

Experiential Learning Course Proposal Cover Sheet
(use this form if your program is seeking approval for a whole course to count as an ELR)

Program/Department/School Submitting Proposal Integrated Health Studies **Date Submitted** 9/14/11

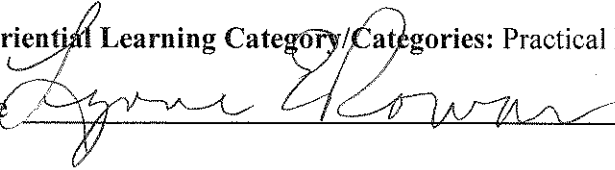
Contact Person Laura Buckeye **E-mail** lbuckeye@kent.edu **Phone** 2-3195

Course Number/Title IHS 44092 Practicum in IHS **Number of Credits** 3 - 10

Check one:

☒ **New Proposal** ☐ **Resubmission with Revision; Date of Original Submission** _____

Select Appropriate Experiential Learning Category/Categories: Practical Experiences

Chair/Director Signature  **Date** 10/6/11

Date Approved by College Curriculum Committee _____

Dean Signature: _____ **Date** _____

For URCC use only

Date Received by URCC _____

Decision:

Approved	_____ (Date)	<input type="checkbox"/>
Withdrawn by Submitter	_____ (Date)	
Minor Revision – Resubmit	_____ (Date)	
Major Revision – Resubmit	_____ (Date)	
Denied	_____ (Date)	

Course-Based Experiential Learning Requirement Form
(use this form if your program is seeking approval for a whole course as an ELR)

Please consult the Experiential Learning Guidelines as you respond to each item on this form.

Course Subject/Number/Title: HED 44092 Internship CHE

Credit Hours: 12

Prerequisite(s): Senior Standing

The *course objectives* section of the syllabus must include the *goals of the experiential learning component*.

1. Describe how the course provides opportunities for students:

- The Community Health Education internship is specifically designed to connect ideas, concepts, and skills developed at the university with their applications to new and different contexts. Students contract with an external agency that will allow them to use course concepts in a practical setting. As an example, students interested in working in a hospital, may choose to do internship hours with the Cleveland Clinic. Their experience would most likely encompass a variety of experiences giving the student the opportunity to learn whether or not this career path meets with their educational and career objectives.
- The Community Health Education Internship definitively broadens the student's understanding of the discipline, the world, or themselves as learners. By being placed in an environment external to the classroom, students will experience the application of theory learned in the classroom.
- By having contact with professionals in the field, students will have the ability to relate their experience with their current academic programs. Part of the internship involves discussion with supervisors and peers in the field. These interactions should allow students the opportunity to reflect upon their current academic plan and their future career goals.

2. Explain how the three learning outcomes will be assessed:

- Students are required to keep a log and complete a final paper that will allow them to connect ideas, concepts, and skills developed at the university with their applications to new and different contexts.
- In the final paper, students explain how this experience has broadened their understanding of the discipline, the world, or themselves as learners and reflect on the meaning of the experience for their current and future learning. They also make a connection between their experience and the Core Competencies of Health Education and Promotion.

3. In what ways will your unit communicate expectations described in this proposal to faculty who will be teaching this course? The program coordinator will meet with any new instructor to go over the syllabus and expectations for the course.

In what ways will your unit maintain standards across multiple sections and over time as instructors change? Instructors will use the same syllabus and therefore use the same evaluation criteria in each class.

URCC Use Only

Date Received by URCC _____ Date Approved by EPC _____

Date Approved by URCC _____ Date Removed as ELR _____

Course-Based Experiential Learning Requirement Form
(use this form if your program is seeking approval for a whole course as an ELR)

Please consult the Experiential Learning Guidelines as you respond to each item on this form.

Course Subject/Number/Title: IHS 44092 Practicum in IHS

Credit Hours: 3 - 10

Prerequisite(s): IHS Major and Senior Standing and Special Approval

The course objectives section of the syllabus must include the goals of the experiential learning component.

1. Describe how the course provides opportunities for students:

- The Integrated Health Studies practicum is specifically designed to connect ideas, concepts, and skills developed at the university with their applications to new and different contexts. Students contract with an external agency that will allow them to use course concepts in a practical setting. As an example, students interested in working in a hospital, may choose to do internship hours with the Cleveland Clinic. Their experience would most likely encompass a variety of experiences giving the student the opportunity to learn whether or not this career path meets with their educational and career objectives.
- The Integrated Health Studies Practicum definitively broadens the student's understanding of the discipline, the world, or themselves as learners. By being place in an environment external to the classroom, students will experience the application of theory learned in the classroom.
- By having contact with professionals in the field, students will have the ability to relate their experience with their current academic programs. Part of the internship involves discussion with supervisors and peers in the field. These interactions should allow students the opportunity to reflect upon their current academic plan and their future career goals.

2. Explain how the three learning outcomes will be assessed:

- Students are required to keep a biweekly log that will allow them to connect ideas, concepts, and skills developed at the university with their applications to new and different contexts.
- In the biweekly log, students explain how this experience has broadened their understanding of the discipline, the world, or themselves as learners and reflect on the meaning of the experience for their current and future learning. Also students are required to read "Mountains Beyond Mountains" book and answer biweekly questions for contemplation.

3. In what ways will your unit communicate expectations described in this proposal to faculty who will be teaching this course? The program coordinator will meet with any new instructor to go over the syllabus and expectations for the course.

In what ways will your unit maintain standards across multiple sections and over time as instructors change? Instructors will use the same syllabus and therefore use the same evaluation criteria in each class.

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Date Received by URCC _____ Date Approved by EPC _____

Date Approved by URCC _____ Date Removed as ELR _____

IHS 44092 Practicum

Welcome to IHS Practicum! The requirements for the course, required text, and the timetable for the practicum paperwork are reviewed below. ***Please read thoroughly and carefully prior to beginning your internship.***

INSTRUCTOR CONTACT INFORMATION

Heather Adams, Director
Women's Center
Carriage House
Kent State University
Kent OH 44240
330-672-8394
330-672-9232 Fax
hadams@kent.edu

COURSE REQUIREMENTS

A. Two (2) meetings w/ instructor.

One meeting prior to beginning your practicum during which you will pick up your internship manual and discuss your general plans for your internship

One meeting upon completion of your practicum hours.

Important: Please call one week prior to the final week at your practicum site to schedule our final meeting.

B. Completion of practicum packet forms/logs/evaluations. **Be aware of your deadlines.**

1. Internship Proposal form – Due before you start the practicum
2. Internship Agreement form – Due before you start the practicum
3. Assignment of Supervisor form - Due before you start the practicum
4. Mid-term Internship Evaluation and Checklist form – Due halfway through your practicum (ex. For a six week practicum, form is due third week).
5. Bi-weekly Intern Activity Report log – Due **every other week** by fax, mail or dropped off at my office
6. Bi-weekly “question for contemplation” – Due **every other week, turned in with your bi-weekly log**
7. Final Evaluation of Internship - Due at final meeting with instructor
8. Intern's Assessment of the Internship - Due at final meeting with instructor
8. Internship Completion Form – Due at the final meeting with instructor

C. Required Text, “Mountains Beyond Mountains”, Kidder, Tracy, Random House, 2004.

Biweekly Questions for Contemplation: Include a 1½ -2 page answer to one of the following questions; these writings must be turned in with each of your bi-weekly logs.

1. Paul Farmer finds ways of connecting with people whose backgrounds are vastly different from his own. How does he do this? Are his methods something to which we can all aspire?
2. Personal and academic talents and strengths affect the choices we make in our lives and our ability to be successful in our careers. Paul Farmer's talents and strengths were apparent during his childhood and developed throughout college. What talents and strengths does he have and how did he specifically develop them during his college years and early years in Haiti?
3. Paul Farmer believes that "if you're making sacrifices.....you're trying to lesson some psychic discomfort" (pg. 24). Do you agree with the way that Farmer makes personal sacrifices? For what kinds of things do you make sacrifices, and when do you expect others to make them?
4. Kidder points out that Farmer is dissatisfied with the current distribution of money and medicine in the world. What is your opinion of the distribution of these forms of wealth? What would you change, if you could?
5. What volunteer or internship experiences did Farmer have when he was not attending school (college)? What was the importance of these experiences in his development as a physician, anthropologist, and humanitarian? Was there an experience(s) that changed the course of his life?
6. Paul Farmer had an eccentric childhood, and his accomplishments have been unique. Do you see a correlation between the way Farmer was raised and how he has chosen to live his life? How has your own background influenced your life and your decisions?
7. The title of the book comes from the Haitian proverb, "Beyond mountains there are mountains." What does the saying mean in the context of the culture it comes from, and what does it mean in relation to Farmer's work? Can you think of other situations – personal or societal – for which this proverb might be apt?
8. Compare Zanmi Lasante to the Socios en Salud project in Carabayllo. Consider how the projects got started, the relationships between doctors and patients, and the involvement of the international community.
9. Ophelia Dahl and Tom White both play critical roles in this book and in the story of Partners in Health. How are their acts of compassion different from Farmer's?
10. Kidder explains that Farmer and his colleagues at PIH were asked by some academics, "Why do you call your patients poor people? They don't call themselves poor people?" (p.100). How do Farmer and Jim Kim confront the issue of how to speak honestly with each other, and what is the importance of the code words and acronyms that they share (for example, AMC's, or Areas of Moral Clarity)?
11. Tracy Kidder has written elsewhere that the choice of point of view is the most important choice an author makes in constructing a work of narrative nonfiction. He has also written that finding a point of view that works is a matter of making a choice among tools, and that the choice should be determined not by theory, but by an author's immersion in the materials of the story itself. Kidder has never before written a book in which he made himself a character. Can you think of some of the reasons he might have had for doing this in *Mountains Beyond Mountains*?

COURSE GRADING

The course is graded S/U, satisfactory or unsatisfactory.

KENT STATE UNIVERSITY

CERTIFICATION OF CURRICULUM PROPOSAL

CURRICULUM BULLETIN NUMBER: 182

DATE PROPOSAL APPROVED BY EPC: 23/10/06

EFFECTIVE SEMESTER/YEAR OF PROPOSAL: 2007F

DATE OF PREPARATION: 09/07/2006

Purpose of Proposal

Subject Area

Course Number

Course Title

Minimum Credit

Revise Course

IHS

44092

PRACTICUM: IHS

3

Maximum Credit

10

Selected items
are new

☐ Subject Area

☐ Crs Number

☐ Title

☐ Title Abbreviation

☒ Prerequisite

☐ Credit Hours

☒ Description

☐ CIP/HEGIS

If applicable

If applicable

If applicable

If applicable

☐ Activity Type

☐ Cross-Listed/Slash

☒ Grade Rule

☐ Credit By Exam

☐ Course Fee

☐ LER Status (G)

☐ WIC (W)

☐ Diversity

Describe Impact on Other Programs,
Policies or Procedures

NONE

Units Consulted
(See guidelines for Instructions)

ACHVE CURRICULUM COMMITTEE, EHHS CURRICULUM COUNCIL

REQUIRED ENDORSEMENTS:

Chair/Director/Campus Dean

Donald E. Bullock
9 / 8 / 06

College/School Dean

James W. Ashau
10 / 16 / 06

Vice Provost for Regional Campuses

1 / 1 / 06
Steve Armstrong
10 / 32 / 06

Provost

Please print before leaving page

Main Menu

Basic Data Sheet - Page 1

Preparation Date	09/07/2006 8:02:55 AM	Requested Effective Year	2007F
Course Title	PRACTICUM: IHS		
Subject Area	IHS	Course Number	44092
Course Fee			
Slash Course		Applicable combinations are 4/5; 4/5/7; 6/	
Course Title Abbrev	PRACTICUM: IHS	Cross-listed with	
KSU Type			
Credit Connector	V	Minimum Credit	3
Maximum Credit	10		
Credit By Exam	CBE-N	Activity Type	PRA
Grade Rule	U4		

Following three fields completed by the Provost's Office

OBR Program Code	61
OBR Course Level	3
CIP Code	510701
Prerequisite (limit text to two lines)	MAJORS ONLY; SENIOR STANDING; PROGRAM PERMISSION. COREQUISITE WITH IHS 40091 SEMINAR: PRACTICUM IN IHS
Catalog Description (limit text to five lines)	Practicum focuses on providing supervised practical experience in a health science, health care and human services organization, which allows students to apply theoretical knowledge and skills learned in their coursework. COREQUISITE WITH IHS 40091 SEMINAR: PRACTICUM IN IHS

For course revision, enter previous course title, number and credit.

Previous Course Title			
Previous Subject Area and Course Number		Prev Min Hrs	Prev Max Hrs

Writing Expectations	Bi-weekly logs that include hours and activities.
Next Page	

Basic Data Sheet - Page 2

Subject Area

IHS

Course Number

44092

Instructor(s) Contributing to preparation

Bubenzer, Buckeye, Adams

Instructor(s) Expected to teach this course

Buckeye, Adams

Content Outline

Total Hours

300

Guided experience in professional setting appropriate to student's career plans.

90 - 300 Clock Hours

Textbooks(s)
used in this
course

NONE

Donald L. Bubenzer
Chair, Director, School Dean or Campus Dean

Main Menu