

Course Information

Date Submitted: 1/11/2016

Current Prefix and Number: KHP - Kinesiology and Hlth Promotion , KHP 577 PRAC IN KINESIOLOGY AND HEALTH PROMOTION

Other Course:

Proposed Prefix and Number: KHP 577

What type of change is being proposed?

Major Change

Major – Add Distance Learning

Should this course be a UK Core Course? No

1. General Information

a. Submitted by the College of: EDUCATION

b. Department/Division: Kinesiology - Health Promotion

c. Is there a change in 'ownership' of the course? No

If YES, what college/department will offer the course instead: Select...

e. Contact Person

Name: Melinda Ickes

Email: melinda.ickes@uky.edu

Phone: 859-257-1625

Responsible Faculty ID (if different from Contact)

Name:

Email:

Phone:

f. Requested Effective Date

Semester Following Approval: Yes OR Effective Semester:

2. Designation and Description of Proposed Course

a. Current Distance Learning (DL) Status: Please Add

b. Full Title: PRACTICUM IN KINESIOLOGY AND HEALTH PROMOTION

Proposed Title: PRACTICUM IN KINESIOLOGY AND HEALTH PROMOTION

c. Current Transcript Title: PRAC IN KINESIOLOGY AND HEALTH PROMOTION

Proposed Transcript Title:

d. Current Cross-listing: none

Proposed – ADD Cross-listing :

Proposed – REMOVE Cross-listing:

e. Current Meeting Patterns

PRACTICUM: 3 or 6

Proposed Meeting Patterns

PRACTICUM: 3 or 6

OTHER: 150

OTHEREXPLAIN: Students are required to accumulate 150 site hours

f. Current Grading System: ABC Letter Grade Scale

Proposed Grading System: *Graduate School Grade Scale*

g. Current number of credit hours: 3 - 6 (variable)

Proposed number of credit hours: 3 or 6

h. Currently, is this course repeatable for additional credit? Yes

Proposed to be repeatable for additional credit? Yes

If Yes: Maximum number of credit hours: 6

If Yes: Will this course allow multiple registrations during the same semester? No

2i. Current Course Description for Bulletin: Extensive practical work experiences with qualified practitioners and KHP faculty.

Proposed Course Description for Bulletin: KHP 577 is a three- or six-hour course which focuses on gaining practical experience in the professions of Kinesiology, Health Education and Health Promotion. It provides an opportunity for Kinesiology, Health Promotion minors and majors to apply the theories, knowledge and experiences gained from their coursework to real life situations. Depending on their discipline, students may gain experience in a variety of settings, including but not limited to physical therapy, personal training/fitness facilities, cardiac rehab, health department, student health, non-profit organizations, worksite wellness.

2j. Current Prerequisites, if any: Prereq: KINE, HEPR, KHPR majors only.

Proposed Prerequisites, if any: Prereq: KINE, HEPR, KHPR majors and minors only or permission by instructor.

2k. Current Supplementary Teaching Component:

Proposed Supplementary Teaching Component:

3. Currently, is this course taught off campus? No

Proposed to be taught off campus? No

If YES, enter the off campus address:

4. Are significant changes in content/student learning outcomes of the course being proposed? No

If YES, explain and offer brief rationale:

5a. Are there other depts. and/or pgms that could be affected by the proposed change? No

If YES, identify the depts. and/or pgms:

5b. Will modifying this course result in a new requirement of ANY program? No

If YES, list the program(s) here:

6. Check box if changed to 400G or 500: No

Distance Learning Form

Instructor Name: Melinda Ickes

Instructor Email: melinda.ickes@uky.edu

Internet/Web-based: Yes

Interactive Video: No

Hybrid: No

1. How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Senate Syllabus Guidelines, specifically the Distance Learning Considerations? This is a practicum course so students will be spending the majority of the time at the approved practicum site. However, the instructor will communicate with the students weekly through Canvas and email, and will be available for online chat and other meetings by appointment.

2. How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goals, assessment of student learning outcomes, etc. This is a practicum course, so all expectations will be the same as the face-to-face section. However, students will submit all work online through Blackboard. All student learning outcomes remain the same.

3. How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academic offense policy; etc. The course will be through the LMS Canvas, which is password-protected. All assignments will be submitted through the student's own personal account.

4. Will offering this course via DL result in at least 25% or at least 50% (based on total credit hours required for completion) of a degree program being offered via any form of DL, as defined above? The Graduate Health Coaching Certificate (recently approved) will eventually be fully online, but this will take some time.

If yes, which percentage, and which program(s)? See above.

5. How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom setting? The syllabus lists all available Student Services, including the link to UK Libraries, the Writing Center, etc.

6. How do course requirements ensure that students make appropriate use of learning resources? Students are recommended to visit the Writing Center in completion of their writing assignments.

7. Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program. All practicum hours will be conducted at the approved site, which will provide relevant facilities, etc.

8. How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/or receipt of the course, such as the Information Technology Customer Service Center (<http://www.uky.edu/UKIT/>)? The syllabus details these resources. The syllabus will be available on Canvas.

9. Will the course be delivered via services available through the Distance Learning Program (DLP) and the Academic Technology Group (ATL)? YES

If no, explain how student enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said technology. N/A - DLP services will be utilized

10. Does the syllabus contain all the required components? YES

11. I, the instructor of record, have read and understood all of the university-level statements regarding DL.

Instructor Name: Melinda Ickes

**KHP 577: Practicum in Kinesiology and Health Promotion
Department of Kinesiology and Health Promotion**

**University of Kentucky
Semester Year
Distance Learning Course**

I: GENERAL INFORMATION

Class Instructor: Melinda J. Ickes, Ph.D.

Office Location: 111 Seaton Building

Office Phone: 859-257-1625

Email: melinda.ickes@uky.edu

Class Meeting: Asynchronous Online

Office Hours: Office hours by appointment via email, phone, or video conference

II. COURSE DESCRIPTION AND OUTCOMES

KHP 577 is a three- or six-hour course which focuses on gaining practical experience in the professions of kinesiology, health education and health promotion. It provides an opportunity for kinesiology, health promotion minors and majors to apply the theories, knowledge and experiences gained from their coursework to real life situations. This section is geared toward those with a minor or major in health promotion or those completing the Graduate Certificate in Health Coaching.

The course reinforces the College of Education's Conceptual Framework of, "research and reflection for learning and leading."

- Research serves as one of the major ways for those in kinesiology and health promotion to synthesize the evidence-based promotion programs to aid behavior change. Research provides the basis for planning and developing as well as selecting health promotion programs based upon what researchers have found to be the most effective in influencing health behavior.
- Reflection is emphasized for the purpose of decision-making in order to gain health related knowledge and skills and to learn how to most effectively enable and empower others in relation to health behavior change. Reflection enables the health promoter to refine selected behavior change strategies.
- Leading is an expectation for all health promoters and health educators. Those trained in health promotion must become leaders in their classroom and school, community agency or organization, in worksite health promotion programs as well as in health care organizations. Health promoters serve as leaders for curriculum development in schools, health promotion program planning and implementation, policy development, creating environmental changes conducive to health, in addition to many other leadership roles.
- Learning must be committed to by all health promotion students for all program participants and attention paid to the need to address different learning styles and the effectiveness of various behavior change strategies in dealing with diverse and changing populations in a multicultural environment.

Course Aims

By the end of the course, the student will have:

1. An understanding of the structure and function of the sponsoring organization.
2. The skills and knowledge deemed appropriate for an entry-level health promotion specialist.
3. An understanding of how health promotion professionals enhance their programs by networking with individuals and agencies.
4. Made a meaningful contribution to the sponsoring organization.
5. An understanding of the basic functions and services of the organization they are serving and how that organization contributes to wellness and health promotion.

Matrix of Student Learning Outcomes, Assessment, and Responsibilities

Student Learning Outcomes	Assessment
Identify roles and responsibilities of a certified health education specialist in a real world setting.	Reflection, Final Summary, Portfolio
Develop measurable goals and objectives to provide a framework for the semester.	Goals & Objectives
Create a professional portfolio highlighting their internship work.	Portfolio
Create culturally relevant and age appropriate health communication materials as needed by the sponsoring organization.	Internship Hours, Portfolio
Effectively research health-related databases in order to synthesize the literature on related health issues as needed by the sponsoring organization.	Internship Hours, Portfolio, Reflection
Communicate effectively with site supervisor and site personnel.	Site Supervisor Evaluation
Discuss lessons learned from two professional development seminar/workshops.	Seminar Evaluations
Write well reasoned and data supported papers using proper APA style (6 th ed.).	Reflection, Final Summary

Responsibilities and Competencies of a Health Education Specialist

The content of this course is designed to help students fulfill responsibilities and demonstrate competencies identified by the updated 2010 publication: National Commission for Health Education Credentialing, Inc. (NCHEC), Society for Public Health Education (SOPHE), American Association for Health Education (AAHE). (2010a). *A competency-based framework for health education specialists - 2010*. Whitehall, PA: Author.

The Seven Areas of Responsibility are a comprehensive set of Competencies and Sub-competencies defining the role of the health education specialist. These Responsibilities were verified through the 2010 Health Educator Job Analysis Project and serve as the basis of the CHES exam beginning in April 2011 and the MCHES exam in October 2011.

The course may address a combination of the responsibilities and competencies dependent on the sponsoring organization.

III: COURSE TEXT AND READINGS

No text required. Supplemental readings may be posted on Canvas to provide students with additional information.

IV: STUDENT ACTIVITIES, EVALUATION, AND GRADING POLICY

The practicum experience is based on reporting for all scheduled hours and becoming an active participant in the daily activities of the sponsoring organization.

Students will be evaluated on the following:

Assignment	Total Points	Percentage
Goals and Objectives	10 pts.	1.8%
Site Supervisor Evaluations (2 x 25)	50 pts.	9.1%
Weekly Reflective Journal (4 x 37.5)	150 pts.	27.3%
Log of Hours (1 point per documented and approved hour)	150 pts.	27.3%
Seminar Attendance (2 x 20)	40 pts.	7.3%
Internship Portfolio	100 pts.	18.2%
Internship Final Summary	25 pts.	4.5%
Professionalism	25 pts.	4.5%
Total	550 pts.	100%

GRADING SCALES**Undergraduate**

A..... 89.50 – 100
 B..... 79.50 – 89.49
 C..... 69.50 – 79.49
 D..... 59.50 – 69.49
 E..... 59.49 and below

Graduate

A..... 89.50 – 100
 B..... 79.50 – 89.49
 C..... 69.50 – 79.49
 E..... 69.49 and below

Assignments will be given a letter grade based on departmental grading policy and on the scoring guidelines which accompany each assignment.

The instructor reserves the right to modify the above grading system to accommodate any special situations the may arise throughout the semester.

Mid-term grades will be posted in myUK by the deadline established in the Academic Calendar:

<http://www.uky.edu/registrar/calendar>

V. COURSE ORGANIZATION AND REQUIREMENTS***Organization of Course***

Since this is an online course, the course will be administered online and will heavily rely on technology such as Adobe Connect and Canvas. Class participation will be assessed through participation in online activities throughout the semester and submission of course requirements detailed below. All assignments will be handed in to the professor online via Canvas. For more detailed descriptions of the specific requirements associated with the course, see below.

See Internship Handbook for full details on all course requirements.

Goals and Objectives

After gaining a good orientation and familiarization with the agency and the internship duties and responsibilities, the student intern, in consultation with the agency

supervisor, should prepare a draft copy of both professional and personal goals and objectives that s/he wishes to accomplish during the internship. These goals and objectives should be based on the established professional competencies. After receiving feedback on the draft, the student intern will prepare a final copy of their goals and objectives. The goals and objectives will be reviewed by the agency supervisor and the student intern as part of the midterm and final internship performance evaluations.

Site Supervisor Evaluations

Site supervisors will be asked to complete both a midterm and final summary report, evaluating the student's professional and personal characteristics. Site supervisors will be contacted by the instructor regarding forms and deadlines.

Reflective Journal

Each student intern will be required to keep a reflective journal of her/his daily internship experiences, in which the student intern provides a personal analysis of the outcomes of her/his efforts each day and a reflection on her/his personal growth and development from the experiences s/he is having. Entries should be insightful and provocative, with emphasis on the student's own perspectives, interpretations, personal opinions or philosophy regarding her/his performance, personal development, successes in dealing with concerns or issues, special outcomes from one's interactions with others, understanding of situations in which controversy or special actions were taken or special requirements were needed to be applied, etc. Students must also highlight professional competencies focused on as they build their skill set. Due dates will be highlighted in the syllabus. This reflective journal will provide assistance in completing the final summary. The reflective journal must be included in the portfolio project submitted at the end of the internship.

Log of Hours

Each student intern will be required to keep a daily tabulation of the actual hours worked. The log should record the start and finish time each day and calculate the total hours for the week. Do not count the time taken for lunch or breaks in your total weekly hours. This Internship Log of Hours Worked report should be submitted with the final evaluation forms. REMEMBER, YOUR AGENCY SUPERVISOR WILL CONFIRM ALL HOURS AS SUBMITTED! Logs not signed will not be counted. The log will go in the final portfolio.

Seminar Attendance

Students will be required to attend at least two seminars/workshops that relate to professional or personal development. Seminars can include webinars, conferences, and/or sessions put on by the university. A one-page summary and reflection will be submitted for each one.

Internship Portfolio

Students will develop a complete professional portfolio including all the work they have done during the internship (e.g. health education materials, brochures, posters, etc). It might include samples of written correspondence (i.e. memos, letters, reports, surveys, specially designed programs or forms, special event outlines and evaluations, notes on meetings, project outlines, a grant proposal, promotional flyer, instructional brochure or handbook, assessment reports, etc.). The student intern should include anything that s/he feels demonstrates particular outcomes of her or his effort and demonstrates the quality of the work, or shows how s/he progressed and developed during the internship. The portfolio should also include completed log of hours and reflections as well as the supervisor evaluations (emailed to you after they have been reviewed by the university supervisor). The intention for this portfolio is for it to be proof of the student's quality of work in health promotion. Explicit guidelines are posted on Canvas.

Internship Final Summary

Upon the completion of the internship, students will prepare a professional, 3-5 page paper reporting on and critiquing their internship experience. This summary will be included in the internship portfolio. APA citation style (6th ed.) should be used throughout. Explicit guidelines are posted on Canvas.

VI. PARTICIPATION AND PROFESSIONALISM

There are points allotted to professionalism and participation in this course. Students must let the internship site supervisor and professor know immediately if they need to miss any scheduled internship hours. The hours will need to be made up. The internship site supervisor or professor shall have the right to request appropriate verification. A total of 150 hours must be accumulated for the semester (per 3 credit hours).

For UK's policy on excused absences, see Students Rights and Responsibilities, Part II, Section 5.2.4.2 (<http://www.uky.edu/StudentAffairs/Code/part2.html>). *If attendance is required or serves as a criterion for a grade in a course, and if a student has excused absences in excess of one-fifth of the class contact hours for that course, a student shall have the right to petition for a "W," and the faculty member may require the student to petition for a "W" or take an "I" in the course. (US: 2/9/87; RC: 11/20/87)*

VII: ACADEMIC INTEGRITY, CHEATING AND PLAGIARISM

Students should individually complete each assignment. The minimum penalty for cheating is a disciplinary E, which cannot be removed from one's transcript by a repeat option. For more information on plagiarism, and UK's new academic offense policy, see <http://www.uky.edu/Ombud>. For more on UK's policy on academic integrity, see Students Rights and Responsibilities, Part II, Section 6.3 (<http://www.uky.edu/StudentAffairs/Code/part2.html>).

VIII: TECHNOLOGY

Technology: Please refer to this syllabus on a regular basis for class dates, assignment info, etc. The use of Canvas will be employed in this course for the dissemination of course materials such as syllabus, handouts, and assignments. Since this is an online distance learning course, you **MUST** have access to a computer to partake in this course and need to check the Canvas online learning website for this course on a regular basis (*at least weekly*) for class announcements, etc.

In order to have a successful educational experience in distance learning courses, the minimum technical requirements are 1GB RAM of hardware and 1MBPS Broadband Connection of Internet connection. Additionally, software such as Java, Adobe Acrobat Reader, and Microsoft Office will be useful in your class experience. Should you encounter problems with technology, resources are available through the Information Technology Customer Service Center (<http://www.uky.edu/UKIT/>). Teaching and Learning Services Center (<http://www.uky.edu/TASC/>; 257-8272) and Information Technology Customer Service Center (<http://www.uky.edu/UKIT/>; 257-1300) may be valuable resources. Distance Learning Library Services may be a valuable resource throughout this course <http://www.uky.edu/DistanceLearning/>. The Distance Learning librarian is Carla Cantagallo (859-257-0500, ext. 2171; dllservice@email.uky.edu).

IX: OTHER POLICIES

A. *Communication & Contact:* Email is the preferred method of contacting the professor, though using the phone or a video conference can also be arranged. All inquiries will be responded to within 48 hours of initial contact with the professor.

B. *Late Assignments:* For students with unexcused absences, for work that is turned in after the due date, one letter grade will be deducted each day it is late from the final grade. **ALL MISSED WORK MUST BE COMPLETED WITHIN ONE WEEK FROM THE ORIGINAL DUE DATE** or it will NOT be accepted. Per *Senate Rule 5.2.4.2*, students missing any graded work due to an excused absence are responsible: for

informing the Instructor of Record about their excused absence within one week following the period of the excused absence (except where prior notification is required); and for making up the missed work. The professor must give the student an opportunity to make up the work and/or the exams missed due to an excused absence, and shall do so, if feasible, during the semester in which the absence occurred.

C. *Accommodations due to Disability:* If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (DRC). The DRC coordinates campus disability services available to students with disabilities. It is located on the corner of Rose Street and Huguelet Drive in the Multidisciplinary Science Building, Suite 407. You can reach them via phone at (859) 257-2754 and via email at drc@uky.edu. Their web address is <http://www.uky.edu/StudentAffairs/DisabilityResourceCenter/>.

D. *Communication Etiquette:* When sending an email to the professor or site supervisor, please use professional email manners such as addressing the email, signing your complete name, and checking for spelling/grammatical errors. It is a good habit to practice professional email etiquette with all of your professors and community contacts. Professionalism in emails also includes the content – emails that resemble abbreviated text messages are not appropriate, and will likely not receive a response from the professor.

E. *Incomplete:* A grade of “I” will not be given except under exceptional circumstances. The student must initiate the request for the “I” in writing. The instructor must receive this request for an “I” in writing three weeks prior to the last day of regular class work (i.e., not the last day of final examinations, but the last day of regular class work). An “I” will not be given when the student’s reason for incompleteness is unsatisfactory to the instructor. If the request for an “I” is denied, the student will receive a grade based on work they completed on the last day of regular class work.

F. A student dismissed (fired) from a practicum placement will receive an “E” for the class.

X. ADDITIONAL RESOURCES

Many students find it helpful to use **The Writing Center** or **Student Support Services** available on the UK campus. To learn more about The Writing Center, see <http://wrd.as.uky.edu/writing-center> to schedule an appointment or call 257-1368. Student Support Services offers both writing instruction and study

XI: TENTATIVE COURSE SCHEDULE

**** The instructor reserves the right to make updates and changes to the syllabus at any time. Students are expected to have read the assigned material prior to class meetings.

Date	Topic	Assignment
Week 1	Orientation Email/Paperwork	Submit signed verification form.
Week 2	Begin weekly hours. <i>Must arrange schedule with site supervisor.</i> Work on goals developed in collaboration with site supervisor.	Site Supervisor signs off on log of hours (portfolio).
Week 3	Weekly Hours	Draft Goals DUE @ 11 p.m. (Canvas) Site Supervisor signs off on log of hours (portfolio).
Week 4	Weekly Hours	Updated Goals DUE @ 11 p.m. (Canvas) Reflective Journal #1 DUE @ 11 p.m. (Canvas). Site Supervisor signs off on log of hours (portfolio).
Week 5	Weekly Hours	Site Supervisor signs off on log of hours (portfolio).
Week 6	Weekly Hours	Site Supervisor signs off on log of hours (portfolio).
Week 7	Weekly Hours	Reflective Journal #2 DUE @ 11 p.m. (Canvas). Site Supervisor signs off on log of hours (portfolio).
Week 8	Weekly Hours	Site Supervisor signs off on log of hours (portfolio). Seminar #1 Reflection DUE @ 11 p.m. (Canvas).
Week 9	Weekly Hours MIDTERM EVALUATION needs to be completed by site supervisor.	Reflective Journal #3 DUE @ 11 p.m. (Canvas). Midterm evaluation DUE @ 11 p.m. Site supervisor will email to professor. Site Supervisor signs off on log of hours (portfolio)
Week 10	SPRING BREAK <i>Need to let site supervisor know in writing if you will be gone this week and schedule total hours accordingly</i>	Site Supervisor signs off on log of hours (portfolio).
Week 11	Weekly Hours	Site Supervisor signs off on log of hours (portfolio).
Week 12	Weekly Hours	Site Supervisor signs off on log of hours (portfolio).
Week 13	Weekly Hours	Reflective Journal #4 @ 11 p.m. (Canvas). Site Supervisor signs off on log of hours (portfolio).
Week 14	Weekly Hours	Site Supervisor signs off on log of hours (portfolio).
Week 15	Weekly Hours	Site Supervisor signs off on log of hours (portfolio). Seminar #2 Reflection DUE @ 11 p.m. (Canvas)
Week 16	Last week to accumulate hours FINAL EVALUATION needs to be completed by site supervisor.	Final evaluation DUE @ 11 p.m. Site supervisor will email to professor.
Week 17	Internship Portfolio DUE Internship Final Summary DUE	Internship Portfolio & Final Summary DUE @ 4 p.m. (Canvas)