

Service-Learning Designation Application

Boise State University Service-Learning Program

Kristen Mitchell, Human Physiology, ZOOL 401/501, Spring 2010

1. What service will students provide to individuals, organizations, schools, or other entities in the community?

Students will develop and deliver an educational outreach program at the Caldwell and West Boise YMCA. Students will prepare two educational programs: one on skeletal muscle physiology and one on cardiac physiology. They will travel to the YMCAs and deliver these hands-on, interactive presentations that will provide basic information on the anatomy and physiology of skeletal muscle and the cardiovascular system. Students will also discuss how age, diet and exercise impact the function and health of these organ systems. Community members will benefit through increased understanding of how these systems function and how such function can be impacted by various lifestyle choices.

2. How does the service relate to the subject matter of the course?

The subject matter of ZOOL 401/501 includes an in-depth discussion of the nervous system, skeletal muscle, heart and cardiovascular system, and the digestive and renal systems. This service-learning project will require students to directly utilize the information learned in ZOOL 401 to describe the basic anatomy and physiology of skeletal muscle and the cardiovascular system. In addition, students will be required to use resources outside of class to understand how factors such as age, diet and exercise impact these organ systems.

3. What methods will you use to encourage students to think about what they are learning through the service and how it relates to the subject of the class?

Students will be encouraged to think about the project by participating in bi-weekly discussion groups, where they will be asked to incorporate their service experiences into group discussions. Students will also be required to keep a journal and make entries describing and commenting on each step of the preparation process for their service activity. These entries should include the type of research performed to prepare for the service, the overall organization of material to be presented during the service, other activities needed to prepare, a description of how the service event went, and contemplative thoughts on what the student learned from the service activities.

4. What reflective strategies will you use to assess the learning derived from the service? (Explain how credit will be given for the learning and its relation to the course, not for the service alone).

Students will be assessed based on their journals, as well as their attendance and participation in the group discussions and planning sessions. Students will be awarded credit for their journal entries based on the following criteria: 1) how well they are able to organize and apply concepts presented in class to their service; 2) use of critical thinking in their comments about their experiences. Students will turn in their journals after the completion of the first project (program on skeletal muscle physiology) and again after the completion of the second project (program on cardiovascular physiology). Students will also be graded based on their attendance and participation in the bi-weekly group discussions. Finally, students will evaluate each other's contribution to the overall group effort using an anonymous electronic evaluation system.

5. How will the service recipients (clients or agency) be involved in the planning and evaluation of the service?

The service recipients will be involved in both the planning and evaluation of the service with the help of the Service Learning Office at Boise State University. In addition, the instructor will personally contact the agency representative before, during, and after the semester to discuss the project.

6. What methods or resources will you use (Weblinks, articles, etc.) to help the students explore the relationship between the course discipline and the community issue?

In this case, the community issue is encouraging community members to become responsible for their own health and providing them with the educational information to do so. Most students will already be aware of the need to address this community issue. However, this issue can be further framed in the context of popular media culture, including newspapers, websites and even television commercials, which are common sources of health-related information for the average community member. To further explore the community issue, students will delve into primary literature and online websites to identify the components of successful outreach programs in health-related fields.

7. How does the Service Learning experience foster civic responsibility, which may coincide with career preparation?

Many of the students in ZOO 401/501 plan to pursue post-graduate education in graduate school or medical, dental, veterinary or pharmacy school. As such, many of these students will become scientists or health care practitioners that will interact with community members on a regular basis. This service-learning experience will provide students with valuable experience in delivering technical scientific information to the lay community. By delivering presentations to both senior citizens and adolescents, students will appreciate the challenges that each age group faces. Reflecting on readings from popular media culture will also help students understand current issues related to the population they are serving. Moreover, students will develop skills in relating information to each of these distinct age groups.

8. What methods will you use to help students learn from each other (e.g. through reflection sessions), as well as from the instructor?

The students can learn from other class members through group discussions, as well as through anonymous peer-review of each others' contributions to the overall group effort.

9. What course options will you allow to ensure that no student is required to participate in a service placement that creates a religious, political and/or moral conflict?

This Service-Learning lab is optional. In addition, students will have the option of presenting to either senior citizens or adolescents if they do not feel comfortable presenting to both age groups.

ZOOL 401SL - Human Physiology Service Learning Lab
Syllabus - Spring 2010

Day/Time: TBA
Location: TBA
Instructor: Dr. Kristen Mitchell, SN 105A, 426-4620, kristenmitchell@boisestate.edu
Office hrs: T/Th 10:40-11:30 or by appointment. Please send an email to set up a time to meet outside of regularly scheduled office hours.

OBJECTIVE

The goal of this one-credit optional service-learning lab is to provide students with the opportunity to make a difference in their community by encouraging community members to become responsible for their own health and providing them with the educational information to do so. Students will gain hands-on experience applying theories from ZOOL 401.

DESCRIPTION

Students will develop and deliver an educational outreach program at the Caldwell YMCA. They will develop two thematic presentations: one on skeletal muscle physiology and one on cardiac physiology. Each presentation will be delivered once to a group of senior citizens and once to a group of children in the after-school program at the YMCA. Students will travel to the YMCA to deliver these hands-on, interactive presentations that will provide basic information on the anatomy and physiology of skeletal muscle and the cardiovascular system. Students will also discuss how age, diet and exercise impact the function and health of these organ systems and will modify their presentations based on the age level of the target audience. Community members will benefit through increased understanding of how these systems function and how organ function can be impacted by lifestyle choices. Obtaining this information may impact how community members make decisions with regard to healthy lifestyle choices. Furthermore, community members may use this information as a foundation for future self-directed inquiries into the physiology of these organ systems.

LEARNING OBJECTIVES

Students who successfully complete this course will:

1. gain a detailed understanding of skeletal muscle physiology and cardiovascular physiology and how age, diet and exercise impact organ function;
2. identify sources of health-related information in popular media culture and appreciate the need for health-related education outreach programs;
3. develop confidence in their ability to comprehend and communicate technical scientific information to diverse target audiences;
4. gain experience working as a team and develop leadership skills by managing various aspects of the team's project;
5. reflect on the various components of the course and gain a heightened sense of civic responsibility as future educators and health care practitioners.

EVALUATION

Fulfillment of the learning objectives will be evaluated based on the following endpoints:

1. **Attendance and participation** in group discussions and planning meetings, which will be held weekly, and on-site visits to the Caldwell YMCA; (50%)
2. Quality and completeness of regular **journal entries**, in which students reflect on assigned topics. Students will be awarded credit for their journal entries based on the following criteria: 1) how well they are able to organize and apply concepts presented in class to their service; 2) use of critical thinking in their comments about their experiences. Students will turn in their journals after the completion of the first project (program on skeletal muscle physiology) and again after the completion of the second project (program on cardiovascular physiology). (35%)
3. Anonymous **peer-based evaluation**, in which students evaluate each other's contribution to the overall group effort and provide suggestions to improve teamwork skills. (15%)

ZOOL 401 SL Human Physiology
Spring 2010 Mitchell

Week	Activity	Reflection (to be completed after meeting)
1/25	Planning meeting: Introductions, discuss project and expectations	Preconceived notions: What are your concerns or fears about project? Why does this project appeal to you? What might you gain from participating? What challenges do you face with this project? How might you move past these challenges?
2/1	Planning meeting: Work as group to plan project: common vision, milestones, distribution of workload, communication plan	Popular media culture as a source of info: How does the average person obtain health-related information? How do you make decisions about your own health? Where do you get your info?
2/8	Discussion session: Preconceived notions, popular media culture	Teamwork: What makes a successful team? What are your strengths and weaknesses as a team player? What are your concerns regarding group work? How might you improve your ability to work as a team player?
2/15	Planning meeting: Work as group to evaluate progress on project and modify approach as necessary	Communication: What are the characteristics, circumstances and expectations of your two target audiences? What steps will you take to effectively communicate with these distinct audiences? What are your concerns in doing so?
2/22	Discussion session: teamwork, communication	Civic Responsibility: What is it? To what extent do you feel responsible to your fellow citizen? What are your personal motivations for taking action to fulfill a civic responsibility? How adequately does this project fulfill your civic responsibility?
3/1	Planning meeting: Work as group to evaluate progress on project and modify approach as necessary	YMCA as a community site: What is the history or mission of the YMCA? What role does it play in the community? How does this project align with the YMCA's goals? How might you impact this community?
3/8	NO MEETING THIS WEEK	Presentation skills: What makes a good presentation? How do you feel about public speaking? What are your concerns about presentations? What do you have to gain by improving your public speaking skills?
3/15	Discussion session: civic responsibility, YMCA, presentation skills	Relevance to course: How does this project relate to class material? How does this project reinforce class material? How has this project changed the way you think about the material covered in class?
3/22	SPRING BREAK	
3/29	Presentation 1 at YMCA	Evaluation of project 1: What worked, what didn't? How to improve for next time? Surprises? Experience of making a difference in community?
4/5	Discussion session: relevance to course, evaluation of project 1	Relate to career goals: How does this project relate to your career goals? What is the civic responsibility of a person in your future profession? What non-technical information did you learn about the project that may be valuable to you in your future career?

4/12	Planning meeting: Work as group to evaluate progress on project and modify approach as necessary	Client focus: What similarities and differences do you share with the people in your audience? What are their strengths? What can you learn from them and their strengths? How do you think you are perceived by the people you are serving?
4/19	Discussion session: career goals, client focus	Presentation skills: How is presentation 2 different from presentation 1? How will you make this presentation be more successful than the last? How has your "comfort level" changed since the last presentation?
4/26	Presentation 2 at YMCA	Evaluation of project 2: What worked, what didn't? How was this experience different from the first project?
5/3	Discussion session: presentation skills, evaluation of project 2	Personal development: What personal qualities (e.g. leadership, communication skills, compassion, etc.) have you developed through service learning? How has this impacted your sense of civic responsibility? How do you feel about having made a difference in your community?
5/10	Discussion session: personal development	