottom of the page includes 'Links & Contacts' and a list of resources.

Theme 2.2: Power in Motion Blog

A Plain-Language Guide to Paralympic Sports (EN/KR)

"This blog simplifies the complex classification system for para-athletes, ensuring accessible, fair competition. It serves as a bridge for aspiring athletes to find their place in para sport."

Contents of the Blog

- **Summer & Winter Paralympic sport overviews**
- **Impairment-specific para sport mapping** (easy-to-read IF summaries)
- **Official classification documents** (latest IF links)
- **Articles** on Paralympic and classification concepts
- **Resources** (federation contacts, clinics, helpful websites)



Stage 3 → Theme 3



Case-Mapped Participation Pathways



Peer-reviewed Case Report (2 cases)

Stage 3: Peer-reviewed Case Pathways



Design & Ethics

Case-based, **retrospective application** of the **Power in Motion EN/KR guide** and **impairment-sport mapping table**.
IRB approval (SCHUH IRB 2025-05-004) with **written informed consents**.



Participants

Two adults with **neurological impairments**, medically cleared for sport but unsure **which sport to choose** or **how to begin**.

Four-step Pathway Construction



Generate options

using the **impairment-sport mapping table** to list sports typically open to each **impairment profile**.



Filter options

by **medical considerations**, **preferences**, **feasibility**, **sport history**, and **safety**.



Build staged pathways

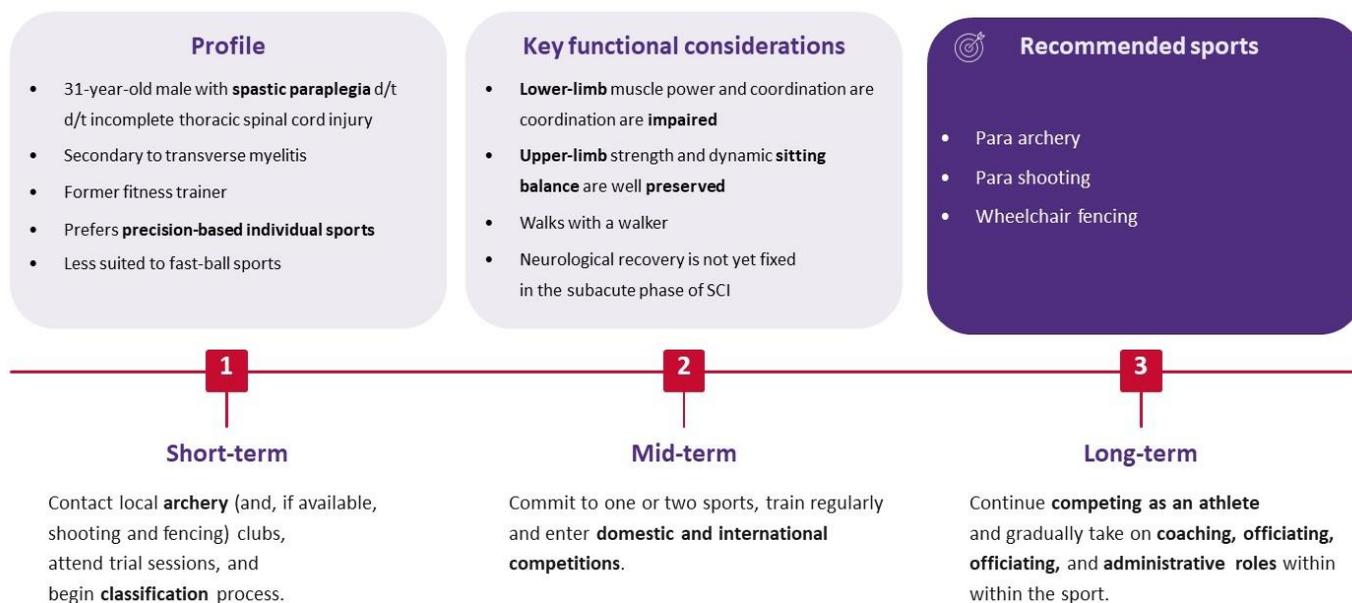
into **short-**, **mid-**, and **long-term steps**.



Communicate & refer

using simple **diagrams** plus **sport-specific classification information** and **referrals**.

Theme 3.1: Case 1 – Thoracic SCI Pathway



Theme 3.2: Case 2 – Right Hemiplegia Pathway



CASE REPORT

Impairment-Based Guidance for Para Sports Selection: Insights from Two Case Studies

Ji Woong Park¹, Suo Park², Suan Park³, Seung Hoon Han⁴

¹Department of Physical Medicine and Rehabilitation, Soonchunhyang University Seoul Hospital, Soonchunhyang University College of Medicine, Seoul, Korea; ²St. Stephen's Episcopal School; ³University of Texas at Austin, Austin, TX, USA; ⁴Department of Rehabilitation Medicine, Hanyang University Guri Hospital, Guri, Korea

Para sports enhance physical function, quality of life, and social inclusion for individuals with impairments, yet participation is limited by complex classification systems and insufficient accessible information. This study aims to recommend tailored para sports and facilitate engagement through local sports organizations. Using the *Power in Motion* blog, launched in 2024, we simplified classification and provided impairment-specific sport guides. Two cases were examined: Case 1, a 31-year-old male with lower thoracic incomplete spinal cord injury, was recommended para archery, para shooting, and wheelchair fencing, aligning with his preference for precision-based individual sports. Case 2, a 45-year-old male with right hemiplegia, was recommended para boccia, para athletics (throwing events), and para rowing, reflecting his love for ball sports and career goals. These tailored recommendations support participation, recovery, and quality of life through focused sport involvement.

Keywords: Sports for persons with disabilities; Impairment; Classification; Para sports selection; Paralympic

Theme 3.3: Publication

- **Title:** *Impairment-Based Guidance for Para Sports Selection: Insights from Two Case Studies*
- **Authors:** Park JW, **Park Suo**, Park Suan, Han SH
- **Journal:** *Soonchunhyang Medical Science Journal*, Vol. 31, No. 1 (2025 Jun), pp. 14–18
- **ISSN:** pISSN 2233-4289 | eISSN 2233-4297
- **IRB:** SCHUH IRB 2025-05-004
- **Official Journal Website:** <https://sms.jams.or.kr>

DISCUSSION & CONCLUSION

Linking Stages to Themes



Stage 1 → Theme 1
Key Barriers



Stage 2 → Theme 2
Power in Motion
Blog



Stage 3 → Theme 3
Case Report

"It shows how youth volunteering can become a structured, research-informed intervention."

Utility of the Guide Blog and Clinical Integration

Utility of the guide blog & the research

- Translates complex IPC rules into **athlete-centered language**.
- Links impairments to **realistic sport options** through **case case pathways**.
- Bilingual, open-access blog increases reach for **Korean and Korean and international families**.
- Provides a **youth-led, low-cost model** that other regions can adapt.

Potential for clinical integration

- **Pre-visit education tool** (QR code on clinic handouts or handouts or hospital websites).
- Supports **shared decision-making** when choosing sports sports with athletes and families.
- **Training resource** for students, therapists, and volunteers volunteers learning classification basics.
- Prototype for **future official digital platforms** with national federations.

Limitations



Non-official blog; needs ongoing updates.



Lack of comprehensive, sport-by-sport review by international classifiers.



Only two cases; findings have limited generalizability.

Conclusion



Para sport classification is technical and often becomes a communication barrier for athletes and families.



Our impairment-based guide and case pathways help bridge this gap.



As a youth-led, interim resource, the guide can support and complement future official para-sport platforms.



This project illustrates how volunteering can grow into structured, research-informed support for athletes and families.

Acknowledgments & References

Acknowledgments

- I am deeply grateful to my mentors (**Prof. SH Han & JW Park**) and **co- and co-authors** for their guidance and trust.
- Most of all, I sincerely thank the **athletes** and **families** whose stories inspired this project.
- Special thank you to **the IJCSY organizers and peer-participants** for the opportunity to present this project.

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Thank you.

Power in Motion Blog



Research Article



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Music-evoked Emotion and Mental Privacy: Predictors of Emotional Data-sharing Intention

Soojin Cho¹

Introduction

Music shapes people's emotions and influences how they relate to technologies that interpret or respond to their feelings. As emotional AI and wearable mood-tracking devices become increasingly common, new concerns arise about mental privacy—the right to keep one's emotional and brain-related data private (Bothoff, 2022). Prior research shows that music-evoked emotions can affect trust in technology and decision-making (Koelsch, 2014). This study examined whether emotional responses to music influence individuals' willingness to share emotional information and whether mental privacy awareness reduces such willingness. Given the rapid spread of emotion-sensing features in digital services, it is crucial to understand what factors shape individuals' attitudes toward sharing emotional data. We expected that stronger positive emotional responses would increase openness to data sharing, whereas higher mental privacy awareness would decrease it.

- Research Question 1: Does a more positive emotional response to music increase intention to share emotion-related data?
- Research Question 2: Does higher mental privacy awareness reduce intention to share emotional or biometric data?

Methods

A total of 153 participants (52% female; $M = 20.7$, $SD = 2.8$) completed an online survey after selecting one preferred music genre (pop, classical, ballad) and listening to a two-minute clip via YouTube. Emotional Response to Music (ERM) was measured with five items assessing mood change, Mental Privacy Awareness (MPA) with four items adapted from Mandal et al. (2025), and Data-Sharing Intention (DSI) with four items assessing willingness to share emotional or biometric data. Participants were instructed to use earphones or headphones to ensure consistent sound quality during the listening task. All items used a five-point Likert scale. Descriptive statistics, Pearson correlations, and two separate regression analyses were conducted using IBM SPSS 29.0.

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Results

Participants reported positive emotional responses ($M = 4.12$, $SD = 0.63$), moderate mental privacy awareness ($M = 3.74$, $SD = 0.71$), and relatively low intention to share emotional data ($M = 2.61$, $SD = 0.85$). Reliability analyses indicated acceptable internal consistency across all scales ($\alpha = .78 \sim .89$), supporting the robustness of the findings. Emotional response was positively correlated with data-sharing intention ($r = .34$, $p < .001$), and regression analysis confirmed that ERM significantly predicted higher willingness to share emotional data ($\beta = .31$, $p < .01$), supporting RQ1. Mental privacy awareness showed a negative correlation with data-sharing intention ($r = -.41$, $p < .001$), and regression analysis indicated that higher MPA significantly reduced willingness to share emotional information ($\beta = -.38$, $p < .001$), supporting RQ2.

Discussion

The findings indicate that positive emotional experiences through music can increase openness to sharing emotion-related data, whereas concerns about mental privacy function as a meaningful barrier. Participants who felt relaxed or uplifted after listening to music reported greater willingness to allow platforms to analyze their emotional states, yet individuals with stronger mental privacy awareness consistently resisted sharing such information. These results underscore the dual influence of emotional activation and privacy concerns, echoing prior discussions on affective computing and digital ethics (Mengoni et al., 2024). For emotional AI systems and music-based wellness applications, transparent data-usage policies and clear consent procedures are essential to maintaining user trust. Future studies should explore causal mechanisms through experimental designs and examine cultural differences in emotional data ethics.

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Music-evoked Emotion and Mental Privacy

Predictors of Predictors of Emotional Data-sharing Intention

Soojin Cho (North London Collegiate School)



The Digital Age Dilemma

As emotional AI and wearable mood-tracking devices become increasingly common, new concerns arise about **mental privacy** –the right to keep emotional and brain-related data private.

Music shapes emotions and influences how people relate to technologies that interpret or respond to their feelings.





Research Questions



RQ1: Emotional Response

Does a more positive emotional response to music increase intention to share emotion-related data?



RQ2: Privacy Awareness

Does higher mental privacy awareness reduce intention to share emotional or biometric data?

Study Design

01

Participant Selection

153 participants (52% female; $M = 20.7$, $SD = 2.8$) recruited for online survey

03

Survey Measures

Emotional Response to Music (ERM), Mental Privacy Awareness (MPA), and Data-Sharing Intention (DSI) assessed using 5-point Likert scales

02

Music Listening Task

Participants selected one genre (pop, classical, ballad) and listened to a 2-minute clip via YouTube using earphones

04

Statistical Analysis

Descriptive statistics, Pearson correlations, and regression analyses conducted using IBM SPSS 29.0

Survey Items Measuring **Emotional Response**

- | | |
|---|--|
| 1 | I feel emotionally immersed when listening to my favorite music genre. |
| 2 | I experience strong positive emotions (e.g., joy, pleasure) when listening to my favorite music. |
| 3 | Music from my favorite genre lifts my mood and enhances my emotional state. |
| 4 | Listening to this music noticeably improves my emotional state. |
| 5 | I feel that my favorite music genre directly and positively influences my emotions. |

5-point Likert-type scale (1: very disagree ~ 5: very agree)

Survey Items Measuring **Intention to Share Emotion-related Data**

- | | |
|---|---|
| 1 | I am willing to share my emotion-related data with a platform if it provides benefits or convenience. |
| 2 | I am positive about providing emotional data in exchange for emotion-analysis services. |
| 3 | I feel comfortable sharing my emotional state with other users or the system. |
| 4 | I am interested in receiving personalized services using my emotional data. |
| 5 | I may be willing to share my emotional data with platform developers or researchers depending on the situation. |

5-point Likert-type scale (1: very disagree ~ 5: very agree)

Survey Items Measuring **Mental Privacy Awareness**

- | | |
|---|---|
| 1 | I consider emotional or mental-state data (e.g., stress level) to be highly sensitive personal information. |
| 2 | I want to clearly understand how platforms use my emotional data. |
| 3 | I am concerned about AI or digital devices tracking or predicting my emotional state. |
| 4 | I perceive high risks if my emotion-related data is shared with third parties. |
| 5 | I believe technologies that measure emotional or mental states may pose privacy risks. |

5-point Likert-type scale (1: very disagree ~ 5: very agree)

Key Findings

4.12

Emotional Response

Average positive emotional response to music (SD = 0.63)

3.74

Privacy Awareness

Moderate mental privacy awareness level (SD = 0.71)

2.61

Sharing Intention

Relatively low willingness to share emotional data (SD = 0.85)

All scales demonstrated acceptable internal consistency ($\alpha = .78 \sim .89$), supporting the robustness of findings.

Research Question 1: Emotional Response Impact

Positive Emotions Increase Data Sharing

Emotional response was positively correlated with data-sharing intention ($r = .34, p < .01$).

Regression analysis confirmed that ERM significantly predicted higher willingness to share emotional data ($\beta = .31, p < .01$).

Participants who felt relaxed or uplifted after listening to music reported greater willingness to share emotional states.



Research Question 2: Privacy Awareness Impact

Privacy Concerns Reduce Sharing

Mental privacy awareness showed a negative correlation with data sharing intention ($r = -.41, p < .01$).

Regression analysis indicated that higher MPA significantly reduced willingness to share emotional information ($\beta = -.38, p < .001$).

Individuals with stronger mental privacy awareness consistently resisted sharing emotional data.





The Dual Influence



Emotional Activation

Positive music experiences increase openness to emotional data sharing



Privacy Concerns

Mental privacy awareness functions as meaningful barrier to data sharing

Implications for Emotional AI

Transparent Data Policies

Emotional AI systems must implement clear, transparent data-usage policies to maintain user trust

Clear Consent Procedures

Music-based wellness applications require explicit consent procedures for emotional data collection

Ethical Design

Findings underscore importance of affective computing ethics in digital platform development

These results echo prior discussions on affective computing and digital ethics, highlighting the need for responsible innovation.



Future Directions



Experimental Designs

Explore causal mechanisms through controlled experimental studies



Cultural Differences

Examine cross-cultural variations in emotional data ethics and privacy attitudes



Neurotechnology Ethics

Investigate mental privacy in the age of advanced neurotechnology and brain-computer interfaces

The Effect of Scent Stimulation on Stress Reduction and Concentration in Adolescents During Academic Tasks

Dongyun Beak¹

Introduction

Adolescents in Korea experience high levels of stress due to intense academic pressure and competitive entrance examinations. Despite this, many students lack effective strategies for relieving stress or struggle to maintain habits that help them manage their emotional well-being. As a result, academic performance, concentration, and overall psychological stability may be negatively affected.

Previous studies and practical field observations suggest that olfactory stimulation can influence emotional states, stress levels, and cognitive function. Specific scents—such as lavender, citrus, and peppermint—have been reported to promote relaxation, reduce anxiety, and enhance alertness. Based on these findings, it is necessary to examine whether such scents can provide measurable benefits in real academic contexts for adolescents.

The purpose of this study is to investigate the effect of scent stimulation on stress and concentration during academic tasks. By comparing students' responses before and after exposure to specific scents, this study aims to determine whether scent can serve as a supportive tool to improve the study environment and contribute to mental well-being among adolescents.

Methods

1. Literature Review

A review of previous studies on aromatherapy, stress reduction, and cognitive performance was conducted to identify scents commonly linked to emotional stability and improved concentration. Lavender, citrus, and peppermint were selected as representative examples, providing the theoretical basis for the experimental design.

2. Experimental Design

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The experiment compared students' responses in two conditions: a problem-solving task without scent and the same task with scent exposure. Both sessions used identical task difficulty and time limits, separated by a short break to reduce fatigue. After each session, students briefly rated their stress, concentration, and overall experience to capture changes related to scent exposure.

3. Survey Data Processing

Survey responses were grouped into simple categories to compare trends between the two conditions. Descriptive analysis was used to identify general patterns, focusing on overall directional changes rather than detailed statistical testing.

Results

The analysis of the study is expected to show general trends rather than precise numerical outcomes at this stage. Based on the experimental design and previous findings, students are likely to experience lower stress levels and improved concentration when working in a scented environment compared to the session without scent. This improved psychological state may also lead to a slight increase in problem-solving accuracy. Additionally, students may report that the scented environment felt more comfortable or supportive during their task.

Discussion

This study aims to examine whether scent stimulation can positively influence students' stress and concentration during academic activities. The expected direction of the findings suggests that certain scents may contribute to creating a calmer and more focused study atmosphere. If the final data support these expectations, simple environmental adjustments—such as using a diffuser—could be considered as practical tools for improving study conditions. These insights could also extend to adult work environments, where similar benefits of scent on stress relief and focus have been observed.

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The Effect of Scent Stimulation on Stress Reduction and Concentration in Adolescents During Academic Tasks

-Dongyun Baek-



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PICK ①

물마시고, 운동하고...편두통 가라앉히기 “의외로 쉽네”



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초등생보다 고교생이 학교생활만족도 낮아...학업·교우관계 영향

고유선 기자

입력 2025.11.02. 오전 6:02 · 수정 2025.11.02. 오후 8:53 기사원문

Literature review

- Study (*Scientific Reports*, 2025) examined how *Gardenia jasminoides* scent affects stressed college students.
- 60 participants exposed to visual–olfactory, olfactory-only, or control conditions.
- Gardenia scent reduced blood pressure and pulse and slightly increased HRV, indicating relaxation.
- EEG showed higher alpha waves and lower beta waves, reflecting calmer brain activity.
- POMS results showed less tension, anger, fatigue, and depression, and higher vigor and self-esteem.
- Key BVOCs (β -ocimene, linalool, α -farnesene) suggest terpene- and alcohol-based volatiles drive these effects.
- **Gardenia floral volatiles help reduce stress and enhance emotional well-being.**

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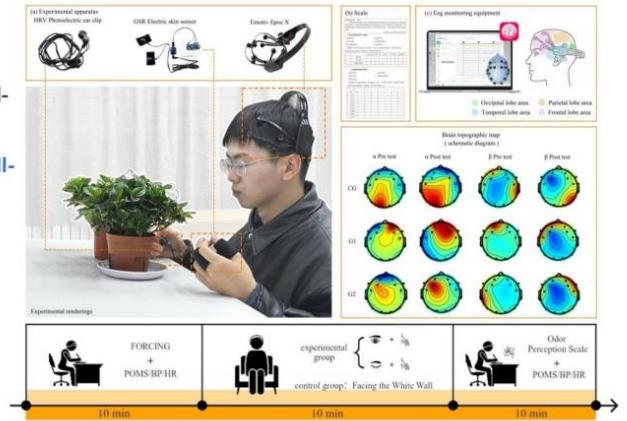
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Benefits of *Gardenia jasminoides* Ellis's floral volatile components on human emotions and moods

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Scientific Reports **15**, Article number: 4194 (2025) | [Cite this article](#)



The Science of Scent

- The olfactory system connects directly to the limbic system, influencing emotion and memory.
- Odor molecules trigger electrical signals in the brain, affecting emotions and behavior.
- This study measures scent's effects on adolescent stress reduction and concentration.



Olfactory Pathways: How Scents Influence Our Minds



Scent Molecules Inhaled

Odor molecules stimulate olfactory receptors.



Signal to Olfactory Bulb

Signals reach the olfactory bulb.



Connection to Limbic System

Connection to limbic system (amygdala, hippocampus).



Physiological & Emotional Response

Triggers emotional reactions and affects concentration.



Stress Reduction & Cognitive Enhancement

Reduces cortisol, activates hippocampus → improved learning.

Lavender: A Natural Calming Agent

"8 out of 10 migraine sufferers attribute their condition to stress. Lavender, however, possesses remarkable stress-reducing properties."

Lavender reduces anxiety and stress in various populations.

15 minutes of lavender inhalation decreases stress-related symptoms.

Research Hypothesis:

- Primary: Lavender reduces academic stress and improves concentration.
- Secondary: Stress indicators decrease; performance improves; effects are consistent.



Methods: Investigating Scent's Impact



1. Literature Review & Scent Selection

Reviewed existing research on aromatherapy and stress reduction. Selected **lavender, citrus, and peppermint** based on established benefits.



2. Experimental Design: Scent vs. No Scent

Compared student performance on problem-solving tasks with and without scent exposure. Both sessions had identical difficulty and time limits.



3. Survey Data Processing

Analyzed survey responses using **Wilcoxon signed-rank tests** with **Holm correction**. Focused on identifying directional trends.

1. Literature Review & Scent Selection

Authors (Year)	Context / Sample	Scent (Stimulus)	Design	Measures	Main Findings
Moss et al. (2003)	Healthy adults, lab cognitive tasks	Lavender, Rosemary (ambient)	Randomized between-groups vs no-odor control	CDR memory/attention battery, mood	Rosemary ↑ memory/attention; Lavender more sedative; odors modulated cognition and mood vs control.
Lehmer et al. (2005)	Dental waiting room (real-world stress), adults	Orange, Lavender (ambient)	Field experiment vs music vs control	Anxiety, mood, alertness/calmness	Both scents ↓ anxiety and ↑ mood vs control; ecological evidence for stress relief.
Ahmad et al. (2019)	Pharmacy students during exams	Lavender (inhalation)	Randomized single-blind placebo-controlled	Self-reported stress; vitals (BP, HR)	Lavender aromatherapy reduced exam-related stress vs placebo (student sample).
Filipitsova et al. (2018)	Students, lab memory tasks	Lavender, Rosemary (ambient/sprayed)	Controlled experiment, multi-group	Short-term image memory	Both scents ↑ image memory vs control.
Yoo et al. (2023) (Systematic review)	RCTs on lavender inhalation (various settings; includes students in some trials)	Lavender (inhalation)	PRISMA systematic review/meta	Anxiety/stress outcomes	Convergent evidence that lavender inhalation reduces anxiety; supports stress-relief mechanism.
Tan et al. (2023) (Network meta-analysis)	14 RCTs on essential oils	Multiple EOs (incl. lavender)	Network meta-analysis	Trait anxiety scores	Essential oils showed anxiety-reducing effects; lavender among supported options.

2. Experimental Design: Scent vs. No Scent

Effect of Scent on Stress, Concentration, and Performance: Pilot Results (N=10)

Outcome	n	Pre mean (SD)	Post mean (SD)	Pre median [IQR]	Post median [IQR]	Median change (Post- Pre)	Wilcoxon W	p (two- sided)	Effect (rank- biserial r)	p_Holm
Concentration	10	1.90 (0.74)	2.30 (0.67)	2.00 [0.75]	2.00 [1.00]	0.5	3.5	0.1025	0.545	0.3074
Stress	10	2.30 (0.67)	2.40 (0.70)	2.00 [1.00]	2.50 [1.00]	0	6	0.6547	0.145	0.6547
Score	10	7.50 (1.58)	8.50 (1.29)	7.00 [1.88]	9.50 [2.50]	0	0	0.1025	0.491	0.3074

Note: Ordinal categories were recoded (Concentration/Stress: Low=1, Moderate=2, High=3; Performance bins → midpoints 4.5/7.0/9.5).

Concentration (1–3): 1.90 → 2.30; W = 3.5, p = 0.1025, Holm p = 0.3074, r = 0.545 → increase signal (medium–large effect).

Stress (1–3): 2.30 → 2.40; W = 6.0, p = 0.6547, r = 0.145 → no meaningful change.

Performance (answers correct, ~0–10): 7.50 → 8.50; W = 0.0, p = 0.1025, Holm p = 0.3074, r = 0.491 → increase signal (medium effect).

Scent shows promising improvements in concentration and performance, with limited impact on stress. Results are **exploratory** due to small sample ($p < .05$ not reached).

Conclusions

Main findings from the pilot study:

- Concentration improved with medium-to-large effect during lavender exposure.
- Academic performance increased with medium effect.
- Stress showed minimal change, suggesting longer exposure may be needed.

Key insights and impressions:

- Lavender shows promise for enhancing concentration in academic settings.
- Short-term exposure may be insufficient for stress reduction.
- Individual differences in scent sensitivity warrant further study.

Limitations and future directions:

- Small sample (N=10) requires larger studies.
- Future research should explore optimal exposure duration and individual factors.



Aid to Agency: An Empowerment-Based and Dignity-Centered Approach to Community Development in Uganda

Jayden Kim¹

Introduction

International aid has long been considered a core pathway to development in Africa, supported by governments, NGOs, and global agencies. However, despite its benevolent image, aid has produced a paradox in which African nations remain structurally dependent on external support (Mkandawire et al., 2024). Scholars argue that conventional aid systems reproduce colonial power dynamics and limit local agency, creating cycles of dependency rather than autonomy (Mkandawire et al., 2024). Emotional narratives in humanitarian campaigns, often described as ‘poverty porn’, reinforce this inequality by portraying beneficiaries as passive and powerless (Mahmoud et al., 2024; Shabbir et al., 2024). This paper critically examines these issues through the lens of dependency theory and empowerment theory, using the case of Girls be Strong (GBS), a youth-led project in Uganda, as model showing how partnership based, dignity-centered approaches can challenge the limits of rational aid.

The study addresses the following questions:

RQ1. How does traditional aid reinforce structural dependency in African contexts?

RQ2. How can ethical storytelling and youth participation transform harmful aid narratives?

Methods

This paper draws on a conceptual analysis of dependence theory, empowerment theory, and contemporary critiques of foreign aid. The approach includes a thematic reorganization of major arguments found in Mkandawire et al. (2024), Zimmerman (1995, 2007), Nafiah (2024), Mahmoud and Nang (2024), and others. A case study method is applied to GBS, examining its

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empowerment-driven structure through documented practices such as vocational training, educational support, and ethical partnership. The synthesis highlights how these frameworks address issues of dependency, narrative representation, and youth engagement.

Results

The results were as follows. The findings show that traditional aid often reinforces dependency, while empowerment-based approaches promote sustainable self-reliance. GBS demonstrates this shift by providing single mothers with vocational skills that build confidence and economic independence (Adewole, 2022), while also supporting children's education to break intergenerational cycles of poverty. The project challenges harmful media narratives, such as poverty porn, that strip beneficiaries of dignity and reinforce the savior complex (Shabbir et al., 2024; Mahmoud & Nang, 2024), instead portraying participants as capable partners. Finally, GBS replaces the typical donor-recipient hierarchy with a horizontal partnership model rooted in co-creation and shared decision making, countering the conditionality driven structures found in much of Western aid (Mkandawire et al., 2024).

Discussion

Through the above research methods and results, the findings highlight the limitations aid, which often undermines accountability, weakens internal innovation, and reproduces colonial-like power structures (Zimmerman, 2007; Mkandawire et al., 2024). Dependency theory helps explain why these outcomes persist: hierarchical systems of giving and receiving maintain power imbalances and restricts African autonomy. On the other hand, empowerment theory reveals how capability-building, psychological confidence, and organizational participation can counteract dependency. The GBS case demonstrates that youth-driven, participatory, and ethically grounded models can operationalize empowerment in practice. Its focus on skills, intergenerational support, and narrative transformation aligns with global movement toward decolonized and community-centered development. Moreover, ethical storytelling challenges harmful representations as enables recipients to be viewed, and to view themselves, as active change agents. Together, these elements suggests that sustainable development requires a shift from charity to partnership, from conditionality to co-creation, and from pity-based narratives to dignity-based collaboration.

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Aid to Agency: An Empowerment-Based and Dignity-Centered Approach to Community Development in Uganda

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1. The Aid Paradox

The Promise

International aid positioned as pathway to African development

Supported by governments, NGOs, global agencies

Benevolent image of external support

Mkandawire, 2024; Mkandawire et al., 2024

The Reality

Structural dependency persists despite decades of intervention

Colonial power dynamics reproduced through aid systems

Cycles of dependency replace genuine autonomy

2. The Problem of 'Poverty Porn'

Emotional Manipulation

Humanitarian campaigns use suffering to trigger donations



Reinforced Inequality

Narratives perpetuate savior complex and strip dignity



Powerless Portrayal

Beneficiaries depicted as passive, helpless victims



Mahmoud et al., 2024; Shabbir et al., 2024

3. Research Questions

RQ1

How does traditional aid reinforce structural dependency in African contexts?

RQ2

How can ethical storytelling and youth participation transform harmful aid narratives?

4. Theoretical Framework

Dependency Theory

Hierarchical aid systems maintain power imbalances and restrict autonomy

Empowerment Theory

Capability-building, psychological confidence, and participation counteract dependency

Zimmerman, 1995, 2007; Mkandawire et al., 2024

5. Methodology

01

Conceptual Analysis

Examined dependency theory, empowerment theory, and contemporary aid critiques

02

Thematic Synthesis

Reorganized arguments from Mkandawire, Zimmerman, Nafiah, Mahmoud, and others

03

Case Study Application

Analyzed Girls be Strong (GBS) project in Uganda as empowerment model

6. Case Study: Girls be Strong

Vocational Training

Single mothers gain practical skills, confidence, and economic independence

Educational Support

Children's education breaks intergenerational poverty cycles

Partnership Model

Horizontal co-creation replaces donor-recipient hierarchy

Ethical Storytelling

Participants portrayed as capable partners, not passive victims

Adewole, 2022

Vocational Training: Building Economic Independence

The 'Girls be Strong' project directly addresses the root causes of dependency by equipping single mothers with valuable vocational skills, fostering lasting economic independence and personal growth.

Practical Skills

Participants learn market-relevant trades like tailoring, baking, and handicrafts, fostering tangible skill-building for self-sufficiency.

Income Generation

These skills translate into direct income-generating opportunities, enabling mothers to support their families and escape cycles of poverty.

Personal Empowerment

Beyond financial gains, the program instills confidence, self-reliance, and decision-making capabilities, fostering a profound sense of personal dignity.



Partnership Model: From Hierarchy to Collaboration

Horizontal Co-creation

Traditional donor-recipient power dynamics are replaced with genuine collaboration, fostering shared ownership.

Shared Decision-making

Partners engage in mutual planning and execution, ensuring decisions reflect local needs and priorities.

Mutual Respect

The model cultivates an environment of equal standing, breaking down historical power imbalances and promoting dignity.



Educational Support: Breaking Intergenerational Cycles

The 'Girls be Strong' project invests in the future by ensuring children of participating mothers receive essential educational support, directly challenging the cycle of intergenerational poverty.

1

Access to Education

Provides tuition fees, uniforms, and transportation, ensuring children can attend and remain in school without financial barriers.

2

Learning Resources

Supplies books, stationery, and other educational materials, fostering a conducive learning environment and academic success.

3

Long-Term Impact

Empowering the next generation with education leads to improved life prospects, health outcomes, and community development.



Ethical Storytelling: Reclaiming Narratives and Dignity

The 'Girls be Strong' project intentionally redefines how stories are told, emphasizing the agency and resilience of participants to challenge harmful stereotypes and foster genuine partnership.

Narrative Transformation



Shifting portrayals from passive recipients of aid to active agents of change, highlighting their strength, aspirations, and significant contributions.

Dignity-Centered Representation



Ensuring individuals are depicted with profound respect, showcasing their capabilities, cultural richness, and personal journeys, rather than their struggles for emotional appeal.

Countering 'Poverty Porn'



Actively avoiding exploitative imagery and narratives that reduce individuals to their poverty, instead championing authentic, empowering storytelling that fosters understanding and partnership.



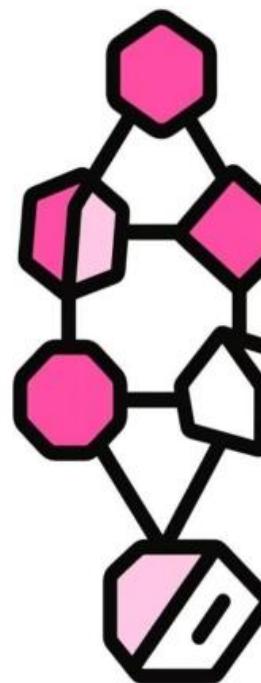
7. Key Findings

Traditional Aid

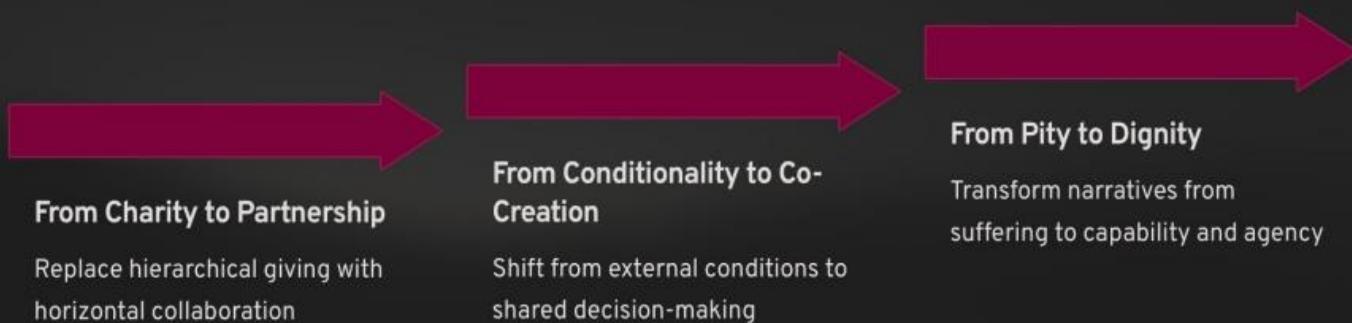
- Reinforces structural dependency
- Undermines local accountability
- Weakens internal innovation
- Reproduces colonial power structures
- Conditions tied to external agendas

Empowerment-Based Approaches

- Promote sustainable self-reliance
- Build psychological confidence
- Enable organizational participation
- Challenge harmful narratives
- Create horizontal partnerships



8. Shifting the Paradigm





9. Conclusion

Sustainable development requires dignity-centered collaboration, youth-driven participation, and ethical representation that views recipients as active change agents—not passive beneficiaries.

The path forward: Community-centered, decolonized development through capability-building and narrative transformation

Thank You

For your attention and for joining us in reimagining a more dignified and equitable path to global development.

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The Anthropology of Telemedicine: Assessing the Impact of Virtual Care Delivery on Social Support Networks and Healing Rituals During Public Health Crises

Taeheon Lee¹

Introduction

The COVID-19 pandemic quickly pushed telemedicine into the spotlight, turning patient care into a virtual thing. While going digital has clear upsides for accessibility, simply swapping an in-person visit for a screen-to-screen one has huge social and cultural side effects we haven't fully grasped (Greenhalgh et al., 2020). This study uses Medical Anthropology to jump into this messy convergence area. We're basically asking: How did virtual care handle the most human parts of healing, the therapeutic routine and the emotional support, during a huge crisis? This work argues that we need to stop thinking about technology and human care as two separate things; they need to genuinely converge if digital health is going to work long-term.

Methods

We dug into this issue using a qualitative, anthropological approach, focusing on the real-life stories of patients and providers who used virtual care during the public health emergency. We gathered data through in-depth interviews with diverse patient groups. Our analysis focused on two main tools. First, we did a Ritual Analysis to see how key parts of the healing encounter, like physical touch or shared space, were handled, or just plain lost, in video calls. This helped us highlight the difference between the medical diagnosis (disease) and what the patient was actually experiencing (illness) (Kleinman, 1988). Second, we used Social Network Mapping and ideas from Actor-Network-Theory (Latour, 2005) to track how people's support systems tried to function when everything went digital.

Results

Our findings show a clear split. Telemedicine is super efficient, but it often falls short on the human, social side. We found that the rapid shift often created what we are calling "empathy gaps" (Greenhalgh et al., 2020). When the healing encounter got depersonalized, patient satisfaction dropped, and people were sometimes less likely to stick to their treatment plans. And

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while digital tools were supposed to help with access (Eysenbach, 2001), they often could not fix deeper problems related to the Social Determinants of Health, like not having good Wi-Fi or enough tech knowledge (Caburnay et al., 2021). Essentially, the research suggests that the supportive and emotional power of being physically present can't be replaced by a simple video link.

Discussion

Based on this work, we really need to push for Human-Centered Design (HCD) principles in the next wave of virtual care technology. Future digital health tools cannot just be about moving data; they have to actively weave in the ritual and emotional elements that build trust and ensure true, holistic healing (Kleinman, 1988). This anthropological view is crucial for guiding future health IT. It helps ensure that new tech doesn't accidentally widen the health and social gaps we are trying to close (Caburnay et al., 2021).

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Anthropology of Telehealth

The Anthropology of Telemedicine: Assessing the Impact of Virtual Care Delivery on Social Support Networks and Healing Rituals During Public Health Crises

by: Taeheon Lee

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• Introduction

1. Rationale and Purpose of the Study
2. Overview of the Study

• Research Methods

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1. Summary
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• Conclusion

1. Implications

Rationale & Purpose of Study

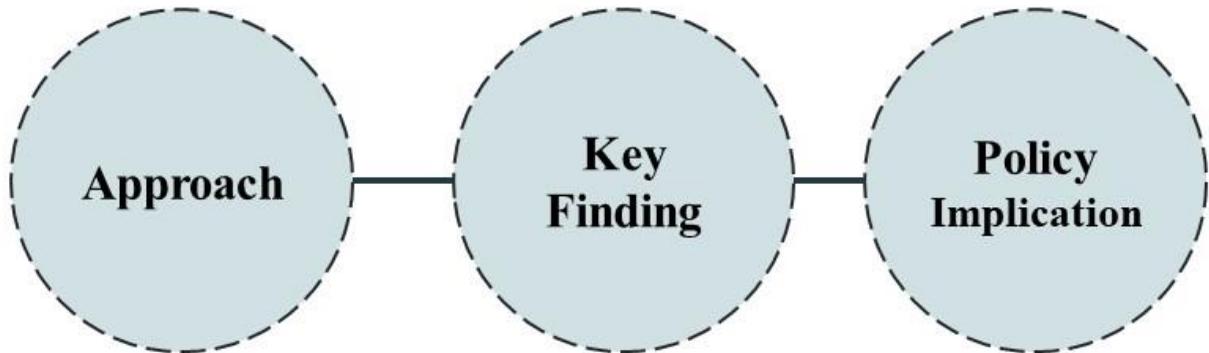
- **Study Purpose:** To use Medical Anthropology to investigate this messy convergence area.
- **Core Question:** How did virtual care handle the most human parts of healing during a huge crisis?
- **Core Argument:** Digital health requires technology and human care to **genuinely converge** for long-term success.



1. INTRODUCTION

- Rationale and Purpose of the Study
- Overview of the Study

Overview of the Study



2. RESEARCH METHODS

- Experimental Design
- Measuring Instruments
- Procedure
- Analysis

Experimental Design

- **Design:** A qualitative, anthropological approach was utilized.
- **Focus:** Real-life stories of patients and providers utilizing virtual care.



Measuring Instrument

1. Ritual Analysis:

- Used to assess how key parts of the healing encounter, like **physical touch or shared space**, were handled or **lost** in video calls.
- Helped distinguish between 'disease' and 'illness' (Kleinman, 1988).

2. Social Network Mapping:

- Employed to track how people's support systems attempted to function in a digital environment.

3. Actor-Network-Theory (ANT):

- Ideas from Latour (2005) were used in conjunction with Social Network Mapping (Latour, 2005).

Procedure

- Data was gathered through **in-depth interviews** with diverse patient groups.
- The interviews focused on experiences with virtual care during the public health emergency.



Analysis

- The rapid shift often created "**empathy gaps**" (Greenhalgh et al., 2020).
- The research suggests that the **supportive and emotional power of being physically present can't be replaced** by a simple video link.
- The anthropological view is essential to ensure new technology does not accidentally **widen health and social gaps** (Caburnay et al., 2021).



3. Results

- Summary
- Findings

Summary

*The research suggests that the supportive and emotional power of **being physically present can't be replaced by a simple video link***

Findings

- The rapid shift to virtual care often created what the researchers call "empathy gaps"
- Although digital tools were supposed to help with access they often failed to fix deeper problems related to the **Social Determinants of Health**



4. Conclusion

- Implications

Implication

1. Future digital health tools cannot just be about moving data
2. Need to push for **Human-Centered Design (HCD) principles**
3. This **anthropological view is crucial** for guiding future health IT

References

- Caburnay, C. A., etili, A., Dizon, T., & Gichane, M. (2021). Telemedicine's Role in Addressing Social Determinants of Health: Opportunities and Challenges. *Health Education & Behavior*, 48(4), 416-424.
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The Impact of CPR Education on Community Residents' Performance Confidence in Performing CPR

TaeHyun Kim¹, YeJune Lee

Introduction

Cardiopulmonary resuscitation (CPR) is a vital procedure that affects survival and neurological recovery after cardiac arrest. Despite its importance, Korea's bystander CPR rate remains low, particularly in private settings such as homes. To improve emergency response readiness, residents must gain confidence through structured training. Most prior research focused on medical or student groups, leaving limited evidence on community residents. This study, organized by Eco Friends with the Gangnam Public Health Center, examined how community-based CPR education enhances residents' performance confidence across CPR skills.

Methods

Thirty-four residents (15 males, 19 females) from a Seoul apartment complex joined a 3-hour CPR course on April 11, 2025. The training included lectures, demonstrations, and hands-on practice in nine key skills: scene assessment, response check, emergency call, airway management, breathing check, artificial respiration, pulse check, chest compression, and AED use. Confidence was rated on a 10-point Likert scale before and after training. Paired t-tests compared pre- and post-scores, with significance set at $p < .05$.

Results

All nine CPR performance components improved significantly after training ($p < .001$). The mean confidence rose from 3.04 to 7.89. Largest gains appeared in artificial respiration, AED use, and early assessment, while calling for help showed the highest initial score. These results demonstrate that structured community CPR programs effectively strengthen residents' self-efficacy and emergency readiness.

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Table 1. Comparison of CPR Performance Confidence Before and After Training (N = 34)

Confidence	Pre-test (M)	Post-test (M)	t	p
Early assessment	2.85	7.27	-12.06	<.001
Response checking	2.97	7.53	-12.98	<.001
Calling for help	5.62	9.12	-10.51	<.001
Airway maintenance	2.56	6.74	-10.58	<.001
Breathing check	3.44	7.88	-12.56	<.001
Artificial respiration	2.09	6.06	-9.73	<.001
Pulse check	3.74	7.77	-12.81	<.001
Chest compression	2.94	7.94	-12.62	<.001
AED use	2.18	7.62	-12.28	<.001
Total mean	3.04	7.89	-14.14	<.001

Discussion and Conclusion

CPR education significantly increased residents' confidence, especially in artificial respiration and AED use—skills often avoided by untrained people. These findings align with studies showing that practical, repeated training enhances competence and willingness to act (Cho et al., 2012; Flaherty, 2000). Even short, community-based programs can yield meaningful results through realistic practice and feedback. The Eco Friends project shows that youth-led health education can foster public awareness and strengthen community readiness for emergencies.

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Impact of CPR Education on Community Residents' Performance Confidence in Performing CPR



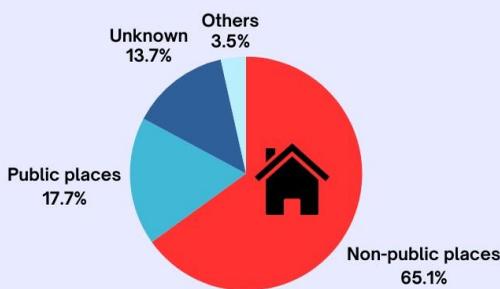
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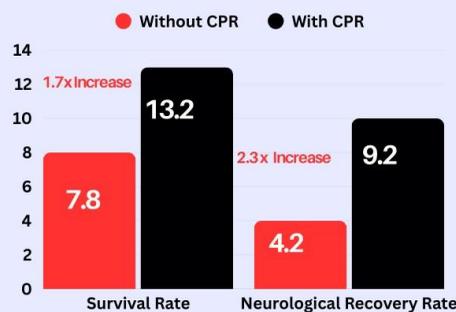
Presenter: Kim TaeHyun, iyou0531naver.com

Introduction

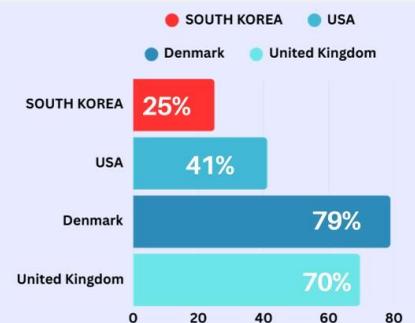
- 65% of cardiac arrests occur in private settings (KDCA, 2023).
- Bystander CPR increases survival rate by 1.7x and neurological recovery by 2.3x.
- Bystander CPR rate in Korea remains low.
- These findings highlight the urgent need for community-based CPR education.



[FIGURE 1] LOCATION OF SUDDEN CARDIAC ARREST INCIDENTS



[FIGURE 2] SURVIVAL RATE & NEUROLOGICAL RECOVERY RATE BY BYSTANDER CPR



[FIGURE 3] BYSTANDER CPR IMPLEMENTATION RATES BY COUNTRY

ABOUT ECO FRIENDS AND THE MOTIVATION



• Founded in 2024 as a student-led volunteer organization

• Focus: environmental action and public health education

• Mission: empowering youth to build safer, healthier communities



Research Purpose and Hypotheses

Research Purpose

To evaluate whether community-based CPR education improves residents' performance confidence in performing cardiopulmonary resuscitation (CPR).

• Research Hypothesis (H₁)

There will be a significant difference in performance confidence before and after CPR education among community residents.

Methods

Participants

- 45 residents : 11 excluded → Final N=34
- Date: April 11, 2025, Apartment community hall(Gangnam-gu, Seoul) 3 hours

CPR Education Program

- Basic theory on cardiac arrest and CPR procedures
- How to use an AED (Automated External Defibrillator)
- Hands-on CPR practice with mannequins

ECO FRIENDS



Methods

Measurement Tools & Data Analysis

- **Measurement Tool:** Based on Cho et al. (2012) VAS → Modified 10-point Likert (1-10)
- **Survey Composition:**
 - General characteristics (3): gender, age, prior CPR experience
 - Performance confidence (9): early assessment, response check, help call, airway, breathing, artificial respiration, pulse, compression, AED
- **Data Collection:** Pre/post surveys via NaverForm (consent obtained)
- **Analysis:** Descriptive stats (mean, %) + Paired t-test, $p < .05$.

Results

General Characteristics of Participants

A total of 34 community residents participated in this study, after excluding 11 incomplete responses. Among them, 15 were male (44.1%) and 19 were female (55.9%).

Approximately 35% of participants had previous experience with CPR education, while 65% received CPR training for the first time through this program.

Variable	Category	n (%)
Gender	Male	15 (44.1)
	Female	19 (55.9)
Age	under 50	12(35.3)
	over 50	22(64.7)
Previous CPR Training	Yes	12 (35.3)
	No	22 (64.7)



Table 1. General Characteristics of Participants (N=34)

Results

Changes in CPR Performance Confidence

Paired-samples t-tests were conducted to compare performance confidence levels before and after CPR education.

As shown in Table 2, participants demonstrated significant improvements across all nine subcomponents of CPR performance skills ($p < .001$).

The largest gains were observed in artificial respiration, early assessment, and AED use.

The overall performance confidence mean score (average of nine items) increased from 3.04 before training to 7.89 after training, representing a statistically significant improvement, $t(33) = -14.14, p < .001$.

CPR Performance Component	Pre-test (M)	Post-test (M)	t	p
Early assessment	2.85	7.27	-12.06	< .001
Response checking	2.97	7.53	-12.98	< .001
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Chest compression	2.94	7.94	-12.62	< .001
AED use	2.18	7.62	-12.28	< .001
Total self-efficacy mean	3.04	7.89	-14.14	< .001

Table 2. performance confidence of CPR Before and After Training (N = 34)

Discussion

- Findings align with Bandura's (1997) self-efficacy theory, overcome bystander effect.
- Hands-on experience reduced hesitation and fear to act
- Youth-led model increased accessibility and engagement



Discussion & Conclusion

- CPR education significantly improved residents' confidence.
- Strongest improvements in Artificial respiration & AED use.
- Supports Bandura's theory: mastery experience builds confidence.
- Short community-based programs yield meaningful outcomes.
- Youth-led initiatives promote sustainable public health education.



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Thank
you



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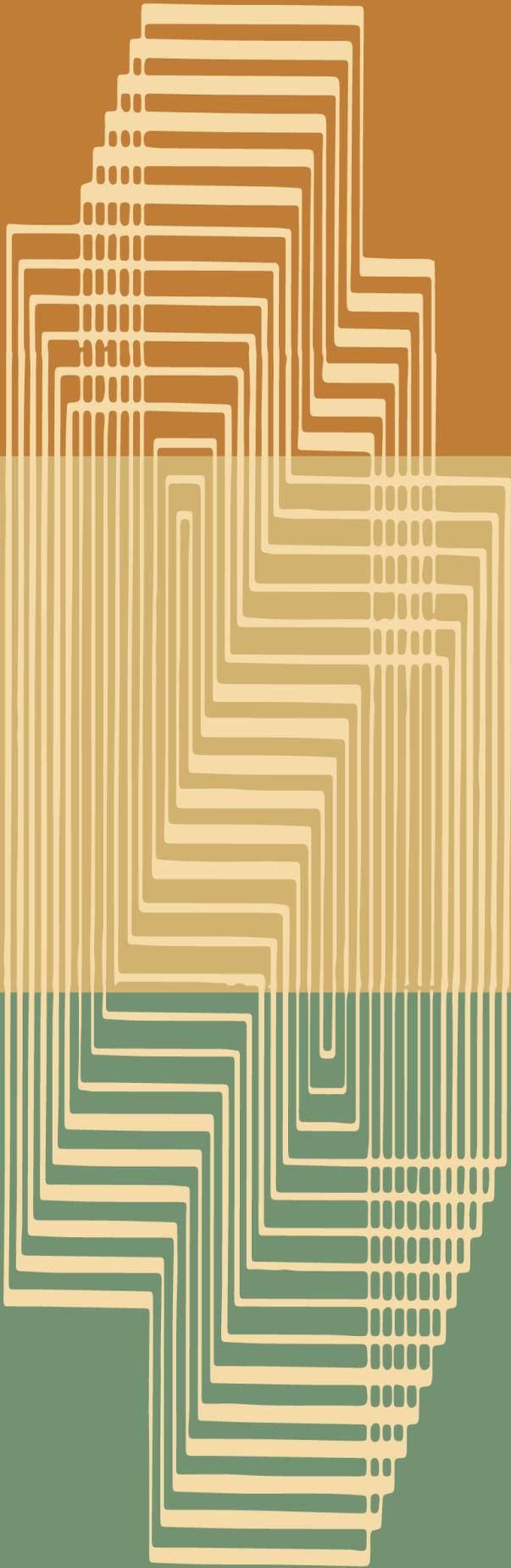
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