Academic Program Four Column

School of Kinesiology and Behavioral Sciences

LAKE SUPERIOR
STATE UNIVERSITY

School: Program Review - Kinesiology and Behavioral Sciences

Program Review Criteria	Criteria Statements	Findings from Review	Action to be Taken
1. SCHOOL MISSION AND GOALS - 1. Provide the School's mission statement and explain its connection to the University mission. **Category Status:** Active **Category Type:** Academic Program Review **Start Date:** 08/20/2018 **HLC Criteria:** Mission 1.A mission is broadly understood **HLC Criteria for Accreditation:** Mission 1.D mission and public good	**Findings from Review**	**Finding Reporting Year:** 2018-2019 **Self-assessment:** "B" - Making Good Progress The School of Kinesiology and Behavioral Sciences Mission Statement: The School of Kinesiology and Behavioral Sciences is dedicated to the enhancement of the health and well-being of the individual and society through graduating students who are able to provide component professional services using evidence based practice to local, regional, and national constituents. Through the theoretical and technical preparation of professionals, the school seeks to educate and empower its constituents. Using the biopsychosocial model of health (Engel, 1977), the school emphasizes student learning outcomes (SLO) designed to improve the quality of life of its stakeholders. A review of the LSSU mission statement is below: "We equip our graduates with the knowledge, practical skills and inner strength to craft a life of meaningful employment, personal fulfillment, and generosity of self, all while enhancing the quality of life of the Upper Great Lakes region." Alignment with the major themes of the institutional mission occur in the following contexts: Knowledge procurement, evidence based practice	**Action to be Taken:** Will reassess mission Fall 19 to assess appropriateness of mission statement in regards to evolution of new school directions, market needs, and available resources. (11/26/2018)

Program Review Criteria	Criteria Statements	Findings from Review	Action to be Taken
	Findings from Review	Professional development Stakeholder empowerment Social awareness and service Quality of Life focus through health and well-being Local, regional, and national impact (11/21/2018) **Program Review Notes:** Mission statement is being used to direct both current assessment and degree development activities. **Related Documents:** School of Kins_Behav_Sci_Minutes_9_26_18.docx 2018 goals School of Kinesiology and Behavior.docx	
2. SCHOOL MISSION AND GOALS - List the School-level goals and explain how they support and connect to the CAFE Master Goals of the Strategic Plan. **Category Status:** Active **HLC Criteria:** Planning 5.C systematic integrated planning **Reference::** https://www.lssu.edu/wp-content/uploads/2018/09/2018-2023-LSSU-Strategic-Plan.pdf **HLC Criteria for Accreditation:** Planning 5.C systematic integrated planning	**Findings from Review**	**Finding Reporting Year:** 2018-2019 **Self-assessment:** "B" - Making Good Progress The LSSU Strategic Plan lists the following constructs as the operational definition of the institution mission. These are described using the acronym CAFE (Culture, Academics, Finance, and Enrollment). Below are the specific goals for each construct: CAFE Master Goals for Culture: 1. We cultivate an environment of inclusion where all members treat others with dignity and respect. 2. We cultivate open communication, engagement, and behaviors that strengthen community, across campus and in the wider region. 3. We cultivate continuous self-improvement through service, assessment, and accountability. CAFE Master Goals for Academics: 1. We will cultivate continuous academic and co-curricular improvement to provide relevant programs and support services. 2. We will cultivate student educational experiences that add value and allow students to reach their full potential. 3. We will cultivate programs that support individual growth within the curricular, co-curricular, and non-curricular realms culminating in degree completion and endorsement of lifelong learning. CAFE Master Goals for Finance: 1. We will cultivate a culture of continuous improvement	**Action to be Taken:** School meetings will continue to have mission and goal assessment as a regular agenda item as formal roles and expectations of school members are solidified over the next academic years. (11/21/2018)

Program Review Criteria	Criteria Statements	Findings from Review	Action to be Taken
	Findings from Review	through accountability and sustainability practices, regular financial reviews, and periodic reporting. 2. We will cultivate data-informed budgetary processes that are open, transparent, and in alignment with institutional priorities. 3. We will cultivate viable entrepreneurial efforts to efficiently support evolving institutional needs, and to support new financially-viable, mission-driven opportunities. CAFE Master Goals for Enrollment: 1. We will cultivate, maintain, and support an enrollment management strategic plan that will center on programs and activities that reach enrollment goals. 2. We will cultivate collaborations with external and internal groups to promote student development and success. 3. We will cultivate continuous improvement of the student experience through data-informed decision making and student input. The School of Kinesiology and Behavioral Sciences at Lake Superior State University emphasizes the delivery of outstanding undergraduate education at the local, regional, and national levels. Using instructional methods that synergize public outreach, evidence based practice, and interdisciplinary scholarship, young scholars are challenged to positively impact human health and well-being at the individual and group levels. Impactful practices are further delineated through the following constructs. Experiential Learning Students are provided opportunities to actualize their education through the delivery of service centered learning opportunities founded in accepted didactic and experiential learning practices. Cultural Competence Students and faculty are empowered through examination of cultures other than one's own. Evidence based practice	

Program Review Criteria	Criteria Statements	Findings from Review	Action to be Taken
	Findings from Review	Students apply accepted theoretical models of health and well-being using evidence based practices in their field of study. Alignment between CAFE goals and school level goals occurs in all major constructs in each model. Competencies acquired through the school level goals of experiential learning, cultural competence, and evidence based practice cross pollinate the CAFE goals of culture, academics, finance, and enrollment through the intersection of instructional methods. Supporting the institutionally agreed to strategic plan through the use of creative approaches to instruction occurs in each class, guided by the SLO's identified at the course, degree, and school level. (11/21/2018) **Program Review Notes:** Faculty meetings using a collaborative model developed the school goals.	
3. TEACHING AND LEARNING - Explain how faculty determine program and course learning outcomes, course prerequisites, rigor of courses, expectations for student achievement, and student access to resources. **Category Status:** Active **HLC Criteria:** Improvement 4.A quality of programs **HLC Criteria for Accreditation:** Improvement 4.A quality of programs	**Findings from Review**	**Finding Reporting Year:** 2018-2019 **Self-assessment:** "B" - Making Good Progress The School of Kinesiology and Behavioral Sciences is in its first term of operation. The schools official inception began in the fall (2018). The schools origination was first proposed and approved in December 2017 at the monthly Board of Trustees meeting. This collaboration was developed in part to increase the use of best practices in the development, implementation, and assessment of curricular goals between degree programs sharing common themes that were congruent with the strategic mission of the university. This coincided with the advent of Kinesiology as a degree program, previously comprised of the three bachelors degrees Exercise Science (ES), Athletic Training (AT), and Sport and Recreation Management (SRM). Justifications for this restructuring were captured in Curriculum Committee documentation provided LSSU in April 2017. In short, national level changes in the entry point for Athletic Training certification (Masters degree entry starting in 2022, CAATE) required a change in the strategic direction of the School of Recreation and Exercise Science. It was voted into practice at the school level, and then at the	**Action to be Taken:** Regularly scheduled meetings will be held by school to review and assess recent curricular changes and student success. (11/21/2018)

Program Review Criteria	Criteria Statements	Findings from Review	Action to be Taken
	Findings from Review	institutional level, that the curricular model of Kinesiology would be adopted by the university, starting in fall 2017. The intent was to capture, condense, and modernize student learning outcomes provided by the three degrees previously listed. The elimination of two degrees (AT and SRM) with the change from ES to Kinesiology occured in April 2017. The Kinesiology degree contains three unique concentrations. They are Rehabilitation Sciences, Human Performance, and Sport and Fitness Management. During the Spring 2018 term that followed, school functions were limited to a small number of meetings focused on team development and discovery. Discussion of the logistics of curricular delivery articulated in this question has been limited to two meetings held in the Fall 2018 term. Currently, programs have been using the curricular modeling that is rooted in the historical delivery of their specific discipline of study. Moving forward, a merging of best practices and the development of procedures to address curricular modeling is at the forefront of school and sub-committee work (yet to be assigned). The policies and procedures for the development and implementation of course learning outcomes, course prerequisites, rigor of courses (course leveling), student expectations, and student access to resources is an "A" list priority for the school. Using a collaborative discussion based model, faculty from each discipline will meet a minimum of once a month to establish school level processes, calibrate sub-committee work done at the degree level, and to set strategic plans. Between monthly school level meetings, disciplines will meet weekly to restructure historical curricular models into the current model. Implicit in this process is the development of interdisciplinary scholarship for both students and faculty outlined in the mission and goals previously reported. In the term since its inception (in addition to the documentation previously described here), each degree and support program in the school has gone through a rigorous assessment process to benchmark our progress. Aside from	

Program Review Criteria	Criteria Statements	Findings from Review	Action to be Taken
	Findings from Review	the school level collaboration establishing mission and goals, each course and SLO was evaluated between the periods of fall 2016 and fall 2018 using institutionally approved software (Nuventive). Additionally, school level SLO's were developed and mapped. At the degree level, all courses were mapped and assessed. Completion of the procedures to calibrate school level SLO's against course level SLO's, establish course leveling processes, student expectations and access is slated to be completed by the start of fall 2019. (11/21/2018)	
4. TEACHING AND LEARNING - Explain how faculty ensure the equivalence of learning outcomes and achievement in all modes and locations where degrees are delivered. Provide examples of course syllabi from multiple delivery modes and locations of the same course(s). **Category Status:** Active **HLC Criteria:** Improvement 4.A quality of programs **HLC Criteria for Accreditation:** Improvement 4.A quality of programs	**Findings from Review**	**Finding Reporting Year:** 2017-2018 **Self-assessment:** "B" - Making Good Progress This school provides of a limited number of online courses, delivery of distance education to satellite sites, and concurrent enrollment courses delivered to local high schools. Reliability of SLO's and student achievement across modes and locations of instruction occurs in part with the use of a limited number of instructors, often having one instructor provide instruction in all modes and locations. Institutional support in the development of online courses (LSSU Center for Education and Teaching and Leadership [CETAL]) assist in the reliable delivery of course SLO's. The provision of courses to satellite sites, requires the uses of adjuncts. This has created a challenge in quality control processes. Continued development of procedures and processes will be completed outlining quality control measures to coincide with the fall 2019 date previously mentioned in section three. (11/21/2018) **Related Documents:** POLI110_001_F18_sylb.doc.docx POLI110_F0N_U17_sylb.doc.docx SOCY103_001_F18_sylb.doc.docx SOCY103_00N_F18_sylb.doc.docx PSYC101_00N_U17_sylb.doc.docx PSYC101_001_F18_sylb.doc.docx PSYC155_CHA_F18_sylb.doc.docx PSYC155_001_F18_sylb.doc.docx	**Action to be Taken:** School expectations will include either tested positive experience in distance learning or specific support through either CETAL or other faculty inservice program for distance education prior to or congruent with online or distance learning assignment starting in S19. (11/21/2018)

Program Review Criteria	Criteria Statements	Findings from Review	Action to be Taken
	Findings from Review	[PSYC155_00N_U17_sylb.doc.docx](#)	
5. TEACHING AND LEARNING - If applicable, attach the most recent report, findings and recommendations from specialized programmatic accreditations within the School. **Category Status:** Active **HLC Criteria:** Improvement 4.A quality of programs **Reference::** CC 4.A.5 **HLC Criteria for Accreditation:** Improvement 4.A quality of programs	**Findings from Review**	**Finding Reporting Year:** 2018-2019 **Self-assessment:** "C" - Satisfactory 2 students currently being taught out of Athletic Training program. This is currently the only specialized accreditation within the school. Degree curriculum designs reflect professional organization standards . (11/21/2018) **Finding Reporting Year:** 2016-2017 **Self-assessment:** "A" - Exceptional Initially clarification was needed and a Rejoinder was submitted to the Commission on Accreditation of Athletic Training Education (CAATE). The Rejoinder was reviewed and the 2016-2017 Annual Report was accepted with no further action required. Notice of the Acceptance of the Annual Report was received 2/22/2018. The Annual report was submitted for the 2017-2018 Academic year on October 1, 2018. This report is being reviewed at this point in time. (11/21/2018) **Related Documents:** [2018 CAATE Annual Report.pdf](#) [2017 CAATE Annual Report.pdf](#)	
6. Post Graduation Success - Report data from the past two years to show what students are doing after graduation from the programs in your School. For example, statistical data should report the numbers of students in specific areas (i.e., business, government, education, military, unemployed, pursuing advanced degrees, etc.). **Category Status:** Active **Category Type:** Operational Goal, not related to student learning **Start Date:** 08/20/2018 **HLC Criteria:** Mission 1.D mission and public good	**Findings from Review**	**Finding Reporting Year:** 2017-2018 **Self-assessment:** "B" - Making Good Progress The start date for the SoKBS was fall 2018. The new school has yet to approve a procedure for the accumulation of this data as of this writing. The continued development of data collection is an top priority for the new school. The data represented below was generated through a faculty review of graduated students, using anecdotal, personal contact information to populate the cells. The faculty confidence in this data is high due to the small sample sizes under review. Moving forward, procedures for the mining of placement data will be implemented for fall 2019. Using a practices developed by Nursing (College of Health and Behavior), surveys will be developed using a data distribution similar to the one presented below. Reporting will include placements strata specific to continued education and career placement that will increase specificity. A summary	**Action to be Taken:** Continued development of internal metrics to quantify this performance is required. Stratification of data (placement sites) will offer greater specificity, an action item for spring 2019 (graduating class). (12/07/2018)

Program Review Criteria	Criteria Statements	Findings from Review	Action to be Taken
	Findings from Review	of the data collected indicates that success is high with placement either for continued education (i.e. graduate school) or employment in their field of choice. The category "Other" includes students with whom contact has been lost or employment has occurred outside of their field of choice. Degree Year N Continuing Education (Graduate or Professional) Employed - Field of Choice Other AT 16-18 13 6 4 3 ES 16-18 20 7 10 3 HFS AS 16-18 33 17 16 0 HIST 16-18 5 0 2 3 KINS BS 17-18 17 8 8 1	

Program Review Criteria	Criteria Statements	Findings from Review	Action to be Taken
	Findings from Review	POLI BS 16-18 5 1 4 0 PSYC BS 16-18 35 15 9 11 SOCY BS 16-18 6 1 4 1 SOWK AS 16-18 8 3 5 0 SRM 16-18 8 0 8 0 A review of the data provided demonstrates the efficacy of graduate placement from the SoKBS. While this data represents the unique contribution of these programs prior to forming into a school, the data supports the efforts of the faculty as both timely and relevant. Continued development of internal metrics to quantify this performance is required. Stratification of data (placement sites) will offer greater specificity, an action item for spring 2019 (graduating class). (12/07/2018)	

Program Review Criteria	Criteria Statements	Findings from Review	Action to be Taken
7. ASSESSMENT - School-level goals and their connections to the university's CAFE Master Goals Strategic Plan were listed in Question 2 of this report. Select 3-5 of those goals as a focus for the School's 4-Column School Assessment Report; add the selected goals to the 4-Column report document, and attach the document. **Category Status:** Active **HLC Criteria:** Improvement 4.B ongoing assessment **HLC Criteria for Accreditation:** Improvement 4.B ongoing assessment	**Findings from Review**	**Finding Reporting Year:** 2018-2019 **Self-assessment:** "B" - Making Good Progress CAFE Goals Culture - #2. We cultivate open communication, engagement, and behaviors that strengthen community, across campus and in the wider region. To foster greater transparency in communication the following will be implemented in spring 2019. The implementation of a regular school meeting schedule (monthly school level, weekly discipline level) with appropriate documentation will be instituted. Currently (fall 2018) the meeting schedule is done on an ad hoc basis. Calls for agenda items will go out one week prior to the monthly meeting and for discipline specific meetings. Minutes for each will be published following. A vote to change or accept the minutes will be taken at the next scheduled event. Final publication of meeting minutes will occur following. Secondarily, in an effort increase community involvement, service centered learning (SCL) projects shall be implemented that utilize in a collaborative manner. One such project is underway for the second year, (S)Partners for Health. This is a SCL, that is run in conjunction with Rudyard Elementary School. This project allows for students from across the school to actively deliver health and nutrition education to 5th grade students. As a component of this SCL, senior level research projects may be assigned, facilitated by the faculty. Faculty level scholarship has also been discussed to further deepen the impact of this SCL, providing opportunities for impact on three levels, community, students, and faculty. Sych efficiency in SCL is paramount to our success in providing ample opportunity to maximize outcomes from such work. Academics - #1. We will cultivate continuous academic and co-curricular improvement to provide relevant programs and support services.	**Action to be Taken:** Proposed - Each degree program shall implement a group level interview process (i.e. focus group) to garner feedback from graduating students. This will be used in conjunction with information recorded during individual level advisement and graduation interviews. Currently this occurs on an anecdotal level. Formalization and standardization of the question battery shall be implemented for fall 2019. Focus groups and interviews shall occur during the spring term prior to graduation. (12/07/2018)

Program Review Criteria	Criteria Statements	Findings from Review	Action to be Taken
	Findings from Review	The greatest example of this has been the transition to Kinesiology that has been documented elsewhere. A summary of the process demonstrates the ability of the faculty to look at historical information, future employment trends, and current higher educational practices to create this new school. The combination of disciplines (Athletic Training, Exercise Science, and Sport and Recreation Management) allowed for the streamlining of curricular delivery as well as modernizing of the degree programs. Moving forward, data will be generated to document the performance of this program. Establishing data collection practices that support the generation of program reviews is a priority. Transparent communication of procedures, timelines, and results, as well as the normalization of data collection will accompany this process. Financial - #2. We will cultivate data-informed budgetary processes that are open, transparent, and in alignment with institutional priorities. Implementation of a standard budget schedule is priority. Annually, degree programs will be required to provide budget requests by March for the following academic year. Annual requests will be documented during course level assessment, with justifications for expenditures required. Final decisions for budget development fall under the academic dean. Reporting of budgets will occur during the summer for the following academic year. Budgetary reports will be a component of each monthly meeting described previously. Secondarily, the creation of a 5-year financial plan shall occur at the degree level. The plan shall be used as a strategic guide for the upcoming development of each degree and the SoKBS. Annual review of the plan shall take place early in the spring term as a component of the budgeting process described above. Enrollment - #3. We will cultivate continuous improvement	

Program Review Criteria	Criteria Statements	Findings from Review	Action to be Taken
	Findings from Review	of the student experience through data-informed decision making and student input. (11/26/2018)	
8. ASSESSMENT - Describe how results from assessment have been used to improve your School. Include specific examples. **Category Status:** Active **HLC Criteria:** Improvement 4.B ongoing assessment **HLC Criteria for Accreditation:** Improvement 4.B ongoing assessment	**Findings from Review**	**Finding Reporting Year:** 2017-2018 **Self-assessment:** "B" - Making Good Progress The greatest example of this is the consolidation of three degrees into one with the advent of Kinesiology. Secondarily, the advent of this school is another example of this ideal. First, the combination of three degrees into a single degree offering (AT, ES, and SRM collapsed into Kinesiology) was founded in an ongoing "soft" review of SLO performance. Combined with industry shifts (i.e. AT shift from BS entry to MS, CAATE), this collaboration modernized the curriculum of three degree. Deficiencies in curriculum and industry shifts had been identified in both ES and SRM. The lack of available data in the previous model, supported through the identification of SLO across the levels of the program, have diminished the opportunity to document this process. Through the development of the Kinesiology degree, these SLO have been identified, procedures for their review have been proposed, and consistent reporting mechanisms shall be implemented starting with fall 2018. This is a large step forward in curricular decisions through the veil of data specific to SLO's. Secondly, the establishment of this school was driven through the interpretation of assessment during a university "reboot" (Dec 2017, BOT minutes). The inclusion of behavioral sciences with kinesiology is a direct response to gaps identified in each program when juxtaposed against a branding initiative that emphasizes health education. The selection of Political Science, History, and Geography in addition to Kinesiology, Psychology, and Sociology is an effort to create a 360° view of health and its impact on society, when viewed through the theoretical models of Wellness or Well-being. Using a biopsychosocial model of health (Engel, 1977), the SoKBS is seeking to meet the changing needs of its constituents through the integration of biomedical, psychological, and sociological concepts that	**Action to be Taken:** Formal and anecdotal assessment information is being incorporated into regularly scheduled meetings of Kinesiology and Behavior to support discussions related to strategic plan, purchase, and hiring. Kinesiology has instituted weekly meetings. (12/07/2018)

Program Review Criteria	Criteria Statements	Findings from Review	Action to be Taken
	Findings from Review	incorporate elements of political science (health policy), history (public health), and geography (public health and diversity). Implicit in the design is a commitment to data driven decision making that supports the various levels of outcomes defined throughout this document. (11/26/2018) **Related Documents:** School of Kins_Minutes_11_30_18.docx School of Kins_Behav_Sci_Minutes_9_26_18.docx School of Kins_Behav_Sci_Minutes_8_22_18.docx	
9. ASSESSMENT - Describe how the School uses assessment results to inform and facilitate better planning and budgeting **Category Status:** Active **HLC Criteria:** Planning 5.C systematic integrated planning **HLC Criteria for Accreditation:** Planning 5.C systematic integrated planning	**Findings from Review**	**Finding Reporting Year:** 2018-2019 **Self-assessment:** "B" - Making Good Progress The budgeting process for this school is in its first year of operation. A proposal for this has been articulated that is described in Question 7: "Implementation of a standard budget schedule is priority. Annually, degree programs will be required to provide budget requests by March for the following academic year. Annual requests will be documented during course level assessment, with justifications for expenditures required. Final decisions for budget development fall under the academic dean. Reporting of budgets will occur during the summer for the following academic year. Budgetary reports will be a component of each monthly meeting described previously. Secondarily, the creation of a 5-year financial plan shall occur at the degree level. The plan shall be used as a strategic guide for the upcoming development of each degree and the SoKBS. Annual review of the plan shall take place early in the spring term as a component of the budgeting process described above." To further illustrate budget development, funding sources are unique to degree programs. For instance, kinesiology has a program fee ($20/credit) absorbed by kinesiology students. Allocation of those funds are specific to the kinesiology program. Decisions about the adoption of program fees across the board for the school will occur at	**Action to be Taken:** Course fee spread sheets sent to faculty requesting documentation of need. December 4, 2018 (12/07/2018)

Program Review Criteria	Criteria Statements	Findings from Review	Action to be Taken
	Findings from Review	the school level to create consistency (e.g. PSYC, POLI, SOCY, HIST, GEOG). Allocations from ear marked fees will maintain program specificity, continuing to fund the Exercise Physiology Laboratory and other earmarked budget lines. Assessment results will fuel the discussion, providing insight into performance. When combined with market trends, this will afford a data driven decision process. This will result in controlling variability that may be an effect of random error while protecting against "knee jerk" reactions to unusual outcomes that may be outliers when compared to performance across time. As an example, in a small class, performance may be closely related to random error (i.e. lower performing cohort in the class). Through the consistent assessment of results that occur over time, a clear picture of student performance may be gained through an aggregation of data (i.e. increased sample size). With a reliable, agreed to measurement process (e.g. assessment) using aggregated data, the likelihood for random error is reduced. This a continuing process of development. The first implementation of this process will occur in the budgetary cycle for 2019-2020. Continued development of this process will occur following the first reporting of results. (12/07/2018) **Program Review Notes:** Formal and informal conversations with staff through the months of Nov and Dec related to course fee requirements. **Related Documents:** School of Kins_Minutes_11_30_18.docx	
10. ASSESSMENT - In addition to LSSU's campus-wide programs designed to support retention and degree completion, list any additional activities of the School specifically intended to increase retention and degree completion. **Category Status:** Active **HLC Criteria:** Improvement 4.C	**Findings from Review**	**Finding Reporting Year:** 2018-2019 **Self-assessment:** "A" - Exceptional The budgeting process for this school is in its first year of operation. A proposal for this has been articulated that is described in Question 7: "Implementation of a standard budget schedule is priority. Annually, degree programs will be required to provide budget requests by March for the following academic year.	**Action to be Taken:** Both curriculum design and faculty recruitment will focus on refining and expanding programing that will support retention and degree completion. Program curriculum is currently being reviewed to assure focused undergraduate research opportunities offered in an

Program Review Criteria	Criteria Statements	Findings from Review	Action to be Taken
retention persistence completion **HLC Criteria for Accreditation:** Improvement 4.C retention persistence completion	**Findings from Review**	Annual requests will be documented during course level assessment, with justifications for expenditures required. Final decisions for budget development fall under the academic dean. Reporting of budgets will occur during the summer for the following academic year. Budgetary reports will be a component of each monthly meeting described previously. Secondarily, the creation of a 5-year financial plan shall occur at the degree level. The plan shall be used as a strategic guide for the upcoming development of each degree and the SoKBS. Annual review of the plan shall take place early in the spring term as a component of the budgeting process described above." To further illustrate budget development, funding sources are unique to degree programs. For instance, kinesiology has a program fee ($20/credit) absorbed by kinesiology students. Allocation of those funds are specific to the kinesiology program. Decisions about the adoption of program fees across the board for the school will occur at the school level to create consistency (e.g. PSYC, POLI, SOCY, HIST, GEOG). Allocations from ear marked fees will maintain program specificity, continuing to fund the Exercise Physiology Laboratory and other earmarked budget lines. Assessment results will fuel the discussion, providing insight into performance. When combined with market trends, this will afford a data driven decision process. This will result in controlling variability that may be an effect of random error while protecting against "knee jerk" reactions to unusual outcomes that may be outliers when compared to performance across time. As an example, in a small class, performance may be closely related to random error (i.e. lower performing cohort in the class). Through the consistent assessment of results that occur over time, a clear picture of student performance may be gained through an aggregation of data (i.e. increased sample size). With a reliable, agreed to measurement process (e.g. assessment) using aggregated data, the likelihood for	increasing efficient manner. Faculty are being recruited the support cross curriculum collaboration to strengthen learning communities. (12/07/2018)

Program Review Criteria	Criteria Statements	Findings from Review	Action to be Taken
	Findings from Review	random error is reduced. This a continuing process of development. The first implementation of this process will occur in the budgetary cycle for 2019-2020. Continued development of this process will occur following the first reporting of results. (11/21/2018)	
11. RESOURCES - 11.　　　　Describe how the School allocates resources to adequately support the mission. Include explanations of faculty/staff, fiscal, and infrastructure allocations. For example, describe the process used to ensure that each faculty member or instructor in the program is qualified to teach the courses they are assigned, as consistent with HLC guidelines. **Category Status:** Active **HLC Criteria:** Resources 3.C faculty and staff **Reference::** https://www.hlcommission.org/Publications/determining-qualified-faculty.html **HLC Criteria for Accreditation:** Resources 3.C faculty and staff, Planning 5.A resource base	**Findings from Review**	**Finding Reporting Year:** 2017-2018 **Self-assessment:** "B" - Making Good Progress The faculty members of the respective areas within the School of Kinesiology and Behavior met during AY 16-17 and developed faculty qualifications expectations which included both academic and tested experience bench marks. All faculty have submitted updated TQF during AY 17-18. All new adjuncts must also submit documentation that supports either academic or tested experience prior to course assignment. (11/21/2018) **Program Review Notes:** It has been noted that some faculty would benefit from additional educational opportunities and have been counseled to that effect. It was also noted that to address safety standards that any faculty teaching an activity course should have documentation of BCLS and AED training. A training mechanism to assure BCLS compliance was established for the S19 semester.	**Action to be Taken:** Review of faculty qualifications led to the identification of need for all faculty assigned to classes that require physical activity to have at a minimum BCLS certification. This will be required of all faculty (both FT and adjunct) starting in S19. (12/07/2018) **Budget Rationale:** This certification is valid for 2 years. The cost per individual is $40. This provides basic information related to the performance of CPR and use of an AED for all age individuals. The training can be offered through the LSSU Simulation Center. **Budget Request:** 800
12. RESOURCES - Explain how the School ensures that the curriculum for each program is current. For example, evidence may include specialized program accreditation, advisory boards, input from industry, discipline standards, previous School reviews or reports, etc. **Category Status:** Active **HLC Criteria for Accreditation:** Planning 5.D systematic work to improvement	**Findings from Review**	**Finding Reporting Year:** 2017-2018 **Self-assessment:** "A" - Exceptional Curricular development is at the crux of this schools inception. The development of Kinesiology as a degree program is an example of changing industry standards and modernization of curricular approach. The rationale for this is captured in attached forms submitted to the LSSU Curricular Committee in April 2017. The summation of this effort includes a recognition on the part of the faculty that program changes have been done on a piecemeal basis. Following extensive discussion with industry contacts and academic peers, and a thorough competitive analysis of	

Program Review Criteria	Criteria Statements	Findings from Review	Action to be Taken
	Findings from Review	market trends (i.e. US Bureau of Labor Statistics), the choice was made to change the program to adopt this modernized approach. The selection of Rehabilitation Sciences, Human Performance, and Sport and Fitness Management both represents the new and the old. Maintaining the long developed courses that have been successful across time was a major challenge. This was effective only with a reshuffle of the SLO's associated with the degree. This process is further elucidated in attached forms. The combination of these disparate programs, into a cohesive degree, using a core set of courses that apply across concentrations was the outcome of two years of analysis and development. (12/07/2018) **Related Documents:** American Kinesiology.docx Sample_AKA_Core_Oshkosh.pdf	
A.13 DEGREE: Psychology BS/BA - Provide evidence that the degree-level program outcomes are clearly stated and are effectively assessed, including the "use of results." Attach the 4-Column Program Assessment Report. **Category Status:** Active **Category Type:** Academic Program Review **Start Date:** 08/20/2018 **HLC Criteria:** Improvement 4.B ongoing assessment **HLC Criteria for Accreditation:** Improvement 4.B ongoing assessment	**Findings from Review**	**Finding Reporting Year:** 2017-2018 **Self-assessment:** "A" - Exceptional Review finds students continue to meet program objectives as demonstrated by senior projects, professional conference presentations, and enrollment in post graduate programs. Expansion into research based courses has continued, abet slower than anticipated due to unanticipated loss of faculty in AY17-18. The department has been recently integrated into the School of Kinesiology and Behavior, in the College of Health and Behavior. Work has begun to consolidate resources in order to facilitate a stronger research presence. As the mission of the new College is refined over the next academic year, resources will be directed to psychology to maximize positive student outcomes. It is planned that FT staffing will return to 3 full-time staff by S19. A funding request will be submitted for a formal external review for AY19-20. (11/26/2018) **Related Documents:** Psychology Degree (Program)_ Review 11-21-18.docx Psychology 1118 Assessment_ Program Four Column .pdf	

A.14 DEGREE: Political Science BS/BA

Program Review Criteria	Criteria Statements	Findings from Review	Action to be Taken
- Explain how results from degree assessments were used to improve the degree program. Include specific examples. **Category Status:** Active **Category Type:** Academic Program Review **Start Date:** 08/20/2018 **HLC Criteria:** Improvement 4.B ongoing assessment **HLC Criteria for Accreditation:** Improvement 4.B ongoing assessment	**Findings from Review**	**Finding Reporting Year:** 2017-2018 **Self-assessment:** "B" - Making Good Progress Students were not meeting consistently meeting SLO. Curriculum was redesigned to expand and link critical thinking, writing, and communication through freshman, sophomore, junior, and senior seminar courses. Faculty were involved at university level to recommend adoption of required USEM courses. (11/26/2018) **Program Review Notes:** Incomming freshman were all enrolled in both POLI 101 freshman seminar and USEM KBH. **Related Documents:** [PoliSci 112618 Assessment_ Program Four Column.pdf](#)	**Action to be Taken:** Will monitor over next 4 years to evaluate effectiveness of curriculum changes. (11/26/2018)
A.16 DEGREE: Pyschology - Explain what the program does to engage students in collecting, analyzing, and communicating information; mastering modes of inquiry or creative work; developing skills integral to the degree program. Attach examples of undergraduate research, projects, and creative work. **Category Status:** Active **Start Date:** 08/20/2018 **HLC Criteria:** Improvement 4.A quality of programs **HLC Criteria for Accreditation:** Resources 3.B inquiry acquisition application integration	**Findings from Review**	**Finding Reporting Year:** 2017-2018 **Self-assessment:** "A" - Exceptional Students routinely participate in undergraduate research and demonstrate expertise through both publications and poster presentations. See attached examples. (12/07/2018) **Related Documents:** [Art Drake.pdf](#) [Electronicbooks Minnich.pdf](#) [Ethics and film --Allmayer.pdf](#) [POMS Montone.pdf](#) [psych and film Saunders.pdf](#) [Rumination --Reynolds.doc](#) [text messaging Barks.pdf](#)	**Action to be Taken:** Publishing and Poster presentations will continue to be an integral part of the curriculum. In order to expand the size of the cohort, other models of pedagogy are being explored to expand both inter and intra-curriculuar student/faculty research. (12/07/2018) **Budget Rationale:** Need for both testing and assessment software and hardware for expanded research activities. **Budget Request:** 5000

Kinesiology and Behavioral Sciences
Minutes
Wednesday, September 26, 2018

Present: Eric Statt, Chair, Jody Susi, Joe Susi, Russ Searight, Ben Toll, Heather Shay, Melissa Shaffer-O'Connell, Kristina Olson-Pupek, Kirk Mauldin, Brent Pusch, Sherri Garee, Ron Hutchins, Colleen Barr

E Statt thanked faculty for all the hard work they have done thus far in entering assessment data into Nuventive.

R Hutchins noted that Saturday, November 10th will be adjunct in-service day.

If course has been taught by an adjunct and there isn't any assessment data, faculty in charge of entering assessment should enter "Assessment material has not been gathered in the past." Use of results should indicate future assessment plans.

E Statt suggested a sub-committee of four faculty be developed to review the 16 questions in the Academic Program (School) Review. This sub-committee would be tasked with assigning school faculty to answer specific questions. Brent Pusch and Joe Susi volunteered to be on the sub-committee. Eric will upload the review document to the team drive for faculty to review.

R Hutchins reviewed the university student attendance policy. Students have excused absences when they are participating in a university event (athletics, conferences, etc.). Faculty were asked to make reasonable accommodations for students who do not have an excused absence such as sickness.

Meeting adjourned at 8:55am
Submitted by Colleen Barr

I jotted down action items that I would like addressed this semester following our discussion yesterday about the School of Kinesiology and Behavior,

Development of a common USEM course

Evaluation of repackaging of current classes with minimal modifications to synergize College of Health and Behavior offerings;   Gerontology minor, Holistic Health programing directed to specific community populations ie veterans, at risk children and their families: combined psych/kins projects regarding athletic and wellness promotion; combined sociology and community health education projects-obesity; addiction, etc.

Assessment of leveling, content, and presentation method of SOCY 101 and SOCY 103 – Pass rate is not acceptable and is undermining both student and program success.

Revision of credit level for SOCY 101 and PSYC 101 from 4 credits to 3: Rationale – complexity of content may exceed needs for intro level course; additional credits impose scheduling conflicts for multiple departments which result in delayed graduation dates. High volume 4 day courses have negative impact on room scheduling; mandated USEM courses will put up to 200 freshmen above the credit slot limit if behavioral health maintains their intro course work at 4 credits.

Issues regarding intro courses and usem need to be addressed prior to April 1 (posting of Fall scheduling)

 Let me know how I can be of assistance in facilitating these goals. Thanks

LAKE SUPERIOR
STATE UNIVERSITY

College of Arts and Sciences   **Fall 2018**
POLI 110-001 Introduction to American Politics (4, 0)   **4 Credits**

Prerequisites: None

Instructor: Benjamin Toll, Ph.D.
     Library 326
     906-635-2763
     btoll@lssu.edu

   * The best way to contact me is via email, or by stopping in my office. I don't check my office phone regularly.

Office Hours:

Monday	Tuesday	Wednesday	Thursday	Friday
12:30-2:30pm	9:15-10:00am	1:30-3:00pm	9:15-10:00am	

* I am also available at other times. But, please check with me before coming in at different times.

Location: Crawford 205
        MTWR 11:00-11:50am

Required Text(s): Ginsberg, Benjamin, Theodore J. Lowi, Margaret Weir, Caroline J. Tolbert, and Robert J. Spitzer. *We the People: An Introduction to American Politics* 11th edition essentials. (New York: W.W. Norton, 2015). ISBN: 978-0-393-63998-8

*All other reading will be posted on Moodle. Please download readings from there if they are not from the textbook.

Course Description: An introductory survey of American national government and politics.

     This course is designed to introduce students to the study of American politics from a scientific perspective. The goal of this course is that you will leave with a clear understanding of the American political system, its limitations and strengths. We will devote time to discussing not only the structure of government, but also what it means for us today as citizens.

     This course is different from your high school government course because it is primarily dedicated to understanding the context of our government and questions that surround it. While we will discuss facts, those can be learned through reading the book. Our goal in class is to understand why our government structure matters. We will also devote a considerable amount of time to discussion of questions and political issues that are salient today.

College of Arts and Sciences   **Fall 2018**   2
POLI 110 Introduction to American Politics/Government (4,0)   **4 Credits**

General Education Objectives: This course is designed to meet the Social Sciences General Education Outcome. Specifically, you will:

Analyze, develop, and produce rhetorically complex texts
Think critically and analytically about the causes and consequences of human behavior

Student Learning Outcome Statements: By the end of the semester, you should be able to:

1. Identify and explain the prominent political ideologies in United States politics and describe their respective beliefs, values, and attitudes;
2. Compare and contrast the powers of the US Congress, the Presidency, the Bureaucracy, and the Judiciary according to the Constitution and common practice;
3. Discuss past and current controversies about civil rights and liberties;
4. Describe the division of powers in our federalist system;
5. Explain the impact of public opinion, media, interest groups, and political parties on elections and the political system;
6. Analyze the policy issues facing the United States currently, and as we move forward.

Grading Scale and Policies:

The grading for this course is listed below:

Tests	170 points	56.7%
Attendance/Participation	30 points	10%
Issue Discussion	15 points	5%
Reactions to Issue Discussions	20 points	6.7%
Quizzes	40 points	13.3%
Video summaries (in class)	25 points	8.3%
Total	300 points	

There are three tests in this class (**October 1, November 5, and the final on December 12**). The first two tests will be worth 50 points, and the final test will be worth 70 points. The tests will consist of multiple choice and short answers. This will better enable me to understand your knowledge and understanding of the material—via the short answer section of the test.

I will take attendance 15 times throughout the semester. If you are in class 13 times, you will receive full credit (10%) on your final grade. My attendance policy is very relaxed in that you can miss classes for any reason that you deem important enough to do so. But, after your second absence, when I take attendance, you will start to lose points on your grade. I only excuse absences for documented family emergencies, and those sanctioned by the university. Being sick, or having a headache, is not enough for a documented excuse.

*You can make up one absence by writing a 1-page reaction paper to the reading assigned for a day you missed.

College of Arts and Sciences   **Fall 2018**   3
POLI 110 Introduction to American Politics/Government (4,0)   **4 Credits**

I also include participation as part of this grade. If you are extremely participatory in class, I will use this increase your attendance grade. If you are on your phones, or laptops, and not paying any attention during class, I will consider you absent for the day.

Next, you will complete an issue discussion at one point throughout the semester. You will be working in a group to present one side of a political issue. We will be voting on the issues to discuss on August 31. You will then sign up for a political issue and one side of a political issue. Your group's responsibility will be to accurately portray how the political parties and leading politicians view the issue from their perspective. We will have 5 issue discussions on Thursdays throughout the semester. Your presentation will be worth 5% of your final grade. *I will release a rubric early in the semester outlining my expectations for your presentation.*

On top of presenting on one issue, you will also be responsible for writing one reaction paper to other issue discussions than your own presentation. These reaction papers are meant for you to discuss the presentations critically. These reaction papers are not summaries of the arguments are critical reactions to the issue discussions. Your responsibility is to think through the presentations and be actively engaged, which will make writing these assignments easier for you. You will write one of these papers, with them being due within a week of the issue discussion. It is your responsibility to decide when to write these, but they are worth 20 points.

Another way you can earn points throughout this semester is that you will need to take quizzes on the chapter readings before we discuss the chapter. You need to complete at least 6 of these, and can take no more than 8 of them. I will count your top 4 scores. Each quiz is worth 10 points and will encompass 13.3% of your grade.

Finally, we will be watching clips from *The West Wing* and *House of Cards* regularly throughout the semester. After we watch a clip, I will ask a set of questions about how it relates to the material at hand. Mostly, this is participation, but it will require you to get the questions right. Each quiz will be worth 5 points. Getting credit for 5 of these will get you full credit (25 points) on this component of your grade. We will have several of these throughout the semester (more than 5). So, it is part attendance/participation, and part content. But, this is your final 6.7% of your grade.

*If you disagree with a grade you have received, you have one week from the time it is handed back to discuss it with me. We will then meet and come to a conclusion regarding your grade.

*Because I will offer opportunities for extra credit, I do not round grades.

> ***Grading Scale:***
> | | | | |
> |---|---|---|---|
> | 99-100 | A+ | 73-76.99 | C |
> | 93-98.99 | A | 70-72.99 | C- |
> | 90-92.99 | A- | 67-69.99 | D+ |
> | 87-89.99 | B+ | 63-66.99 | D |
> | 83-86.99 | B | 60-62.99 | D- |
> | 80-82.99 | B- | 0-59 | F |
> | 77-79.99 | C+ | | |

College of Arts and Sciences   **Fall 2018**   4
POLI 110 Introduction to American Politics/Government (4,0)   **4 Credits**

*Course Policies***:**

1. Attending class, completing assignments on time, and keeping up with the class material is important for success in this course and in college. The method of how an instructor chooses to handle late or missed assignments is left up to the instructor. Generally, late or missed assignments **will not** be accepted except for legitimate **(pre-approved when possible)** reasons as determined by the instructor. Examples of legitimate reasons are: illness, death in family, etc.

    LSSU sanctioned travel related absences (athletics, conference presentations, conference attendance) are approved by the Provost. Instructors are expected to accommodate students in these situations. However, students are expected to make arrangements with the instructor before the travel occurs. Failure to do so may result in "F" grades being assigned for the missed work.

    If you are completing late work, it will be penalized 10% per day it is late.

    If you are unable to make it to a scheduled test, you MUST contact me before the test begins for me to consider allowing you to take the test. However, you must document your justification for me to consider allowing you to take the test.

2. Students are expected to perform all assigned work themselves unless otherwise noted. Any form of cheating or plagiarism will be handled in accordance with the University policy on Academic Integrity:
    http://www.lssu.edu/academics/pdfs/Academic%20Integrity%20Policy.pdf

3. All courses at LSSU are required to provide the students with an educationally challenging culminating experience; typically referred to as a final exam. The final exam for this course is scheduled on: **December 12, 2018 at 10am**

4. *The first 3 people to email me and request extra credit for reading the syllabus will get 3 free points, which is equal to 1% of your final grade.*

    Below is a list of *other* course policies. By staying enrolled in the course, I assume that you have read and accepted them:
    - All students must do their own work unless permitted to do otherwise;
    - You are not allowed to use cell phones during class (and this does means texting);
    - Students with special needs must contact me immediately so that we could make all necessary arrangements;
    - Not everything discussed in class will be captured by lecture materials (i.e. the powerpoint presentations); therefore, you need to be alert and take notes;
    - Given the time limitations, it is impossible to discuss in detail all the required readings; however, you are responsible for reading them closely;
    - I check e-mail regularly and will respond to you quickly. If you have not heard from me by the next class period, please talk to me in person;
    - Lateness to class will be accepted if it is not a routine for you. If it becomes normal, I will speak with you about it. If it does not change, I maintain the right to count regular lateness as an absence.

College of Arts and Sciences   **Fall 2018**
POLI 110 Introduction to American Politics/Government (4,0)   **4 Credits**

• Exams are closed book, closed note, and use of electronic devices for ANY reason during an exam is prohibited. Put your cell phone in your pocket during the exam, it (and you) can survive!

Civility:

Classroom civility will be strictly enforced. You are strongly encouraged to ask questions, think freely and openly, be critical vis-à-vis the readings and lectures. In interactive environments, it is absolutely natural for students to approach topics from different perspectives and belief systems. While you are encouraged to challenge the instructor's, authors', and your peers' ideas in a civil manner, derogative statements will not be tolerated.

Unacceptable behavior in class includes (but is not limited to): (a) Personal attacks. This includes attacks on a person's appearance, demeanor, or political beliefs. (b) Interrupting your instructor or other students. Raise your hand and wait to be called on. (c) Using the discussion to argue for political positions and/or beliefs. If political discussions arise, they must be discussed as scholarly endeavors. (d) Using raised tones, engaging in arguments with other students, and being aggressive. (e) Ignoring your instructor's authority to protect the integrity of the classroom. Anyone who violates these guidelines will be asked to quit, and may be asked to leave the classroom and/or drop the course.

Note: Failure to abide by these common-sense principles can result in academic penalties ranging from a lowered grade, to dismissal, to failing the course.

University Policies and Statements:

The Americans with Disabilities Act & Accommodations
In compliance with Lake Superior State University policies and equal access laws, disability-related accommodations or services are available to students with documented disabilities.

If you are a student with a disability and you think you may require accommodations you must register with Disability Services (DS), which is located in the KJS Library, Room 233, (906) 635-2355 or x2355 on campus. DS will provide you with a letter of confirmation of your verified disability and authorize recommended accommodations. This authorization must be presented to your instructor before any accommodations can be made.

Students who desire such services should meet with instructors in a timely manner, preferably during the first week of class, to discuss individual disability related needs. Any student who feels that an accommodation is needed – based on the impact of a disability – should meet with instructors privately to discuss specific needs.

IPASS (Individual Plan for Academic Student Success)
If at mid-term your grades reflect that you are at risk for failing some or all of your classes, you will be contacted by a representative of IPASS. The IPASS program is designed to help you gain control over your learning through pro-active communication and goal-setting, the development of intentional learning skills and study habits, and personal accountability. You may contact 635-2887 or email ipass@lssu.edu if you would like to sign up early in the semester or if you have any questions or concerns.

College of Arts and Sciences **Fall 2018** 6
POLI 110 Introduction to American Politics/Government (4,0) **4 Credits**

- I reserve the right to change the schedule, with advanced notice, given things that may change throughout the semester.

Tentative Course Outline

Week	Day	Date	Topic	Reading Assignment
1	M	8/27	Class Introduction, why this class?	
1	T	8/28	What is Politics?	Chapter 1 of textbook
1	W	8/29	No Class—Video assignment	
1	R	8/30	Class views/Vote on Issue Thursday Topics	
2	M	9/3	**Labor Day, no class**	
2	T	9/4	What is Politics?	
2	W	9/5	What is our History?	Chapter 2 of textbook
2	R	9/6	What is our History?	
3	M	9/10	What is our History?	Read and Gibson 2011, Seidman 2012
3	T	9/11	What is our History?	Federalist Papers #10 and 51
3	W	9/12	The U.S. Congress	Chapter 9
3	R	9/13	The U.S. Congress	Mayhew 1974
4	M	9/17	The U.S. Congress	http://www.rollingstone.com/politics/news/inside-the-horror-show-that-is-congress-20050825
4	T	9/18	How a Bill Becomes a Law	
4	W	9/19	The Presidency	Chapter 10 of textbook
4	R	9/20	The Presidency	
5	M	9/24	The Presidency	Greenblatt 2013, Yoo 2017
5	T	9/25	The Bureaucracy	Chapter 11 of textbook
5	W	9/26	The Bureaucracy	
5	R	9/27	The Bureaucracy	Amy 2007, Spalding 2010
6	M	10/1	*Test 1 *Covers chapters 1, 2, 9, 10, 11*	
6	T	10/2	The Federal Courts	Chapter 12 of textbook
6	W	10/3	The Federal Courts	
6	R	10/4	Issue Thursday #1: TBD	
7	M	10/8	**Fall Break, no class**	
7	T	10/9	The Federal Courts	Ringhand and Collins 2017
7	W	10/10	Public Opinion	Chapter 5 of textbook
7	R	10/11	Issue Thursday #2: TBD	

College of Arts and Sciences   **Fall 2018**
POLI 110 Introduction to American Politics/Government (4,0)   **4 Credits**

8	M	10/15	Public Opinion	Cramer 2016
8	T	10/16	Public Opinion	Schrag 2011, Cassidy 2014
8	W	10/17	Public Opinion	
8	R	10/18	Issue Thursday #3: TBD	
9	M	10/22	The News Media	Chapter 6 of textbook
9	T	10/23	The News Media	
9	W	10/24	The News Media	Prior 2005
9	R	10/25	The News Media	
10	M	10/29	Political Parties, Participation, and Elections	Chapter 7 of textbook
10	T	10/30	Political Parties, Participation, and Elections	
10	W	10/31	Political Parties, Participation, and Elections	Zinn 1971
10	R	11/1	Issue Thursday #4: TBD	
11	M	11/5	Test #2 *Covers chapters 12, 5, 6, 7*	
11	T	11/6	Interest Groups	Chapter 8 of textbook
11	W	11/7	Interest Groups (and election results discussion)	
11	R	11/8	Interest Groups	Strolovitch 2007, Gold 2014
12	M	11/12	Federalism	Chapter 3 of textbook
12	T	11/13	Federalism	
12	W	11/14	Federalism	Kim 2014, Levine 2017
12	R	11/15	Issue Thursday #5: TBD	
13	M	11/19	Federalism	
13	T	11/20	Federalism	
14	M	11/26	Civil Rights and Liberties	Chapter 4 of textbook
14	T	11/27	Civil Rights and Liberties	
14	W	11/28	Civil Rights and Liberties	Totenberg 2012, Greenfield 2015
14	R	11/29	Issue Thursday #6: TBD	
15	M	12/3	Domestic Policy	Chapter 13 of textbook
15	T	12/4	Domestic Policy	
15	W	12/5	Healthcare Policy	
15	R	12/6	Writing a Budget	http://www.cbpp.org/research/policy-basics-introduction-to-the-federal-budget-process

Final on December 12 at 10am

LAKE SUPERIOR
S T A T E   U N I V E R S I T Y

College of Arts and Sciences   **Summer 2017**
POLI 110-F0N Introduction to American Politics (4, 0)   **4 Credits**

Prerequisites: None

Instructor: Benjamin Toll, Ph.D.
          Library 222
          906-635-2763
          btoll@lssu.edu

* The best way to contact me is via email, as I don't check my office phone regularly.

This course is a fast paced introduction to the study of American politics. You will need to keep up with the schedule, or you will risk falling significantly behind in the course. I have a minimum pace set for you, but no maximum pace. But, I will allow you to complete (most) of the course at your own pace. As you will see in the grading scale, there is one component of this course that you will need to complete at around the same time as other students.

Office Hours:

Because this course is entirely online, I will not be holding regular office hours on campus. If you are in town and would like to meet with me, I am around. So, we can arrange a meeting via email.

However, I will be available via Skype, or email at any point necessary. You will also receive regular updates from me encouraging participation and completion of the work.

Location: Online

Required Text(s):   Ginsberg, Benjamin, Theodore J. Lowi, Margaret Weir, Caroline J. Tolbert, and Robert J. Spitzer. *We the People: An Introduction to American Politics* 10th edition essentials. (New York: W.W. Norton, 2015). ISBN: 978-0-393-93705-3

*All other reading will be posted on Moodle. Please download readings from there if they are not from the textbook.

Course Description: An introductory survey of American national government and politics.

This course is designed to introduce students to the study of American politics from a scientific perspective. The goal of this course is that you will leave with a clear understanding of the American political system, its limitations and strengths. We will devote time to discussing not only the structure of government, but also what it means for us today as citizens.

This course is different from your high school government course because it is primarily dedicated to understanding the context of our government and questions that surround it. While we will discuss facts, those can be learned through reading the book. Our goal in class is to understand why our government structure matters. We will also devote a considerable amount of time to discussion of questions and political issues that are salient today.

General Education Objectives: This course is designed to meet the Social Sciences General

College of Arts and Sciences   **Summer 2017**   2
POLI 110 Introduction to American Politics/Government (4,0)   **4 Credits**

Education Outcome. Specifically, you will:

Analyze, develop, and produce rhetorically complex texts

Think critically and analytically about the causes and consequences of human behavior

<u>Student Learning Outcome Statements</u>: By the end of the semester, you should be able to:

1. Identify and explain the prominent political ideologies in United States politics and describe their respective beliefs, values, and attitudes;
2. Compare and contrast the powers of the US Congress, the Presidency, the Bureaucracy, and the Judiciary according to the Constitution and common practice;
3. Discuss past and current controversies about civil rights and liberties;
4. Describe the division of powers in our federalist system;
5. Explain the impact of public opinion, media, interest groups, and political parties on elections and the political system;
6. Analyze the policy issues facing the United States currently, and as we move forward.

<u>Grading Scale and Policies:</u>

The grading for this course is listed below:

Tests	100 points	33.3%
Quizzes	100 points	33.3%
Activities	50 points	16.7%
Discussions	50 points	16.7%
Total	300 points	100%

First, there will be three tests taken throughout the semester. These tests will be based around 30 multiple choice questions, and two short essays based on the powerpoints. The multiple choice questions will be largely drawn from the book (I would recommend you taking the pre tests for that reason). The short essays will be largely drawn from questions discussed in the powerpoint. You will have several choices and write on two. **I will keep your top two test scores for this summer session. So, there will be three tests, but the top two will be taken for your grade.** The tests will be due by: May 19, June 2, and June 16. They will be open at least one week before they are due. You will have one hour to complete the exam once you have begun it. So, do not start it unless you are ready to complete the exam.

Second, you will be completing chapter quizzes for each of the 14 chapters in the textbook. These quizzes will have due dates associated with them, and be opened at least two weeks before they are due. **Once the due date has passed, I will not be reopening the quiz for any reason. So, make sure you complete it on time.** The dates listed on the schedule, below, are the due dates for all materials for each chapter.

College of Arts and Sciences   **Summer 2017**   3
POLI 110 Introduction to American Politics/Government (4,0)   **4 Credits**

The quizzes are 10 questions each, and you will have 15 minutes once you have started to complete the exam. *If you have a documented disability please contact me about getting extra time for your exams and quizzes.* I will keep the top 10 out of 14 grades for this session.

Each chapter also has an activity or simulation to complete with it. Once again, these will be due on the same date as the quizzes for the chapter. These are worth 5 points each time, and I will keep the top 10 out of 14.

Finally, at least one week before the chapter is due, I will be opening a discussion question. Your grade for the discussion is as follows. You can receive up to 3 points for making an original point that is not restating what someone else has said as a response to the question. You are then expected to respond to at least two other comments by adding onto what they have said or engaging in a conversation with others. This is how we will try to encourage dialogue between students. Each of these discussions is worth 5 points, and I will keep your top 10 out of 14.

*If you disagree with a grade you have received, you have one week from the time it is handed back to discuss it with me. We will then meet and come to a conclusion regarding your grade.

Grading Scale:

99-100	A+	73-76.99	C
93-98.99	A	70-72.99	C-
90-92.99	A-	67-69.99	D+
87-89.99	B+	63-66.99	D
83-86.99	B	60-62.99	D-
80-82.99	B-	0-59	F
77-79.99	C+		

*Course Policies***:**

1. Attending class, completing assignments on time, and keeping up with the class material is important for success in this course and in college. The method of how an instructor chooses to handle late or missed assignments is left up to the instructor. Generally, late or missed assignments **will not** be accepted except for legitimate **(pre-approved when possible)** reasons as determined by the instructor. Examples of legitimate reasons are: illness, death in family, etc.

   LSSU sanctioned travel related absences (athletics, conference presentations, conference attendance) are approved by the Provost. Instructors are expected to accommodate students in these situations. However, students are expected to make arrangements with the instructor before the travel occurs. Failure to do so may result in "F" grades being assigned for the missed work.

   If you are completing late work, it will be penalized 10% per day it is late.

   If you are unable to make it to a scheduled test, you MUST contact me before the test begins for me to consider allowing you to take the test. However, you must document your justification for me to consider allowing you to take the test.

College of Arts and Sciences   **Summer 2017**   4
POLI 110 Introduction to American Politics/Government (4,0)   **4 Credits**

2. Students are expected to perform all assigned work themselves unless otherwise noted. Any form of cheating or plagiarism will be handled in accordance with the University policy on Academic Integrity:
    http://www.lssu.edu/academics/pdfs/Academic%20Integrity%20Policy.pdf

3. All courses at LSSU are required to provide the students with an educationally challenging culminating experience; typically referred to as a final exam. The final exam for this course is scheduled on: **to be determined**

    Below is a list of *other* course policies. By staying enrolled in the course, I assume that you have read and accepted them:
      • All students must do their own work unless permitted to do otherwise;
      • Students with special needs must contact me immediately so that we could make all necessary arrangements;
      • Not everything discussed in class will be captured by lecture materials (i.e. the powerpoint presentations); therefore, you need to be alert and take notes;
      • I check e-mail regularly and will respond to you quickly. If you have not heard from me by the next class period, please talk to me in person;
      • Exams are closed book, closed note, and use of electronic devices for ANY reason during an exam is prohibited.

    Civility:
      Classroom civility will be strictly enforced. You are strongly encouraged to ask questions, think freely and openly, be critical vis-à-vis the readings and lectures. In interactive environments, it is absolutely natural for students to approach topics from different perspectives and belief systems. While you are encouraged to challenge the instructor's, authors', and your peers' ideas in a civil manner, derogative statements will not be tolerated.

      Unacceptable behavior in class includes (but is not limited to): (a) Personal attacks. This includes attacks on a person's appearance, demeanor, or political beliefs. (b) Interrupting your instructor or other students. Raise your hand and wait to be called on. (c) Using the discussion to argue for political positions and/or beliefs. If political discussions arise, they must be discussed as scholarly endeavors. (d) Using raised tones, engaging in arguments with other students, and being aggressive. (e) Ignoring your instructor's authority to protect the integrity of the classroom. Anyone who violates these guidelines will be asked to quit, and may be asked to leave the classroom and/or drop the course.

      Note: Failure to abide by these common-sense principles can result in academic penalties ranging from a lowered grade, to dismissal, to failing the course.

University Policies and Statements:
    The Americans with Disabilities Act & Accommodations
    In compliance with Lake Superior State University policies and equal access laws, disability-related accommodations or services are available to students with documented disabilities.

    If you are a student with a disability and you think you may require accommodations you must register with Disability Services (DS), which is located in the KJS Library, Room 149, (906)

College of Arts and Sciences   **Summer 2017**   5
POLI 110 Introduction to American Politics/Government (4,0)   **4 Credits**

635-2355 or x2355 on campus. DS will provide you with a letter of confirmation of your verified disability and authorize recommended accommodations. This authorization must be presented to your instructor before any accommodations can be made.

Students who desire such services should meet with instructors in a timely manner, preferably during the first week of class, to discuss individual disability related needs. Any student who feels that an accommodation is needed – based on the impact of a disability – should meet with instructors privately to discuss specific needs.

IPASS (Individual Plan for Academic Student Success)
If at mid-term your grades reflect that you are at risk for failing some or all of your classes, you will be contacted by a representative of IPASS. The IPASS program is designed to help you gain control over your learning through pro-active communication and goal-setting, the development of intentional learning skills and study habits, and personal accountability. You may contact 635-2887 or email ipass@lssu.edu if you would like to sign up early in the semester or if you have any questions or concerns.

- I reserve the right to change the schedule, with advanced notice, given things that may change throughout the semester.

Tentative Course Outline

Week	Day	Date	Topic	Reading Assignment
1	M	05/08	What is Politics?	Chapter 1 of textbook
1	T	05/09	What is Politics?	
1	W	05/10	What is Politics?	*Chapter 1 quiz, simulation, and discussion due
1	R	05/11	What is our History?	Chapter 2 of textbook, and Federalist Papers 10 and 51
1	F	05/12	What is our History?	Chapter 2 quiz, simulation, and discussion due
2	M	05/15	The U.S. Congress	Chapter 9 of textbook
2	T	05/16	The U.S. Congress	
2	W	05/17	The U.S. Congress	Chapter 9 quiz, simulation, and discussion due
2	R	05/18	The Presidency	Chapter 10 of textbook
2	F	05/19	The Presidency ***Test 1 due by end of day Covers chapters 1, 2, 9, and 10**	Chapter 10 quiz, simulation and discussion due
3	M	05/22	The Bureaucracy	Chapter 11 of textbook

College of Arts and Sciences   **Summer 2017**   6
POLI 110 Introduction to American Politics/Government (4,0)   4 Credits

3	T	05/23	The Bureaucracy	Chapter 11 quiz, simulation, and discussion due
3	W	05/24	The Courts	Chapter 12 of textbook
3	R	05/25	The Courts	Chapter 12 quiz, simulation, and discussion due
3	F	05/26	What is Federalism?	Chapter 3 of textbook
4	M	05/29	Memorial Day…	
4	T	05/30	What is Federalism?	Chapter 3 quiz, simulation, and discussion due
4	W	05/31	Civil Liberties and Civil Rights	Chapter 4 of textbook
4	R	06/01	Civil Liberties	Chapter 4 quiz, simulation and discussion due
4	F	06/02	Public Opinion ***Test 2 due by end of day** **Covering chapters 11, 12, 3, 4, and 5**	Chapter 5 quiz, simulation, and discussion due
5	M	06/05	The News Media	Chapter 6 of textbook
5	T	06/06	The News Media	Chapter 6 quiz, simulation, and discussion due
5	W	06/07	Voting and Elections	Chapter 7
5	R	06/08	Voting and Elections	Chapter 7 quiz, simulation, and discussion due
5	F	06/09	Interest Groups	Chapter 8 of textbook
6	M	06/12	Interest Groups	Chapter 8 quiz, simulation, and discussion due
6	T	06/13	Domestic Policy	Chapter 13 of textbook
6	W	06/14	Domestic Policy	Chapter 13 quiz, simulation, and discussion due
6	R	06/15	Foreign Policy	Chapter 14 of textbook
6	F	06/16	Foreign Policy ***Test 3 due by end of day** **Covers chapters 6, 7, 8, 13, and 14**	Chapter 14 quiz, simulation, and discussion due

LAKE SUPERIOR
S T A T E U N I V E R S I T Y

School of Social Sciences   **Fall 2018**
PSYC 101 – Introduction to Psychology   **4 Credits**

Instructor: Dr. Jacey Cook

> Office: (906)259-5022   Phone Number: (906)440-6763 text preferred

> E-mail: jcook@lssu.edu

Office Hours: by appointment

Class Meeting Times and Location: Monday & Thursday 1-1:50 PM in Crawford 204 online assignments on
   Tuesday and Wednesdays

Final Exam: Monday December 12 from 12:30-2:30pm

Required Text(s): *Introduction to Psychology: Gateways to Mind and Behavior (14th edition) by Coon & Mitterer*

Course Description: A general introduction to the systematic study of behavior and mental processes in humans and animals.

This course we will present a broad, general survey of psychology. Many people mistakenly believe that psychology is all about mental illness and therapy, but those issues are only a small portion of a vast field of study. Psychology deals with the study of the mind and behavior and how mind and behavior are affected by social, biological, environmental, and temporal factors. We are interested in the mental functioning of both mentally healthy and mentally ill individuals, of women and men, of the young and the old, of humans and non-humans (though we will primarily focus on humans). Psychology is a hub science that borders on many different academic fields such as biology, sociology, political science, business, and criminal justice. Because the field is so vast, we will not cover everything, and we will not be able to go into a lot of depth on any particular topic. If you continue to pursue psychology as an academic discipline, you will study each of these topics in more depth in future semesters. The main goals of this course are to acquaint you with the different areas contained within psychology, to provide you with some of the major concepts of each area, and to teach you how to think like psychological scientists.

Student Learning Outcome Statements: At the conclusion of PSYC 101, a student will be able to:

1. demonstrate an understanding of the basic principles of psychology
2. identify and describe biological, environmental, and social causes of behavior
3. compare and contrast various subfields in psychology
4. apply psychological science to your everyday life
5. analyze and evaluate psychological information presented in the media

School of Social Sciences   **Spring 2018**
PSYC 101 – Introduction to Psychology   **4 Credits**

Evaluation:	Points
Exams (4)	200
Online assignments and discussion	100
____	
Total Grade	300

Exams: Each exam will consist of multiple choice and short answer questions.
You must notify me in advance if you cannot take an exam at the scheduled time, and we should arrange for you to take it early, if possible. A make-up exam can be administered after the scheduled test day with a documented excuse (e.g., a medical emergency).

Extra Credit: Extra credit may be offered to students volunteering to participate in certain research projects or attending certain on campus psychology events. Details will be determined at the discretion of the instructor.

Grading:

Grading will be conducted on a total point basis. The number of possible points will be used to arrive at a percent score with rounding to the nearest percent. Conversion from percent to letter grade, with rounding is as follows:

Percent/Grade	Points	Percent/Grade	Points
93-100/A	279-300	90-92/A-	270-278
87-89/B+	261-269	83-86/B	249-260
80-82/B-	240-248	77-79/C+	231-239
73-76/C	219-230	70-72/C-	210-218
67-69/D+	201-209	63-66/D	189-200
60-62/D-	180-188	0-59/E	0-179

*Course Policies***:**

Attendance, Email, and Moodle. I will not take attendance, but missing class may result in you being unable to complete and receive credit for assignments. Missing class will also affect your grade by leaving you less prepared for exams. Come to class prepared. Read chapters before class and complete online assignments on class days. Check your email and the course Moodle page regularly.

ACADEMIC HONESTY STATEMENT: It is the responsibility of the student to know of the prohibited actions such as cheating, fabrication, plagiarism, academic, and personal misconduct, and thus, to avoid them.

University Policies and Statements:

The Americans with Disabilities Act & Accommodations

In compliance with Lake Superior State University policies and equal access laws, disability-related accommodations or services are available to students with documented disabilities.

School of Social Sciences   **Spring 2018**
PSYC 101 – Introduction to Psychology   **4 Credits**

If you are a student with a disability and you think you may require accommodations you must register with Disability Services (DS), which is located in the KJS Library, Room 233, (906) 635-2355 or x2355 on campus. DS will provide you with a letter of confirmation of your verified disability and authorize recommended accommodations. This authorization must be presented to your instructor before any accommodations can be made.

Students who desire such services should meet with instructors in a timely manner, preferably during the first week of class, to discuss individual disability related needs. Any student who feels that an accommodation is needed – based on the impact of a disability – should meet with instructors privately to discuss specific needs.

IPASS (Individual Plan for Academic Student Success)
If at mid-term your grades reflect that you are at risk for failing some or all of your classes, you will be contacted by a representative of IPASS. The IPASS program is designed to help you gain control over your learning through pro-active communication and goal-setting, the development of intentional learning skills and study habits, and personal accountability. You may contact 635-2887 or email ipass@lssu.edu if you would like to sign up early in the semester or if you have any questions or concerns.

Students are expected to read class material prior to class as to fully participate in class discussion.   Students are also expected to check regularly for class announcements and assignments.

Tentative Course Outline

Week	Dates	Topics
1	Aug 27 Aug 30	**Introduction** **1.1-1.11**
2	Sept 3 Sept 6	No Class 2.1-2.9
3	Sept 10 Sept 13	**3.1-3.4** **3.5-3.8**
4	**Sept 17** **Sept 20**	**4.1-4.06** **4.7-4.11**
5	Sept 24 Sept 27	**Exam 1 Chapters 1-4** **5.1-5.12**
6	Oct 1 Oct 4	**6.1-6.5** **6.6-6.11**
7	Oct 8 Oct 11	**no Class** **7.1-7.10**
8	Oct 15 Oct 18	**Exam 2 Chapters 5-7** **8.1-8.8**

School of Social Sciences
PSYC 101 – Introduction to Psychology

Spring 2018
4 Credits

9	Oct 29 Nov 1	**9.1-9.4** **9.5-9.8**
10	Nov 5 Nov 8	**10.1-10.6** **10.7-10.11**
11	Nov 12 Nov 15	**11.1-11.7** **11.8-11.13**
12	Nov 19 Nov 22	**Exam 3 Chapters 8-11** **No Class Thanksgiving Break**
13	Nov 26 Nov 29	**12.1-12.8** **13.1-13.8**
14	Dec 3 Dec 6	**14.1-14.12** **15.1-15.10**
15	**Dec 12**	**Final Exam Exam 4 Chapters 12-15**

LAKE SUPERIOR
S T A T E   U N I V E R S I T Y

School of Kinesiology and Behavioral Science   **Fall, 2018**
PSYC155, Lifespan Development (3,0)   **3 Credits**

Prerequisites: None

Instructor(s): H. Russell Searight, Ph.D., MPH
Library 237
(906) 635-2188
hsearight@lssu.edu

Webpage: www.lssu.edu/faculty/hsearight

Office Hours

Monday	Tuesday	Wednesday	Thursday	Friday
3:00-5:00 pm In Learning Commons (Library)		10:30-11:30 AM		10:30-11:30 AM 3:00-4:00 pm

or by appointment. Also, if I am in my office on campus, I am usually available to talk with students. Please do not hesitate to come by. I welcome the opportunity to talk with each of you individually.

Meeting Time: 2:00-2:50 pm; Monday, Wednesday, Friday

Location: Shouldice Library 278

Required Texts   Arnett, J. J. (2016). Human Development: A Cultural Approach (Second Edition). Boston: Pearson. ISBN: 978-0-13-379242-3

Course Description/Overview: This course is a survey of human development from the prenatal through the geriatric periods. The course will focus on aspects of social, cognitive, emotional and physical development unique to each phase of the human lifespan.

Course Goals: Students will develop an understanding of the interaction between biological and psychosocial aspects of development. By the end of the course, students should have an understanding of the distinctive changes and challenges associated with each phase of the human lifespan. In addition, they should be able to apply course content to their own current and future lives as young adults, parents, adult children, and grandparents

School of Kinesiology and Behavioral Science   **Fall, 2018**
PSYC155, Lifespan Development (3,0)   **3 Credits**

General Education Objectives: Students will develop their ability to think critically and analytically about the causes and consequences of human behavior.

Course Objectives: At the conclusion of PSYC155, a student will be able to:

1. Describe the major theoretical perspectives (e.g., psychodynamic, behavioral, cognitive-behavioral, biological, etc.) used to explain development.
2. Describe the concepts and methods of psychological research in human development
3. Critically evaluate theories and models for understanding development (e.g., Piaget's approach, Bandura's social learning theory)
4. Describe and explain specific, distinct physical, cognitive, and social developmental changes and characteristics of each phase of the human lifespan.
5. Describe current controversies in the field such as the use of corporal punishment, the universality of a mid-life crisis, and the impact of parental divorce on children.
6. Apply the course information to answer common, practical questions about development (e.g., What is the impact of daycare on young children's development ?; Which approaches to discipline are considered helpful and harmful in promoting positive adjustment ?; How can parents help adolescent children develop into emotionally secure independent young adults ?; Should there be an upper age limit for driving ?)
7. Describe the role that culture plays in development.

Instructional Strategy: Lecture and Class Discussion. The lectures will cover material related to the general topics in the reading for that particular day. However, lectures will include material NOT covered in the textbook that will be included on examinations. Exams will also cover material ONLY covered in the textbook and not in class. Videos will also be shown to illustrate the issues or types of conditions being discussed in class.

PowerPoint outlines of all class sessions will be posted on Blackboard.

Evaluation:

1. Five (5) Examinations (Each is worth 16-17% of total grade). Exams will include a combination of multiple choice as well as short answer question(s). Improvement in examination performance over the course of the semester is taken into account in determining the final grade.

2. Students requesting a make up exam must have an acceptable reason for missing the scheduled exam date. The exam must be completed within one week of the exam date. It is the student's responsibility to schedule make-up exams with the Testing Center. The Testing Center typically requires that students schedule an appointment least 48 hours in advance for taking exam. If the exam is not completed by one week (7days) after the scheduled exam date, the exam will be scored as a "0."

School of Kinesiology and Behavioral Science   **Fall, 2018**
PSYC155, Lifespan Development (3,0)   **3 Credits**

Grading Scale*:

A: 90-100%
B: 80-89%
C: 70-79%
D: 60-69%
F: Below 60%

        *This scale may be slightly modified based upon actual class performance on a given exam. The final grade is based upon cumulative performance across all four tests. Again, improvement during the course of the semester is taken into account in determining the final course grade

University Policies and Statements:

Policies, including those below, are posted on the Provost's website: www.lssu.edu/provost/forms
Online and Blended Course Attendance Policy
The Americans with Disabilities Act & Accommodations·
IPASS (Individual Plan for Academic Student Success)

Schedule of Topics and Readings:

PLEASE NOTE THAT THESE DATES AND TOPICS ARE SUBJECT TO CHANGE. THE DATES OF EXAMINATIONS MAY CHANGE AS WE PROGRESS—THE SCHEDULE WILL PERIODICALLY BE REVIEWED AND DISCUSSED IN CLASS. STUDENTS ARE RESPONSIBLE FOR ACQUIRING INFORMATION ABOUT THESE CHANGES

DATE	TOPIC	READING
8/ 27	**Course Mechanics; Neugarten's Social Clock; What is a Psychological Theory ?**	**Chpt 1**
8/29; 8/31	**Psychological Theories Continued; The Basis of Knowledge about Psychology**	**Chpt 1**
9/05	**Theories of Development**	**Chpt 1**
9/07	**Theories of Development**	**Chpt 1**
9/10	**Theories of Development**	**Chpt 1**
9/12	**History of Development**	**Chpt 1**
9/14	**The Study of Development**	**Chpt 1**
9/17	**The Study of Development**	**Chpt 1**

School of Kinesiology and Behavioral Science   **Fall, 2018**
PSYC155, Lifespan Development (3,0)   **3 Credits**

9/19	**Heredity and Genetic Diseases**	**Chpt 2**
9/21	**Exam 1**	**Chpt 2**
9/24	**Heredity and Genetic Diseases**	**Chpt 3**
9/26	**Prenatal Development**	**Chpt 3**
9/28	**Prenatal Development**	
10/01	**Birth and the Neonate**	**Chpt 3 and 4**
10/03	**The Neonate and the First year**	**Chpt 4**
10/05	**First Four years: Language Development**	**Chpts 5 and 6**
10/08	**First Four years: Cognitive Development**	**Chpts 5 and 6**
10/10	**First Four years: Attachment and social development**	**Chpts 5 and 6**
10/12	**Day care and its impact on Development**	**Chpts 5 and 6**
10/15	**Middle Childhood: Parenting Styles**	
10/17	**Middle Childhood: Parenting Styles--Cont**	**Chpts 6 and 7**
10/19	**Exam 2**	
10/22	**Middle Childhood—Parenting Styles, Media and Development**	**Chpt 7**
10/24	**Middle Childhood: The Educational System and Common Behavioral Problems**	**Chpt 7**
10/26	**Child maltreatment**	**Chpt 7**
10/29	**Impact of Parental Divorce on Children and Adolescents**	
10/31	**Divorce—cont.; Moral Development**	**Chpts 7 and 8**
11/02	**Moral Development--cont**	**Chpt 8**
11/05	**Adolescent Physical and Cognitive Development**	**Chpt 8**
11/07	**Exam 3**	**Chpt 8**
11/09	**Adolescent Physical and Cognitive Development--continued**	**Chpt 8**
11/12	**Adolescents: Sexuality, Drug Use, and Mental Health Issues**	**Chpt 9**
11/14	**Identity Development**	
11/16	**Emerging Adulthood and Post-Formal Thought**	**Chpts 9 and 10**
11/19	**Emerging Adulthood--continued**	**Chpts 9 and 10**
11/26	**Mid-Life: Common Physical, Cognitive, and Social-Emotional Issues**	**Chpt 11**

School of Kinesiology and Behavioral Science   **Fall, 2018**
PSYC155, Lifespan Development (3,0)   **3 Credits**

11/28	Exam 4	
11/30	Mid-Life: Is there a mid-life crisis ?	Chpt 11
12/03		Chpt 12
12/05	Cognitive Changes; Driving and the Older Adult Types of Neurocognitive Disorders (Dementia) and Related Conditions	Chpt 12
12/07	Late Adulthood: Strategies for Preserving Health; How We Die	Chpt 12 and 13
12/10	Exam 5 (Final) 3:00- 5:00 pm	

Classroom Conduct

All cell phones, text message devices, etc. should be turned off when entering the classroom. Students should not use laptop computers during class. There are indications that these using these devices during the class period is associated with poorer comprehension of course material. In addition, they are often distracting to other students.

Students wishing to converse with one another while class is in session are asked to please leave the classroom for these discussions. "Side conversations" between several students make it difficult for the instructor and other students to hear and focus on the course content.

Instructor's Educational Philosophy: I firmly believe that all students can be successful in this course. My personal goal is that students acquire the important content of the course, critically reflect upon it, and when appropriate, apply it to their own lives—either personally or academically. Psychological knowledge is growing at a rapid rate and the amount of material that I cover is, by some standards, substantial I recognize the amount of information involved and provide detailed study guides approximately 1 week before each exam. Upon request, I am happy to help students review for exams. If you are having difficulty with the course, please set up a time to talk with me. I can often make suggestions that when followed, will improve your performance on exams and papers.

I also strongly value students' opinions and perspectives on the course content—both in and out of class.

College of Humanities, Arts and Social Sciences   **Summer, 2017**
Psych 155 Lifespan Development (3,0)   **3 credits**

Instructor: Russell Searight, Ph.D., MPH

e-mail is probably the best way to contact me

E-mail:hsearight@lssu.edu

Webpage: www.lssu.edu/faculty/hsearight

Office hours: online via e-mail

Monday	Tuesday	Wednesday	Thursday	Friday
	4:00-5:00 pm		4:00-5:00 p.m.	

Class Meeting Time: Asynchronous online

Required Textbooks:

Arnett, J. J. (2016). Human Development: A Cultural Approach (Second Edition). Boston: Pearson. ISBN: 978-0-13-379242-3

> **Overview of Course:** This course is a survey of human development from the prenatal through the geriatric periods. The course will focus on aspects of social, cognitive, emotional and physical development unique to each phase of the human lifespan.
>
> **Course Goals:** Students will develop an understanding of the interaction between biological and psychosocial aspects of development. By the end of the course, students should have an understanding of the distinctive changes and challenges associated with each phase of the human lifespan. In

addition, they should be able to apply course content to their own current and future lives as young adults, parents, adult children, and grandparents.

Objectives: After completing this course, students should be able to:

1. Describe the major theoretical perspectives (e.g., psychodynamic, behavioral, cognitive-behavioral, biological, etc.) used to explain development.
2. Describe how knowledge is generated in developmental psychology and common approaches to research in the field
3. Critically evaluate theories and models for understanding development (e.g., Freud's psychodynamic theory, Vygotsky's social cognitive theory)
4. Describe and explain specific, unique developmental changes and characteristics of each phase of the human lifespan.
5. Describe current controversies in the field such as the use of corporal punishment, the universality of a mid-life crisis, language development, land the impact of parental divorce on children.
6. Apply the course information to answer common, practical questions about development (e.g., What is the impact of daycare on young children's development ?; Which approaches to discipline are considered helpful and harmful in promoting positive adjustment ?; How can parents help adolescent children develop into emotionally secure independent young adults ?; Should there be an upper age limit for driving ?)
7. Critically evaluate news stories and other popular media reports of issues related to development

.

Instructional Strategy: Online lectures. The lectures will cover material related to the general topics in the reading for that particular day. **However, lectures will include material NOT covered in the textbook that will be included on examinations.**.
PowerPoint outlines of all lectures will be posted to Moodle.

Evaluation:

Four (4) Examinations (Each is worth 20% of total grade) and biweekly participation in Discussion Board (20%--4 points per discussion topic). Discussion Board items will typically involve reading and responding to a recent news story in developmental psychology.
Exams will include a combination of multiple choice as well as (a) short answer question(s). They will be posted online through the Moodle site. Improvement in examination performance over the course of the semester is taken into account in determining the final grade.

Grading Scale:

A: 90-100%
B: 80-89%
C: 70-79%
D: 60-69%
F: Below 60%

Note:
*This scale may be slightly modified based upon actual class performance on a given exam. The final grade is based upon cumulative performance
across all four tests. Again, improvement during the course of the semester is taken into account in determining the final course grade.

Instructor's Educational Philosophy: I firmly believe that all students can be successful in this course. My personal goal is that students acquire the important content of the course, critically reflect upon it, and when appropriate, apply it to their interpersonal interactions, upcoming careers and other college coursework.

Psychological knowledge is growing at a rapid rate and the amount of material that I cover is, by some standards, substantial. I recognize the amount of information involved and provide detailed study guides approximately one (1) week before each exam. If you are having difficulty with the course, please contact me. I can often make suggestions that when followed, will improve your performance on exams.

Schedule of Topics and Readings:

DATE	TOPIC	READING	Discussion
5/08	**Neugarten's Social Clock; Science and Pseudoscience in Psychology; Theories of Development,**	**Chapter 1**	
5.15	**Theories of Development—Continued Research and Knowledge Generation in Developmental Psychology; History of Development**	**Chapter 1**	**Response to topic 1 due by 5/21**
5/22	**Heredity; Genetic Diseases; Prenatal Development**	**Chapters 2 and 3**	
5/29	**Birth and the Neonate; First 4 years Cognitive and Social Development; The Debate about Language Acquisition; Exam 1**	**Chapters 4, 5,**	**Response to topic 2 due by 6/04**
6/05	**First 4 years: Day Care and Attachment**	**Chapters 5 and 6**	
6/12	**Early to Middle Childhood-- Parenting Styles; Exam 2**	**Chapters 6 and 7**	**Response to topic 3 by 6/18**
6/19	**Impact of Divorce on Adults and children; Child maltreatment**	**Chapters 6 and 7**	
6/26	**Middle to Later Childhood; Moral Reasoning**	**Chapters 7 and 8**	**Response to Topic 4 by 7/02**
7/03	**Adolescence; Exam 3**	**Chapter 8**	
7/10	**Emerging Adulthood; Identity Development**	**Chapters 9 and 10**	**Response to Topic 5 by 7/16**
7/17	**Midlife; Late Life (Neurocognitive**	**Chapters 11**	

	Disorders)	and 12	
7/24	**Continue with Late Life; Death and Dying –Exam 4 –Must be completed by 11:59 pm on 7/28**	**Chapters 12 and 13**	

University Policies and Statements:

LSSU, by mission and practice, is committed to fair and respectful consideration of all members of our community, and the greater communities surrounding us. All members of the University must treat one another as they would wish to be treated themselves, with dignity and concern.

As an institution of higher education, LSSU has the obligation to combat racism, sexism, and other forms of bias and to provide an equal educational opportunity. Professional codes of ethics and the Academic Code shall be the guiding principles in dealing with speech or actions that, when considered objectively, are abusive and insulting.

Academic Code of Conduct and Ethics:

The University is committed to principles of scholastic honesty. Its members are expected to abide by ethical standards both in their conduct and in their exercise of responsibility towards other members of the community. *Each student's conduct is expected to be in accordance with the standards of the University. The complete Academic Code, which covers acts of misconduct including assistance during examinations, fabrication of data, plagiarism, unauthorized collaboration, and assisting other students in acts of misconduct, among others, may be found in the University Catalog*. The University reserves the right to use plagiarism detection software.

The Americans with Disabilities Act & Accommodations

In compliance with Lake Superior State University policies and equal access laws, disability-related accommodations or services are available to students with documented disabilities.

If you are a student with a disability and you think you may require accommodations you must register with Disability Services (DS), which is located in the KJS Library, Room 130, (906) 635-2355 or x2355 on campus. DS will provide you with a letter of confirmation of your verified disability and authorize recommended accommodations. This authorization must be presented to your instructor before any accommodations can be made.

Students who desire such services should meet with instructors in a timely manner, preferably during the first week of class, to discuss individual disability related needs. Any student who feels that an accommodation is needed – based on the impact of a disability – should meet with instructors privately to discuss specific needs.

IPASS (Individual Plan for Academic Student Success)

If at mid-term your grades reflect that you are at risk for failing some or all of your classes, you will be contacted by a representative of IPASS. The IPASS program is designed to help you gain control over your learning through pro-active communication and goal-setting, the development of intentional learning skills and study habits, and personal accountability. You may contact 635-2887 or email ipass@lssu.edu if you would like to sign up early in the semester or if you have any questions or concerns.

Lake Superior State University
Joseph Susi

Accept Report with no further action

For the purposes of the Annual Report, please select the reporting period that best matches your academic year.

Fall-Spring

If Other, please specify:

I.1 Degree awarded: (If you are currently transitioning, please check both degrees that are offered)

BSAT

I.2 Has any aspect of the program changed by 20% in the past year (e.g. budget, faculty, etc.)?

No

I.3 Did you make any changes in the length of the program during this reporting period?

No

I.4 Did you change the number of cohorts admitted this reporting period?

No

I.5 Did you make any changes in the degree awarded during this reporting period?

No

I.6 Not including clinical experience, what percentage of your courses are offered by distance education?

0%

I.7 Did the percentage of your program offered by distance education increase in this reporting period as compared with the prior year?

N/A

I.8 What is the number of credits required within the program?

124

I.9 What is the number of semesters required to complete the program?

4

I.10 Does your athletic training program offer an international experience?

No

I.11

Does your institution offer an international experience (not specific to AT.)?

Yes

Which members of the AT program (faculty or student) have participated? Choose all that apply:

Student

I.12 Have your AT students participated in international experiences offered outside of your university?

	Yes
I.13	Is your program housed in an academic unit with similar healthcare profession programs that are subject to specialized programmatic accreditation?
	Yes
	If yes, what other health care programs are located within your academic unit? Note: Please select all that apply
	Nursing
	If other, please explain:
I.14	Is your program providing students with an immersive clinical experience?
	No
	If yes, how many weeks is the immersive experience?
	If yes, how many hours per week?
	If yes, please briefly describe the experience.
I.15	Will the program be transitioning to a master's degree?
	No
	If yes, what year do you plan to begin the graduate program?
	N/A (already a master's degree or not transitioning)
	If yes, what year do you plan to submit the Substantive Change - level of degree?
	N/A (already a master's degree or not transitioning)
	What is the curricular format of your master's (or proposed) program?
	Comments: for further explanation of any question, please indicate the question number before the explanation.

Annual Report Review

Admin/Commission

Score: Compliant

Comment:

Please only list the credits required to complete the AT program for question I.8.

Annual Report Rejoinder Review

Admin/Commission

Score: Compliant

Comment:

No comment entered

Section II: Applicants & Enrollment

II.1 Please indicate which admission process the program uses:

Secondary (secondary application and admission process is used by the program)

II.2 What was the number of slots available for admission to the program during this reporting period?

10

II.3 For the slots indicated in question II.2, what was the number of completed applications for admission to the program?

8

II.4 For the slots indicated in question II.2, what was the number of students who were offered admission into the program?

8

II.5 For the slots indicated in question II.2, what was the number of students who entered the program?

8

II.6 Indicate the total number of students <u>enrolled</u> (all students) in the program during the reporting period.

14

II.7 Indicate the number of students per each category.

In-State Resident:

11

Out-of-State Resident:

0

International Student:

3

Unknown:

0

II.8 Please indicate the total number of students enrolled in the program during the reporting period that belong to the following ethnic groups:

The total number of students **should be equal to the total number of students enrolled**, which was provided in question II.6. Please check these numbers before submitting.

Hispanic/Latino

0

Non-Hispanic/Non-Latino

14

Unknown

0

II.9 Please indicate the total number of students enrolled in the program during the reporting period that identify with the following racial groups:

The total number of students **should be equal to the total number of students enrolled**, which was provided in question II.6. Please check these numbers before submitting.

American Indian or Alaska Native

0

Asian

0

Hispanic

0

Black or African American

0

Native Hawaiian or Other Pacific Islander

0

White

14

Unknown

0

II.10 Please indicate the number of male, female, or transgender students (as self-identified by the student) enrolled in the program during the reporting period:

The total number of students **should be equal to the total number of students enrolled**, which was provided in question II.6. Please check these numbers before submitting.

Male

6

Female

8

Transgender

0

Unknown

0

Comments: for further explanation of any question, please indicate the question number before the explanation.

Annual Report Review

Admin/Commission

Score: Compliant

Comment:

Ethnicity and race are collected as part of the Annual Report to allow for the tracking of trends in diversity in athletic training education. This information is typically self-reported by students during the application/admissions process, and can usually be obtained by contacting your institution's admissions office. For next year's Annual Report please provide complete information on student ethnicity and race.

Annual Report Rejoinder Review

Admin/Commission

Score: Compliant

Comment:

No comment entered

Section III: Faculty

III.1 The Program Director is:

> A full-time employee of sponsoring institution?
> Yes
> A faculty member of sponsoring institution with all faculty rights including voting on program issues?
> Yes
> Tenure-track academic appointment?
> Yes
> Tenured faculty?
> Yes
> In good standing with the BOC?
> Yes
> In good standing with the state licensing agency?
> Yes

Who determines academic workload?

> Dean

> Currently engaged in clinical practice?
> No

If yes, what % percentage of workload?

>

If yes, who determines clinical practice workload?

>

Number of years of experience in athletic training (not including GA)

> 29

Number of years of full-time clinical experience in athletic training (not including GA). Dual academic/ clinical appointments should not be counted towards full-time clinical experience.

> 16

Select the highest degree earned for the Program Director.

> Academic Doctorate (PhD, EdD)

If Other, please specify:

>

III.2 The Clinical Education Coordinator is:

> A full-time employee of sponsoring institution?
> Yes
> A faculty member of sponsoring institution with all faculty rights including voting on program issues?
> Yes
> Tenure-track academic appointment?
> Yes
> Tenured faculty?
> Yes

In good standing with the BOC?
Yes
In good standing with the state licensing agency?
Yes

Currently engaged in clinical practice?
No

If yes, what % percentage of workload?

If yes, who determines clinical practice workload?

Number of years of experience in athletic training (not including GA)

11

Number of years of full-time clinical experience in athletic training (not including GA). Dual academic/clinical appointments should not be counted towards full-time clinical experience.

2

Select the highest degree earned for the Clinical Education Coordinator.

Masters Degree

If Other, please specify:

III.3 Indicate the number of AT program faculty POSITIONS in FTE's during the reporting period:
Core Faculty Positions

4

Associated Faculty Positions

6

Adjunct Faculty Positions

3

III.4 Indicate the number of AT program faculty VACANCIES in FTE's during the reporting year:
Core Faculty Vacancies

0

Associated Faculty Vacancies

0

III.5 Were there any faculty changes during the reporting period?

No

III.6 Indicate the program's average faculty-student ratio in LECTURE COURSES during this reporting period:

1:13

III.7 Indicate the program's average faculty-student ratio in LAB COURSES during this reporting period:

	1:9
III.8	Indicate the program's average preceptor-student ratio in CLINICAL EDUCATION during the reporting period:
	1:5
III.9	For the reporting period, indicate the standard teaching load for faculty within the college where the AT program is housed: (Indicate both credit hours and contact hours.)
	Credit hours
	24
	Contact hours
	562
	For the reporting period, indicate the length of the Faculty's annual appointment (in months):
	9
III.10	For the reporting period, indicate the teaching load assigned to the AT program director: (Indicate both credit hours and contact hours.)
	Credit hours
	18
	Note: The information provided in the Faculty Profile for the Program Director (XX credit hour teaching load) must match the information provided in Section III of the Annual Report. If this information is not accurate, the program will be cited as NC for Standard 17. In addition, the reviewers will evaluate the standard teaching load reported for faculty within the unit where the AT program is housed and how the release time for the PD impacts the teaching load. For example, if the standard teaching load for faculty at your university is 24 credits per year and the PD is teaching 18 credits and has 25% release time, the reviewers would determine compliance for Standard 17.
	If the standard teaching load for faculty at your university is 12 credits per year and the PD is teaching 18 credits and has 25% release time, the reviewers would not be able to determine compliance with Standard 17 and the program would be required to submit additional documentation in the rejoinder showing that the PD's workload is consistent with university policy. If an overload is temporary or the PD is being compensated, please indicate this in the comment section.
	Contact hours
	598
	Release Time
	25
	For the reporting period, indicate the length of the Program Director's annual appointment (in months):
	9
III.11	For the reporting period, indicate the teaching load assigned to the AT clinical education coordinator: (Indicate both credit hours and contact hours.)
	Credit hours
	18
	Note: The information provided in the Faculty Profile for the Program Director (XX credit hour teaching load) must match the information provided in Section III of the Annual Report. If this information is not accurate, the program will be cited as NC for Standard 17. In addition, the reviewers will evaluate the standard teaching load reported for faculty within the unit where the AT program is housed and how the

release time for the PD impacts the teaching load. For example, if the standard teaching load for faculty at your university is 24 credits per year and the PD is teaching 18 credits and has 25% release time, the reviewers would determine compliance for Standard 17.

If the standard teaching load for faculty at your university is 12 credits per year and the PD is teaching 18 credits and has 25% release time, the reviewers would not be able to determine compliance with Standard 17 and the program would be required to submit additional documentation in the rejoinder showing that the PD's workload is consistent with university policy. If an overload is temporary or the PD is being compensated, please indicate this in the comment section.

Contact hours

| 526 |

Release time

| 25 |

For the reporting period, indicate the length of the Clinical Education Coordinator's annual appointment (in months):

| 9 |

Comments: for further explanation of any question, please indicate the question number before the explanation.

Question III.10 Demonstrates that the Athletic Training Program Director receives 25% release time for administration of the AT Program. The AT Program Director does teach a supplemental load (a load which is over 24 credits per year including the 25% release time) and is compensated additionally for the extra load. Question III.11 Demonstrates that the Clinical Education Coordinator receives 25% release time to coordinate clinical placements of the AT Program. The AT Clinical Coordinator does teach a supplemental load (a load which is over 24 credits per year including the 25% release time) and is compensated additionally for the extra load.

Annual Report Review

Admin/Commission

Score: Compliant

Comment:

The reviewers saw various responses in regards to reporting credit hours and contact hours. Further clarification is needed when reporting credit hours and contact hours for next year's annual report. Credit hours refer to the amount of credits earned per course, which is published in the institution's course catalog and reflected on the student's transcript. Contact hours refer to the amount of time spent in class over the course of a semester. For example, a 3-credit course that meets 3 hours per week over a 15-week semester totals 45 contact hours. Likewise, a 1-credit lab that meets 3 hours per week over a 15-week semester totals 45 contact hours. The annual report requires these data to be reported for the academic year. For example, the average annual teaching load for a program director who is teaching 3 lecture courses (3 credits/45 contact hours each) in fall as well as 2 lecture courses (3 credits/45 contact hours each) and 1 lab course (1 credit/45 contact hours) in spring should be reported as: 16 credits with 270 contact hours.

Annual Report Rejoinder Review

Admin/Commission

Score: Compliant

Comment:

No comment entered

IV.1 Calculate yearly in-state and out-of-state tuition for the AT students. Total boxes A, B & C and enter that number in the Total box for total cost of attendance per year.Â (Do not enter decimals, commas, or dollar signs) (Use average tuition and/or fees (lab fees, university fees, etc.), if variable. Other required expenses should include the yearly basis of liability insurance and other advertised expenses.)Â

In-State Students
A. Tuition (yearly)

| 10824 |

B. Fees (yearly)

| 800 |

C. Other Student Expenses per year

| 50 |

Total

| 11674 |

Out-of-State Students
A. Tuition (yearly)

| 10824 |

B. Fees (yearly)

| 800 |

C. Other Student Expenses per year

| 50 |

Total

| 11674 |

IV.2 Expendable supplies are purchased made yearly for use within the program.

Program expenditures: (If personnel are shared across programs, report the portion charged to the Athletic Training program)
Personnel costs - Faculty/Instructional Staff

| 101757 |

Personnel costs - Administrative Support

| 4547 |

Capital Expenses

| 8900 |

Professional Development

| 2000 |

Expendable Supplies

| 2500 |

IV.3 Briefly describe how any budget changes have impacted the program during this reporting period:

Lake Superior State University Annual Report 2017 produced 11/21/2018

> The University as most universities at this point in time is having budgetary concerns. The budget for athletic training has remained stable over the last year and supplies needed to adequately run the athletic training program have been purchased without difficulty.

IV.4 Please indicate the website url or other public document where prospective students and the public can find out information on the other program expenses indicated above (not tuition and fees).

https://www.lssu.edu/school-kinesiology/athletic-training/

Comments: for further explanation of any question, please indicate the question number before the explanation.

Annual Report Review

Admin/Commission

Score: Non-Compliant

Comment:

Per the program's website, it states **….**_Lake Superior State University has voluntarily withdrawn their accreditation of the Athletic Training Program with the last class admitted fall 2017 and is no longer accepting students into this program. The date of voluntary withdrawal of accreditation coincides with the graduation of the last cohort in May 2019._

The CAATE has not received notification that the program is Voluntarily Withdrawing. Please see Voluntarily Withdrawal information on the CAATE website (https://caate.net/substantive-documents/) and submit appropriate documentation via the Substantive Change tab.

Additionally, programs are expected to remain in compliance with ALL _Standards_ until the last class has graduated from a program that is closing. Please review the following information regarding publicly accessible document. https://caate.net/publicly-accessible-documents/

Non-Compliant on Standard 90: All academic tuition, fees, and other required program specific costs incurred by the student must be publicly accessible in official institutional documents.

Rationale: Program specific costs could not be found in publicly accessible documents.

To demonstrate compliance with this Standard, the program must submit the following evidence:

- Ensure that the Program Description and Accessible Documents Table is updated and submitted.

- Revise and submit copies of all published sources (e.g. catalog or galley proofs of revisions, recruitment materials, website pages, student handbook pages) that consistently document all associated costs relative to completion of the curriculum, (for example, they might include travel costs, uniforms, CPR training, immunizations, and/or required equipment, etc.) for students enrolled in the program.
- These materials must be available for applicants as well as those enrolled in the program; please describe how prospective students become aware of program costs.

Annual Report Rejoinder Review

Admin/Commission

Score: Compliant

Comment:

No comment entered

Supporting Documents

Title	File Name	Uploaded by (Date)
2016-2017 Rejoinder Narrative	2016-2017_Rejoinder_Narrative.docx	Joseph Susi 2018-02-08
Documents Table	Copy_of_Program_Description_and_Do ...lsx	Joseph Susi 2018-02-08
Athletic Training Student Handbook	Athletic_Training_Student_Handbook.d	Joseph Susi 2018-02-08
Prospective Student Letter	Letter_to_AT_Admits_Regarding_CAAT	Joseph Susi 2018-02-08
Acceptance Letter	LSSU_ATP_Acceptance_Letter.docx	Joseph Susi 2018-02-08

V.1	Please enter how many students graduated from the program during the reporting period:

5

V.2	Please indicate what percentage of your most recent class of graduates are employed in a AT related position (including graduate assistantships/internships in AT):

21-30%

V.3	Provide the athletic training program's mission statement

The Lake Superior State University Athletic Training Program (LSSU ATP) recognizes it's mission of offering a challenging undergraduate academic program to students preparing for a career as Certified Athletic Trainers. The LSSU ATP accomplishes this mission by offering an academic program consistent with the National Athletic Trainers' Association "Athletic Training Education Competencies, fifth edition" with a commitment to an integrated relationship between the athletic training students' didactic and clinical experiences. This relationship fosters the development of athletic training students as contributing, caring, and viable professionals to the field of athletic training.

V.4	How many program goals does the program have as part of its comprehensive assessment plan?

4

V.5	Select the categories in which the program has goals within the comprehensive assessment plan

Critical Thinking

Research/EBP

Communication

Knowledge/Skills

Problem Solving

BOC Preparedness

Career Preparedness

Retention/Graduation

If other, please explain:

V.6	Provide the **AVERAGE** number of objectives per program goal in the comprehensive assessment plan:

6

V.7	Select the assessment strategies within the comprehensive assessment plan that are utilized to measure objective and goal achievement (select all that apply for all of the goals and objectives as indicated in previous questions)

Class Presentation

Examinations

BOC Examinations

Capstone Projects

Practical Examination

Simulations

Objective Structured Clinical Exam (OSCE)

Preceptor Evaluations

	Graduation Rates

If Other, please specify:

V.8 Is the Program Director solely responsible for the development and implementation of the comprehensive assessment plan?

No

If you answered no, pick all the person(s) who are involved:

Coordinator of Clinical Education

If other, please explain:

V.9 Did the program measure all program goals in the comprehensive assessment plan this reporting period?

Yes

If no, please indicate the number of program goals that were measured this reporting period:

V.10 Of the program goals in the comprehensive assessment plan that were measured last year, how many of the goals were met?

3

V.11 Please describe any changes made to the program this year as a result of the goals that were not met for this reporting period.

A major change that occurred was the removal of an on campus preceptor. A toxic environment had been created which warranted the removal of all athletic training students from that clinical site until the situation settled. Upon completion of the academic year, the preceptor was removed from employment of the University.

Comments: for further explanation of any question, please indicate the question number before the explanation.

Question V.10: All goals were met, except five students graduated instead of six that were in this cohort. The reason for this is due to the student who did not graduate, had some personal problems that needed to be addressed. They are working on resolving these issues and is on track to graduate Spring 2018.

Annual Report Review

Admin/Commission

Score: Compliant

Comment:

No comment entered

Annual Report Rejoinder Review

Admin/Commission

Score: Compliant

Comment:

No comment entered

VI.1 Overview of Program Compliance with Standards

Please provide verification that the Athletic Training program at the sponsoring institution is CURRENTLY compliant with all of the following requirements delineated in the CAATE Standards. Please indicate if the program is in compliance with each of the sections in the Standards below.

Sponsorship

Yes

Outcomes

Yes

Personnel

Yes

Program Delivery

Yes

Health and Safety

Yes

Financial Resources

Yes

Facilities and Instructional Resources

Yes

Operational Policies and Fair Practices

Yes

Program Description and Requirements

Yes

Student/Resident Records

Yes

Distance Learning

N/A

VI.2 If NO is the response to any Standard sections listed above, please provide an explanation describing why the Program may be non-compliant with that Standard section; and describe the plan to correct the non-compliance issues.

VI.3 To facilitate an efficient and quality tracking system for both the CAATE and the Programs, please indicate below for the non-compliances identified, if you are currently working on a progress report and the respective due date.

Do you currently have a Progress Report Due?

No

Is your program currently on Self-Study or Site Visit year?

No

VI.4 Acknowledgement of Preparedness- Programs submitting reports after the October 1st will be placed on Administrative Probation, which will convert to Probation after 30 days if the report is not received.

I acknowledge all documents are current and accessible for review upon request.

Comments: for further explanation of any question, please indicate the question number before the explanation.
Enter additional comments.

Annual Report Review

Admin/Commission

Score: Compliant

Comment:

Per the program's website, it states **….**_Lake Superior State University has voluntarily withdrawn their accreditation of the Athletic Training Program with the last class admitted fall 2017 and is no longer accepting students into this program. The date of voluntary withdrawal of accreditation coincides with the graduation of the last cohort in May 2019._

The CAATE has not received notification that the program is Voluntarily Withdrawing. Please see Voluntarily Withdrawal information on the CAATE website (https://caate.net/substantive-documents/) and submit appropriate documentation via the Substantive Change tab.

Annual Report Rejoinder Review

Admin/Commission

Score: Compliant

Comment:

No comment entered

Lake Superior State University

Joseph Susi

For the purposes of the Annual Report, please select the reporting period that best matches your academic year.

Fall-Spring

If Other, please specify:

I.1 Degree awarded: (If you are currently transitioning, please check both degrees that are offered)

BS of AT

I.2 Has any aspect of the program changed by 20% in the past year (e.g. budget, faculty, etc.)?

Yes

If yes, please explain:

The Athletic Training Program has remained the same, however Lake Superior State University has decided it best to Voluntary Withdrawl from accreditation from the CAATE at the conclusion of the most recent accreditation period (May 2019). As the University moves forward once Athletic Training is eliminated, the prefixes of courses within the school have changed from EXER to KINS. Content of the courses has remained the same however.

I.3 Did you make any changes in the length of the program during this reporting period?

No

I.4 Did you change the number of cohorts admitted this reporting period?

No

I.5 Did you make any changes in the degree awarded during this reporting period?

No

I.6 Not including clinical experience, what percentage of your courses are offered by distance education?

0%

I.7 Did the percentage of your program offered by distance education increase in this reporting period as compared with the prior year?

N/A

I.8 What is the number of credits required within the program?

124

I.9 What is the number of semesters required to complete the program?

4

I.10 Is your program housed in an academic unit with similar healthcare profession programs that are subject to specialized programmatic accreditation?

Yes

If yes, what other health care programs are located within your academic unit? Note: Please select all that apply

Nursing

If other, please explain:

I.11 Is your program providing students with an immersive clinical experience?

No

If yes, how many weeks is the immersive experience?

If yes, how many hours per week?

If yes, please briefly describe the experience.

Comments: for further explanation of any question, please indicate the question number before the explanation.

| II.1 | Please indicate which admission process the program uses: |

Secondary (secondary application and admission process is used by the program)

| II.2 | What was the number of slots available for admission to the program during this reporting period? |

10

| II.3 | For the slots indicated in question II.2, what was the number of completed applications for admission to the program? |

2

| II.4 | For the slots indicated in question II.2, what was the number of students who were offered admission into the program? |

2

| II.5 | For the slots indicated in question II.2, what was the number of students who entered the program? |

2

| II.6 | Indicate the total number of students <u>enrolled</u> (all students) in the program during the reporting period. |

10

| II.7 | Indicate the number of students per each category. |

In-State Resident:

7

Out-of-State Resident:

0

International Student:

3

Unknown:

0

| II.8 | Please indicate the total number of students enrolled in the program during the reporting period that belong to the following ethnic groups: |

The total number of students **should be equal to the total number of students enrolled**, which was provided in question II.6. Please check these numbers before submitting.

Hispanic/Latino

0

Non-Hispanic/Non-Latino

10

Unknown

0

| II.9 | Please indicate the total number of students enrolled in the program during the reporting period that identify with the following racial groups: |

The total number of students **should be equal to the total number of students enrolled**, which was provided in question II.6. Please check these numbers before submitting.

American Indian or Alaska Native

0

Asian

0

Hispanic

0

Black or African American

0

Native Hawaiian or Other Pacific Islander

0

White

10

Belongs to 2 or more of the above racial groups

0

Unknown

0

II.10 Please indicate the number of male, female, or transgender students (as self-identified by the student) enrolled in the program during the reporting period:

The total number of students **should be equal to the total number of students enrolled**, which was provided in question II.6. Please check these numbers before submitting.

Male

5

Female

5

Transgender

0

Unknown

0

Comments: for further explanation of any question, please indicate the question number before the explanation.

Section III: Faculty

III.1 The Program Director is:

A full-time employee of sponsoring institution?
Yes
A faculty member of sponsoring institution with all faculty rights including voting on program issues?
Yes
Tenure-track academic appointment?
Yes
Tenured faculty?
Yes
In good standing with the BOC?
Yes
In good standing with the state licensing agency?
Yes

Who determines academic workload?

Dean

Currently engaged in clinical practice?
No

If yes, what % percentage of workload?

If yes, who determines clinical practice workload?

Number of years of experience in athletic training (not including GA)

30

Number of years of full-time clinical experience in athletic training (not including GA). Dual academic/clinical appointments should not be counted towards full-time clinical experience.

17

Select the highest degree earned for the Program Director.

Academic Doctorate (PhD, EdD)

If Other, please specify:

III.2 The Clinical Education Coordinator is:

A full-time employee of sponsoring institution?
Yes
A faculty member of sponsoring institution with all faculty rights including voting on program issues?
Yes
Tenure-track academic appointment?
Yes
Tenured faculty?
Yes

In good standing with the BOC?
Yes
In good standing with the state licensing agency?
Yes

Currently engaged in clinical practice?
No

If yes, what % percentage of workload?

If yes, who determines clinical practice workload?

Number of years of experience in athletic training (not including GA)

12

Number of years of full-time clinical experience in athletic training (not including GA). Dual academic/ clinical appointments should not be counted towards full-time clinical experience.

2

Select the highest degree earned for the Clinical Education Coordinator.

Masters Degree

If Other, please specify:

III.3 Indicate the number of AT program faculty POSITIONS in FTE's during the reporting period:
Core Faculty Positions

4

Associated Faculty Positions

11

Adjunct Faculty Positions

8

III.4 Indicate the number of AT program faculty VACANCIES in FTE's during the reporting year:
Core Faculty Vacancies

0

Associated Faculty Vacancies

0

III.5 Were there any faculty changes during the reporting period?

No

III.6 Indicate the program's average faculty-student ratio in LECTURE COURSES during this reporting period:

1:13

III.7 Indicate the program's average faculty-student ratio in LAB COURSES during this reporting period:

| | 1:9 |

III.8 Indicate the program's average preceptor-student ratio in CLINICAL EDUCATION during the reporting period:

1:5

III.9 For the reporting period, indicate the standard teaching load for faculty within the college where the AT program is housed: (Indicate both credit hours and contact hours.)

Credit hours

24

Contact hours

562

For the reporting period, indicate the length of the Faculty's annual appointment (in months):

9

III.10 For the reporting period, indicate the teaching load assigned to the AT program director: (Indicate both credit hours and contact hours.)

Credit hours

18

Note: The information provided in the Faculty Profile for the Program Director (XX credit hour teaching load) must match the information provided in Section III of the Annual Report. If this information is not accurate, the program will be cited as NC for Standard 17. In addition, the reviewers will evaluate the standard teaching load reported for faculty within the unit where the AT program is housed and how the release time for the PD impacts the teaching load. For example, if the standard teaching load for faculty at your university is 24 credits per year and the PD is teaching 18 credits and has 25% release time, the reviewers would determine compliance for Standard 17.

If the standard teaching load for faculty at your university is 12 credits per year and the PD is teaching 18 credits and has 25% release time, the reviewers would not be able to determine compliance with Standard 17 and the program would be required to submit additional documentation in the rejoinder showing that the PD's workload is consistent with university policy. If an overload is temporary or the PD is being compensated, please indicate this in the comment section.

Contact hours

238

Release Time

25

For the reporting period, indicate the length of the Program Director's annual appointment (in months):

9

III.11 For the reporting period, indicate the teaching load assigned to the AT clinical education coordinator: (Indicate both credit hours and contact hours.)

Credit hours

18

Note: The information provided in the Faculty Profile for the Program Director (XX credit hour teaching load) must match the information provided in Section III of the Annual Report. If this information is not accurate, the program will be cited as NC for Standard 17. In addition, the reviewers will evaluate the standard teaching load reported for faculty within the unit where the AT program is housed and how the

release time for the PD impacts the teaching load. For example, if the standard teaching load for faculty at your university is 24 credits per year and the PD is teaching 18 credits and has 25% release time, the reviewers would determine compliance for Standard 17.

If the standard teaching load for faculty at your university is 12 credits per year and the PD is teaching 18 credits and has 25% release time, the reviewers would not be able to determine compliance with Standard 17 and the program would be required to submit additional documentation in the rejoinder showing that the PD's workload is consistent with university policy. If an overload is temporary or the PD is being compensated, please indicate this in the comment section.

Contact hours

> 154

Release time

> 25

For the reporting period, indicate the length of the Clinical Education Coordinator's annual appointment (in months):

> 9

Comments: for further explanation of any question, please indicate the question number before the explanation.

> Question III.10 Demonstrates that the Athletic Training Program Director having 238 contact hours. This is reflective purely of the courses taught that are required by the Athletic Training Program. Question III.11 Demonstrates that the Clinical Education Coordinator having 154 contact hours. This is reflective purely of the courses taught that are required by the Athletic Training Program. It should be noted that some core AT classes were not taught last year due to the Program's Withdrawl for accreditation from the CAATE at the end of academic year 2018-2019. Since no new candidates were matriculating through, some core AT classes were not taught.

IV.1 Calculate yearly in-state and out-of-state tuition for the AT students. Total boxes A, B & C and enter that number in the Total box for total cost of attendance per year.Â (Do not enter decimals, commas, or dollar signs) (Use average tuition and/or fees (lab fees, university fees, etc.), if variable. Other required expenses should include the yearly basis of liability insurance and other advertised expenses.)Â

In-State Students
A. Tuition (yearly)

11232

B. Fees (yearly)

800

C. Other Student Expenses per year

50

Total

12082

Out-of-State Students
A. Tuition (yearly)

11232

B. Fees (yearly)

800

C. Other Student Expenses per year

50

Total

12082

IV.2 Expendable supplies are purchases made yearly for use within the program.

Program expenditures: (If personnel are shared across programs, report the portion charged to the Athletic Training program)
Personnel costs - Faculty/Instructional Staff

115666

Personnel costs - Administrative Support

14872

Capital Expenses (if no capital equipment was purchased during the reporting period please leave a comment)

0

Professional Development

2000

Expendable Supplies

2500

IV.3 Briefly describe how any budget changes have impacted the program during this reporting period:

The University as most universities at this point in time is having budgetary concerns. The budget for athletic training has remained stable over the last year and supplies needed to adequately run the athletic training program have been purchased without difficulty.

IV.4   Please indicate the website url or other public document where prospective students and the public can find out information on the other program expenses indicated above (not tuition and fees).

https://www.lssu.edu/school-kinesiology/athletic-training/

Comments: for further explanation of any question, please indicate the question number before the explanation.

Section V: Outcomes

V.1 | Please enter how many students graduated from the program during the reporting period:

7

V.2 | Please indicate what percentage of your most recent class of graduates are employed in a AT related position (including graduate assistantships/internships in AT):

41-50%

V.3 | Provide the athletic training program's mission statement

The Lake Superior State University Athletic Training Program (LSSU ATP) recognizes it's mission of offering a challenging undergraduate academic program to students preparing for a career as Certified Athletic Trainers. The LSSU ATP accomplishes this mission by offering an academic program consistent with the National Athletic Trainers' Association "Athletic Training Education Competencies, fifth edition" with a commitment to an integrated relationship between the athletic training students' didactic and clinical experiences. This relationship fosters the development of athletic training students as contributing, caring, and viable professionals to the field of athletic training.

V.4 | How many program goals does the program have as part of its comprehensive assessment plan?

4

V.5 | Select the categories in which the program has goals within the comprehensive assessment plan

Critical Thinking
Research/EBP
Communication
Knowledge/Skills
Problem Solving
BOC Preparedness
Career Preparedness
Retention/Graduation

If other, please explain:

V.6 | Provide the **AVERAGE** number of objectives per program goal in the comprehensive assessment plan:

6

V.7 | Select the assessment strategies within the comprehensive assessment plan that are utilized to measure objective and goal achievement (select all that apply for all of the goals and objectives as indicated in previous questions)

Class Presentation
Examinations
BOC Examinations
Capstone Projects
Practical Examination
Simulations
Objective Structured Clinical Exam (OSCE)
Preceptor Evaluations

	Graduation Rates
	If Other, please specify:

V.8 Is the Program Director solely responsible for the development and implementation of the comprehensive assessment plan?

No

If you answered no, pick all the person(s) who are involved:

Coordinator of Clinical Education

If other, please explain:

V.9 Did the program measure all program goals in the comprehensive assessment plan this reporting period?

Yes

If no, please indicate the number of program goals that were measured this reporting period:

V.10 Of the program goals in the comprehensive assessment plan that were measured last year, how many of the goals were met?

3

V.11 Please describe any changes made to the program this year as a result of the goals that were not met for this reporting period.

Question V.10: All goals were met, except seven students graduated instead of eight that were in this cohort. The one student who didn't graduate, decided to return to school for an additional year as opportunities outside of athletic training became available for them. They will graduate this year, 2018-2019.

Comments: for further explanation of any question, please indicate the question number before the explanation.

VI.1   Overview of Program Compliance with Standards

Please provide verification that the Athletic Training program at the sponsoring institution is CURRENTLY compliant with all of the following requirements delineated in the CAATE Standards. Please indicate if the program is in compliance with each of the sections in the Standards below.

> Sponsorship
>
> Yes
>
> Outcomes
>
> Yes
>
> Personnel
>
> Yes
>
> Program Delivery
>
> Yes
>
> Health and Safety
>
> Yes
>
> Financial Resources
>
> Yes
>
> Facilities and Instructional Resources
>
> Yes
>
> Operational Policies and Fair Practices
>
> Yes
>
> Program Description and Requirements
>
> Yes
>
> Student/Resident Records
>
> Yes
>
> Distance Learning
>
> N/A
>
> Professional Ethics and Integrity
>
> Yes

VI.2   If NO is the response to any Standard sections listed above, please provide an explanation describing why the Program may be non-compliant with that Standard section; please list the potential Standard non-compliance and describe the plan to correct the non-compliance issues.

VI.3   To facilitate an efficient and quality tracking system for both the CAATE and the Programs, please indicate below for the non-compliances identified, if you are currently working on a progress report and the respective due date.

> Do you currently have a Progress Report Due?
>
> No

> Is your program currently on Self-Study or Site Visit year?
>
> No

VI.4   Acknowledgement of Preparedness- Programs submitting reports after the October 1st will be placed on Administrative Probation, which will convert to Probation after 30 days if the report is not received.

I acknowledge all documents are current and accessible for review upon request.

Comments: for further explanation of any question, please indicate the question number before the explanation.
Enter additional comments.

School of Kinesiology and Behavioral Sciences
Wednesday, August 22, 2018
Minutes

Present: Kirk Mauldin, Sheri Garee, Jim Schaefer, Kristina Olson-Pupek, Brent Pusch, Jody Susi, Sarah Ouimette, Eric Statt, Joe Susi, H. Russ Searight, Ben Toll, Melissa Shaffer-O'Connell, Heather Shay, Ron Hutchins, Colleen Barr

Dr. Hutchins suggested that faculty develop generalized statements in school goals.

Russ Searight recommended that the Engel Model be used - Bio - Psycho - Social. All agreed that this model would be used.

Discussion followed with the development of six school goals aligned to the CAFE ():
- Written and Oral Communication (CAE)
- Critical Analysis and Reasoning (CA)
- Information Literacy(A)
- Personal and Civic Responsibility (C)
- Discipline Specific(AE)
- Career Development(E)

Melissa Shaffer-O'Connell made a motion to adopt the goals as listed, second by Russ Searight. Unanimous approval.

Motion by Melissa Shaffer-O'Connell to adopt the learning outcome language, "Students will demonstrate the (INSERT GOAL) skills needed to succeed...". This will be inclusive of intro statement yet to be developed. Second by Kirk Mauldin. Unanimous approval.

Action Items:
- Map classes to goals
- Develop a benchmark

Melissa Shaffer-O'Connell will develop a google docs for all faculty to participate in the assessment process.

Motion to adjourn by Joe Susi, second by Brent Push.

Submitted by Colleen Barr

Kinesiology and Behavioral Sciences
Minutes
Wednesday, September 26, 2018

Present: Eric Statt, Chair, Jody Susi, Joe Susi, Russ Searight, Ben Toll, Heather Shay, Melissa Shaffer-O'Connell, Kristina Olson-Pupek, Kirk Mauldin, Brent Pusch, Sherri Garee, Ron Hutchins, Colleen Barr

E Statt thanked faculty for all the hard work they have done thus far in entering assessment data into Nuventive.

R Hutchins noted that Saturday, November 10th will be adjunct in-service day.

If course has been taught by an adjunct and there isn't any assessment data, faculty in charge of entering assessment should enter "Assessment material has not been gathered in the past." Use of results should indicate future assessment plans.

E Statt suggested a sub-committee of four faculty be developed to review the 16 questions in the Academic Program (School) Review. This sub-committee would be tasked with assigning school faculty to answer specific questions. Brent Pusch and Joe Susi volunteered to be on the sub-committee. Eric will upload the review document to the team drive for faculty to review.

R Hutchins reviewed the university student attendance policy. Students have excused absences when they are participating in a university event (athletics, conferences, etc.). Faculty were asked to make reasonable accommodations for students who do not have an excused absence such as sickness.

Meeting adjourned at 8:55am
Submitted by Colleen Barr

Kinesiology Meeting Minutes
Friday, November 30, 2018

Present: Eric Statt, Joe Susi, Jody Susi, Sara Ouimette, Ron Hutchins, Colleen Barr

Absent: Brent Pusch (personal day)

Motion by Jody to approve the agenda as presented, second by Joe. Unanimous approval

Motion by Jody to approve the November 14, 2018 Kinesiology minutes, second by Sarah. Unanimous approval.

All program reviews are on the LSSU website. KINS and HFIT program reviews are due on December 4, 2018.

Nuventive Updates:
- BS Kinesiology program review - needs one assessment and one use of results per outcome. This task was split amongst faculty.
- AS Health and Fitness program review - faculty have been assigned the task of assessing outcomes and the use of results.
- HFIT curriculum mapping - Eric has completed the program outcome mapping.
- HFIT - each course student learning outcome needs to be mapped to the program outcomes. After discussion, this task was split amongst faculty.

Faculty were asked to complete the assigned tasks by Monday, December 3, 2018 so that Ron and Eric can complete the program reviews.

KINS 105, 270, 375, and 482 courses are missing from the HFIT program. Colleen was asked to contact Dr. Myton asking him to add these courses to the HFIT program.

Motion to adjourn by Joe, second by Sarah.
Adjourned at 3pm.
Submitted by Colleen Barr

http://americankinesiology.org/SubPages/Pages/Undergraduate%20Core%20Elements

SECTION ONE: THE AKA UNDERGRADUATE CORE ELEMENTS

- Physical activity in health, wellness, and quality of life
- Scientific foundations of physical activity
- Cultural, historical and philosophical dimensions of physical activity
- The practice of physical activity

Physical Activity in Health, Wellness, and Quality of Life

There is a growing appreciation for the importance of regular physical activity as an integral component of a healthy lifestyle. Over the past twenty to thirty years a substantial body of evidence has accumulated regarding the benefits which accrue to people of all ages who participate in regular physical activity. These advances in our understanding of the relationship between physical activity participation and health have important implications for students of Kinesiology. Whether kinesiology graduates pursue employment opportunities immediately after completing their undergraduate education or after the completion of post-baccalaureate educational opportunities in kinesiology or other health-related fields, all graduates serve as academic or community experts on healthy and active lifestyles. Accordingly, it is essential that the undergraduate Kinesiology core include content that explores in detail the relationship between physical activity participation, health and well-being.

Kinesiology Core Element - Scientific Foundations of Physical Activity

A defining feature of the academic discipline of Kinesiology is its embrace and integration of the multi dimensional study and application of physical activity. Well-prepared Kinesiologists are expected to have a sound understanding of the scientific foundations of physical activity. For many departments this scientific foundation is provided by a series of courses that are taken by all majors regardless of their ultimate career goals. Examples of scientific foundation courses include exercise physiology, motor behavior, biomechanics, sport and society, and exercise psychology. The specific titles and content of scientific foundation courses offered will vary from institution to institution depending on local preferences and constraints.

Kinesiology Core Element - Cultural, Historical and Philosophical Dimensions of Physical Activity

A solid grounding in cultural, historical and philosophical aspects of kinesiology is an essential component of a Kinesiology education. Sociocultural and historical factors influence attitudes about and practices of physical activity. This is true for both the individual and the communities in which they live. In addition, an understanding of philosophical and historical issues will help prepare future professionals for the numerous ethical questions they will face upon graduation.

Coursework in the humanities assists the student to understand and appreciate diversity, to develop cultural Learning Outcomes, and to make ethical decisions based on sound principles. In many Kinesiology departments, undergraduate coursework examines topics related to physical culture, cultural kinesiology, sociology of sport and physical activity, history of sport and physical activity, and sport marketing and media. Specific courses will vary from institution to institution depending on local preferences and constraints.

Kinesiology Core Element - The Practice of Physical Activity

The AKA believes that regular participation in physical activity is an essential component of a healthy and successful lifestyle and that the undergraduate curriculum should provide numerous opportunities for students to be physically active. For example, opportunities may come from a physical activity skills program that allows for participation in sport and recreation through a diverse menu of courses taken for academic credit. Alternatively, students may be encouraged to be physically active through internship and practicum experiences. In other instances physical activity participation may occur at venues outside the Kinesiology department, such as in campus recreation facilities. While the AKA strongly supports students being physically active, it does not prescribe a specific process for departments to follow regarding how the practice of physical activity is incorporated into the curriculum, but staunchly supports curricular or extra-curricular physical activity experiences for individual and group participation.

http://americankinesiology.org/SubPages/Pages/Learning%20Outcomes

SECTION TWO: LEARNING OUTCOMES

For each of the AKA undergraduate core curricular elements described above it is important to identify clearly stated learning outcomes. A sample set of learning outcomes that are consistent with the AKA Core Curricular elements were developed by an AKA working group. These learning outcomes are intended to serve as exemplars of possible learning outcomes. Individual departments are free to adopt these outcomes, modify them, or develop their own.

- o Kinesiology Core Element - Physical Activity in Health, Wellness, and Quality of Life

   AKA Recommended Learning Outcomes:

   A Kinesiology graduate will be able to…

   1. Describe the relationship between physical activity participation and health, wellness, and quality of live, including a detailed explanation of current physical activity guidelines and recommendations.

2. Critically evaluate research related to physical activity and its impact on health and chronic disease.
3. Design and evaluate physical activity programs that promote health and improve quality of life

- o Kinesiology Core Element - Scientific Foundations of Physical Activity

AKA Recommended Learning Outcomes:

A Kinesiology graduate will be able to…

4. Explain how the scientific process informs our understanding of physical activity.
5. Describe the underlying scientific foundations of physical activity.
6. Critically evaluate information about physical activity from scientific basis.

- o Kinesiology Core Element - Cultural, Historical and Philosophical Dimensions of Physical Activity

AKA Recommended Learning Outcomes:

A Kinesiology graduate will be able to…

7. Describe the sociocultural and historical factors that influence physical activity.
8. Demonstrate an appreciation of cultural diversity and make ethical decisions.
9. Critically evaluate scholarly work related to cultural, historical and philosophical dimensions of physical activity.

- o Kinesiology Core Element - The Practice of Physical Activity

AKA Recommended Learning Outcomes:

A Kinesiology graduate will be able to…

10. Demonstrate an appreciation and commitment to physical activity practice.

Below we provide links to a document that describes how an academic department might map the AKA learning outcomes against specific courses and experiences offered at their institution.

Degree Review: Psychology

Author: H. Russell Searight, Ph.D, MPH—Professor of Psychology

Date: 11/21/2018

Introduction

I apologize for the delay in submitting this review. Given the departure of 33% of the program's faculty resources four days before the beginning of the fall semester, the two existing faculty members have had, with little notice, taken on additional teaching, advising, research supervision, and mentoring duties.

Issues with the faculty hiring process that played a role in this situation were noted in the 2015 Program Review which is attached (See Appendix I). Additionally, a recommendation for a fourth faculty member was included in the program review as well. It is highly probable that if these recommendations had been acted upon, this situation would not have arisen and this report would have been completed in a timelier manner and the resulting product would have been more detailed.

In keeping with the Higher Learning Commission's recommendations for external program assessments (Higher Learning Commission Guiding Values: "Institutions committed to improvement review their programs regularly and seek *external* (italics added) judgment, advice, or benchmarks in their assessments") the Psychology program has requested an external program review by representatives of Division 2 (Teaching of Psychology) of the American Psychological Association (See Appendix II for link). The Psychology Program is in agreement with the Higher Learning Commission's recommendation and believe that an external program review would be beneficial for assessing and addressing issues of program quality. Despite this request having been made in the previous program review and on at least three other occasions over the past 4-5 years, as of today's date, no administrative response has been received

As in our previous program review from 2015, the current review is guided by the Higher Learning Commission's core value of educational improvement (Higher Learning Commission Guiding Values: " A Culture of Continuous Improvement" HLC includes" …[program]… *improvement* (italics added) as one of two major strands in all its pathways")

All Appendices are in a related file

Assessment (CC 4.B and CC 4.C)

13. Provide evidence that the degree-level program outcomes are clearly stated and are effectively assessed, including "use of results." Attach the 4 –Column Program Assessment Report.

A. In keeping with national standards for undergraduate psychology education, Lake State's Psychology program emphasizes the program-level outcomes indicated in the American Psychological Association's Guidelines for Quality Undergraduate Education (See Appendix II for list of references and sources cited).

B. The Four Column Assessment Report is attached as Appendix VIII

14. Explain how results from degree assessments were used to improve the degree program. Include specific examples.

B. As is evident in the Nuventive Improve report, the Psychology program faculty have critically evaluated outcomes associated with the degree program. Based on the assessment findings, a number of recommendations have been made—some of which require administrative support and resources.

1. A psychology laboratory. As Psychology is being increasingly recognized as a STEM discipline (Appendix II), a laboratory component has been recommended for many core psychology courses including Introduction to Psychology as suggested by APA. We are currently in discussions about having some laboratory space shared with Kinesiology.

    During the 2017-18 academic year, Dr. Olson-Pupek was able to gain access to laboratory space in Crawford Hall to supervise a student research project on animal learning. To do so, also required considerable time and effort on Dr. Olson-Pupek's part to implement and further develop policies for research involving animals.

2. For the past 10-12 years, Psychology seniors have taken the Major Field Test in Psychology from Educational Testing Services (ETS). Scores for our students typically range from below the 10th percentile to above the 90th percentile nationally (See Appendix III for recent Major Field Test Scores for LSSU students and national percentile equivalents) Based on the findings (which are broken out by four general subject area within the discipline), our students have often exhibited the lowest performance in the social and developmental psychology concentration. As advisors, the Psychology faculty have been encouraging students to take courses in these areas—particularly those

students who may be taking the Psychology GRE as part of their application to graduate school.

3. Per the added Institutional Outcome of Recruitment of students to the Psychology Program, the full-time faculty have been particularly concerned about this issue. In addition, we have been concerned about student retention as our number of majors declined from a high of approximately 95 to our current number of 65 to 70 majors over the past five years. In addition, the Psychology faculty have been concerned about issues associated with retention. We have attempted to address these issues in multiple ways – some of which are associated with the University's overall focus on recruitment and retention:

a. We routinely meet with high school and potential transfer students on a one-to-one basis in conjunction with requests from the admissions office. For a number of years, the psychology faculty has strongly recommended that admissions schedule students who are interested in our psychology program to be able to attend one of our courses during the day that they are visiting campus. Their parents and other family members would certainly be welcomed as well. This recommendation was initially made approximately nine years ago and has yet to materialize. As the senior psychology faculty member, I believe that we represent University particularly well in the classroom and that this venue should be highlighted in potential student visits.

b. A psychology faculty member was on the committee developed through the former Faculty Teaching Center that participated in the weeklong working conference through NACADA in July 2017. In conjunction with NACADA consultants as well as LSSU administrators and LSSU faculty from other disciplines, a plan was put together to improve the quality of faculty advising with a focus on retention, and also to develop a first year experience course. While the first year experience course has materialized, our recommended advising initiatives have not—despite advising being a concern raised in the previous HLC site visit.

c. A psychology faculty member was on the committee that developed the current mandatory University Seminar which is seen as an intervention that if implemented appropriately, can, according to research, increase student retention. This Psychology faculty member was to teach the social science University seminar course until the issue noted in the introduction arose regarding adequate numbers of psychology faculty to cover courses.

d. The psychology faculty has been particularly aggressive with respect to advising. The two remaining psychology faculty members consistently require that our advisees meet with us

regularly and we address issues of academic performance – with an emphasis on trying to address these early in the semester

e.. Because receiving feedback on academic performance is particularly important for first semester freshmen, an early- in the -semester additional exam was added to two of the general education psychology courses. The intent was to expose freshman earlier to a college level examination as well as to give them additional opportunities to improve their grade over the course of the semester

f.   One of the psychology faculty members is currently teaching a live online class to high school students enrolled in a collaborative effort with regional high schools and the University labeled, "Early College." While formal course evaluations have yet to be received, of informal feedback received from the program's coordinator has been positive. It is hoped that this early educational experience may generate interest in future attendance at the University

4. Several previously recommended initiatives that we believe could improve successful recruitment of students as well as retention at the University have not been implemented for various reasons:

a.   A psychology laboratory would be particularly attractive to potential students who are considering coming to Lake State and majoring in psychology. It is important to recognize that many institutions that are competing with Lake State for undergraduate students do have facilities of this type.

b.   It was recommended in the recent past that we offer a forensic psychology course and more recently ,a forensic psychology concentration that would be the equivalent of a minor. One of the current full-time faculty has the qualifications to teach a course of this type. However, again, faculty numbers and accompanying demands of required courses have not permitted this plan to be implemented. In the recent past, there also appeared to be a reluctance for new courses to be approved

c.   Again, as recommended in the previous program review, hiring two full-time faculty representing specializations not currently represented by the two full-time faculty would also likely draw more students to the University as Psychology majors. In particular, a faculty member with applied developmental expertise as well as a faculty member with background in industrial /organizational psychology would demonstrate greater breath of expertise in the field and as a result, draw students who may have an interest in these areas

Quality, Resources, and Support (CC, 3.A)

15. Explain how the program ensures that degree program-level and course-level learning outcomes are at an appropriate level. Attach evidence, including a degree audit for the program

1. As is evident from the responses to questions 13 and 14 as well as issues raised in the 2015 Psychology Program Review, the resources and support for a high quality psychology program are ongoing areas of great concern. We firmly believe that the quality of the program could certainly be improved in a number of areas but would require additional faculty, laboratory space, support for research, and support for new courses.

2. Both of the two current full-time psychology faculty members regularly attend national and international conferences devoted to undergraduate teaching as well as teaching of undergraduate psychology (The annual National Institute on the Teaching of Psychology; European Psychology Learning and Teaching Conference; International Congress on Psychology Education; The Lilly Conference).. As A result of involvement in these conferences as well as related organizations,(Division 2-American Psychological Association-- Teaching of Psychology; International Association of Psychology Educators) we believe that our faculty maintain currency in issues and trends in undergraduate psychology education.

3 One of the psychology faculty has presented papers and authored book chapters and journal articles on the topic of university pedagogy and psychology instruction in particular. (See listing of representative conference papers and publications in this area –Appendix_IV—some of which included undergraduate students as co-presenters)

4 Dr. Olson-Pupek has significantly revamped several of her upper level courses to provide students with educational experiences that are integrative and require multiple modes of inquiry as well as creative work. These include presenting posters and oral presentations in psychology 459 (Physiological Psychology), scientific posters and a virtual laboratory experience in Learning Theory (Psych 311) and laboratory activities in Cognition (Psych 457). These are all integrative experiences which prepare students for the capstone senior project in psychology. The senior project integrates content from multiple courses ranging from introductory psychology to experimental psychology to personality theory to statistics, etc.

5   Dr. Olson-Pupek has also placed increased emphasis on scientific writing according to APA style in her courses taken primarily by psychology majors and minors.

6   Dr. Olson-Pupek has recently taught Psychology 212 (Experimental Psychology) online and included virtual laboratory exercises.

Intellectual Inquiry (CC 3.B)

16. Explain What the program does to engage students in collecting, analyzing, and communicating information; mastering modes of inquiry or creative work; developing skills integral to the degree program. Attach examples of undergraduate research, projects, and creative work.

A. All senior Psychology majors complete a capstone project. This project is a quantitative research study conducted over the span of a year. It involves, writing a thesis proposal, acquiring research materials and apparatuses, writing and submitting an Institutional Review Board application, gathering data from human subjects, analyzing the data, designing a scientific poster or scientific talk which is presented at the Michigan Undergraduate Psychology Research Conference, and writing up the thesis –typically in a format similar to a scientific journal article. Several representative posters are attached (See Appendix VI)

B. A number of students have co-authored journal articles and chapters in edited books with a Psychology faculty member. These student co-authors are involved with writing and revising the manuscript. To date, undergraduate students have served as co-authors on 25 published journal articles or book chapters (See Appendix_VII-A__for a list of these publications). Two of these student authors are not psychology majors but worked with the Psychology faculty member through the University Honors Program

Four students have co-authored and three have co-presented conference papers at regional, national or international meetings (See Appendix VII-B)

C. Dr. Olson-Pupek has received specialized training in the ethical conduct of research using animals. She plans to have more students conducting animal research after a successful undergraduate study that she supervised in spring, 2018.

Assessment: Program Four Column

Psychology 4-column 1118

Program (CoHB) - Psychology BA/BS

Mission Statement: The LSSU Psychology program believes that an educated adult should appreciate environmental and biological influences on the development of the individual. Psychology?s emphasis on scientific study of human behavior can provide knowledge to students at various levels of discourse. As a research-based discipline with strong philosophical roots, it is both a liberal arts discipline and a science.

Assessment Contact: Dr. H. Russell Searight

Program Outcomes	Assessment Criteria & Procedures	Assessment Results	Use of Results
Goal 1: Knowledge Base in Psychology - Students should demonstrate fundamental knowledge and comprehension of the major concepts, theoretical perspectives, historical trends, and empirical findings to discuss how psychological principles apply to behavioral problems. **Goal Status:** Active **Goal Category:** Student Learning **Start Date:** 05/12/2014 **Inactive Date:** 05/12/2016 **Goal Level (Bloom/Webb):** Mid-Level (Analyzing/Applying)	**Other Findings**	**Finding Reporting Year:** 2017-2018 **Goal met:** No Result of Major Field Test--psychology--mean score; 44th percentile nationally Scores range from 14th to 99th percentile (09/19/2018) **Related Documents:** [mft subtest area scores.docx](#)	**Use of Result:** Program improvement through review w (09/19/2018) **Budget Rationale:** Program review from APA as recommended by HLC. ; 2 Classes in core should build on each other systematically---will hopefully have stable faculty complement to do a meaningful curriculum review; 3. request resources for psychology laboratory $100,000 **Budget Request:** 112000
		Finding Reporting Year: 2016-2017 **Goal met:** No Mean score = 153.76 (44th percentile nationally) By percentile, scores ranged from 11th to 94th percentile (04/27/2018) **Related Documents:** [Results--Major Field test on Psychology 2016-17 cohort.docx](#)	**Use of Result:** We have requested an external review of our program by a team from Division 2 (Teaching of Psychology) from the American Psychological Association several times over the past 4 years (see Program Review) in Associated Documents. It was mentioned to the Dean and Chair in the past month (04/27/2018) **Budget Rationale:** For the team to

Program Outcomes	Assessment Criteria & Procedures	Assessment Results	Use of Results
	Other Findings		review our program, it is necessary to complete a detailed proposal--Once authorization is received in writing, I will complete the propsal **Budget Request:** 10000
		Finding Reporting Year: 2015-2016 **Goal met:** No Mean score=155.92; SD = 17.31--50th percentile Percentile scores for group range from 5th to 97th percentile (04/27/2018)	**Use of Result:** Please see program review--implementation of recommendations would likely lead, indirectly, to improved scores (04/27/2018) **Budget Rationale:** Psychology Laboratory 1 additional Psychology faculty members **Budget Request:** 160000

	Direct - Exam/Quiz - Standardized - Major Field Test in Psychology--ETS standardized exam with normative reference base from U.S. colleges
	Criteria Target: Students will score at 60% or above on all four areas assessed by MFT
	High Impact Program Practices 1: Not applicable to this outcome
	High Impact Program Practices 2: Not applicable to this outcome
		Finding Reporting Year: 2011-2012
		Goal met: Yes
		Average score for total exam= 62 percentile
		Subarea scores (percentile scores relative to published comparison sample):
		
		  Learning, Cognition, and Memory: 72
		  Perception, Sensation, Physiology: 65
		  Clinical, Abnormal, Personality: 74
		  Social and Developmental: 47 (10/18/2014)
			Use of Result: Strongly recommend that students take elective courses in social and developmental psychology-- particularly if planning on going to Grad school (Part of Psychology GRE) (10/18/2014)

		Finding Reporting Year: 2013-2014 **Goal met:** Yes Of 11 students, 5 scored above 62% while 6 scored below this figure (10/18/2014) **Related Documents:** [Major Field Test Results 2014](#)	**Use of Result:** Hire full time faculty member rather than adjuncts to teach all core courses Test assesses areas that are not required courses here (abnormal, child, social) and we do not offer course in several of the areas assessed (sensory processes, perception, clinical) Consider increasing number of courses for major (10/18/2014) **Budget Rationale:** 2 additional

Program Outcomes	Assessment Criteria & Procedures	Assessment Results	Use of Results
			psychology faculty members; One to teach current core content courses and one to teach newly developed courses. Do not permit adjunct to teach core courses **Budget Request:** 110000
			Use of Result: Several of our core courses were taught by adjuncts who may not have strong and current background in some of these areas-have core courses taught by qualified full time faculty (10/18/2014) **Budget Rationale:** Full time faculty member to teach core courses **Budget Request:** 55000
Goal 2: Scientific Inquiry and Critical Thinking - The skills in this domain involve the development of scientific reasoning and problem solving, including effective research methods. **Goal Status:** Active **Goal Category:** Student Learning **Start Date:** 09/01/2013 **Goal Level (Bloom/Webb):** High-Level (Creating/Evaluating)	Other Findings	**Finding Reporting Year:** 2017-2018 **Goal met:** No Major field test in Psychology mean score at 44th percentile nationally (09/19/2018) **Related Documents:** [mft subtest area scores.docx](#) [Appendix III MFT scores.docx](#)	**Use of Result:** Please see most recent program review--changes made in upper level core psychology courses to continually develop professional writing, data analysis and presentation of scientific findings in poster format; Request for a psychology laboratory (11/23/2018) **Budget Rationale:** Psychology laboratory with equipment **Budget Request:** 100000
			Use of Result: Please see recommendations for Goal 1 (09/19/2018) **Budget Rationale:** Please see Goal # 1 **Budget Request:** 112000
		Finding Reporting Year: 2017-2018 **Goal met:** No Capstone experience integrates theory, research and	**Use of Result:** Recommend that Psych students are enrolled in a 1 credit course for freshmen

Program Outcomes	Assessment Criteria & Procedures	Assessment Results	Use of Results
	Other Findings	requires reasoning, application and problem solving Based on Rubric --Class average for Objective 1 ==Class average =2.5 at end of course; Objective 2: 1.5 at end of course; Objective : 3: 1.75 (2) by end of class (05/06/2018) **Related Documents:** [Hill senior thesis final 2018.docx](#) [Ready Antoinette 4-09-18.pdf](#) [Ready Dayna 4-08-18.pdf](#) [Rubric for Senior Thesis.docx](#)	through junior year each semester with an emphasis on research after 1st semester in freshman year so that they are exposed to research related reasoning and statistical analysis on an ongoing basis (05/06/2018) **Budget Rationale:** 4th full time faculty member with research background as well as being an excellent teacher **Budget Request:** 65000
		Finding Reporting Year: 2017-2018 **Goal met:** Yes Capstone Experience Selected Senior posters (04/27/2018) **Related Documents:** [Appendix VI Capstone--posters and thesis.docx](#) [Audrey poster-Searight ready (1).pdf](#) [Connor Ready 4-08 (1).pdf](#) [Hill senior thesis final 2018 (1).docx](#) [Ready Taylor 4-08-18 (1).pdf](#)	**Use of Result:** We plan on reviewing out curriculum in this area to address issues of some students being less than optimally prepared to conduct senior research (04/27/2018) **Budget Rationale:** New faculty line so that we can have a continuous research seminar for all four academic years to introduce research early in student's career and have sequential set of intermediate competences achieved before beginning the final research project--salary with estimated cost of fringe benefits reported below **Budget Request:** 65000
	Direct - Capstone Project - including undergraduate research - Students will successfully complete an independent senior research project and present their findings as an oral paper or poster at a state-wide conference **Criteria Target:** 90% complete this	**Finding Reporting Year:** 2017-2018 **Goal met:** Yes See examples of capstone experience (posters) as added Documemts (04/27/2018)	**Use of Result:** Recommend that Psychology students are enrolled in an additional junior year research seminar. A one year research sequence does not allow enough time for all students to successfully complete their senior research projects. (10/23/2018)

Program Outcomes	Assessment Criteria & Procedures	Assessment Results	Use of Results
	task by deadline **High Impact Program Practices 1:** Capstone Course(s), Projects **High Impact Program Practices 2:** Undergraduate Research	**Finding Reporting Year:** 2013-2014 **Goal met:** Yes 100% met goal See example posters and a publication based on senior research in "Documents" (10/18/2014) **Related Documents:** Poster Poster (revised)_Brushaber.pptx Drockton 4-05-14 final for review.pptx Final Poster.pptx	
	Direct - Capstone Project - including undergraduate research - Rubric in document section **Criteria Target:** Average score 0f 85 based on rubric **Schedule/Notes:** see recommendations associated with Goal 1 **Budget Implications ($):** 112000 **High Impact Program Practices 1:** Undergraduate Research		
Goal 3: Ethical and Social Responsibility in a Diverse World - The skills in this domain involve the development of ethically and socially responsible behaviors for professional and personal settings in a landscape that involves increasing diversity. **Goal Status:** Active **Goal Level (Bloom/Webb):** Goal is not a student learning outcome.	**Other Findings**	**Finding Reporting Year:** 2017-2018 **Goal met:** Yes 100& of seniors in 2017-18 passed the National (DHHS) IRB course (04/27/2018)	**Use of Result:** Continue with current pedagogical strategy This is a limited area of ethical conduct in psychology; the program would like to add an "Ethics in Human Behavior" Course (04/27/2018) **Budget Rationale:** 5.000.00 -- funding for a well-qualified adjunct to teach the course or it could be a course taught by the 4th faculty member in Psychology that has been recommended (See program review)
	Direct - Exam/Quiz - Standardized -	**Finding Reporting Year:** 2015-2016	**Use of Result:** no action at this

Program Outcomes	Assessment Criteria & Procedures	Assessment Results	Use of Results
	Completion of the Protecting Human Subject Research Participants online training provided by the NIH Office of Extramural Research **Criteria Target:** 90% of students receive certification by the deadline specified **Schedule/Notes:** Outcome achieved for 2017-18 year; all 16 students completed successful IRB application **High Impact Program Practices 1:** Undergraduate Research **High Impact Program Practices 2:** Capstone Course(s), Projects **Direct - Capstone Project - including undergraduate research -** Students compete DHHS IRB training **Criteria Target:** Complete a successful IRB application with attention to ethical issues **High Impact Program Practices 1:** Capstone Course(s), Projects **High Impact Program Practices 2:** Capstone Course(s), Projects	**Goal met:** Yes 95% of students earned their certification by the deadline; 100% by the end of fall semester (03/28/2016)	time; reassess yearly (03/28/2016)
Goal 4: Communication - Students should demonstrate competence in writing and in oral and interpersonal communication skills. **Goal Status:** Active **Goal Category:** Student Learning **Start Date:** 09/01/2012 **Goal Level (Bloom/Webb):** High-Level (Creating/Evaluating)	Capstone --senior project; Student will demonstrate ability to summarize research in presentation format (poster) and explain findings to other students and faculty **Criteria Target:** 90% perform at satisfactory level **High Impact Program Practices 1:** Undergraduate Research **High Impact Program Practices 2:** Capstone Course(s), Projects **Related Documents:** Conference Poster_Sr research Jones 5-14.pptx Roberts - Poster Final Draft (Revised)	**Finding Reporting Year:** 2011-2012 **Goal met:** Yes Students all performed at satisfactory level. Examples of posters and publications are available in documents (10/18/2014) **Related Documents:** Vanier and Searight--based on Vaniers Senior Thesis.pdf	**Use of Result:** Monitor (10/18/2014)
		Finding Reporting Year: 2013-2014 **Goal met:** Yes 100% performed successfully--see documents for examples. Directly observed presentation of poster (10/18/2014) **Related Documents:** Conference Poster_Sr research Jones 5-14.pptx Roberts - Poster Final Draft (Revised) 4-04-14.pptx	**Use of Result:** continue as is (10/18/2014)

Program Outcomes	Assessment Criteria & Procedures	Assessment Results	Use of Results
	4-04-14.pptx **Direct - Capstone Project - including undergraduate research -** Capstone - - Psychology senior project; Student will demonstrate the ability to write an undergraduate senior thesis paper based on empirical research using APA style. **Criteria Target:** 90% of psychology senior research students will complete their thesis at a satisfactory level. **High Impact Program Practices 1:** Capstone Course(s), Projects **Related Documents:** rubric-scoring instrument for APA Senior Thesis S18.pdf 957906514-330_Shea_Fitzpatrick_Shea_Fitzpatrick_Thesis_138728_2064145993.pdf	**Finding Reporting Year:** 2017-2018 **Goal met:** Yes All (6/6) psychology seniors under Dr. Olson-Pupek's supervision achieved satisfactory performance on their written thesis papers (M = 89%, SD = 5.62%) (10/24/2018) **Related Documents:** Appendix VII A and B co-authored student-faculty articles and conference papers.docx Appendix IV publications and conf presentations on pedagogy.docx	**Use of Result:** Building writing skills will continue to be emphasized for psychology students. Additional opportunities to develop these skills in lower level courses will be implemented. (10/24/2018)
Goal 5: Professional Development - The emphasis of this goal is on application of psychology-specific content and skills, effective self-reflection, project-management skills, teamwork skills, and career preparation. **Goal Status:** Active **Goal Category:** Student Learning **Start Date:** 09/02/2013 **Goal Level (Bloom/Webb):** Mid-Level (Analyzing/Applying)	**Other Findings**	**Finding Reporting Year:** 2017-2018 **Goal met:** Yes Placements and Graduate School admissions for Psychology graduates 2015-17 Please see attached document for additional information (04/27/2018) **Related Documents:** Placements for LSSU Psychology Program Graduates 2016-17 grads.docx	**Use of Result:** Develop a more efficient method for tracking future placements and grad school admissions of Psychology graduates and implement 2019-20. (10/23/2018)
	Indirect - Report/Audit - External - Percentage of graduates immediately going to graduate school; those who have been accepted into grad school within 3 years of graduation **Criteria Target:** 60 % of graduates will be admitted to graduate program before completing senior	**Finding Reporting Year:** 2013-2014 **Goal met:** No 6 of 13 were accepted directly into graduate school; all who applied to grad school before graduation were accepted (10/18/2014)	**Use of Result:** Continue to monitor; follow up to determine what percentage enter graduate school within 3 years of graduation from LSSU (10/18/2014)

Program Outcomes	Assessment Criteria & Procedures	Assessment Results	Use of Results

year
High Impact Program Practices 1: Not applicable to this outcome
High Impact Program Practices 2: Not applicable to this outcome

---

Program Review - The Program provides evidence in support of Program Review in accordance with the Higher Learning Commission Criteria for Accreditation (4.A. The institution demonstrates responsibility for the quality of its educational programs. 1. The institution maintains a practice of regular program reviews.)
Goal Status: Active
Goal Category: Periodic Program Review

Other Findings

Finding Reporting Year: 2018-2019
Goal met: Yes
see document (11/23/2018)

Related Documents:
[Psychology Degree Review 11-21-18.docx](#)
[program review](#)
[Appendix II sources cited.docx](#)
[4 column program assessment psychology.pdf](#)
[Appendix V Audit Sheet.docx](#)

Indirect - Report/Audit - Internal - The Program conducts evidence-supported regular program review. The Program addresses the key components of the , incorporates feedback from assessment activities, and documents the impact of assessment findings and subsequent actions on student learning.
Criteria Target: The Program Review will address the following criteria:
1.   Contribution to LSSU Mission/Vision
2.   Metrics of Productivity
3.   Internal and External Program Demand
4.   Program Quality
5.   Program Assessment
6.   Opportunity Analysis

Regular, recurring - See attached report
Criteria Target: See report
High Impact Program Practices 1:

Program Outcomes	Assessment Criteria & Procedures	Assessment Results	Use of Results
	Undergraduate Research **High Impact Program Practices 2:** Capstone Course(s), Projects **One-time, irregular frequency -** Detailed Program review with recommendations **Criteria Target:** Per HLC, program review's primary purpose is to improve program quality **High Impact Program Practices 1:** Not applicable to this outcome **High Impact Program Practices 2:** Not applicable to this outcome **Related Documents:** Final program review 10-24-15.docx		
	One-time, irregular frequency - Please see completed program review in documents repository **High Impact Program Practices 1:** Not applicable to this outcome **High Impact Program Practices 2:** Not applicable to this outcome		
	Regular, recurring - Program review narrative		
2.1 Program Enrollment - Strategy 2.1 The Program establishes realistic goals for program enrollment that are optimistic, realistic, achievable. **Goal Status:** Active **Goal Category:** Enrollment	**Other Findings**	**Finding Reporting Year:** 2017-2018 **Goal met:** Yes As is evident (see document associated with this category), the program grew significantly until about 2015 and then experienced a downturn-- In terms of meeting a goal--I am reluctant to set a goal for number of majors without assurance of resources to provide a quality education to our psychology majots (05/06/2018) **Related Documents:** Psychology Majors numbers per year.docx	**Use of Result:** Continue to request additional resources (05/06/2018) **Budget Rationale:** Funding for :1. An external review--increasing our number of majors and the resources needed to do so could be a focus; ($10,000-12,000) 2. A Psychology lab--likely a significant renovation of a space in Norris or Crawford (100,000l) 3. A fourth full time faculty member (65,00 per year) **Budget Request:** 175000
	Regular, recurring - The program		

Program Outcomes	Assessment Criteria & Procedures	Assessment Results	Use of Results

sets goals for program enrollment which are time-based, progressive, achievable and quantitative.
Criteria Target: Program Enrollment Growth Goal: _____ by _____

Direct - Capstone Project - including undergraduate research - program statistics are available in attached document
Criteria Target: While we would like to increase our number of majors---there are a number of institutional obstacles to doing so--please see program review.. Our complement of three full time faculty was stretched thin for senior research supervision and advising when we were at about 90 majors--Again, the Program review as well as several previous budgetary requests in the program section of Nuventive have included a request for an additional full time faculty member and a laboratory
High Impact Program Practices 1: Undergraduate Research
High Impact Program Practices 2: Capstone Course(s), Projects

Assessment: Program Four Column

PoliSci 112618

Program (CoHB) - Political Science BA/BS

Assessment Contact: Dr. H. Russell Searight

Mission Statement: Our principal mission in the Political science program at LSSU is to help students interested in government, politics, and law prepare for successful careers and satisfying lives. We do this by providing a broad and rigorous education, by using methods that engage students and make them active learners, and by providing personal attention and support. Our innovative curriculum emphasizes the development of communication skills, analytical skills, critical thinking skills, global awareness, an appreciation of diverse perspectives, and high standards of professional conduct and performance. Our graduates embark on the next stage of their lives with high levels of poise and self-confidence. Political Science faculty also provide excellent general education and support courses, maintain active research programs, and serve the community by sharing their expertise.

Program Outcomes	Assessment Criteria & Procedures	Assessment Results	Use of Results
Critical Thinking - Students will demonstrate the ability to think critically and analytically about politics. **Goal Status:** Active **Goal Category:** Student Learning **Goal Level (Bloom/Webb):** Mid-Level (Analyzing/Applying)	**Direct - Capstone Project - including undergraduate research -** Senior Thesis **Criteria Target:** 100% of students will complete a senior thesis, which requires critical analysis of a program, policy, or issue. **High Impact Program Practices 1:** Undergraduate Research **High Impact Program Practices 2:** Writing-Intensive Course(s)	**Finding Reporting Year:** 2017-2018 **Goal met:** Yes Approval of Curriculum change all political science freshman students F18 will be enrolled in POLI 101, which is the first class in the research seminar sequence (11/20/2018)	**Use of Result:** Limited success in completion of senior papers resulted in a revision of curriculum design which was approved and implemented starting F19 (11/20/2018)
		Finding Reporting Year: 2016-2017 **Goal met:** No 2 out of 5 students (40%) completed their senior thesis. (08/22/2018)	**Use of Result:** We restructured the Political Science Program to include a Freshman, Sophomore, and Junior Seminar with the intent to better prepare seniors for their research. (08/22/2018)
		Finding Reporting Year: 2015-2016 **Goal met:** Yes 6 out of 6 students (100%) completed a senior thesis with critical analysis of a program, policy, or issue. (05/17/2016)	**Use of Result:** Monitoring of student success will continue over the next 2 years to ensure continued success or possible need for revision (11/20/2018)
Communication - Students will communicate effectively, both orally	**Direct - Presentation, Performance -** Public presentation of their senior	**Finding Reporting Year:** 2017-2018 **Goal met:** No	**Use of Result:** Limited success in

Program Outcomes	Assessment Criteria & Procedures	Assessment Results	Use of Results
and in writing, about political issues and theories. **Goal Status:** Active **Goal Category:** Student Learning **Goal Level (Bloom/Webb):** Mid-Level (Analyzing/Applying)	thesis and poster presentation of their thesis. **Criteria Target:** 100% of students will effectively present their thesis in a public presentation and in a separate poster presentation. **High Impact Program Practices 1:** Undergraduate Research **High Impact Program Practices 2:** Capstone Course(s), Projects	3 out of 4 students (75%) effectively presented their thesis in a public presentation and poster presentation (11/20/2018)	completion of presentations resulted in a revision of curriculum design which was approved and implemented starting F19 (11/20/2018) (11/20/2018)
		Finding Reporting Year: 2016-2017 **Goal met:** Yes All students were able to present their thesis in a public presentation and separate poster presentation; however, some were presenting preliminary results due to lack of time to complete analysis. (08/22/2018)	**Use of Result:** We restructured the Political Science Program to include a Freshman, Sophomore, and Junior seminar with the intent of better preparing seniors for the research and giving them adequate time to collect and analyze the data. (08/22/2017)
		Finding Reporting Year: 2015-2016 **Goal met:** Yes 6 out of 6 students (100%) presented their thesis in a public presentation and poster presentation. (05/17/2016)	
World View - Students will discuss and analyze the world and contemporary political issues from perspectives other than their own. **Goal Status:** Active **Goal Category:** Student Learning **Goal Level (Bloom/Webb):** Low-Level (Understanding/Remembering)	**Regular, recurring -** Successfully completing a political science class that emphasizes perspectives other than their own, such as POLI 334 Middle East Politics. **Criteria Target:** 90% of students will have achieved a C or higher in a political science class that emphasizes perspectives other than their own (POLI 234 Women and Politics Around the World, POLI 334 Middle East Politics, etc.) **High Impact Program Practices 1:** Not applicable to this outcome **High Impact Program Practices 2:** Diversity/Global Learning	**Finding Reporting Year:** 2017-2018 **Goal met:** Yes 4 out of 4 students (100%) achieved a C or higher in a political science class that emphasizes perspectives other than their own. (11/20/2018)	**Use of Result:** Continue to monitor (11/20/2018)
		Finding Reporting Year: 2016-2017 **Goal met:** Yes 5 out of 5 students (100%) achieved a C or higher in a Political Science class that emphasized a perspective other than their own. (08/22/2018)	**Use of Result:** Continue to encourage students to take classes that emphasize a perspective other than their own. (08/22/2018)
		Finding Reporting Year: 2015-2016 **Goal met:** No 5 out of 6 students (83%) received a C or higher in a political science class that emphasized a perspective other than their own. (05/17/2016)	**Use of Result:** Allow fewer substitutions for classes that emphasize perspectives other than their own. (05/17/2016)
Think globally - Students will demonstrate the ability to think globally.	**Other Findings**	**Finding Reporting Year:** 2016-2017 **Goal met:** Yes	

Program Outcomes	Assessment Criteria & Procedures	Assessment Results	Use of Results
Goal Status: Active **Goal Category:** Student Learning **Goal Level (Bloom/Webb):** Mid-Level (Analyzing/Applying)	**Other Findings**	5 out of 5 students (100%) achieved a C or higher in an international relations or comparative politics course. (08/22/2018)	
	Regular, recurring - Successfully completing at least 2 comparative politics or international relations classes. **Criteria Target:** 90% of students receive a "C" or higher in at least 2 comparative politics or international relations classes. **High Impact Program Practices 1:** Not applicable to this outcome **High Impact Program Practices 2:** Diversity/Global Learning	**Finding Reporting Year:** 2017-2018 **Goal met:** No 3 out of 4 (75%) students received a C or higher in at least 2 comparative politics or international relations classes. (11/20/2018)	**Use of Result:** We will encourage students to take these classes earlier in their career. The one student who did not meet the goal was taking the courses their senior year while focusing on their senior thesis. (11/20/2018)
		Finding Reporting Year: 2015-2016 **Goal met:** No 5 out of the 6 students (83%) received a "C" or higher in at least 2 comparative politics or international relations classes. (05/17/2016)	**Use of Result:** Reduce number of substitutions for comparative politics and international relations classes. (05/17/2016)
Analysis - Students will analyze domestic and international political events and behaviors through the use of political theories and concepts. **Goal Status:** Active **Goal Level (Bloom/Webb):** Mid-Level (Analyzing/Applying)	**Other Findings**	**Finding Reporting Year:** 2016-2017 **Goal met:** No Only 2 out of 5 students (40%) were able to complete their senior thesis, which included analysis of domestic or international political events and behaviors through the use of political theories and concepts. (08/22/2018)	**Use of Result:** We restructured the Political Science Program to include a Freshman, Sophomore, and Junior seminar with the intent of better preparing seniors for the research. (08/22/2017)
	Direct - Capstone Project - including undergraduate research - This will be demonstrated through the senior thesis. **Criteria Target:** 100% will complete a senior thesis. **High Impact Program Practices 1:** Undergraduate Research **High Impact Program Practices 2:** Writing-Intensive Course(s)	**Finding Reporting Year:** 2017-2018 **Goal met:** No 3 out of 4 (75%) of students completed their senior thesis. (11/20/2018)	**Use of Result:** Limited success in completion of senior theses resulted in a revision of curriculum design which was approved and implemented starting F19 (11/20/2018). (11/20/2018)
Pre-law - Students will be able to discuss pertinent legal issues, laws, and court decisions impacting government, business, and society and impacting students their	**Other Findings**	**Finding Reporting Year:** 2016-2017 **Goal met:** Yes 2 out of 2 students with a pre-law concentration were able to complete a senior thesis that discussed legal issues. (08/22/2018)	

Program Outcomes	Assessment Criteria & Procedures	Assessment Results	Use of Results
professional and personal lives. **Goal Status:** Inactive **Goal Level (Bloom/Webb):** Mid-Level (Analyzing/Applying)	**Direct - Capstone Project - including undergraduate research -** Senior thesis. **Criteria Target:** 100% of students will complete a senior thesis. **High Impact Program Practices 1:** Undergraduate Research **High Impact Program Practices 2:** Writing-Intensive Course(s)	**Finding Reporting Year:** 2017-2018 **Goal met:** Yes 1 out 1 student (100%) in the Pre-law concentration completed a senior thesis. (11/20/2018)	**Use of Result:** Continue to monitor. (11/20/2018)
Public Administration - Students will be able to analyze public policy and program development. **Goal Status:** Inactive **Goal Level (Bloom/Webb):** Mid-Level (Analyzing/Applying)	**Direct - Capstone Project - including undergraduate research -** Senior thesis or project **Criteria Target:** 100% of students will complete a senior thesis which analyzes public policy or conduct a senior project in the community which focuses on program development. **High Impact Program Practices 1:** Capstone Course(s), Projects	**Finding Reporting Year:** 2017-2018 **Goal met:** Yes 1 out of 1 student (100%) was able to complete their senior thesis. (11/20/2018)	**Use of Result:** Continue to monitor. (11/20/2018)
International and Comparative Politics - Students will be able to apply international relations and comparative politics theories to other countries political systems and behaviors. **Goal Status:** Inactive **Goal Level (Bloom/Webb):** Mid-Level (Analyzing/Applying)			
Program Review - The Program provides evidence in support of Program Review in accordance with the Higher Learning Commission Criteria for Accreditation (4.A. The institution demonstrates responsibility for the quality of its educational programs. 1. The	**Indirect - Report/Audit - Internal -** The Program conducts evidence-supported regular program review. The Program addresses the key components of the , incorporates feedback from assessment activities, and documents the impact of assessment findings and subsequent	**Finding Reporting Year:** 2017-2018 **Goal met:** Yes Curriculum was redesigned to support University SLO. changes Implemented Fall 19 (11/26/2018)	

Program Outcomes	Assessment Criteria & Procedures	Assessment Results	Use of Results
institution maintains a practice of regular program reviews.) **Goal Status:** Active **Goal Category:** Periodic Program Review **Start Date:** 05/02/2016 **Assessment Year:** AY16-17	actions on student learning. **Criteria Target:** The Program Review will address the following criteria: 1. Contribution to LSSU Mission/Vision 2. Metrics of Productivity 3. Internal and External Program Demand 4. Program Quality 5. Program Assessment 6. Opportunity Analysis **Schedule/Notes:** Attached program report May 2016 **Related Documents:** Political Science Program Review.docx		
2.1 Program Enrollment - Strategy 2.1 The Program establishes realistic goals for program enrollment that are optimistic, realistic, achievable. **Goal Status:** Active **Goal Category:** Enrollment	**Regular, recurring -** The program sets goals for program enrollment which are time-based, progressive, achievable and quantitative. **Criteria Target:** Program Enrollment Growth Goal: _____45_____ by ___2020_____ **Schedule/Notes:** Curriculum revision and collaborative activities with both History and Education.		

The Influence of Art-Making on Negative Mood States in University Students Cite This Article

3 authors, including:

Russell Searight
Lake Superior State University
152 PUBLICATIONS   **1,610** CITATIONS

SEE PROFILE

Kristina Olson-Pupek
Lake Superior State University
23 PUBLICATIONS   **198** CITATIONS

SEE PROFILE

Some of the authors of this publication are also working on these related projects:

textbook--Health and Behavior: A Multisystems Approach View project

Water Taste View project

The Influence of Art-Making on Negative Mood States in University Students

Crystal R. Drake, H. Russell Searight[*], Kristina Olson-Pupek

Lake Superior State University
*Corresponding author: hsearight@lssu.edu

Abstract This study examined the influence of art-making in a sample of 44 undergraduate students. Participants were randomly assigned to a control group or one of three art-making groups. Students in all groups completed the State-Trait Anxiety Inventory and the Mini-POMS prior to and after a twenty minute participation in one of the four groups. Individuals in the art-making groups were randomly assigned to participate in coloring a pre-drawn mandala, a pre-drawn plaid design, or coloring free form on blank paper. There were significant reductions in negative mood states within each group, but there were no differences between the activities. In all of the groups, state anxiety declined significantly from pre- to post-test (p<.05). Participants in the plaid condition also exhibited significant reductions in depression (p<.03) and tension (p<.005). The findings suggest that coloring pre-drawn patterns may be useful as a stress reduction technique for university students.

Cite This Article: Crystal R. Drake, H. Russell Searight, and Kristina Olson-Pupek, "The Influence of Art-Making on Negative Mood States in University Students." *American Journal of Applied Psychology*, vol. 2, no. 3 (2014): 69-72. doi: 10.12691/ajap-2-3-3.

1. Introduction

Many college students experience multiple combinations of stressors such as (and not limited to) grades, social lives, finances and being away from home for the first time. It has been shown that there is a significant reduction in grade point averages (GPAs) of students who are suffering from higher levels of anxiety and stress (Chappell, Blanding, Silverstein, Takahashi, M., Newman, Gubi, & McCann, 2005). Other studies have found a that university students report poorer sleep quality as well as higher levels of depression, and loneliness (Zawadki, Graham, &Gerin, 2013). Finding constructive ways to reduce the levels of stress and anxiety can help to improve the students' overall health, quality of education, and provide them with the coping skills necessary to reduce these factors when they are encountered later in life.

Creative activities have the potential to reduce emotional distress (Grossman, 1981). While art making activities have purportedly been useful in anxiety reduction (Grossman, 1981), this technique has not been well-studied. Expressive activities have been found to be useful in reducing anxiety and anger among women with Stage I and II beast cancer. (Puig, Lee, Goodman, &Sharad, 2006) and was associated with reduced stress and increased positive emotion among caregivers of patients with cancer Studies with non-clinical populations also support the value of art making activities in reducing emotional tension (Chambala, 2008; Sandmire, Gorham, Rankin, and Grimm Walsh, Chang & Schmidt, 2005). (2012)

A recent study of the effects of art making among college students allowed participants to choose between five types of art activities: 1. Coloring a mandala, 2. drawing a still life; 3. Collage making, 4. Free form painting and 5. Clay. Those choosing an art activity were compared with a control group that did not engage in art making. Both groups (all of the participants choosing any of the art making activities were collapsed into one group) were administered the State-Trait Anxiety Scale (Spielerger, Gorsuch, &Luchene, 1970) before and after a 30 minute period., Compared with the controls, the art-making group exhibited significant declines in both state (current, situational) and trait (a stable predisposition) anxiety.

While art-making appears to have some beneficial effects on anxiety, other investigators, influenced by Jungian art therapy, have raised the possibility that specific forms of art may have greater benefit for reducing unpleasant mood states. Mandalay is a type of symbol typically composed of a circle within a square and a center point within the circle upon which the rest of the pattern may appear to converge. While a spiritual symbol in Hinduism and Buddhism, mandalas are often associated with personality theorist and psychotherapist, Carl Jung who saw these symbols as representing an integration of opposing parts of the personality (Jung, 1961). In the West, meditating upon mandalas may be seen as a way to stabilize and reorganize cognitive –affective experience. It has been suggested that coloring the complex mandala is associated with inducing a meditative-like state (Clarke,

1994). By coloring the symmetrical and repetitive patterns in its circular shape, the individual focuses on the mandala, briefly detaching them from their negative thoughts and emotions (Curry and Kasser, 2005).

While mandalas have been given considerable attention among Jungians and therapists integrating Eastern concepts into Western psychotherapy, actual research on the association between mandalas and emotional well-being is limited. As noted earlier, art making activities appear to have been associated with reduced emotional distress –at least in the short-term.. However, the issue of whether art activities involving mandalas have additional benefit has beam examined in only two small studies. Curry and Kasser (2005) use an anxiety induction procedure in which they told participants to write about the last time they were frightened and immediately afterward, completed the State portion of the State -Trait Anxiety Scale. Participants were then assigned to one of three conditions --coloring a mandala, coloring a plaid design, and free-from coloring. After 20 minutes of one of these activities they found that those coloring the mandala or the plaid pattern reported greater reductions in anxiety compared with the free form drawing condition.

Replicating the study done by Curry and Kasser (2005), Van der Vennet and Serice (2012) also found that coloring a pre-drawn mandala as opposed to coloring a free form design on blank paper results in significantly lower levels of anxiety in college students. However, these investigators found that here was significantly greater reduction in anxiety associated with drawing the mandala compared with the plaid design.

Given the limited number of studies and the somewhat different findings in the two studies directly comparing the mandala versus the plaid design, the current study was intended as a replication with two differences. In addition to assessing state anxiety, pre=post assessment were also conducted for two other mood states—tension and depression. In addition, there was no deliberate anxiety induction before the participants engaged in art making activity. In the current study, participants were assigned one of three conditions of coloring pre-drawn mandalas, plaid designs, or coloring free form on blank paper. Prior to and upon completion of the art-making activity, participants completed the State section of the State Trait Anxiety Inventory.

2. Methods

2.1. Participants

Participants for this study were 44 (8 male and 36 female) undergraduate students ages 18 and older, attending a university in the Midwestern United States. Participants were recruited from classes at the university. A recent report of the demographics of the university indicated the following: By gender 52% female; By race/ethnicity: White 80%; Native American 2%; 8%; Hispanic 2%; African-American, 1.6%; Asian <1%.

2.2. Instruments

The State Trait Anxiety Inventory (STAI) is a reliable, valid measure for measuring both temporary state anxiety, and longer lasting trait anxiety. It measures feelings of apprehension, tension, nervousness, and worry by asking participants 20 questions about how they feel "right now, at this moment," and how they feel "generally." Higher scores on the STAI are a reflection of psychological stress, while lower scores generally reflect relaxation. Normative groups for the STAI are high school and college students between the ages of 19 and 39 years, as well as adults between the ages of 40 and 69 years. The STAI has been found to be a very reliable and valid measure, and is widely used in assessing emotional states (Spielberger, 1983).

The Mini Profile of Mood States (Mini-POMS) is a shortened version of the Profile of Mood States (POMS). A 5-point Likert scale ranging from "Not at all" to "Extremely" is used to assess an individual's mood. The Mini-POMS consists of 30 words that describe current emotional states, participants evaluate e on how they feel at that moment. Examples of feelings on the Mini-POMS are "anxious," "energetic," "tense," and "angry." The Mini-POMS has been tested on college students and was found to be both valid and reliable (Guadagnoli& Mor, 1989).

2.3. Procedure

Data was collected from students in a setting designed to promote completion of the art making activities. Students were participating in this study on an individual level, and were randomly assigned to either one of three art-making groups. Particpants were asked to complete the State Trait Anxiety Inventory (STAI) and the Mini Profile of Mood States (Mini-POMS). attwo specific times throughout the procedure: Time 1 (T_1) to assess a baseline measure of stress, anxiety and mood responsivity; at Time 2 (T_2) following completion of the art making exercises

Participants were assigned to coloring either the pre-drawn mandala the pre-drawn plaid design or a blank piece of paper. All participants were instructed to color the paper to which they had been assigned for 20 minutes using the 10 different colored pencils that were provided. After completing the 20-minute coloring activity, the participants completed the measures again.

3. Results

A One-Way ANOVA indicated that there were no significant differences in reduction of anxiety, tension or depression between the three art-making groups, A paired-samples *t* test was conducted to determine if there was a significant reduction in anxiety, tension, and depression within each group before and after the art-making activity (Table 1, Table 2, and Table 3.) The results for the plaid art-making condition indicated a significantly lower level of state anxiety following the art-making activity $t(15) = 3.61$, $p =$. 003. The results for the plaid art-making condition also showed significantly lower levels of tension, and depression after task completion(see Table 2). The results indicated that the mean state anxiety for the mandala condition (see Table 1) following the art-making activity was significantly lower than the state anxiety prior to the art-making activity, $t(10) = 2.93$, $p =$. 015. The state anxiety for the blank paper condition (see Table 3) was also significantly lower following the art-making activity t (6) = 2.72, p =. 035.

Table 1. Pre and Post Test Scores for the Mandala Condition (N=11)

Subtest	Pretest		Post-Test			
	M	SD	M	SD	t-value	p-value
State Anx	39.27	12.67	31.55	7.49	2.928	0.015*
POMS-Dep	4.00	4.69	1.64	3.35	1.887	0.088
POMS-Ten	6.00	5.85	3.27	3.19	1.902	0.086

Table 2. Pre and Post Test Scores for the Plaid Condition(N=16)

Subtest	Pretest		Post-Test			
	M	SD	M	SD	t-value	p-value
State Anx	39.69	9.68	32.44	8.98	3.612	0.003*
POMS-Dep	3.00	3.79	1.50	3.22	2.449	0.027*
POMS-Ten	5.63	4.83	2.56	3.95	3.298	0.005*

Table 3. Pre and Post Test Scores for the Blank Paper Condition (N=7)

Subtest	Pretest		Post-Test			
	M	SD	M	SD	t-value	p-value
State Anx	42.14	8.09	36.71	11.24	2.716	0.035*
POMS-Dep	3.42	4.28	4.86	7.49	-1.160	0.290
POMS-Ten	5.71	3.81	3.71	4.68	1.620	0.156

4. Discussion

There were no significant differences between the three art-making activities in terms of the magnitude of reductions in aversive mood states. However, within each of the art-making groups, there was a significant reduction in state anxiety for pre- to post-testing. Participants in the 20 minute unstructured drawing condition did exhibit a significant reduction in state anxiety from pre- to post- test although no significant reductions in tension or depression. However, contrary to expectations based on previous research, the plaid condition exhibited significant reductions in all three measures of negative mood states while the mandala condition only demonstrated a significant reception in state anxiety.

When taken together, the overall pattern of findings does lend support to the therapeutic value of art-making—even when carried out for a relatively brief period of time. Similar to Curry and Kasser (2005), we found that the plaid drawing condition was associated with a reduction in state anxiety that did not differ significantly from the mandala group. The findings do not support the view that coloring mandalas has a unique and more powerful anxiety reducing effect than coloring other figures.. While only true of the plaid pattern in the current study, but consistent with interpretations offered by Curry and Kasser (2005) that the availability of a structured stimulus for drawing does appear to have more pervasive benefit for negative mood states..

The possible reasons for the greater effect of the plaid condition are not entirely clear it is possible that a significant proportion of the participants had never seen a mandala before. Because of the complexity of interior pattern of the mandala used in the current study, it is possible that while providing some structure the plaid condition provided a more familiar pattern of organization., Contrary to the findings of Curry and Kasser (2005), there was a significant reduction in state anxiety associated with when coloring the blank paper. It is possible that for the mandala naïve participants, the mandala's complexity had a similar cognitive- emotional effect as the free form condition. The finding of reductions in state anxiety and not for the other two mood measures provides some limited support for this hypothesis.

It has been estimated that 25-30% of college students experience test anxiety to an extent that it functionally interferes with their lives (Brown, Forman, Herbert, Hoffman,, Yuen, &Goetter, 2011). High levels of test anxiety have been associated with a reduced likelihood of college graduation (Culler &Holahan, 1980). A brief, low cost intervention such as art-making may be a practical strategy for reducing debilitating levels of test anxiety. To date, however, this application has not been well studied.\

The current study had several limitations including a small sample size. In addition, in contrast to previous studies, the participants were not subjected to an anxiety induction procedure immediately before the art-making activity; a practical question to be addressed in future research is the duration of the anxiety reduction effect. Furthermore, it is not known whether the reduced level of anxiety associated with art making is, in the absence of an external threat, maintained for extended periods of time. In addition, for drawing tasks to be used as a consistent anxiety reduction technique, it would be necessary to determine if some type of tolerance or habituation to its anxiety reducing effect so that it becomes less effective with practice.
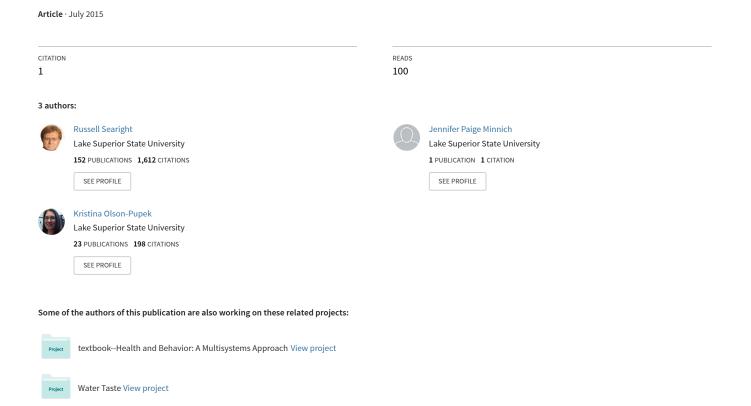
References

[1] Bonaccio, S., Reeve, C. L., &Winford, E. C. (2012). Test anxiety on cognitive ability tests can result in differential predictive validity of academic performance. *Personality and Individual Differences,* 52 (4), 497-502.

[2] Brown, L. A., Forman, E. M., Herbert, J. D., Hoffman, K. L., Yuen, E. K., &Goetter, E. M. (2011). A randomized controlled trial of acceptance-based behavior therapy and cognitive therapy for test anxiety: A pilot study. *Behavior Modification*, 35 (1), 31-53.

[3] Chambala, A. (2008). Anxiety and art therapy. *Art Therapy*, 25 (4), 187-189.

[4] Chapell, M. S., Blanding, Z. B., Silverstein, M. E., Takahashi, M., Newman, B., Gubi, A., & McCann, N. (2005). Test anxiety and academic performance in undergraduate and graduate students. *Journal of Educational Psychology*, 97 (2), 268-274.

[5] Clarke, J.J. (1994). *Jung and eastern thought: A dialogue with the orient*. New York: Routledge.

[6] Culler, R. E. &Holahan, C. J. (1980). Text anxiety and academic performance: The effects of study-related behaviors. *Journal of Educational Psychology*, 72, 16-20.

[7] Curry, N. A., &Kasser, T. (2005). Can coloring mandalas reduce anxiety? *Art Therapy, 22* (2), 81-85.

[8] Grossman, F. G. (1981). Creativity as a means of coping with anxiety. *Arts in Psychotherapy, 8* (3/4), 185-192.

[9] Jung, C.G. (1965). *Memories, dreams, reflections*. New York: Vintage Books.

[10] Mander, G., &Sarason, S. B. (1952).A study of anxiety and learning. *Journal of Abnormal and Social Psychology*, *47*, 166-173.

[11] McNair, D.M., Lorr, M., &Droppleman, L. F. (1992). *POMS manual* (3rded.). San Diego: EdITS/Educational and Industrial Testing Service.

[12] Puig A., Lee S. M., Goodwin L. K., Sherrard P. (2006). The efficacy of creative arts therapies to enhance emotional expression, spirituality, and psychological well-being of newly diagnosed Stage I and Stage II breast cancer patients: A preliminary study. *The Arts in Psychotherapy,* 33: 218-228.

[13] Sandmire, D. A., Gorham, S. R., Rankin, N. E., & Grimm, D. R. (2012). The influence of art making on anxiety: A pilot study. *Art Therapy, 29* (2), 68-73.

[14] Spielberger, C. D. (1983). *State-Trait Anxiety Inventory*. Menlo Park, CA: Consulting Psychologists Press.

[15] Tluczek, A., Henriques, J. B., & Brown, R. L. (2009). Support for the reliability and validity of a six-item state anxiety scale derived from the state-trait anxiety inventory. *Journal of Nursing Measurement, 17* (1), 19-28.

[16] Walsh, S. M., Chang, C. Y., Schmidt, L. A., &Yoepp, J. H. (2005).Lowering stress while teaching research: A creative arts intervention in the classroom. *Journal of Nursing Education*, *44* (7), 330-33

[17] Walsh. S. M., Martin, S. C., & Schmidt, L. A. (2004). Testing the efficacy of a creative-arts intervention in family caregivers of patients with cancer. *Journal of Nursing Scholarship*, *36*, 214-219.

[18] Van Der Vennet, R. &Serice, S. (2012). Can coloring mandalas reduce anxiety? A replication study. *Art Therapy, 29* (2), 87-92.

[19] Zawadzki, M. J., Graham, J. E., &Gerin, W. (2013). Rumination and anxiety mediate the effect of loneliness on depressed mood and sleep quality in college students. *Health Psychology, 32* (2), 212-222.

ResearchGate

ELECTRONIC VERSUS PRINTED TEXTBOOKS FOR UNIVERSITY STUDENTS: IMPACT ON COMPREHENSION AND MOOD

Article · July 2015

3 authors:

Russell Searight
Lake Superior State University
152 PUBLICATIONS   **1,612** CITATIONS

SEE PROFILE

Jennifer Paige Minnich
Lake Superior State University
1 PUBLICATION   **1** CITATION

SEE PROFILE

Kristina Olson-Pupek
Lake Superior State University
23 PUBLICATIONS   **198** CITATIONS

SEE PROFILE

Some of the authors of this publication are also working on these related projects:

Project   textbook--Health and Behavior: A Multisystems Approach View project

Project   Water Taste View project

IROSSS
Advancing Sciences and Social Sciences for Mankind

International Journal of Advancement in Education and Social Sciences

ELECTRONIC VERSUS PRINTED TEXTBOOKS FOR UNIVERSITY STUDENTS: IMPACT ON COMPREHENSION AND MOOD

Jennifer Minnich[I] , H. Russell Searight[II] , Kristina Olson-Pupek[III]*

Lake Superior State University, USA ([I]jminnich@lssu.edu, [II]hsearight@lssu.edu, [II]kolsonpupek@lssu.edu)*

ABSTRACT: In the past five years, textbook publishers have increasingly moved towards an electronic format for college texts. While comparative research is limited, there have been suggestions that reading material in an electronic format is associated with greater fatigue and increased aversive mood compared with traditional printed books. The current study compared reading comprehension and mood changes between printed and electronic versions of the same material selected from a college textbook. Participants were 25 university students randomly assigned to read the same material from a traditional printed book or an e-textbook. Reading comprehension was assessed with a quiz on the text content while changes in mood were assessed with the short form of the Profile of Mood States (Mini POMS). The results indicated there was no significant difference in comprehension or mood based on the textbook condition. However, participants indicated a strong preference for printed texts. While requiring replication, the findings of this study suggest that reading from electronic or traditional texts does not differentially impact comprehension or mood.

KEYWORDS: Pedagogy, Instructional Technology, Reading Comprehension

----

1. INTRODUCTION AND BACKGROUND: In the past decade, the price of college textbooks has increased by over 80%. A less expensive option has been the availability of e-textbooks which can be rented or purchased as Bidwell (1) has noted. The trend towards electronic textbooks is likely to continue with some publishers offering only e-textbooks instead of an option of printed versus electronic texts. E-textbooks also offer unique advantages to college students such as easy portability, keyword searching, and reduced prices. While young adults have indicated comfort with e-book technology, many university students still prefer print versions (2). Given current trends, students who do not wish to use an e-textbook may find themselves with limited options.

While it has been assumed that e-books offer significant benefits, research on fundamental issues such as reading comprehension has been limited. Anecdotal information suggests that compared with traditional texts, reading an e-book may be associated with greater fatigue and a higher level of frustration and aversive emotion. An underlying factor accounting for these possible differences may be the novelty and minimal experience with using e-books for academic work. While not directly addressing text format, a recent study by Bohn-Gettler and Rapp (3) examined the impact of mood on reading. comprehension. Through a mood stimulation procedure, a sad, happy, or neutral mood was deliberately induced before participants read a selected passage. Results indicated that participants with an induced positive mood state recalled more of the important text details and engaged in more in-text inferences than the neutral or sad mood group. The study's findings suggest that a reading format that induces more negative affect may contribute to poorer comprehension.

University students' proficiency and comfort with technology does not appear, as of yet, to include a preference for electronic texts. Even when an electronic version of a textbook was available for no cost, a majority of university students indicated that they were willing to pay a fee for a printed text (4). In Robinson's (4) study, only about half of the students accessed the free e-text. Self-reported study time was slightly greater with paper compared with electronic texts (5).

It is possible that more experience with e-books leads to greater acceptance and use. While students still preferred printed to electronic texts, prior experience with e-texts was associated with a slightly greater preference for the electronic versus printed format (6). Besides prior exposure to the electronic format, there are suggestions that the physical demands of electronic texts may be greater than for print. Pölönen, Järvenpää, and Häkkinen (7) found that e-reading devices were

associated with eye strain after 20 minutes of use as well as a tendency to provoke motion sickness. While reading speed has been found to be slower with computer screens versus paper, greater experience with the electronic format may reduce this disparity.

At present, studies of reading comprehension with e-books have been limited and inconclusive. While Mayes, Sims and Koonce (8) found that when compared with a traditional printed text, reading from an e-text was associated with poorer comprehension, other researchers such as Noyes & Garland (9) found no differences between the two formats on post-tests of reading comprehension.

The current study compared comprehension scores obtained when reading from a traditional hardcover book versus an electronic text covering the same content. Because of the possibility that textbook format may interact with mood states and experience of fatigue, a standardized measure of these dimensions, the short version of the Profile of Mood States (10) (Mini POMS) was administered immediately before and after the reading period. Finally, the university students who served as participants were asked about their preferences for electronic versus printed textbooks.

2. METHODS:

2.1 PARTICIPANTS: Participants for this study were 25 (17 female and 8 male) undergraduate students aged years 18 and older, attending a small university in the Midwestern United States. Participants were recruited from classes at the university

2.2 MATERIALS AND MEASURES: The Mini Profile of Mood States (Mini POMS) adapted from the Profile of Mood States (10) is a valid and reliable instrument for assessing short term mood states.   Terms reflecting current affect ("tense," "sad, " "cheerful") and energy level ("worn out," "energetic") are rated on a 5- point Likert scale with 1 representing not at all to 5 representing extremely. The Mini POMS , a 37 item, 6 subscale self-report measure is a briefer version of the Profile of Mood States and designed to assess non-clinical short-term mood states. Subscales include: Tension, Anger, Fatigue, Depression, Confusion and Vigor. McNair and colleagues (10) reported reliability coefficients ranging from .76 to .95.

An undergraduate forensic psychology text, Costanzo & Kraus (11) was presented in both traditional textbook and electronic formats. A section from the book's introductory chapter, covering the differences between law and psychology, basic legal terminology, and a brief history of forensic psychology was selected. Since the University does not currently offer a course in this area, it is highly unlikely that participants had been previously exposed to the reading material.

A short quiz was developed based upon the content of the assigned reading. The questions were developed to assess the participant's knowledge of the text's concepts and vocabulary. Examples of questions similar to those used in this study include true and false ("Law is objective while Psychology is more subjective"), multiple choice ("A social psychologist doing research in the legal system would most likely study: a. antisocial personality; b. the biological basis of criminal behavior; c. jury deliberation processes; d. treatment approaches to juvenile delinquency"), and short answer/fill in the blank ("A current controversy in forensic psychology is_____") items. An IPAD with a screen size of 9.5" by 7.31" was utilized for the electronic reading condition.

2.3 PROCEDURE: Each participant was randomly assigned to either the electronic or the printed reading condition. Participants completed the study procedure in small groups ranging from one to three individuals. Participants began by answering two demographic questionnaires then proceeded to complete the pre Mini POMS . Participants then read a ten page section of the textbook . After completing the reading activity, they answered the post Mini POMS and the comprehension quiz.

3. RESULTS: An analysis of variance (ANOVA) indicated no significant differences in the reading comprehension test scores between electronic and printed textbooks. A repeated measures MANOVA indicated no significant pre and post reading differences in mini POMS scores between the two conditions.(See Table 1)

To determine the magnitude of the effects of reading in either format on mood and perceived energy level, the samples were combined. The paired samples t-test indicated a significant reduction of the POMS sub-scales of Anger: $t(23) = 4.14$, p < .001; Vigor: $t (23) = 3.26$, p <.003. The paired samples t-test also indicated a trend in the POMS sub-scale of fatigue: $t(23) = 1.88$ and, p <.072

4. CONCLUSION: The current study did not find significant differences in reading comprehension scores between printed and electronic texts. The results of the current study are similar to the findings of Noyes and Garland (9) and Robinson (4) in which no significant differences in comprehension were found between computer- based and printed texts. While reading the ten page passage was associated with a significant decline in self-reported anger and vigor, this pattern was found for both formats. Contrary to expectations based on anecdotal reports, self-reported anger declined

during the approximate 30 minute reading period. The participants may have had mood changes similar to time spent in leisure reading and thus experienced a calming effect. While self-reported energy levels declined, this effect was not specific to the electronic or written text conditions.

Recent versions of e-textbooks for college students have included a number of enhancements. These added features include hyperlinks, embedded videos, and interactive self-quizzing over textbook content. While it appears that publishers believe that these added features will enhance learning, this basic assumption has not been subjected to thorough empirical testing. In a study involving children, Wright, Fumet, and Capuata (12) examined the benefits and utilization of e-book enhancements and their impact on comprehension.   The added features included hyperlinks, definitions and a linked thesaurus. While there was evidence that children did use these additional pedagogical resources, these enhancements were not associated with increased comprehension of the reading material.

Because the young adult demographic sector is well versed in online technology, we expected a strong interest in e-books among this traditionally aged sample of emerging adult college students(2). However, 24 of the 25 participants (96%) indicated that if cost were not a factor,   they preferred printed text over an electronic book. Other surveys of college students found a similar pattern, which was not significantly influenced by gender, computer use or comfort with computers (2).

While requiring replication, the findings of this study suggest that while university students may have a preference for printed versus electronic textbooks, these formats do not appear to differentially impact comprehension or mood. Despite the apparent equivalence of these two formats on comprehension, mood and perceived effort, the portability and cost advantages of e-texts do not appear, at least currently, to outweigh the familiarity and comfort of traditional printed books. Future research on the reasons underlying textbook preferences as well as variations on e-books that might impact attitudes and comprehension would be of value.

Sub Test	Printed Book				Electronic Book			
	Pre-test		Post-test		Pre-test		Post-Test	
	M	SD	M	SD	M	SD	M	SD
POMS-Tension	7.45	6.07	7.36	4.94	6.76	6.07	5.38	3.73
POMS-Depression	3.63	2.8	3.36	3.07	3.60	2.8	2.76	3.44
POMS-Anger	7.09	5.87	5.63	5.92	4.07	5.87	2.23	1.64
POMS-Fatigue	7.09	5.16	7.00	4.53	6.84	5.16	5.15	3.5
POMS-Confusion	4.81	3.06	5.09	3.01	5.23	3.06	3.46	4.07
POMS-Vigor	12.9	3.14	9.9	6	11.84	3.14	9.23	5.43
POMS- TMD	16.63	21.25	18.36	21.18	14.46	21.25	11.07	16.37

Table I. Pre and Post Test Scores for Printed Book Condition (N=12) and Electronic Book Condition (N=13)

*TMD=Total Mood Disturbance

REFERENCES

1. Bidwell, A. 2014, *High textbook prices have college students struggling*. Accessed October 13, 2014, from http://www.usnews.com/news/articles/2014/01/28/report-high-textbook-prices-have-college-students-struggling
2. Woody, W. D., Daniel, D. B., & Baker, B. A., 2010, *E-books or textbooks: students prefer textbooks.* Computers and Education, Vol. 55. pp. 945-948 (*doi:10.1016/j.compedu.2010.04.0)*
3. Bohn-Gettler, C. M., & Rapp, D. N., 2011, *Depending on My Mood: Mood-Driven Influences on Text Comprehension.* Journal of Educational Psychology. Advance online publication. doi: 10.1037/a002345

4. Robinson, S. 2011. *Student use of an online textboook.* Academy of Educational Leadership Journal, Vol. 15 (3), pp. 1-
5. Shepperd, J.A., , Grace, J. & Kock, E. J. , 2008, Evaluating *the electronic textbook: Is it time to dispense with the paper text?* Teaching of Psychology, Vol. 35: pp. 2 - 5
6. Ismail, R & Zainab, A. N., 2005, *The pattern of e-book use amongst undergraduates in Malaysia: A case of to know is to use.* Malaysian Journal of Library & Information Science, Vol. 10, pp.,1-23
7. Pölönen, M., Järvenpää, T., & Häkkinen, J., 2012, *Reading e-books on a near-to-eye display: Comparison between a small-sized multimedia display and a hard copy.* Displays*,* vol. 33, pp. 157-167.
8. Mayes, D. K., V. K. Sims & J. M. Koonce., 2001, *Comprehension and workload differences for VDT and paper based reading.* International Journal of Industrial Ergonomics, *vol. 8, pp. 367-87.*
9. Noyes, J., & Garland, K., 2008, *Computer- vs. paper-based tasks: Are they equivalent?* Ergonomics*,* Vol. *5,* pp. 1352-1275.
10. McNair D. M., Lorr M, Droppleman L. F., 1992, Manual for the Profile of Mood States.
    San Diego, CA: EdITS/Educational and Industrial Testing Service
11. Costanzo, M., & Krauss, D., 2012, *Psychology and law: A cautious alliance.* In Forensic and legal psychology: Psychological science applied to law (1st ed., pp. 1-26). New York, NY: Worth
12. Wright, S., Fugett, A., & Capuata, F., 2013, *Using E-readers and internet resources to support comprehension.* Educational Technology & Society, vol. 16, pp. 367-37

The Use of Feature Film to Teach Medical Ethics: Overview and Assessment

H. Russell Searight [*1], Sydney Allmayer [2]

Department of Psychology; Lake Superior State University
650 W. Easterday Ave.; Sault Sainte Marie, MI 49783 USA

[1]hsearight@lssu.edu; [2]sallmayer@lssu.edu

Abstract

This paper describes a newly developed undergraduate university course¸ "Medical Ethics and Film." During the semester, students viewed a series of feature films portraying dilemmas in bioethics. Prior to the films, a series of brief lectures, covering ethical theories influencing health care, was presented. In subsequent classes, immediately before the screening, students received a brief lecture on ethical dimensions of that week's film. The instructor found that it was helpful to provide a structured framework to assist students in appreciating that different stakeholders in medical dilemmas could be behaving acted ethically depending upon the specific theory and principles employed. Quantitative course evaluation, using the California Critical Thinking Disposition Test (CCTDI), indicated a statistically significant increase on the Maturity of Judgment subscale. Qualitative comments about the course were positive. Film seems to be a useful modality to introduce students to ethical theories and their application.

Keywords

Undergraduate Education; Medical Ethics; Pedagogy and Film

Introduction

The use of feature film in graduate and medical education has become increasingly popular. The term "Cinmeducation" was originally coined by Alexander, Hall, and Pettice (1994) to describe the use of film to teach psychosocial aspects of medicine. There is a growing literature, including books with films matched to instructional topics, for classroom use. While clips or brief segments of popular films have often been used to illustrate clinical conditions, viewing movies in their entirety for pedagogical purposes is less common.

Since the initial description of Cinemeducation (Alexander, Hall, & Pettice, 1994), pedagogical use of film has been employed for both clinical and non-clinical topics. For example, with the growing emphasis on professionalism in medical education, feature films are used to help students consider the desired characteristics of physicians. Lumlertgul et. al.

(2009) used five films with physicians as a central character to stimulate critical thinking and moral reasoning among second year medical students. Films included *Patch Adams, Awakenings, Lorenzo's Oil, The Death of Mr.Lazarescu*, and two episodes of the television series *ER*. In addition to acquiring a clearer, more complex appreciation of professionalism in medicine, students indicated that completing the course helped them better understand the impact of illness on patients and their families as well as inevitable conflicts between physician self-interest and patient well-being that they would likely encounter as health care professionals (Lumlertugul, Kijpaisalrata, Pityaratstian, & Wangsaturaka, 2009).

The use of feature films appears to be a particularly engaging modality for teaching ethics to future health care professionals (Colt, Quadrelli, & Friedman, 2011). Proponents of this approach emphasize the vividness and ability to elicit emotion that make film helpful in preparation for ethical dilemmas commonly arising in patient care (Akram, O'Brien,O'Neill, & Latham, 2009; DiBartolo & Seldomridge, 2009). In advocating cineeducation for topics in medical ethics, Arawi (2010) asserted that traditional, written case vignettes "..objectify patients and render them soulless" (p. 20). While written case vignettes are commonly used in lectures and textbooks to highlight ethical dilemmas in medicine, feature films often are more effective in conveying the perspectives of multiple stakeholders (i.e., patient, patient's family, physician, nurse, hospital administrator) simultaneously. In addition, for medical students in the pre-clinical years, there is little patient care experience for them to draw upon in assessing written case vignettes (Volandes, 2007). Darbyshire and Baker (2012) pointed out that watching movies is very similar to direct patient interaction because they both involve similar processes of active listening and close observation. Films such as *Whose Life is it Anyway ?* told from the perspective of a man completely paralyzed after an auto accident,

1

provoke critical thinking regarding issues such as patient autonomy, the right to die, and the physician's responsibility to maintain life (DiBartolo & Seldomridge, 2009).

The vast majority of published works have described the use of film to teach graduate and post-graduate level learners. There is relatively little written about film applications for teaching medical ethics to undergraduates. A course in medical ethics has several benefits for an undergraduate audience. Reasoning through ethical dilemmas promotes the development and application of critical thinking to issues that students are likely to encounter as family members and responsible citizens. Ethical conflicts are often highlighted in political debates. For example, both state and federal legislatures have, for over 40 years, addressed abortion and more recently, stem cell research. In addition, the newly established Affordable Care Act in the United States will increase access to health care but it is also likely to make issues such as resource allocation (e.g., transplanted organs, dialysis) and potential conflicts of interest arising from the interaction of insurance companies, health care providers and pharmaceutical companies increasingly prominent. Finally, end-of-life care frequently appears in the national media in various forms including specific cases such as that of Terri Schaivo, the subject of a political and legal dispute about prolonged life support as well as in policy debates (e.g., Former Governor Palin's suggestion in 2009 that the Affordable Care Act will lead to "death panels"). An additional benefit of an undergraduate medical ethics course is that students can be introduced to philosophy and develop an appreciation of how these seemingly abstract ideas actually address real world problems. Most educators and future employers emphasize that undergraduate education should help develop critical thinking skills. The frequent ambiguity of ethical dilemmas in biomedicine and the requirement for systematic, yet objective, analysis provides excellent course content towards this end.

While the purpose of higher education is currently a topic of intense debate, many scholars see producing thoughtful, informed citizens who can meaningfully participate in democratic societies as its ultimate goal. Background in the humanities, including an understanding of philosophy, is viewed as particularly important in this regard (Delbanco, 2011; Nussbaum, 2010).

Structure of Course

"Medical Ethics in Film" is a slightly advanced course

in the honors curriculum at Lake Superior State University. Honors courses are intended to be small and typically have 10-15 students. The course lasts for one semester (16 weeks) and students meet once a week for approximately 2-2.5 hours. The films, along with their topics and ethical theories and principles they illustrate, are listed in Appendix 1.

At the beginning of the course, background about the major models of ethical decision-making influencing medicine was presented. Students were given mini-lectures on Utilitarianism (Mill and Bentham), Deontology (Kant), Virtue ethics (Hippocratic Oath, Thomasma and Pellegrino), and Principlism (Beauchamp & Childress). Later in the course, students were briefly introduced to the key elements of Libertarianism (Nozick), 'Justice as Fairness" (Rawls) and Atonement (Radzik) (Beauchamp & Childress, 2009; Pence, 2008; Radzik, 2009; Wolff, 2001).

Utilitarianism's dictum of ethical action being the one that produces the greatest benefit for the most people arises in discussions of quarantine, research on human subjects, and organ transplantation. Kant's deontological principle that people are not a "means to and end" is relevant to discussions of abortion as well as deception in research. The virtue based concept of the moral character of health care providers and researchers arises in discussions of pharmaceutical companies' interactions with physicians and dual relationships with patients. It is pointed out that the Hippocratic Oath spells out a set of actions embodied by an ethical physician.

In the U.S., the prevailing model of medical ethics is the principle-centered dimensions of autonomy, beneficence, non-maleficence and justice (Beauchamp & Childress,2009). While principlism is useful in analyzing many ethical dilemmas, a limitation is that there may be conflicts between two or more dimensions—patient autonomy regarding the right to end one's life if terminally ill may conflict with the physician's value of doing no harm (non-maleficence). There is no inherent priority among these four dimensions. However, in the U.S., autonomy appears to be a pre-eminent value as demonstrated by the individualist emphasis in issues such as the right to end one's life prematurely, pregnancy termination, informed consent and the use of advance directives which permit the patient to exercise independent decision-making when they are no longer cognitively able (Searight & Gafford, 2005).

John Rawls' distributive justice theory includes

attention to the "veil of ignorance;" a type of thought experiment in which decisions about others are made without knowledge of their background or social status; a fair process that has been suggested for problems such as allocation of limited health resources. In the case of a medical error, the concept of atonement is relevant. In Radzick's (2009) secular view, atonement is a type of moral reconciliation—"a road back from wrongdoing to trustworthiness…" (p.131). Nozick's view of libertarianism is based on "fair processes"—an exchange or access to goods based upon a free market rule that applies to everyone. Even if the end result is wide disparities, the fact of a universally applied rule for distribution makes the process ethical.

The majority of the students had not had any prior exposure to philosophy. For first year, first semester, college students, in particular, both the content and application of these theoretical models appeared to be somewhat challenging. It was important to distinguish between students' personal morality and the type of reasoning involved in applying established models to the dilemmas portrayed in the films.

One weakness of viewing uninterrupted feature films for educational purposes is that these films, unlike some documentaries, were not made as pedagogical tools but instead, for entertainment purposes-albeit thought-provoking entertainment. It is easy to become caught up in the plot of a film and neglect the ethical principles illustrated. To sensitize viewers to the ethical dilemmas and principals principles involved, students were given a sheet of 7-12 questions to consider while viewing the film.

Each week, prior to the screening of the film, students received a"mini-lecture" which provided some descriptive information about the topic and the ethical theories that were particularly relevant. For example, in advance of viewing "John Q," a film about a father who is unable to pay for his son's transplant surgery and responds by taking over the hospital's emergency department and holding patients, nurses, and physicians as hostages, background data about the shortage of donor organs was presented. The issues of distributive justice (fair process for everyone) versus libertarian (supply and demand) were described as conflicting ethical models when making transplant decisions. In addition, the challenging concept of whether some lives are worth more than others (e.g., Steve Jobs versus a man incarcerated for murder) and whether utilitarianism (in which organ recipient can contribute the most benefit to society) should play a

role in organ allocation.

Formative and Summative Course Assessment

As an honors course, "Medical Ethics and Film" had two formal objectives pertaining to critical thinking skills: 1. [Demonstrating the ability] to "draw conclusions about some aspect of the history of intellectual ideas, the nature of intellectual inquiry, and the construction of knowledge" and 2. "Demonstrat[ing] …a perspective which mediates the informed theories and practices related to the course content" (Swedene, 2012). In addition to essay examinations and paper, a standardized measure of critical thinking, the California Critical Thinking Disposition Inventory (CCTDI; Facione, Facione, & Giancarlo, 2001) was administered midway through the course and at its conclusion.

As noted earlier, students initially appeared to have some difficulty with the relativistic nature of medical ethics. As a result, the instructor developed a framework to help students to systematically analyze the dilemmas portrayed in the films. The following questions and suggestions were developed by the instructor to help students apply ethical theories to the dilemmas portrayed:

1. Who are the stakeholders?

2. Which ethical models may be pertinent tothe situation? –Briefly describe each one.

3. How would each stakeholder explain their decision or action from the perspective of one or more of the ethical models ?—Which dimensions of a given ethical model are most relevant and why ?

4. Recognize that there may not be a "correct" or " final" answer when stakeholders and/or ethical models conflict. The end product is how that particular stakeholder would act or decide based on relevant ethical principles.

This general framework was used for post-screening discussions of each film for the remainder of the semester. A particularly important point was that each film character would often be reasoning from an ethical model distinct from the ethical theory being applied by a different character. For example, the film, "Extreme Measures," centers around how experimental surgeries were performed on healthy homeless men to develop a treatment for paralysis stemming from spinal cord injuries. The 68 year old investigator argued that the typical research protocol,

3

in which multiple years of animal studies were conducted, would waste valuable time and emphasized how these men could actually make a contribution to society through their service. From a utilitarian perspective, the investigator saw the potential well benefits to far outweigh the harm of experimental surgery carried out in the absence of informed consent. However, the physician who uncovered these investigations believed that the absence of informed consent by the participants makes the research both unethical and illegal. From the perspective of principlism, the research participants' autonomy is diminished when they are not able to give informed consent to the surgery. Moreover, several of the homeless men have been irrevocably harmed by the procedure—a form of malevolence. Finally, the inherent deception involved violates the duties of honesty and fidelity to the men's welfare.

Immediately before this analytic framework was introduced, students were asked to complete the California Critical Thinking Disposition Inventory (CCTDI) and administered the same instrument at the final class meeting. The CCTDI is a 75-item Likert scale instrument in which the respondent rates their level of agreement on a 1 (Strongly Agree) to 6 (Strongly Disagree) scale with a series of statements. The items are grouped into seven subscales: Truth-seeking, Open-mindedness, Analyticity, Systematicity, Critical Thinking Self-Confidence, Inquisitiveness, and Maturity of Judgment. The CCTDI has demonstrated both temporal and internal consistency reliability. Validity support comes from the correlation of CCTDI scores and performance on standardized academic achievement tests (Facione, Factione, & Giancarlo, 2001). Other support comes from cross-sectional research in which senior nursing students scored significantly higher on the CCTDI than sophomores, with subtest differences in Truth-seeking, Analyticity, Self-confidence, and Inquisitiveness (McCarthy, Schuster, Zehr, & McDougal, 1999).

Of the ten students who finished "Medical Ethics and Film," seven completed the CCTDI twice. The scores were comparable to the reported CCTDI norms (See Table 1). The only scale on which students demonstrated a pre-posttest difference was Maturity of Judgment. From the perspective of the CCTDI's developers, the significantly higher post-test score (t= 3.36; p<.02) suggested that students viewed themselves as having improved in their abilities to appreciate the complexity of problems and it has been recognized that decisions often have to be made under ambiguous circumstances.

TABLE 1: PRE-POST TEST SCORES ON THE CCTDI

CCTDI Subscale	Pre-test Mean	SD	Post-test Mean	SD
Truth-Seeking	37.14	5.43	36.14	5.05
Open-Mindedness	42.57	7.70	43.43	5.91
Analyticity	41.86	6.20	41.71	6.55
Systematicity	36.14	8.47	35.83	8.50
Confidence in Reasoning	41.86	6.47	40.83	5.31
Inquisitiveness	44.29	8.30	45.29	6.05
Maturity of Judgment*	43.00	5.63	45.29	5.22

Qualitative evaluations of the course were positive. Students indicated that the films and other real world examples from the post-viewing discussion helped them grasp the ethical theories. The use of trigger questions to highlight dilemmas in the films was also seen as useful for extracting the ethical issues from the film movies. Students did provide suggestions throughout the course about alternative films that addressed other ethical issues or that depicted addressed topics such as quarantine covered in the class.

Conclusion

Overall, "Medical Ethics and Film" appeared to be a successful class; and students found the feature films to be an engaging format for learning and applying philosophical models of medical ethics. The films, while longer than typical written cases in medical ethics, served as useful problem-based scenarios. With the addition of a pedagogical framework to analyze the films from the vantage point of multiple actors simultaneously, students appeared to further develop their critical thinking skills. The use of a mid-term examination as a formative assessment which has led to a slight alteration in pedagogical approach, is an example of the type of mid-course correction that can occur when examinations are used to improve teaching rather than simply to evaluate students.

REFERENCES

Akram, A., O'Brien, A., O'Neil, A., Latham, R. (2009). Crossing the line: Learning psychiatry at the movies. International Review of Psychiatry, 21(3), 267-268.

Alarcón, W.A., Aguirre, C.M. (2007). The cinema in the teaching of medicine: Palliative care and bioethics. Journal of Medicine and Movies, 32-41.

Alexander, M.; Hall, M.N.; Pettice, Y.J. (1994). Cinemeducation: An innovative approach to teaching psychosocial medical care. Family medicine 26 (7): 430–3.

Arawi, T. (2010). Using medical drama to teach biomedical ethics to medical students. Medical Teacher, 32, 205-210.

Beauchamp T. L. & Childress, J. .F. (2009). Principles of biomedical ethics (6th Edition). New York: Oxford.

Darbyshire, D., Baker, P. (2012). A systematic review and thematic analysis of cinema in medical education. Medical Humanities, 38, 28-33.

Delbanco, A. (2011). College: What it was, is, and should be. Princeton, NJ: Princeton University Press.

DiBartolo, M.C., Seldomridge, L.A. (2009). Cinemeducation: Teaching end-of-life issues using feature films. Journal of Gerontological Nursing, 35(8), 30-36.

Eckles, R.E., Meslin, E.M., Gaffney, M., Helft, P.R. (2005). Medical ethics education: Where are we? Where should we be going? A review. Journal of Academic Medicine, 80(12), 1143-1152.

Facione, P. A., Facione, N., & Giancarlo, C. (2001). California Critical Thinking Disposition Inventory: CCTDI Inventory Manual. Millbrae, CA: California Academic Press.

Lumlertgul, N., Kijpaisalratana, N., Pityaratstian, N., Wangsaturaka, D. (2009). Cinemeducation: A pilot student project using movies to help students learn medical professionalism. Medical Teacher, 31, 327-332.

McCarthy, P. Schuster, P., Zehr, P., & McDougal, D. (1999). Evaluation of critical thinking in a baccalaureate nursing program. Journal of Nursing Education, 38 (3), 142-4.

Nussbaum, M. (2010). Not for profit: Why democracy needs the humanities. Princeton, NJ: Princetonn University Press.

Pence, G. L. (2008). Medical ethics: Accounts of the cases that shaped and defined medical ethics (5th Edition). Boston: McGraw-Hill.

Radzik, L. (2009). Making amends: Atonement in morality, law and politics. New York: Oxford University Press.

Searight, H. R. & Gafford, J. (2005). Cultural diversity at the end of life: Issues and guidelines for family physicians. American Family Physician, 71 (3), 515-522.

Self, D.J., Baldwin, D.C. (1990). Teaching medical humanities through film discussion. The Journal of Medical Humanities, 11(1), 23-29.

Self,, D.J., Baldwin, D.C., Olivarez, M. (1993). Teaching medical ethics to first-year students by using film discussion to develop their moral reasoning. Journal of Academic Medicine, 68(5), 383-385.

Swedene, J. (2012). Outcome objectives for honors courses at Lake Superior State University. Unpublished document.

Volandes, A. (2006). Medical ethics on film: Towards a reconstruction of the teaching of healthcare professionals. Journal of Medical Ethics, 33, 678-680.

Wolff, J. (1991), Robert Nozick: Property, justice, and the minimal state. Cambridge: Polity Press.

Appendix I	Films, Topics, and Ethical Concepts Illustrated	
Film	Topic	Ethical Theories and Concepts
A Private Matter	Abortion (1960s). Woman loses position as TV host of children's show when her plan to have abortion is revealed	Principlism; Autonomy vs. Paternalism
Whose Life is it anyway?	Patient's Right to Die. Patient with quadriplegia wants to end his life	Principlism, Virtues (Hippocratic Oath)
The Diving Bell and the Butterfly	Patient with "Locked in Syndrome" has complete awareness but can only communicate by blinking an eye	Principlism (Self-determination); Utilitarianism
Extreme Measures	Secret human medical experimentation for treating spinal cord injuries; Homeless men used as research subjects	Utilitarianism; Deontology; Informed Consent; Atonement
Miss Evers' Boys	Tuskegee Syphilis Study; Deception in Medical Research; Participants told they were receiving treatment for syphilis when, in reality, their conditions was only being monitored	Utilitarianism, Deontology; Informed Consent; History of Research Ethics
Outbreak	Deadly disease with no known cure infects residents of a small town	Utilitarianism
Lorenzo's Oil	Child with progressive neurological condition ; parents devote lives to research for a cure	Deciding for Others; Utilitarianism ; Nature of "Personhood"
John Q	Child with terminal illness in need of organ transplant that is unaffordable	Distributive Justice; Deontology; Worth of human life; Libertarianism
Waitress	Physician has an affair with a patient for whom he is providing prenatal care. Patient is in an abusive marriage	Principlism; Virtue Ethics; Professional ethical codes; Dual relationships
Side Effects	Newly hired pharmaceutical representative experiences conflict about being truthful about medications her company sells versus being professionally successful	Deontology; Conflicts of Interest; Virtues; Fidelity
Damaged Care	Physician who is a reviewer for managed care company becomes a "whistle blower" about inappropriate denials of treatment	Conflicts of Interest; Virtue Ethics; Hippocratic Oath; Distributive Justice

P

Profile of Mood States

H Russell Searight and Kaitlyn Montone
Department of Psychology, Lake Superior State
University, Sault Ste. Marie, MI, USA

Acronym

POMS

Definition

Mood may be defined as a short-term feeling state that may fluctuate within minutes to days. In contrast to emotions, moods are more transient, often unrelated to external events and have varying intensities (Berger and Motl 2000). Moods influence our overall sense of well-being, and impact both behavior patterns and perceived health (Berger and Motl 1998). The Profile of Mood States (POMS) is a 65 item self-report psychological instrument intended for use with adults age 18 and above. The POMS assesses short-term mood states which are understood to be transient and frequently fluctuating. While the original POMS (McNair et al. 1981) in both long and short forms is still widely used, the scale was revised in 2012 (Heuchert and McNair 2012). The revision of the scale (POMS 2-A), in addition to the 65 item adult version, featured the development of a 60 item adolescent version (POMS 2-Y)

intended for youth 13–17 years of age as well as corresponding short forms for adults and adolescents. The scale is available in both pencil and paper and computerized administration formats. The full-length version requires approximately 10–15 min to complete with 5–10 min reportedly required for the short versions.

Introduction

The Profile of Mood States (POMS; McNair et al. 1981) is a multidimensional Likert self-report scale originally developed for assessing psychiatric patients' response to pharmacological and psychotherapeutic treatment. The POMS, however, rapidly became applied to sports and exercise psychology as well as for assessing coping among persons with chronic medical illness.

While there are multiple versions of the instrument, the most commonly used form consists of 65 adjectives ("tense," "lively," "worn out"). Respondents rate each item on a "0" (not at all) to "4" (extremely) scale reflecting the respondent's mood over a specific period of time. Commonly used time frames include *Today*, *Right Now*, and *This Week*. Other less commonly designated time frames have included *The Past Three Minutes, Since Taking Medication,* and *The Past Month* (McNair and Heuchert 2013).

The POMS' 65 items represent six subscales assessing tension-anxiety, depression, anger-hostility, fatigue, confusion-bewilderment, and

vigor-activity. The POMS-2 also includes an addi-tional "friendliness" dimension which is reported separately from the other six subscales and reflects mood states emerging in an interpersonal context (Heuchert and McNair 2012). In addition to subscale scores, a composite score, Total Mood Disturbance, is obtained by adding five of the negative affect subscales and subtracting the vigor score, reflecting total mood disturbance. The TMD is interpreted as a global index of distress.

POMS: Alternate Forms

The original POMS has three versions: the stan-dard 65 item scale, a short form, and a bipolar version. While there are several short forms in print, including an 11-item version without sub-scales, a commonly used form features 30 items retaining the six subscales of the longer version. The recent revision of the scale (POMS-2) includes 35 item versions for both adults and adolescents.

The bipolar POMS also retains the six sub-scales but features 72 items representing a mood state and its opposite: composed-anxious; agreeable-hostile elated – depressed; confident-unsure; energetic-tired; clearheaded-confused. Ratings occur on a 0 ("much unlike this") to ("much like this"). The bipolar version is meant to be used primarily in clinical settings (Lorr and McNair 1980) and has recently been applied to assess response to interventions such as art ther-apy among acutely ill psychiatric inpatients (Chiu et al. 2015). The unipolar POMS is the version most commonly used – particularly in sports and exercise psychology.

When the POMS was applied to health care settings, the standard 65 item version seriously taxed medically ill patients' energy levels. Addi-tionally, the standard version is not optimally effi-cient for pre-post -test studies of mood changes associated with exercise or athletic competition.

Psychometric Properties

Because the POMS assesses short-term emotional states, test-retest reliability would be expected to be modest at best. The POMS manual reports test-retest data from one hundred psychiatric outpa-tients. Stability coefficients from initial intake to "pretreatment" (median time = 20 days) range from .65 for vigor to .74 for depression-dejection. Six weeks after initiating treatment, the sample demonstrated even greater reductions in test-retest reliability ranging from .43 for vigor to .53 for anger-hostility (McNair and Heuchert 2013).

Internal consistency reliability figures are sig-nificantly higher with coefficient alphas ranging from .84 for confusion-bewilderment to .95 for depression-dejection. (McNair and Heuchert 2013).

Multiple correlational studies provide support for the POMS' construct validity. Moderate to high correlations have been found between POMS subscales and the total score on the Beck Depression Inventory with Vigor inversely related to BDI scores (Nyenhuis et al. 1999). Correlations with the State- Trait Anxiety Scale also fall in the moderately high range with POMS tension and State Anxiety at .72 and Trait Anxiety at .70 (Nyenhuis, et al. 1999).

Because the scale assesses dimensions that are expected to fluctuate, many POMS studies mea-sure mood associated with activities such as exer-cise or health-related indices. Among a sample of young adults, a 20-min walk (Perkins et al. 2011) was associated with significant reductions in POMS tension, depression, fatigue, anxiety, and confusion.

Sleep quality, measured with the Pittsburgh Sleep Quality Index, indicated significant associ-ations with POMS mood dimensions. Compared with college students classified as "good sleepers" ", poor sleepers" exhibited significantly greater elevations on POMS depression, tension, anger, confusion, and fatigue (Lund et al. 2010).

As the POMS literature became well established, investigators used the scale to under-stand underlying mechanisms associated with mood changes. Among a group of pregnant women at 38 to 40 weeks gestation, POMS depression scores were positively associated

with testosterone levels immediately before and several days after delivery (Hohlagschwandtner et al. 2001).

Factor analytic studies provide support for the POMS as a multidimensional instrument Heuchert and McNair (2012) report that of six factor analytic studies, three analyses confirmed the six POMS dimensions. Confusion – bewilderment, however, did not consistently emerge as a distinct factor corresponding to the subscale (Heuchert and McNair 2012). In two independent samples, consisting of psychiatric outpatients and a group of adults who were regular smokers, confirmatory factor analyses found three factors corresponding to the POMS subscales – anger-hostility, vigor-activity, and fatigue-inertia. However, the remaining three subscales – tension-anxiety, depression-dejection, and confusion-bewilderment – loaded on a single dimension (Norcross et al. 1984). The authors attributed this pattern to high interscale correlations, the distinctive characteristics of the samples, and social desirability. In a Japanese sample, five factors emerged with confusion and depression-dejection loading onto a single factor (Yokoyama et al. 1990).

Short POMS versions (30 or 37 items), featuring six subscales developed through factor analyses, have exhibited equal or superior levels of internal consistency reliability. The brief POMS exhibits a more readily interpretable factor structure resulting from the elimination of items which do not load on a specific factor as well as items which appear redundant (Bourgeois et al. 2010). Five of the six POMS subscales also emerged as distinct dimensions in a confirmatory factor analysis (Bourgeois et al. 2010).

POMS Norms

Norms have been developed for several specific population and reveal age-related differences in POMS mood states. Relative to a middle-aged adult sample (mean age = 44.00 years), a geriatric sample (mean age = 68.1 years) exhibited significantly lower scores on tension- depression, fatigue, and total mood disturbance (Nyenhuis

et al. 1999). However, further analyses indicated that this difference was attributable solely to differences between older and younger males with no age-related disparities among the women.

Relative to adults 25 years and older, college-aged individuals (ages 18–24 years), exhibited significantly higher scores on all the scales except vigor on which a significantly lower mean score was obtained (Nyenhuis et al. 1999).

Because of its wide use with athletes, there was concern that the published POMS norms based on college students (McNair et al. 1971) were not useful in discriminating mood states among athletes. A large sample of international and recreational athletes scored significantly higher on all the POMs dimensions suggesting that norms should be revised when applying the scale to athletes (Terry and Lane 2000).

The Iceberg Profile and Competitive Athletes

The use of the POMS to discriminate between elite and less successful athletes was a popular research topic in the late 1970s and early 1980s. Morgan (1985) described the POMS "iceberg profile" which was touted as a key discriminator between successful and less successful athletes. Characterized by high scores on vigor and low scores on the negative mood subscales, this POMS configuration was presented as a key discriminator between athletes who qualified for elite teams such as national Olympic teams compared with others who try out but are not selected. Successful athletes were those who were selected for the US Olympic team or who had won multiple varsity letters. Data were presented for elite runners, wrestlers, and rowers who had been selected for Olympic competition or who had earned multiple collegiate athletic letters, with some evidence that successful athletes in these sports were more likely to exhibit this distinct POMS configuration. Morgan also noted that these successful athletes scored lower than the population norms for negative affect (Morgan and Johnson 1978; Morgan and Pollock 1977; Terry 1995). However, the ability of various POMS subscales to actually

predict successful performances was between 70% and 80%. While intriguing, subsequent studies failed to find that the POMS accurately discriminated between differing levels of athletic expertise (Terry 1995). The iceberg profile's generalizability is further challenged by the finding that mood states associated with success vary by sport. For example, successful karate and cross-country running performance has been associated with elevated levels of POMS anger (Terry 1995). Additionally, within seemingly homogeneous groups of athletes, there is a good deal of variability. Terry (1995) found that approximately 25% of successful athletic performers did not exhibit the iceberg profile and that over half of unsuccessful performers did exhibit POMS icebergs.

Exercise and Mood

The POMS has been widely used in research examining the effect of exercise on mood. The scale's widespread acceptance has led to multiple studies attempting to determine the types and parameters of exercise associated with improved mood. Activities involving regular abdominal breathing such as yoga, meditation, and Tai chi have shown similar patterns of mood benefits as established aerobic activities such as walking or swimming (Berger and Owen 1992; Berger and Motl 2000; Jin 1992). Routinized activates such as yoga, jogging, and swimming appear to have more consistent mood benefits than sports with less predictability requiring outward attention such as fencing (Berger and Owen 1988) or possibly, basketball.

While perhaps predictable, desirable POMS mood changes are associated with exercise activities reported to be enjoyable and in which there is minimal interpersonal competition (Berger and Motl 2000). The association between exercise intensity and mood is not straightforward. While high intensity activity appears to be optimal from a cardiovascular perspective, improved mood is only achieved with moderate exercise intensity. For example, experienced cyclists exercising at 69% of maximum heart rate demonstrated significant improvement on the POMS dimensions of anger, vigor, fatigue, and confusion while higher intensity was associated with no changes in mood and maximal intensity (work out to the point of exhaustion) was linked to increased negative mood (Motl et al. 1996).

A practical question is the length of time necessary to produce positive POMS changes. The association appears to follow an inverted U pattern. While short/brief activity of 5 to 10 minutes has shown some association with positive mood change, the effect size appears to be relatively small while "overload" training has been associated with either the absence of mood improvement or deterioration in mood. In terms of improving mood, optimal exercise duration appears to be of about 20–30 min (Berger and Motl 1998).

Finally, competition appears to diminish the emotional benefits since mood is highly dependent upon competition outcome. While winners exhibited improved mood on all six of the POMS subscales, members of losing teams exhibited declines in vigor and increases in anger. These negative effects on mood continued to be present two hours after the competition ended (Berger and Motl 1998; Hassman and Blomstrand 1995).

Use of the POMS in Medical Settings

Because of its sensitivity to emotional changes, the POMS has been used in multiple studies of patients' responses to both conventional and alternative medical intervention for serious and /or chronic illness. Most POMS studies investigate coping with a cancer diagnosis as well as the impact of various types of psychosocial interventions among patients with cancer histories.

Coping with cancer often requires managing chronic pain. Compared with pain-free patients, patients reporting higher levels of pain also exhibited higher scores on POMS anxiety, anger, confusion, and total mood disturbance. Among these patients with cancer, pain duration in hours and number of days of reported pain were moderately correlated with POMS depression, fatigue, confusion, and total mood disturbance (Glover et al. 1995).

In a trial of mindfulness-based meditation for cancer patients, a six-month follow-up found significant reductions in POMS scales assessing negative mood (Carlson et al. 2001; Matchim and Armer 2007). Another complementary treatment, music therapy, conducted over 10 weeks with oncology patients, was also associated with significant improvements in POMS scores (Waldon 2001). Similarly, women who were breast cancer survivors demonstrated pre-post- test reductions in POMS tension associated with a seven-week yoga program (Culos-Reed et al. 2006).

Traditional medical interventions have also been associated with improved mood on the POMS. Among patients receiving gabapentin for diabetic neuropathy, as compared with the placebo group, those receiving the drug demonstrated significant reductions on three of the POMS subscales as well as on total mood disturbance (Backonja et al. 1998).

Among patients who were HIV-positive, the POMS depression-dejection scale was found to accurately classify HIV-positive patients with and without major depressive disorder. The POMS' overall detection rate was 80% with a sensitivity of 55% and a specificity of 84%. Of interest, the POMS depression scale's classification accuracy was the same as the clinically established Beck Depression Inventory (Patterson et al. 2006).

Conclusion

The POMS, originally developed for use in psychiatric settings, has limitations when applied to the nonclinical populations in which it is widely used. Of the six subscales, only one, vigor, assesses positive mood states. In exercise studies, reductions in the aversive mood scales such as depression or anger have been equated with improved emotional status. In interpretation of changes in POMS scores, it is generally assumed that reductions in negative mood are the equivalent of increased positive mood. This assumption should be viewed with some tentativeness (Berger and Motl 1988).

The POMS has been useful in elucidating some of the mechanisms underlying the positive association between certain types of exercise and improved mood. It is also sensitive to more subtle, nonclinical mood changes associated with chronic illness and successful coping as well as responses to complementary and alternative therapies. The POMS, despite its inability to discriminate elite from nonelite athletes, is well established in exercise and sport psychology.

Cross-References

▶ Beck Depression Inventory
▶ Confirmatory Factor Analysis
▶ Construct Validity
▶ Internal Consistency
▶ Major Depressive Disorder
▶ State-Trait Anxiety Scale
▶ Test-Retest Reliability

References

Backonja, M., Beydoun, A., Edwards, K. R., Schwartz, S. L., Fonseca, V., Hes, M., ... & Gabapentin Diabetic Neuropathy Study Group. (1998). Gabapentin for the symptomatic treatment of painful neuropathy in patients with diabetes mellitus: a randomized controlled trial. *Journal of the American Medical Association*, *280*(21), 1831–1836.

Berger, B. G., & Motl, R. W. (2000). Exercise and mood: A selective review and synthesis of research employing the profile of mood states. *Journal of Applied Sport Psychology, 12*(1), 69–92.

Berger, B. G., & Owen, D. R. (1988). Stress reduction and mood enhancement in four exercise modes: Swimming, body conditioning, hatha yoga, and fencing. *Research Quarterly for Exercise and Sport, 59*(2), 148–159.

Berger, B. G., & Owen, D. R. (1992). Mood alteration with yoga and swimming: Aerobic exercise may not be necessary. *Perceptual and Motor Skills, 75*(3 suppl), 1331–1343.

Bourgeois, A., LeUnes, A., & Meyers, M. (2010). Full-scale and short-form of the Profile of Mood States: A factor analytic comparison. *Journal of Sport Behavior, 33*, 355–376.

Carlson, L. E., Ursuliak, Z., Goodey, E., Angen, M., & Speca, M. (2001). The effects of a mindfulness meditation-based stress reduction program on mood

and symptoms of stress in cancer outpatients: 6-month follow-up. *Supportive Care in Cancer, 9*(2), 112–123.

Chiu, G., Hancock, J., & Waddell, A. (2015). Expressive arts therapy group helps improve mood state in an acute care psychiatric setting (Une thérapie de groupe ouverte en studio basée sur les arts de la scène améliore l'humeur des patients en psychiatrie dans un établissement de soins intensifs). *Canadian Art Therapy Association Journal, 28*(1–2), 34–42.

Culos-Reed, S. N., Carlson, L. E., Daroux, L. M., & Hately-Aldous, S. (2006). A pilot study of yoga for breast cancer survivors: Physical and psychological benefits. *Psycho-Oncology, 15*, 891–897.

Glover, J., Dibble, S. L., Dodd, M. J., & Miaskowski, C. (1995). Mood states of oncology outpatients: Does pain make a difference? *Journal of Pain and Symptom Management, 10*(2), 120–128.

Hassmén, P., & Blomstrand, E. (1995). Mood state relationships and soccer team performance. *The Sport Psychologist, 9*(3), 297–308.

Heuchert, J. P., & McNair, D. M. (2012). POMS-2 manual: A profile of mood states.

Hohlagschwandtner, M., Husslein, P., Klier, C., & Ulm, B. (2001). Correlation between serum testosterone levels and peripartal mood states. *Acta Obstetricia et Gynecologica Scandinavica, 80*(4), 326–330.

Jin, P. (1992). Efficacy of tai chi, brisk walking, meditation, and reading in reducing mental and emotional stress. *Journal of Psychosomatic Research, 36*, 361–370.

Lorr, M., & McNair, D. M. (1980). Profile of Mood States Bipolar Form (POMS-BI). San Diego: Educational and Industrial Testing Services.

Lund, H. G., Reider, B. D., Whiting, A. B., & Prichard, J. R. (2010). Sleep patterns and predictors of disturbed sleep in a large population of college students. *Journal of Adolescent Health, 46*(2), 124–132.

Matchim, Y., & Armer, J. M. (2007). Measuring the psychological impact of mindfulness meditation on health among patients with cancer: A literature review. *Oncology Nursing Forum, 34*(5), 1059.

McNair, D. M., Lorr, M., & Droppleman, L. F. (1981). *Profile of mood states*. San Diego: Educational and Industrial Testing Service.

McNair, D. M., & Heuchert, P. (2013). *Profile of mood states: Technical update*. North Tonawanda, NY: MHS.

Morgan, W. P. (1985). Selected psychological factors limiting performance: A mental health model. In D. Clarke & H. M. Eckert (Eds.), *Limits of human performance* (pp. 70–80). Champaign: Human Kinetics.

Morgan, W. P., & Johnson, R. W. (1978). Personality characteristics of successful and unsuccessful oarsmen. *International Journal of Sport Psychology, 9*, 119–133.

Morgan, W. P., & Pollock, M. L. (1977). Psychologic characterization of the elite distance runner. *Annals of the New York Academy of Sciences, 301*(1), 382–403.

Motl, R. W., Berger, B. G., & Wilson, T. E. (1996). Exercise intensity and the acute mood states of cyclists. *Journal of Sport and Exercise Psychology, 18*, S59.

Nyenhuis, D. L., Yamamoto, C., Luchetta, T., Terrien, A., & Parmentier, A. (1999). Adult and geriatric normative data and validation of the profile of mood states. *Journal of Clinical Psychology, 55*(1), 79–86.

Norcross, J. C., Guadagnoli, E., & Prochaska, J. O. (1984). Factor structure of the profile of mood states (POMS): Two partial replications. *Journal of Clinical Psychology, 40*(5), 1270–1127.

Patterson, K., Young, C., Woods, S. P., Vigil, O., Grant, I., & Atkinson, J. H. (2006). Screening for major depression in persons with HIV infection: The concurrent predictive validity of the profile of mood states depression-dejection scale. *International Journal of Methods in Psychiatric Research, 15*(2), 75–82.

Perkins, S., Searight, H. R., & Ratwik, S. (2011). Walking in a natural winter setting to relieve attention fatigue: A pilot study. *Psychology, 2*(8), 777.

Terry, P. (1995). The efficacy of mood state profiling with elite performers: A review and synthesis. *The Sport Psychologist, 9*(3), 309–324.

Terry, P. C., & Lane, A. M. (2000). Normative values for the profile of mood states for use with athletic samples. *Journal of applied sport psychology, 12*(1), 93–109.

Waldon, E. G. (2001). The effects of group music therapy on mood states and cohesiveness in adult oncology patients. *Journal of Music Therapy, 38*(3), 212–238.

Yokoyama, K., Araki, S., Kawakami, N., & Tkakeshita, T. (1990). Production of the Japanese edition of profile of mood states (POMS): Assessment of reliability and validity. *Okay sports fans Japanese journal of public health, 37*(11), 913–918.

Teaching Psychology through Popular Film: A Curriculum

By

H. Russell Searight and Danielle Saunders,
Professor of Psychology, Lake Superior State University, 650 W. Easterday Ave.
Sault Sainte Marie, MI 49783

Abstract

An undergraduate course, "Psychology and Film," was developed as an honors elective. Each week students and the instructor viewed a feature film depicting a psychological disorder or related issue such as family dysfunction, resilience, or death and dying. Accompanying assigned readings featured first person accounts of mental health problems and psychotherapy as well as articles on using film as an adjunct to psychological treatment. The class was further structured by brief lectures on the condition depicted in the week's film as well as focused discussion questions about each film. Both qualitative and quantitative reviews of the course were positive.

1. Introduction

Video clips are an increasingly common addition to classroom instruction in post-secondary education . Many textbooks publishers now routinely include collections of video clips as part of the textbook package for college instructors. Use of fictionalized film accounts with psychological content has historically, been much less common. However, in the past 5-10 years, there has been a growing literature on film as a tool for professional, graduate, and undergraduate education (Searight & Allmayer, 2014; Wedding, Boyd & Niemic, 2010). This article describes a course," Psychology and Film," offered through Lake Superior State University's Honors program.

Portrayals of Mental Health Issues in Popular Film
Film is a socially pervasive medium with considerable power to shape attitudes and beliefs. Wedding, Boyd and Niemic (2010) note that for much of the lay public, film may be the primary information source about mental illness and its treatment. Unfortunately, from a pedagogical perspective, many cinematic depictions erroneously portray persons with mental illness as dangerous or even demonic as in *The Exorcist* (Wedding, Boyd, & Niemic, 2010). Alternatively, film may lead unknowing audiences to believe that interesting and unusual, yet rare, symptoms of mental illness to be commonplace. For example, in *Rainman*, Dustin Hoffman portrays Raymond, a young adult with autism, as a savant with incredible eidetic memory. Raymond's memory skills are so well-developed that he repeatedly wins at blackjack by counting cards and is eventually barred from the casino. Since autism is a relatively rare condition with which many people will have little contact, it is likely that moviegoers may erroneously conclude that all persons with autism have this skill that actually characterizes fewer than 2% of individuals with the condition (Wicks-Nelson & Israel, 2011).

Mental health treatment often receives equally erroneous portrayals in film. In films like "One Flew Over the Cuckoo's Nest," psychiatric hospitals appear to be dungeons of horrors where electroconvulsive "shock" therapy and lobotomies are common occurrences. Finally, cinematic portrayals of psychologists, psychiatrists, and psychiatric nurses often present these professionals as narcissistic, rigid, and emotionally cold (Wedding, Boyd, & Niemic, 2010) At times, such as in *What About Bob ?,* mental health professionals exhibit behavior that is more bizarre than that of the patients they are treating. As will be discussed further, cinematic portrayals of psychotherapists are often unrealistic. Mental health professionals often appear to be saint-like, eternally available professionals treating patients who become members of the therapist's extended family.

Overview of "Psychology and Film's" Course Content

In the course developed by the first author and taken as student by the second author, the majority of the films were "Hollywood style" feature films. The course was divided into three sections. abnormal psychology, family dynamics and treatment of mental health conditions. For abnormal psychology, the following feature films were used to address specific conditions: *As Good as It Gets* (Obsessive-Compulsive Disorder),*Winter's Bone* (Methamphetamine use and production), *Mr. Jones* (Bipolar Disorder), *When a Man Loves a Woman* (Alcohol abuse and the family), *A Beautiful Mind* (Schizophrenia) , *Girl Interrupted* (Borderline Personality Disorder) and *Rain Man* (Autism). Family dynamics were explored in *What's Eating Gilbert Grape (*portraying a family with a child with pervasive developmental disorder, the death of husband/father due to suicide and a mother with pathological obesity) and *Pieces of April* (a mother with terminal cancer; a young adult daughter who has been cut-off from family). Psychotherapy was depicted in *What About Bob ?* and *Antwone Fisher* as well as in *Mr. Jones.* Resilience and the family dynamics of child physical and sexual abuse were examined with the

film, *Precious*. Finally, two documentaries were included: *My Mother'sGarden* (Obsessive Compulsive Hoarding) and *The Beales of Grey Gardens* (Deviance; Psychiatry and Social Control)

The Structure of the Class

Each class section followed a predictable schedule. Prior to viewing the film, the instructor presented a brief lecture addressing the topic(s) of the film. For example, before the film, *Girl Interrupted,* the instructor described the symptoms and treatment of Borderline Personality Disorder, exhibited by the main character, Susanna Kaysen (played by Winona Ryder). Some theorists believe that rapid social change may contribute to Borderline Personality Disorder's etiology (Paris & Lise, 2013). The film occurs in the late 1960s, an era of social upheaval including challenges to the traditional roles of women--a factor which the class was encouraged to consider while watching the movie. In addition, for films depicting a mental health diagnosis, the class was given a copy of the criteria (symptoms) for diagnosis—taken from the Diagnostic and Statistical Manual of Mental Disorders IV-TR (American Psychiatric Association, 2000)-- and encouraged to identify the specific symptoms exhibited. In addition, students were each given a list of eight to ten questions to consider during the film. The practice of orienting the class to key content in the film helps maximize the film's educational value and helps direct students to the salient factual material.

With this preparation as background, the film was then shown. During teaching, the instructor (HRS) has often stopped educational videos at various points to discuss specific issues this technique was not used in this course; students and the instructor watched the film together without interruption. As Green (n.d.) has noted, by viewing the film together with the students, rather than starting the movie and leaving the room, the instructor conveys the importance of the film as course content.

 If the instructor leaves the room, it may convey that the students are being   "entertained" while the instructor attends to more important duties.

Immediately after the film concluded, students were encouraged to give their visceral critique of the film ("good," "bad", "so-so"). The discussion was then guided by the questions given at the outset of the film as well as diagnostic issues. Common issues raised included the portrayal of a given condition in film compared with the DSM-TR criteria for that condition, approaches to treatment of mental health conditions, patterns of family dynamics, or hypotheses about causes of the psychiatric disorders being portrayed.

Assigned readings emphasized first person accounts of mental illness or psychotherapy. For example, selections from Rapoport's (1991) *The Boy Who Couldn't Stop Washing* described obsessive compulsive disorder and a chapter from Yalom 's (1989) *Love's Executioner* described psychotherapy sessions as well as the therapist's cognitive-affective reactions to patients. Other readings designed to

highlight specific conditions included *Thinking in Pictures* by Grandin (2011) which provides a first person account of a high functioning person with autism and *Loud in the House of Myself* by Pershall (2011) to complement the portrayal of Borderline Personality Disorder in *Girl Interrupted.*   Assigned readings also included articles about the use of film as a therapeutic tool by clinical practitioners (Lampropoulos, Kazantzis, & Deane (2004).

Encouraging Critical Thinking

As noted above, a frequent criticism of feature films by mental health professionals is that cinema presents an unrealistic picture of psychiatric disorders and psychotherapy. Patients with psychological disorders are often portrayed as unrealistically bizarre or are stigmatized as dangerous or unpredictable. Psychotherapists are also portrayed as having 24 hour availability, blurring the role of friend/lover and professional, and as manifesting significant psychological disturbance, themselves.

These mischaracterizations, however, can have considerable pedagogical value. For example, in the film, *A Beautiful Mind,* portraying John Nash, a brilliant mathematician, in his   battle with schizophrenia, hallucinations are depicted. However, rather than being the more common auditory hallucinations associated with schizophrenia, Nash's psychotic episodes are characterized by visual hallucinations. This discrepancy permits several useful educational points—First, the nature of the allocations, themselves; but secondly, the likelihood that the filmmaker depicted Nash seeing things because it made for a better film than disembodied voices.

The inaccurate portrayal of psychotherapists in *Mr. Jones, Antwone Fisher*, and *What About Bob?* provoked wide ranging discussion in the class. In all three films, mental health professionals do not maintain appropriate professional boundaries. In *Mr. Jones*, a patient with severe bipolar disorder, portrayed by Richard Gere, has a sexual relationship with his psychiatrist, Dr. Elizabeth Bowen (Lena Olin). After the encounter, Dr. Bowen transfers Mr. Jones' care to another psychiatrist which infuriates Jones. The film ends with Jones on a rooftop, ready to jump, until Dr. Bowen-arrives and talks him out of it—immediately followed by an intimate embrace. The conclusion's implication is that they continue their romantic relationship. While not as disturbing, *Antwone Fisher*, a film focusing on Fisher's psychotherapy as he addresses childhood trauma which contributes to angry, aggressive outbursts against his fellow navy enlisted men, also includes overly fluid boundaries e frowned upon by mental health professionals. Dr. Davenport (Denzel Washington), Fisher's navy psychiatrist, invites Fisher to his home for a Thanksgiving dinner with his extended family. During dinner, an uncomfortable exchange ensues when Dr. Davenport's father pumps Fisher for information about his background.

Both of these films were used to discuss role clarity and boundaries in all professional relationships—a topic that most undergraduates have not considered in detail. Students seem to viscerally understand that the relationships depicted in these films are wrong but have difficulty articulating the ethical dimensions that make these relationships inappropriate. When professor-student romantic encounters are raised as an analogy, students appreciate that the faculty member has a responsibility to act in the student's best interests (beneficence). In addition, the class typically recognizes that these student-professor affairs may be psychologically harmful to students, reflecting the principle of non-maleficence (Beauchamp & Childress, 2009).

Ethical Issues

Discussing psychologically sensitive topics may produce unintended adverse psychological reactions. For example, classroom discussions or readings about childhood sexual abuse or rape are likely to be about experiences sadly common among college and university students—particularly women. Given the high reported prevalence of childhood sexual abuse, estimated at over 25% among college women (Rind, Tromovitch, & Bauserman, 1990), it is very likely that classroom discussions or films addressing these topics may trigger strong emotional reactions among victims. While lectures on these topics may provoke flashbacks, nightmares, or other symptoms of post-traumatic stress disorder, film, because it often

deliberately includes techniques to elicit emotion in the audience, has a greater potential for provoking psychological disorganization in vulnerable students. Similarly, realistic violence is often a staple of Hollywood action films and may also be difficult for some students to watch.

The film, *Precious*, was chosen for the course after a good deal of deliberation by the instructor who viewed all of the films at least twice before showing them to the class. Precious, an adolescent girl, has two children—by her own father. In addition, Precious' mother sadistically abuses Precious—both psychologically and physically. In a rage, she attempts to drop a television on Precious from an upper floor—barely missing the teenager. There are several scenes of the father having sex with Precious. However, Precious emerges from this destructive family as a strong, goal-directed young woman through the efforts of her teacher and the support of her fellow students at an alternative high school. The film is difficult to watch.

Yet, Precious depicts the characteristics of resilient children. She values education and school, has a stable, concerned adult in her life (her teacher), and an understanding group of friends.

Precious was shown in the course but only after the instructor informed the class in advance, both in writing on the syllabus and verbally in class, that viewing the film was not required and that another film could be substituted. Similarly, prior to the class watching *Winter's Bone*, about methamphetamine culture in rural Missouri, the instructor warned the student audience about a particularly gruesome scene and indicated where in the film, the scene occurred. Students were told that immediately prior to this section, they could leave for several minutes if watching the protagonist, Rea (Jennifer Lawrence) cutting off her dead father's arms would be troubling.

2. Conclusion

Narrative student evaluations indicated that the class was well-received and that students have since asked when it will be offered again. Although some students recommended removing some films from the line-up (The Beales of Grey Gardens and to a lesser extent, Pieces of April), most of the films received positive responses. Students particularly liked the active component of looking for key symptoms in films depicting psychiatric conditions. For students who were skeptical about psychology, the use of popular films was a relatively "painless" and entertaining introduction to the subject.

References

American Psychiatric Association (2000). *Diagnostic and Statistical Manual of Mental Disorders (4th Edition-Text Revision).* Washington, D.C.: APA Press

Beauchamp, T.L. & Childress, J. F.(2009) *Principles of Biomedical Ethics*. New York: Oxford

 Grandin, T. (2010). T*hinking in Pictures:My Life with Autism.* New York: Vintage.

Green, R. J. (n.d). Teaching psychology through film,video, Teaching Tips. Association for Psychological Science. http://www.psychologicalscience.org/teaching/tips/tips_0703.cfm (Accessed on May 27, 2014)

Lampropoulos, G. K., Kazantzis, N., & Deane, F. (2004). Psychologists' use of motion pictures in clinical practice. *Professional Psychology: Research and Practice, 35*, 535-541.

Paris, J & Lise, E. (2013). Can sociocultural and historical mechanisms influence the development of borderline personality disorder ? *Transcultural Psychiatry* 50; 140-151.

Pershall, S. (2011). *Loud in the house of myself: Memoir of a strange girl*. New York: Norton.

Rappoport, J.(1991). *The Boy Who Couldn't Stop Washing.* New York: Signet.

Rind, B., Tromovitch P., & Bauserman, R. (1990) A meta-analytic examination of assumed properties of child sexual abuse using college samples. *Psychological Bulletin,* 124, 22-53.

Searight, H. R. & Allmayer, S. (2014). The use of feature film to teach medical ethics. *International Journal of Modern Education Forum,3(1).*

Wedding, D.,Boyd, M. A. & Niemic, R. (2010). *Movies and Mental Illness: Using Films to Understand Psychopathology (3rd Edition).* Cambridge, MA: Hogrefe.

Wicks-Nelson, R. & Israel. A.C. (2013). Abnormal Child and Adolescent Psychology (8th Edition). Pearson Publishers.

Yalom, I.D. (1989). *Love's Executioner.* New York: Basic Books