

KINES 508 – Workshop in Kinesiology - Principles of Pharmacology for Athletic Trainers
Department of Kinesiology / AT Program / University of Wisconsin-Madison
Hybrid Format – Weekly face-to-face (Meeting time TBA) and asynchronous online
2 credits | Requisites: Declared in BSAT

Andrew P. Winterstein PhD, ATC
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Office hours: Tuesday 2:30-4:00pm
or by appointment.

Course Description

Pharmacological and toxicological actions and therapeutic use of medications commonly encountered in the practice of athletic training. Includes categories of drugs, use, effects and precautions for common drugs and drug-interactions. Implications for physical activity and legal issues are examined.

Course Objectives

Upon completion of this class students will:

- Identify the general concepts and differences in the legal regulation of non-prescription, prescription, and classified pharmaceuticals.
- Define the pharmacological concepts of dissolution, bioavailability, and bioequivalence.
- Summarize the pharmacodynamic principles of receptor theory, dose-response relationship, placebo effect, potency, and drug interactions as they relate to the mechanism of drug action and therapeutic effectiveness.
- Describe how common pharmacological agents influence pain and healing and their influence on various therapeutic interventions.
- Assess the general indications, contraindications, and adverse reactions of prescription and nonprescription medications commonly encountered in the practice of athletic training (e.g. steroidal and nonsteroidal anti-inflammatory medications, analgesics, antibiotics) as identified in the course syllabus.
- Explain the central role the prescribing provider plays in the selection, prescription, and clinical supervision of the athlete's clinical treatment program.

Required Course Materials

Principles of Pharmacology for Athletic Trainers, Third Edition Joel E. Houglum PhD; Gary Harrelson EdD, ATC Slack Inc. 2015. Additional readings as posted on the CANVAS site.

Course Format and Credit Hours

This course requires one weekly 50-minute class face-to-face class period and online asynchronous course activities. The credit standard for this hybrid course that is met by an expectation of a total of 90 hours of student engagement (at least 45 hours per credit) with the course learning activities including reading, writing, assignments and other student work as described in the syllabus. This hybrid course requires weekly assignments, one weekly 50-minute face-to-face class period, and online instructor-student interaction.

Course Philosophy

This hybrid (online/face to face) course takes a learning centered approach that combines a mix of reading, problem-based activities, peer discussion (face to face and online), and authentic application assignments to develop an understanding of pharmacology for athletic trainers. As hybrid course students must meet in person and complete asynchronous online material. Students will need to set aside appropriate time to complete the work as outlined in the credit standard. This course requires students to complete weekly assigned readings and to participate in required class activities.

Learning Assessment, Expectations, Grading

Students are expected to complete all assignments and assessment activities and turn assignments in on time. Late work is not acceptable and will be decreased by 10 percentage points for each day of late work. Students should reach out to the instructor in advance if they are experiencing issues that prevent timely completion of assigned work.

Grades are **earned** based on your percentage of points available using the following scale: A= 93% and above, AB = 89% - 92%, B = 83% - 88%, BC = 79% - 82%, C = 70% - 78% D = 60% - 69%, F= 59% and below.

Assignments

Grade Weight (Percentage)

- | | |
|---|-----|
| • Written Homework (4) / Medication Use and Precautions | 15% |
| • Topic Guided Online Discussions (4) | 15% |
| • Mid-Term Examination | 25% |
| • Final Examination | 25% |
| • Applied Project - Patient Education Tools | 20% |

CAATE Content Standards

This course is designed to meet a portion of the required athletic training educational standards as outlined in the Commission on Accreditation of Athletic Training Education (CAATE) 2020 Standards.

Statement on Ethical Conduct

The AT Program aspires to operate at the highest level of ethical conduct and to promote these values among students and instructors. During the clinical experience component of this class medical confidentiality in accordance to all HIPAA guidelines must be strictly adhered to in all aspects of education, research, and patient care. Proper professional conduct in accordance with the NATA Code of Ethics is emphasized and encouraged at all levels of the program.

www.nata.org/about/codeofethics.htm. A breach of confidentiality is basis for disciplinary action.

Rules, Rights, & Responsibilities

- See the UW-Madison Undergraduate Guide's [Rules, Rights and Responsibilities](#)

Academic Integrity

By enrolling in this course, each student assumes the responsibilities of an active participant in UW-Madison's community of scholars in which everyone's academic work and behavior are held to the highest academic integrity standards. Academic misconduct compromises the integrity of the university. Cheating, fabrication, plagiarism, unauthorized collaboration, and helping others commit these acts are examples of academic misconduct, which can result in disciplinary action. This includes but is not limited to failure on the assignment/course, disciplinary probation, or suspension. Substantial or repeated cases of misconduct will be forwarded to the Office of Student Conduct & Community Standards for additional review. For more information, refer to studentconduct.wiscweb.wisc.edu/academic-integrity/.

Accommodations for Students with Disabilities

McBurney Disability Resource Center syllabus statement: "The University of Wisconsin-Madison supports the right of all enrolled students to a full and equal educational opportunity. The Americans with Disabilities Act (ADA), Wisconsin State Statute (36.12), and UW-Madison policy (Faculty Document 1071) require that students with disabilities be reasonably accommodated in instruction and campus

life. Reasonable accommodations for students with disabilities is a shared faculty and student responsibility. Students are expected to inform faculty [me] of their need for instructional accommodations by the end of the third week of the semester, or as soon as possible after a disability has been incurred or recognized. Faculty [I], will work either directly with the student [you] or in coordination with the McBurney Center to identify and provide reasonable instructional accommodations. Disability information, including instructional accommodations as part of a student's educational record, is confidential and protected under FERPA.”

<http://mcburney.wisc.edu/facstaffother/faculty/syllabus.php>

Diversity & Inclusion

Institutional statement on diversity: “Diversity is a source of strength, creativity, and innovation for UW-Madison. We value the contributions of each person and respect the profound ways their identity, culture, background, experience, status, abilities, and opinion enrich the university community. We commit ourselves to the pursuit of excellence in teaching, research, outreach, and diversity as inextricably linked goals.

The University of Wisconsin-Madison fulfills its public mission by creating a welcoming and inclusive community for people from every background – people who as students, faculty, and staff serve Wisconsin and the world.” <https://diversity.wisc.edu/>

Course Topics

	Subject	Readings
Week 1	Module 1: Introduction to Pharmacology Module 2: History, Legal Issues, and Regulation	Harrelson and Houglum Chpts. 1
Week 2	Module 3: Pharmacokinetic Principles: Processes That Affect Drugs from Entry to Exit	Harrelson and Houglum Chpts. 2 & 3
Week 3	Module 4: Pharmacodynamic Principles: Mechanism of Drug Action and Therapeutic Considerations	Harrelson and Houglum Chpt. 3
Week 4	Module 5: Treating Bacterial, Fungal, and Viral Infections	Harrelson and Houglum Chpts. 5
Week 5	Module 6: Steroidal and Non-Steroidal Anti- Inflammatory Medications	Harrelson and Houglum Chpt. 6 Constantinescu 2019
Week 6	Module 6 continued: Steroidal and Non-Steroidal Anti-Inflammatory Medications	Harrelson and Houglum Chpt. 6
Week 7	Module 7: Pain / Analgesics / Opioid Abuse	Harrelson and Houglum Chpt. 7
Week 8	Module 8: Asthma and Exercise Induced Asthma	Harrelson and Houglum Chpt. 9 Veliz et. al 2017

Week 9	Module 9: Psychiatric Disorders	Harrelson and Houglum Chpt. 13
Week 10	Module 10: OTC Meds Common Colds / Allergies	Harrelson and Houglum Chpt. 10
Week 11	Module 11: Hypertension, Heart Disease, GI Disorders	Harrelson and Houglum Chpt. 12
Week 12	Module 12: Diabetes and Insulin Control	Harrelson and Houglum Chpt. 14
Week 13	Module 13: Drugs of Abuse in Sport Module 14: Herbal Supplements in Sport	Harrelson and Houglum Chpts. 16 & 15
Week 14	Module 15: Medication Management in an Athletic Training Facility / Working with Prescribing Providers	Harrelson and Houglum Chpts. 4
Week 15	Module 16: Patient Education Responsibilities Online Posting of Patient Education Projects This Week	Kahanov et. al 2009 Carlson NCAA 2015 Pollock et. al. 2015

Bibliography / Reading List

This bibliography has been developed in support of course content. Some articles appear as required reading and others are supporting material. Students searching for additional information may wish to start with these resources.

Carlson C. Traveling with Medication | NCAA.org - The Official Site of the NCAA. Sport Science Institute.

2015. Available from: <http://www.ncaa.org/sport-science-institute/traveling-medication>

Accessed September 12, 2019.

Chang CJ, Weston T, Tedeschi F, White M, Young CC. Inter-Association Consensus Statement: The Management of Medications by the Sports Medicine Team. *J Athl Train*. 2018 ;53(11):1103–12.

Available from: www.natajournals.org Accessed September 12, 2019.

Constantinescu DS, Campbell MP, Moatshe G, Vap AR. Effects of Perioperative Nonsteroidal Anti-inflammatory Drug Administration on Soft Tissue Healing A Systematic Review of Clinical Outcomes After Sports Medicine Orthopaedic Surgery Procedures. *Orthop J Sport Med*.

2019;7(4):1–6. Available from: <http://www.sagepub.com/journals-permissions> Accessed September 12, 2019.

- Kahanov L, Abdenour T, Faulstick J, Pavlovich M, Swann EH, Walters DR. Consensus Statement: Managing Prescriptions and Non-Prescription Medication in the Athletic Training Facility. 2009. Available from: <https://www.nata.org/sites/default/files/managingmedication.pdf> Accessed September 12, 2019.
- Kahanov L, Furst D, Johnson S, Roberts J. Adherence to Drug-Dispensation and Drug-Administration Laws and Guideline in Collegiate Athletic Training Rooms. Vol. 38, *J Ath Train*. 2003. Available from: www.journalofathletictraining.org Accessed September 12, 2019.
- McMullen, Carmit K., et al. "Patient-centered priorities for improving medication management and adherence." *Patient Ed Couns* 98.1 (2015): 102-110.
- Pollock M, Bazaldua O V, Dobbie AE. Appropriate Prescribing of Medications: An Eight-Step Approach. *Am Fam Physician*. 2007;75(2):231–6. Available from: www.aafp.org/afp Accessed September 12, 2019.
- Siebert DM, Rao AL. The Use and Abuse of Human Growth Hormone in Sports. *Sports Health*. 2018;10(5):419–26.
- Steinmeyer J. Pharmacological basis for the therapy of pain and inflammation with nonsteroidal anti-inflammatory drugs. *Arthritis Res*. 2000 ;2:379–85. Available from: <http://arthritis-research.com/content/2/5/379> Accessed September 12, 2019.
- Veliz, Philip, Carol J. Boyd, and Sean Esteban McCabe. "Nonmedical use of prescription opioids and heroin use among adolescents involved in competitive sports." *J Adolesc Health* 60.3 (2017): 346-349.
- Vitale K, Getzin A. Nutrition and Supplement Update for the Endurance Athlete: Review and Recommendations. *Nutrients*. 2019 ;11(6):1–20. Available from: www.mdpi.com/journal/nutrients Accessed September 12, 2019.

Sample AT Program Online Discussion Rubric

Criteria	Ratings			Pts
Original Post Knowledge of Subject Matter: Demonstrate knowledge of the subject matter to show deep reading of assignments, and preparatory materials Citations use of Literature: Does the post include citations to tie the material to other literature?	10.0 to >8.0 pts Excellent Demonstrates high level understanding of topics. Covers topic in depth with details and examples. Subject knowledge is apparent. Appropriate use of citations to tie topic to other literature.	8.0 to >6.0 pts Good Demonstrates basic understanding of topics. Minimal content depth or several factual errors. Basic use of citations to tie topic to other literature.	6.0 to >0 pts Poor / Absent Fails to demonstrate basic understanding of topics. No content depth and multiple factual errors in subject knowledge. Citations are absent or inappropriate for topic.	10.0 pts
Responses to Classmates: Thoughtful constructive interaction with others in class. Builds upon discussion	5.0 to >4.0 pts Excellent Connects with the original post and builds upon the discussion. Thoughts comments/questions further discussion of topic. Citations are used to further support topic.	4.0 to >3.0 pts Good Replies are simple, show some insight, or connection. Some material may be irrelevant. Questions/comments posed to further discussion of topic. Basic use of citations	3.0 to >0 pts Poor / Absent Simple replies that lack insight, depth, or are superficial. Entries are short and not relevant. Does not express positions clearly. No questions/comments to further discussion. No citations.	5.0 pts
Quality and Timeliness: Grammar, spelling, etc. On time for initial and follow up posts. Appropriate quality.	5.0 to >4.0 pts Excellent Timely participation Absence of errors. Clear that content has been proofread and/or run through grammar and spell check.	4.0 to >3.0 pts Good >70% of posts on time Minimal errors. Sentence structure correct, but basic.	3.0 to >0 pts Poor / Absent Late postings that hinder class participation. Substantial errors with significant grammatical and structural problems.	5.0 pts

Total 20pts

University of Wisconsin – Madison

Department of Kinesiology, School of Education

Course Subject, Number and Title: Kinesiology, 742-528, Seminar in Strength and Conditioning

Credits: 1

Canvas Course URL: <https://canvas.wisc.edu/courses/TBD>

Meeting time and location of class: TBD

Instructional mode: face-to-face

CREDIT HOURS:

This class meets for one 50-minute class period each week over the spring semester and carries the expectation that students will work on course learning activities (reading, preparing presentations and preparing for discussion) for about 2 hours out of classroom for every class period. The syllabus includes more information about meeting times and expectations for student work.

Instructor:

Ronnie Carda, Ph.D.

Office: 1011 Gym Nat

Phone number: 262-3369

Email: carda@education.wisc.edu

Office Hour location/time: Room 1011 Natatorium/M 1:30 – 3:00 or by appointment

COURSE DESCRIPTION:

The purpose of this course is to provide undergraduate and graduate students with scientific knowledge as well as application of strength and conditioning practices.

Each week research related to the science and practice of strength and conditioning will be discussed. A presenter or group of presenters will lead the discussion on the topic. The presentation will include background of the topic – including current practices, critique of the related research, and application of the findings to strength and conditioning settings. Students will select the paper(s) to be discussed.

REQUISITES: Graduate student status, Kines 527, or consent of instructor

LEARNING MATERIALS:

Refer to the reading list on page Journal articles will be selected by students for presentations.

SEMESTER ASSIGNMENTS:

Presentations (Number of presentations will be dependent upon course enrollment)

Graduate students

Each student will present on a minimum of 3 topics. If class size is sufficient, at least one of these presentations will be done with a classmate and at least one of the presentations will be a solo presentation. The topics and schedule for the presentations will be established at the first class session. They can be on any topic of interest within the realm of strength and conditioning. Students will select reading assignments from the strength and conditioning literature that have been published within the last 5 years. Reading assignments need to be selected and provided to the instructor one week in advance of the presentation date (except the 1st presentation date), to allow for instructor review and

approval and to ensure that students have sufficient time to prepare for the class discussion on the topic.

Undergraduate students

Each student will be required to lead one or two presentations. At least one of the presentations will be done as an individual presentation. If a second presentation is required it may be a solo or partner presentation, depending upon class enrollment (≥ 8). The topics and schedule for the presentations will be established at the first class session. They can be on any topic of interest within the realm of strength and conditioning. Students will select reading assignments from the strength and conditioning literature that have been published within the last 5 years. Reading assignments need to be selected and provided to the instructor one week in advance of the presentation date (except the 1st presentation date), to allow for instructor review and approval and to ensure that students have sufficient time to prepare for the class discussion on the topic.

Attendance and engagement

Graduate and undergraduate students

Refer to Attendance and engagement grading criteria on page 8-9 for expectations.

COURSE LEARNING OUTCOMES: (Undergraduate and Graduate Students)

After completing this course, students will be able to:

1. Demonstrate an awareness and understanding of strength and conditioning research and practices.
2. Demonstrate an understanding of the basic concepts of strength and conditioning.
3. Critically evaluate current research and practices related to strength and conditioning, including study/practice design and strength and conditioning guidelines.
4. Provide presentations and lead discussion on journal articles and current practices in the field of strength and conditioning.

COURSE LEARNING OUTCOMES: (Graduate Students)

After completing this course, graduate students will be able to do the four outcomes listed above, as well as:

1. Discuss methods of implementing research into practice with clients or patients.
2. Compare research and clinician expertise to determine best practices.

ASSESSMENT AND GRADING:

Grades will be based on presentations and a participation score. Graduate students enrolled in the course will be required to provide 3 presentations to the class. Undergraduate students will provide 1 or 2 presentations to the class.

For graduate students, presentations will account for 60% of the grade and overall participation in discussion will account for 40% of the grade. For undergraduates, their presentation will account for 20% or 40% of the grade depending upon the number of presentations (20%/presentation). The overall participation will account for either 60% or 80% of the grade, depending upon the weight of the presentation grade.

Calculation of course grade:		Points	Grade Scale
Graduate Students:	Presentations (3) at 20 pts each*	60	93%-100% = A
	Attendance and engagement**	<u>40</u>	89%-92% = AB
	Total	100	83%-88% = B
			79%-82% = BC
Undergraduate Students:		Points	70%-78% = C
	Presentation*	20 - 40	60%-69% = D
	Attendance and engagement**	<u>60 - 80</u>	≤ 59% = F
	Total	100 pts	

*Refer to pages 7-8 for details on presentation grade criteria.

** Refer to pages 8-9 for details on attendance and engagement grade criteria.

Letter grades will be assigned based on quality of participation in the aspects of the course outlined on page 7 (presentation of topics, preparation for and engagement in discussions). An 'A' will be given when the best effort at presenting an article is shown, articles have been read prior to attending class each week, and active, thoughtful participation in class discussion is evident. Grades will decrease as these standards are not fully met. Grades on presentations will be provided periodically throughout the semester.

ACCOMMODATIONS: The instructional team will try to ensure that all students are fully included in the course activities. Please let us know if you are in need of any special accommodations in the curriculum, instruction, or assessments of this course to enable you to participate fully. We will make every effort to maintain the confidentiality of the information you share. Students with questions about accommodations or assessment for learning issue can contact the McBurney Resource Center.

<http://mcburney.wisc.edu/services/>

ACADEMIC HONESTY: The Board of Regents, administrators, faculty, academic staff, and students of the University of Wisconsin System believe that academic honesty and integrity are fundamental to the mission of higher education and the UW. Thus, the University has a responsibility to promote academic honesty and integrity and to develop procedures to deal effectively with instances of academic dishonesty. All students have an obligation to conduct their academic work according to University standards. Students are responsible for the honest completion and representation of their work, for the appropriate citation of sources, and for respect of others' academic endeavors. Students who violate these standards must be confronted and must accept the consequences of their actions. Students are

encouraged to visit the UW-Madison Dean of Students page on Academic Integrity:

<http://www.students.wisc.edu/doso/academic-integrity/>

HATE AND BIAS INCIDENTS: We value each member of our community. Hate and bias incidents distract from our classroom community and negatively affect your and your classmates' ability to learn, feel welcome, and feel safe. Hate and bias incidents will not be tolerated in this classroom.

Please intervene in incidents of hate and bias when you can, and report incidents to us-if you feel comfortable-and/or to the UW-Madison hate and bias reporting system: students.wisc.edu/repothate. The University and the Kinesiology 235 teaching team are dedicated to addressing reports of hate and/or bias seriously, promptly, confidentially, and sensitively. Reports can include, but are not limited to, crimes such as vandalism or physical assault; non-academic misconduct such as online or verbal harassment or disruptive behavior; and/or micro-aggressions such as derogatory or demeaning speech from another student, TA, or faculty/staff member. A Hate and Bias Incident Team member will respond to your report and provide you with options meet your needs. You can also report anonymously.

For more information, support, and resources regarding addressing hate and bias on campus, please visit www.students.wisc.edu/repothate

RIGHT TO GRIEVANCE

Students have the right to discuss a grievance/complaint regarding courses in which they are registered. The process for grievance is explained at this web address:

<http://www.education.wisc.edu/eas/policies/> (Grievance Policy in the School of Education).

DIVERSITY & INCLUSION

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The University of Wisconsin-Madison fulfills its public mission by creating a welcoming and inclusive community for people from every background – people who as students, faculty, and staff serve Wisconsin and the world." <https://diversity.wisc.edu/>

Weekly Schedule

Meetings	Date	Topic	Presenter(s)
1		Introduction	Carda
2		Vibration training	TBD
3		Blood flow restriction	TBD
4		Plyometrics and power development	TBD
5		Training load	TBD
6		Load monitoring	TBD
7		Ketogenic diet	TBD
8		Sprint mechanics	TBD
9		Speed development	TBD
10		Concurrent training	TBD
11		Change of direction/agility	TBD
12		Ballistic training	TBD
13		Program design	TBD
14		Altitude training	TBD
15		Cherry Juice	TBD

Reading List

Behrens, MJ, Simonson SR. A comparison of the various methods used to enhance sprint speed. *Strength Cond J.* 2011;33(2):64-71.

Bompa TO, Buzzichelli C. *Periodization for Sports Performance.* 3rd ed. Champaign, IL: Human Kinetics; 2015.

Brown LE, Ferrigno VA. *Training for Speed, Agility, and Quickness.* 3rd ed. Champaign, IL: Human Kinetics; 2015.

Brumitt J. *Core Assessment and Training.* Champaign, IL: Human Kinetics; 2010.

Cael C. *Functional Anatomy.* Philadelphia, PA: Lippincott, Williams, & Wilkins; 2010.

Chandler TJ and Brown LE. *Conditioning for Strength and Human Performance*. 3rd ed. New York, NY: Routledge; 2019.

Chu DA, Myer GD. *Plyometrics*. Champaign, IL: Human Kinetics; 2013.

Delavier F. *Strength Training Anatomy*. 3rd ed. Champaign, IL: Human Kinetics; 2010.

Dunford M, Doyle JA. *Nutrition for Sport and Exercise*. 4th ed. Stamford, CT; 2019.

Fleck SJ, Kraemer WJ. *Designing Resistance Training Programs*. 4rd ed. Champaign, IL: Human Kinetics; 2014.

Fragala MS, Cadore EL, Dorgo S, Izquierdo M, Kraemer WJ, Peterson MD, Ryan ED. Resistance Training in Older Adults: Position Statement From the National Association of Strength and Conditioning. *Strength Cond J*. 2019;33(8):2019-2042.

Greenwood M, Cooke M, Ziegenfuss T, Kalman D, Antonio J, eds. *Nutritional Supplements in Sports and Exercise*. 2nd ed. Champaign, IL: Human Kinetics; 2015.

Guillermo JN, Lynn SK. Biomechanics of power in sport. *Strength Cond J*. 2012;34(6):20-24.

Haff GG, Nimphius S. Training principles for power. *Strength Cond J*. 2012;34(6):2-12.

Haff GG, Triplett NT. *Essentials of Strength and Conditioning*. 4th ed. Champaign, IL: Human Kinetics; 2016.

Jeffreys I, Moody J, eds. *Strength and Conditioning for Sports Performance*. New York, NY: Routledge; 2016.

Magill EA, Montel I. *NASM ESSENTIALS of Sports Performance Training*. 2nd ed. Burlington, MA: Jones and Bartlett; 2019.

McCardle WD, Katch FI, Katch VL. *Exercise Physiology*. 8th ed. Philadelphia, PA: Lippincott, Williams, & Wilkins; 2014.

Miller T, ed. *NSCA's Guide to Tests and Assessments*. Champaign, IL: Human Kinetics; 2012.

Rawson E, Branch D, Stephenson T. *William's Nutrition for Health, Fitness and Sport*. 12th ed. New York, NY; 2020.

Starrett K, Cordoza G. *Becoming a Supple Leopard*. 2nd ed. Las Vegas, NV: Victory Belt; 2015.

Stone MH, Stone M, Sands WA. *Principles and Practices of Resistance Training*. Champaign, IL: Human Kinetics; 2007.

Grading criteria

Presentations will be graded on the following criteria: 1) background information, including current practices; 2) critique of the related research; 3) discussion of the application of the findings to strength and conditioning settings; 3) clarity of presentation; 4) use of presentation materials; 5) provide a summary which identifies key points; and 6) ability to lead discussion. By leading the discussion, each of these points should be touched on by the presenter and/or attendees.

Criterion	Below Expectations (0-1)	Meets Expectations (2-3)	Exceeds Expectations (4-5)	Score
Preparation/Knowledge of topic	Unprepared for class. Provides little or no relevant background/current practice information. Does not demonstrate knowledge of the topic.	Provides basic information on background/current practice. Demonstrates reasonable understanding of the topic.	Fully prepared for class. Provides in depth foundational knowledge on the topic. Demonstrates good/in-depth understanding of the topic.	
Learning Outcomes addressed	Limited inclusion of learning outcomes demonstrated. Lack of critical evaluation, awareness of strength and conditioning research practices, and/or discussion of implementation of the research	Inclusion of learning outcomes demonstrated. Critical evaluation, awareness of strength and conditioning research practices and/or discussion of implementation of the research is apparent.	Inclusion of learning outcomes is clearly demonstrated. All learning outcomes are incorporated with good depth and detail.	
Clarity/Quality of Presentation	Presentation not well organized, introduction has limited effectiveness. Discussion lacking details/depth. Summary points are disconnected from discussion. Presenter reads from slides/notes with limited/no engagement with audience	Presentation organization includes appropriate introduction which leads into good discussion which concludes with summary which identifies key points of presentation. Presenter is engaged with audience. Reference to slides/notes do not distract from the ability to discuss the topic	Presentation well organized. Introduction is clear/concise and leads into discussion which provides all the relevant information and concludes with summary which identifies key points of presentation. Presenter is excited/actively engaged with audience. No reliance on notes/slides.	

Discussion leadership	Presenter has limited role, does not add to comments made by audience, does not connection audience discussion. Does not ask questions of the audience.	Presenter directs discussion, adds to comments made by audience, connects audience discussion and asks questions of audience to explore the topic further and relate it to learning outcomes.	Presenter engages audience in discussion of the topic, adds to each of the comments made by the audience, asks questions of audience which promote critical thinking and analysis of the topic, as well as relate the discussion to the learning outcomes.	
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Attendance and engagement will be graded on the following criteria: Regular attendance is required and will be recorded. However, a perfect attendance record is not sufficient to achieve a high Attendance and engagement grade. Participation is expected, required, and part of your overall grade. If you must miss class, email the instructor in advance. The Attendance and engagement grade will be lowered unless you provide documentation about the circumstances preventing your attendance.

As well as attending, you must contribute substantially to class by asking and answering questions, volunteering your thoughts, and actively engaging with your classmates and instructor. To do so, the reading assignments/practice identified for the class presentation will be read/researched prior to each class. Attendees should read the articles closely and take notes so they are better able to discuss the topic. The quality of discussions and the depth of the learning that occur are highly dependent on the entire group being prepared. It is expected that each attendee have comments and questions for each paper/practice that is presented. As well, the presenter is able to call on attendees for input at any time. Prior to class, each attendee will have developed 5 questions to pose in the discussion session. A copy of these questions will be submitted to the instructor, at the beginning of class. This will be used, in part, to complete the following rubric to determine engagement in the class.

Criterion	Below Expectations (0-1)	Meets Expectations (2 -3)	Exceeds Expectations (4-5)	Score
Preparation	Unprepared for class. Expresses little to no relevant foundational knowledge on the topic.	Expresses basic foundational knowledge on the topic.	Fully prepared for class. Accurately expresses foundational knowledge on the topic.	
Class Discussion	Does not initiate contribution and needs instructor to solicit input.	Initiates one or two comments/questions during the class discussion	Initiates 3 or more comments/questions during the class discussion	
Meaningful Contribution	Comments lack relevance or are very general and do not	Some general comments, but most comments are relevant to the	Comments often advance the level and depth of discussion	

	advance the discussion	assignment and elicit comments from others	and elicits comments from others	
Attention	Disruptive in class (arrives late, talks while others are talking), does not stay focused on the presentation, does not listen to others speak	Arrives on time, not disruptive, usually focused on the presentation and usually listens to others during discussion	Arrives on time, not disruptive, consistently focused on the presentation and the discussion associated with the presentation	

KINES 528: SEMINAR IN STRENGTH AND CONDITIONING

New Course Proposal

Changes saved but not submitted

Viewing: KINES 528 : Seminar in Strength and Conditioning

Last edit: Tue, 05 May 2020 18:06:08 GMT

Proposal contact information:

Name

Cappabianca, Lisa

E-mail

lcappabianca@wisc.edu

Phone

608/262-0259

Type of approval

Governance Approval Needed

Basic Catalog Information

First Available Term

Fall 2021 (1222)

Should this course have the graduate attribute?

Yes

Who is the intended audience?

Graduate and undergraduate students

If course will enroll undergrad and graduate students, please provide 2 sets of learning outcomes below.

Subject

KINES - Kinesiology

Course Number

528

Is this course crosslisted?

No

Course Title

Seminar in Strength and Conditioning

Transcript Title

Sem in Strength and Cond

Course Description

Provide undergraduate and graduate students with scientific knowledge and opportunity to practice the application of strength and conditioning practices.

Enroll Info (usually None)

None

Requisites

Graduate student status, Kines 527 or consent of instructor

Grading Basis

A/F

Component Type

Seminar section is scheduled

Credits

1

Is this a topics course?

No

Repeatable

Yes

Total completions

3

Can a student enroll in multiple sections of this course in one semester?

No

Does this course need a scheduled two-hour final exam for fall and spring offerings?

No

Course Designations**Should this course be considered for LAS credit?**

No

Should this course be considered for the Ethnic Studies General Education attribute?

No

Should this course have the workplace course attribute?

No

Rationale for the Course

Why is this course being proposed? In responding to this question, be sure to answer the following: What gap in the curriculum is this course fulfilling? What is the purpose of the course? What degree and/or major requirement(s) will this fulfill?

This seminar provides the opportunity for students to further explore the field of strength and conditioning. Currently there is a single strength and conditioning specific course, offered at the undergraduate level, available to students in Kinesiology. The content of this course will allow for specific knowledge, exploration, and interpretation of topic specific literature, not currently available for undergraduate and graduate students. This course will also provide a focused approach to understanding the research process as it is related to the field of strength and conditioning. Finally, the seminar provides a unique opportunity to apply the literature and evidence to different settings and patient/client situations.

What is the estimated enrollment for the course?

15

How many qualified instructors in the primary unit will be able to teach the course?

5

Address the relationship of the course to other UW-Madison courses, including the duplication of content, both inside and outside the primary unit.

This course does not duplicate courses currently available within the Kinesiology Department or in other departments across campus.

What subjects (if any) outside your department might be interested in this course?**Subjects outside of unit**

PHY THER - Physical Therapy

NUTR SCI - Nutritional Sciences

ELPA - Ed Leadership & Policy Analysis

Course Content Information**Course Learning Outcomes**

	Outcomes – enter one learning outcome per box, use the green + to create additional boxes.	Audience
1	Demonstrate an awareness and understanding of strength and conditioning research and practices.	Both Grad & Undergrad

2	Demonstrate an understanding of the basic concepts of strength and conditioning.	Both Grad & Undergrad
3	Critically evaluate current research and practices related to strength and conditioning, including study/practice design, strength and conditioning guidelines, and implementation of the information.	Both Grad & Undergrad
4	Provide presentations and lead discussions on journal articles and current practices in the field of strength and conditioning.	Both Grad & Undergrad
5	Discuss methods of implementing research into practice with clients or patients.	Graduate
6	Compare research and clinician expertise to determine best practices.	Graduate

Credit hour policy

This course has been designed to meet the credit hour policy.

Please upload a syllabus.

Kines 528 Syllabus - Rev.pdf

Key: 13499

University of Wisconsin – Madison
Department of Kinesiology
568 HEALTH STUDENT TEACHING

2-8 credits – 9 weeks of full-time student teaching in the secondary schools and 4, 2 hour seminars

Coordinator and Supervisor
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Description: Student teaching is the culminating experience in the education program. It provides the opportunity for the student teacher to put theory into practice under the guidance of a licensed teacher and a university supervisor, allowing the gradual induction into the role of a professional teacher. Feedback and assessment are given in terms of growth in the understandings and abilities needed to assume the responsibilities of a beginning teacher. Emphasis is placed on helping the student teacher become a reflective professional. Cooperation among the classroom teacher, university supervisor, and administrators is encouraged. Student teaching consists of two 9 week placements, (1 K-5, 1 6-12) in which students progressively take over full responsibility for all classes. Full responsibility must be maintained for at least six full weeks at each placement.

The Time Schedule of Classes lists student teaching courses for Physical Education students as Kinesiology 568 and students should register for **2 credits**.

Performance Standards—to be demonstrated through your student teaching experience and documented in your Professional Portfolio.

1: Learner and Learning Environment

Teachers know:

- learning is different at different stages in life
- learning and developmental patterns vary among individuals.
- learners bring cognitive, linguistic, social, emotional, cultural, and physical differences to the learning process.
- ways of knowing vary among individuals
- learners need supportive, inclusive, and safe learning environments to thrive.
- learning environments and activities must attend to the whole child, including mental and physical health.
- ways to recognize and challenge their own assumptions about learners from diverse cultures, language, and backgrounds, and of differing ability levels.
- learning environments change as technologies and information resources change

Effective teachers:

- have high expectations for every learner, encourage learners to develop deep understanding of content areas and their connections and to apply understanding in meaningful ways.
- implement developmentally appropriate and challenging learning experiences.
- create supportive, inclusive, linguistically responsive, and safe learning environments that help all learners meet high standards and reach their full potential.
- reflect on and meaningfully justify decisions relating to the learner and the learning environment.

2: Plan

Teachers know:

- how to bring together knowledge of content areas, tools of inquiry, curriculum, cross-disciplinary skills, instructional strategies, technologies and other informational resources, and knowledge of learners and the community context in order to define rigorous short- and long-range learning goals and standards.
- how to use formative and summative assessment data, understanding of learners' prior knowledge and experiences, learner interests, cultural and linguistic diversity, and strengths and needs to plan instruction that meets rigorous short- and long-range learning goals.

Effective teachers individually and collaboratively:

- plan how to achieve each learner's learning goals by selecting and creating experiences that (1) are appropriate for curriculum goals and content standards and (2) make the discipline accessible and relevant to learners.
- choose and sequence appropriate instructional strategies, accommodations, technologies and other informational resources, and materials to differentiate instruction providing multiple ways for learners to access instruction and demonstrate knowledge, skill, and mastery of content standards.
- choose or, as needed, create appropriate and equitable formative and summative assessments to measure learners' learning in relation to instructional goals
- evaluate plans in relation to short- and long-range goals and systematically adjust plans to meet each learner's learning strengths and needs.
- reflect on and meaningfully justify decisions relating to planning

3. Engage and Instruct

Teachers know:

- research-based and other recommended instructional strategies relevant to the discipline.
- the disciplinary content, tools of inquiry and structures (how knowledge is organized and pursued).
- how knowledge of the learner and knowledge of learner development inform selection of learning tasks, contemporary tools and resources, and strategies.
- how to connect concepts and use differing perspective to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Effective teachers:

- engage learners in meaningful learning activities that lead to critical thinking, creativity, innovation, self-evaluation, and self-directed learning.
- use a variety of teaching strategies, technologies and information resources to assist learners in meeting learning objectives and content standards.
- adapt teaching to meet learner needs and strengths, with consideration of learners from different linguistic and cultural backgrounds.
- use effective scaffolds and supports.
- provide clear behavioral and learning expectations/standards.
- provide consistent feedback and opportunities for learners to revise their work.
- provide a positive, challenging, and inclusive learning environment that promotes mutual respect and opportunities to promote various perspectives.
- encourage learners to develop different perspectives of authentic (real-world) issues.
- manage the learning environment and resources to promote learning and minimize loss of instructional time.
- continuously monitor learners' learning
- reflect on and meaningfully justify decisions relating to engagement and instruction.

4. Assess

Teachers know:

- how to design and use multiple forms of formative and summative assessments for different purposes.
- how to design assessments to accommodate various learners, including learners with disabilities or learners with differing linguistic strengths and needs.
- how to use assessment to inform instruction.
- how to respond to the linguistic and cultural biases associated with tests and their administration.
- how to work with families as valuable partners in assessment.

Effective teachers:

- monitor, verify, and document learner progress towards mastery of learning objective(s) and standards.
- use multiple methods of assessment.
- when appropriate, work with families to ensure comprehensive and appropriate assessment.
- select or modify assessment tools and processes to accommodate learner language and learning differences
- use assessment data to plan, modify, and justify future instruction to support each learner's learning.
- provide meaningful feedback to learners that guides future learning.
- accurately communicate assessment results to parents and other professionals.
- reflect on and meaningfully justify decisions relating to assessment.

5. Professionalism and ethics

Teachers know:

- cultural and linguistic considerations related to communication and family engagement.
- relationship between reflection and instructional changes.
- learning is a reciprocal activity that connects and affects both learner and teacher.
- there are multiple ways of knowing that may differ among students and their teachers.
- what resources are available in the school or the district and how to maximize the use of available resources in planning, assessing, instructing/engaging, and communicating.
- professional ethics including their interactions with and communications about students, colleagues, parents and communities, and their performances as teachers.
- state and federal law requirements, state and district policies and regulations.
- institutional contexts, policies and practices influence inclusion of all learners and exclusion of some learners.

Effective teachers:

- use evidence to continually evaluate their practice, particularly the effects of their choices and actions on learner learning and adapt practice to meet the needs of each learner.
- ethically leverage technological resources to improve learning and communication
- make informed decisions about current technologies and their applications related to improving learning.
- use and model safe, legal, and ethical use of technologies and information resources
- maintain accurate instructional and non-instructional records.
- have ethical and professional relationships with learners, colleagues, and families from different cultural and linguistic backgrounds.
- follow school and district, state, and federal policies and regulations.
- communicate and collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.
- engage in ongoing professional learning.
- demonstrate leadership.
- reflect on and meaningfully justify decisions relating to professionalism and ethics.

Anticipated Experiences and Accomplishments:

1. Observing teachers in their various roles as they work with students, meet with parents, confer with

- support staff and administrators, and collaborate with colleagues
2. Practicing various teaching methods (including technology) in relevant curricular areas
 3. Developing and implementing appropriate lesson plans in relevant curricular areas for optimal teaching and learning. Developing and implementing quality unit plans.
 4. Developing an awareness of one's preferred teaching style
 5. Practicing various documentation and assessment tools
 6. Demonstrating classroom management principles that promote responsibility and self-discipline (help students learn conflict negotiation strategies)
 7. Recognizing and understand individual and group needs, especially in terms of inclusive education (multicultural, gender-fair, disability aware)
 8. Demonstrating professional characteristics, including punctuality, confidentiality, flexibility, cooperation, enthusiasm, and responsibility
 9. Demonstrating oral and written communication skills at a level at which ideas are conveyed clearly and effectively.
 10. Teaching with full responsibility for a minimum of six weeks
 11. Practicing reflective teaching by communicating weekly with the University Supervisor through dialogue and reflective journaling to describe and ask questions regarding observations and perceptions

Assignments

- Prepare, write and teach lesson plans (cooperating teacher reviews the plans before presentation, University supervisor receives a copy of the plans at each visit)
- Submit weekly reflective journals to university supervisor
- Complete the Video portfolio-The Video portfolio is a performance-based, subject-specific assessment and support system used by our teacher preparation program to emphasize, measure and support the skills and knowledge that all teachers need in their classrooms. Specific requirements include: artifacts (e.g., information about your Context for Learning, lesson plans, video clips, copies of assessments and materials for your lessons) and written commentaries.
- Attend all scheduled seminars, including Student Teacher Orientation Seminar
- Develop a Professional E-Portfolio following guidelines provided at seminar—University supervisor and/or cooperating teacher should review the Portfolio periodically and give feedback and suggestions.

Assignment descriptions:

1. **Dialogue Journal**—write or call your University Supervisor at least weekly (notebook, phone or email-check with your University Supervisor to see which she prefers) to discuss accounts of your actions as a teacher and your thoughts about those actions. Your journal is an ongoing dialogue of practices and reflections. It is intended to clarify the meaning of your encounters with students, colleagues, curriculum, and teaching, and to encourage you to reflect upon experiences which otherwise might pass unnoticed.

*****Provide a copy of your lesson plans for Supervisor at each visit.***

2. **Attend all seminars**-Attend and participate in all assigned seminar events.

3. **Compile and Organize Your Teaching Materials-Complete the Video portfolio**

Organize all of your materials into some kind of order and place them in labeled file folders, notebooks, etc. Add all materials collected during your student teaching. For example, your file on Classroom Management would include articles, class notes, handouts, lesson plans, resources you collect,

comments from teachers...everything that might be useful to you in the future. ***Collect as many resources as possible from your classroom teacher and others.*** We will work on the Video portfolio together at seminars and you will be given time from your teaching site to work on it as well.

4. Develop Your Professional EPortfolio (Your “best evidence of teaching” material). This portfolio is a demonstration of your work throughout your teacher education experience—with **greatest emphasis placed on your student teaching semester**. It is a collection of artifacts that demonstrates your preparedness for teaching as measured by the School of Education standards.

Although you may choose to include some materials from a methods course or another education course, **most artifacts should come from your current student teaching**. E-portfolios are comprised of the following:

Artifacts that are concrete examples of how you satisfied each learning outcome. You may use a single artifact as evidence for more than one learning outcome. You must include at least 5 distinct artifacts. Description statements that concisely explain the context of the assignment. This can be stated in terms of the course, expectations of the assignment, and process. This is not an evaluative statement, nor does it describe the learning process. No description is needed for reflective essays as the context should be explained within the essay.

Justification statements that describe how you have achieved each learning outcome and how the artifact provides evidence of the achievement of a learning outcome. You must write a separate justification statement for each of the program learning outcomes.

Your Supervisor and Cooperating Teacher will complete portfolio progress checks at points during the semester—to help you stay on track.

Grades

There are five grades which may be assigned by the Coordinator of Student Teaching for the student teaching experience. They are:

A= all assignments and evaluations are at or beyond the 90% level

B= all assignments and evaluations are at or beyond the 80% level

C= all assignments and evaluations are at or beyond the 70% level

D= all assignments and evaluations are at or beyond the 60% level

F= all assignments and evaluations are below the 60% level

The grades are determined by the following:

Cooperating teacher's final	(33%)
University supervisor's final evaluation	(33%)
Video portfolio assignment	(17%)
E-Portfolio	(17%)

STUDENT TEACHING SEMINAR

Bi-monthly, dates and times to be set by the group. Meets at area coffee shops

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2027 Gym-Nat
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E-Mail: cnkuhrasch@wisc.edu

Textbook: Pelletier, C.M. (2000). *Strategies for successful student teaching: A comprehensive guide*. Boston, MA: Allyn and Bacon.

Course Description:

A discussion of *ST Seminar* problems, professional obligations, and careers in teaching. To be taken concurrently with or the semester prior to student teaching.

Student teachers are expected to attend ***ST Seminar*** that is associated with student teaching. This professional development seminar provides current, critical information on various topics related to the teaching profession. In addition, student teachers have the opportunity to receive on-site e-portfolio support, to set up their credential file, attend mock interviews, etc. It is also during this seminar that student teachers receive crucial information regarding the development of their professional portfolio.

This seminar meets bi-monthly throughout the student teaching experience, and dates and times are set by the group at the beginning of the semester. Attendance at these seminars is considered extremely important, and **greater than one absence will result in a final grade of one letter grade lower than earned**. Any absence will also require the completion of a make-up assignment designed by the University Supervisor.

Course Goals and Objectives:

1. To provide a "connection" for you between the University and your public school assignment
2. To develop your personal teaching style and to become familiar with effective teaching behaviors
3. To reflect regularly on your student teaching experience and your personal/professional growth
4. To become familiar with WI teacher licensure requirements and procedures.
5. To share experiences with peers for mutual support--the joys and concerns, the successes and disappointments.
6. To join a professional educational organization and attend professional conferences

LATE ASSIGNMENT POLICY: All work should be handed in on the day it is due. It is also acceptable to submit your work well BEFORE the assigned due date & time. A complete copy of all assignments must be turned in by the due date. However, we believe in second (third, fourth...) chances. Nothing in life is final, as they say, except for death and taxes, :), so if, after getting feedback on an assignment, you want

to address the feedback and create a better final product, you can resubmit within 48 hours of receiving your grade.

ABSENCE POLICY: If students have a valid reason, as determined by the teaching staff, for missing class, they must notify the teaching staff **BEFORE** class begins to be granted an excused absence. All students will be granted 2 excused absences. Final grades will be lowered for each additional absence.

STUDENT EXPECTATIONS

Participants are expected to attend, fully participate and be prepared for all classes. What the student takes away in the form of knowledge, skill development and application is dependent on what the student brings to class each day. Light physical activity will be an occasional part of the course content.

LEARNING SUPPORT SERVICES: Free UW tutoring & learning support resources at advising.wisc.edu. (<https://advising.wisc.edu/tutoring>)

ACCOMMODATIONS: Student success in this course is important. If there are circumstances that may affect the student's performance in class, it is advised that the student let the instructors know so that a plan can be developed that will provide opportunities for the student to be successful. Students requiring special accommodation related to a learning need should contact the McBurney Disability Resource Center, 1305 Linden Drive, 263-2741.

<http://mcburney.wisc.edu/services/>

ACADEMIC HONESTY: The University of Wisconsin is a highly respected institution of higher education. To help maintain the reputation of the university, and ultimately the credibility of your degree, you are expected to demonstrate academic integrity during this course. Please review the university's statement on academic integrity at <http://participants.wisc.edu/doso/academicintegrity.html> and information regarding academic integrity for participants at <http://participants.wisc.edu/doso/participants.html>

HATE AND BIAS INCIDENTS: We value each member of our community. Hate and bias incidents distract from our classroom community and negatively affect your and your classmates' ability to learn, feel welcome, and feel safe. Hate and bias incidents will not be tolerated in this classroom. Please intervene in incidents of hate and bias when you can, and report incidents to us-if you feel comfortable-and/or to the UW-Madison hate and bias reporting system: [students.wisc.edu/report hate](https://students.wisc.edu/report-hate). The University and the teaching team are dedicated to addressing reports of hate and/or bias seriously, promptly, confidentially, and sensitively. Reports can include, but are not limited to, crimes such as vandalism or physical assault; non-academic misconduct such as online or verbal harassment or disruptive behavior; and/or micro-aggressions such as derogatory or demeaning speech from another student, TA, or faculty/staff member. A Hate and Bias Incident Team member will respond to your report and provide you with options meet your needs. You can also report anonymously.

For more information, support, and resources regarding addressing hate and bias on campus, please visit www.students.wisc.edu/repotheate

DIVERSITY & INCLUSION

Institutional statement on diversity: "Diversity is a source of strength, creativity, and innovation for UW-Madison. We value the contributions of each person and respect the profound ways their identity, culture, background, experience, status, abilities, and opinion enrich the university community. We

commit ourselves to the pursuit of excellence in teaching, research, outreach, and diversity as inextricably linked goals.

The University of Wisconsin-Madison fulfills its public mission by creating a welcoming and inclusive community for people from every background – people who as students, faculty, and staff serve Wisconsin and the world.” <https://diversity.wisc.edu/>

KINES 568: STUDENT TEACHING IN HEALTH EDUCATION

History

1. Jan 8, 2019 by Michelle Young (meyoung)

Changes saved but not submitted

Viewing: KINES 568 : Student Teaching in Health Education

Formerly known as:

CURRIC 457 (or if cross-listed - deactivated courses associated with this course)

Last approved: Tue, 08 Jan 2019 22:03:41 GMT

Last edit: Mon, 20 Apr 2020 22:52:41 GMT

Proposal contact information:

Name

Shields, Morgan

E-mail

mrshields@wisc.edu

Phone

608/263-2609

Type of approval

Governance Approval Needed

Course ID

004872

Basic Catalog Information

First Available Term

Spring 2021 (1214)

Should this course have the graduate attribute?

No

Subject

KINES - Kinesiology

Course Number

568

Is this course crosslisted?

No

Course Title

Student Teaching in Health Education

Transcript Title

StdT Tchg-Health Education

Course Description

Supervised student teaching experience in Health Education.

Enroll Info (usually None)

None

Existing Requisites

Senior standing and KINES 501, 541, 542, 561, and 567

Requisites

Kines 547

Grading Basis

A/F

Component Type

Field Studies section is scheduled

Credits

2-8

Is this a topics course?

No

Repeatable

No

Course Designations**Should this course be considered for LAS credit?**

No

Should this course be considered for the Ethnic Studies General Education attribute?

No

Should this course have the workplace course attribute?

Yes

Describe how the course meets the campus and school/college criteria (when appropriate) for workplace experience courses.

This course meets the UW-Madison requirements for the health minor and the DPI requirements for teacher licensure

Rationale for the Course**Explain the rationale for the changes. Do the changes impact the purpose of the course or the degree and/or major requirement(s) it currently fulfills?**

We changed the Health Minor program and the previous requisites are not longer a part of the Minor.

What is the estimated enrollment for the course?

5

How many qualified instructors in the primary unit will be able to teach the course?

3

Address the relationship of the course to other UW-Madison courses, including the duplication of content, both inside and outside the primary unit.

This course is unique to the Health Minor that is completed by interested Physical Education students. There is no duplication of content within or outside of the department.

Course Content Information**Course Learning Outcomes**

	Outcomes – enter one learning outcome per box, use the green + to create additional boxes.	Audience
1	Observing teachers in their various roles as they work with students, meet with parents, confer with support staff and administrators, and collaborate with colleagues	Undergraduate
2	Practicing various teaching methods (including technology) in relevant curricular areas	Undergraduate
3	Developing and implementing appropriate unit and lesson plans in relevant curricular areas for optimal teaching and learning.	Undergraduate
4	Developing an awareness of one's preferred teaching style	Undergraduate
5	Practicing various documentation and assessment tools	Undergraduate
6	Demonstrating classroom management principles that promote responsibility and self-discipline (help students learn conflict negotiation strategies)	

- 7 Recognizing and understand individual and group needs, especially in terms of inclusive education (multicultural, gender-fair, disability aware)
- 8 Demonstrating professional characteristics, including punctuality, confidentiality, flexibility, cooperation, enthusiasm, and responsibility
- 9 Demonstrating oral and written communication skills at a level at which ideas are conveyed clearly and effectively.
- 10 Teaching with full responsibility for a minimum of six weeks
- 11 Practicing reflective teaching by communicating weekly with the University Supervisor through dialogue and reflective journaling to describe and ask questions regarding observations and perceptions

Please upload a syllabus.

568 syllabus.pdf

Key: 2437