

Dr. Szyman Goes Hybrid for First Aid and Emergency Care

HS 1575 First Aid and Emergency Care was scheduled to meet 4 times on campus for Fall 2020 while the remaining class meetings were virtual. Students came to JDC-211 well masked for the face-to-face meetings in order to check out and return equipment and supplies, take written exams (cognitive domain), and to demonstrate their skills (psychomotor domain) in cardiopulmonary resuscitation (CPR) and automated external defibrillator (AED) for adults, children and infants, use of a tourniquet and an epinephrine autoinjector (EpiPen), bandaging, and splinting. The twelve students assumed places in the hallway

outside JDC-211 on polypots placed more than 6 feet apart. Dr. Szyman reviewed the rubric for each assessment with the students who then practiced their psychomotor skills individually. One by one, students entered JDC-211 and participated in an assessment of the skill. The assessments included the proper use of personal protective equipment (PPE) and the cleaning of the equipment with alcohol swabs. Those students who were waiting their turn for the psychomotor assessment or who had finished their psychomotor assessment completed the exam(s) scheduled for the day at their polypot positions. When students

completed the psychomotor and cognitive assessments, it was **OTD** (out the door). Dr. Szyman and his wife, Marie, donated 8 American Red Cross AED training units to the HEPER Department so that students would have safe access to learning and demonstrating those skills. HEPER has ordered 6 American Red Cross AED training units. HS 1575 students represent several colleges and programs. They have included Physical Education Teacher Education (PETE) candidates, pre-physical therapy majors, nursing majors, community health majors, psychology majors, and others.



MSED PE Meets For a Zoom Social

On Wednesday, October 7, Dr. Buck, who is the Program Director for the MSED program, met with several of the students in the MSED Physical Education program. In normal years, the group meets at the CSU social that occurs on the Thursday of IAHPERD. Given the cancellation of in-person IAHPERD, Dr. Buck felt it was important to touch base with the students. Items on the agenda included introductions, program Q and A, and remote teaching in PE issues. Drs. Kutame and Luseno also joined to say hello. One of the benefits of the meeting was allowing the students an opportunity to speak to one another in real time. Classes in the program are asynchronous, meaning students never meet at the same time with the instructor.

Although most classes have discussion boards (with excellent, lively participation on the part of the students in the program), having a real life conversation is beneficial. [In fact, this semester, students in PE 5150 Current Issues in Physical Education met synchronously with IAHPERD Past-President and current Waiver Committee Chairperson, Brian VanMersbergen, who discussed issues pertaining to waivers as well as advocacy ideas for PE. This was the first time students in the program met via Zoom, but this social was time for more informal talk]. Some of the issues that were brought up for remote teaching included difficulty with a lack of consequences, particularly when it comes to attendance. It was suggested to have

pop quizzes and/or exit slips in order to be able to deduct points should a student not gi Va]h'fXYgd]h' VY]b[î`c[[YX` cbl E''5bch\Yf`]ggi Y`fU]gYX`k Ug` the concern about coming up with a variety of activities for the students in PE to do without getting bored. Most said they were utilizing fitness activities, which led to a discussion about concerns regarding long term effects on motor skill development. A suggestion was made about finding Facebook groups for teaching PE (e.g., î9`Ya YbhUfmiD\ngj]VW`9Xi WU! tion) to learn about different ideas and brainstorm with the teachers in the group. In sum, it was a wonderful meeting and an acceptable substitute to meeting in person at IAHPERD.

HEPER Faculty Share Their Virtual Teaching Experiences

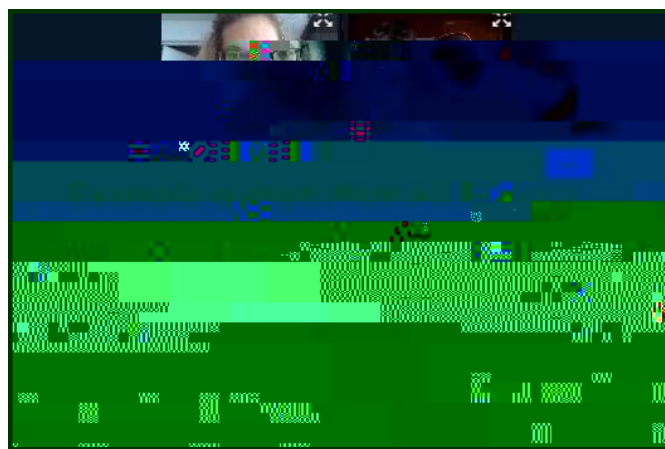
Dr. Shingles: Teaching remotely has been a slight adjustment for Recreation majors, as they already have a few Supportive and Directed Elective courses they take online. So, in that regard, it was not a huge leap for them to transition into this format full-time. That being said, what I found to be a challenge was instructing core or senior level courses and not having the ability to read facial cues and see the proverbial "lightbulb" turn on over students' heads when they finally "get it" or understand a subject matter I have been lecturing about. Typically, these courses are the final face-to-face interactions we have with students prior to their internship. Additionally, the last 2-3 courses are composed of content we want to be sure students have a firm grasp on. It is important that faculty have one last opportunity to connect the dots from previous courses. Senior level courses are specifically designed to be comprehensive and inclusive of foundational knowledge of the nature and scope of the leisure service industry, to go over techniques and processes used by professionals, and for students to update their Philosophy based on knowledge acquired while matriculating through the program. As faculty, we often share with students the importance of being able to adapt to a given situation and to commit to being "change agents." Attending university in the synchronous or asynchronous format has caused each of us to embrace global changes taking place in each facet of our lives. It is my hope that we are able to maintain the synergy needed for students to remain successful in this current education delivery format, and we all use this as another opportunity to sharpen or add another skill to our professional development.

Prof. McNicholas: In Rec 4540, in order to help facilitate a safe

distance networking opportunity, I included a kayaking trip to discuss opportunities for employment in the Forest Preserve, adventure Rec, and partnerships with other groups. Students really embraced the opportunity to engage in nature. They also valued a block of time which involved no technology and the ability to see each other and talk about our profession, current circumstances, and future aspirations in the field. In another course, which is a TBD hybrid, our meeting time is 5 - 7 PM on Sundays, which was selected through polling and discussion with the group. I have found that online participation in this course is very consistent, and that students have embraced the meeting time (despite the occasional overlap with Bears games). In another class, we are engaging outside instructors and speakers to lecture on their work place engagement as a substitute to volunteer opportunities that are not currently available due to contact regulations at certain public service agencies. Students report the networking to be supportive of their education and opening doors to their ideas about possible employment in the field.

Dr. Buck: PE 2140 Movement Concepts and Dance and PE 2611 Principles of Group Exercise are both hybrid. Sometimes, we meet online, and sometimes face to face, but, due to the scheduling of these classes back to back and overlapping students between the two classes, sometimes there are students logging in from home while the rest of the class is with me on campus. I also meet synchronously online for PE 4022, which is working out really well. I have three other asynchronous online classes. Issues I have had relate first to organization remembering which morning class is meeting online versus in person, and then setting up the online links

for the class to log in. Although I am a very organized person, I have found myself seemingly turning in circles a few times. The other issue is shared by many teacher colleagues: how do I transition a particular lesson into the online environment? Movement Concepts and Dance as well as Group Exercise are both full of peer teaching experiences, so I have had to come up with new ways to teach the material from home. This includes finding videos or using items around the house as equipment. For instance, during the rhythms lesson for 2140, I used a tupperware container and a wooden spatula for a drum. We still come together for peer teaching (fully masked and physically distanced). We have had some minor $\int \mathbb{Z} \mathbb{Y} \eta \mathbb{b} [\mathbb{I} ' \text{cb}] \mathbb{b} \mathbb{Y} \mathbb{Z} \mathbb{V} \mathbb{i} \text{hU} \mathbb{h} \mathbb{A} \mathbb{Y} ' \mathbb{I}$ same time, I have also successfully created breakout rooms for group work! And, of course, I generally either have a kitten wrapped around my neck or one threatening to pounce on my space bar. Generally speaking, I think the students are doing well and are taking things in stride. I know they appreciate the effort that professors are putting forth.



Dr. Buck with Teacher

By Dr. Kutame

After more than six months of being immersed in some form of remote teaching, I find myself thinking about how lucky and rewarding it is to be an educator but how difficult and exhausting it has really been. I really do not envy those elementary and secondary school teachers who are faced with the problems associated with providing physical education lessons to their students during this pandemic. Perhaps my colleagues in the department of Health Education, Physical Edu-

New Students cont.

Name: Anthony Barkan. **Major:** Physical Education. **Previous institution:** Northeastern Illinois University. **Why did you choose your major?** I love to help children be happy. **Career goals:** PE teacher in middle school hopefully. **Hobbies or other interests:** I work 64 hours a week driving a semi truck, run a 501c3 non profit animal rescue (if anyone wants to adopt a cat, let me know!), collect rocks and fossils, and, of course, exercise!

Dr. Szyman Treading Water on PE 2360

The Health Education, Physical Education and Recreation Department last conducted PE/REC 2360 Aquatics for the Physical Education and Recreation Professional during the Fall Semester of 2018. The Chicago State University Aquatics Center was closed during the summer of 2019, so the Fall 2019 offering of the course was cancelled because the predicted

closed. As this newsletter goes to print, the Aquatics Center is still closed. working with the administration to secure a site to conduct the course off campus for Spring 2021 and, if necessary, Fall 2021. Until Fall 2018, the American Red Cross (ARC) did not restrict enrollment in PE/REC 2360. Now, there is a Red Cross imposed constraint of 10 students per Water Safety Instructor (WSI) Trainer. Also, a Chicago Public School policy now in effect requires that physical educators who teach swimming as part of a high school physical education curriculum must have a current ARC WSI certificate and a current ARC Lifeguarding certificate. Faculty members are promoting a lifeguarding unit within PE/REC 2360 for those students who can meet specific prerequisites. No current HEPER faculty member is a Lifeguarding Trainer. Dr. Szy-

man and Mr. McNicholas are bonafide ARC WSIs and Szyman is a WSI Trainer (WSIT). PETE and Recreation students were sent a survey in September, the responses to which will provide data requested by CSU administration so they can consider options for offering the course twice during 2021 to alleviate the backlog of students needing PE 2360 to graduate. To date, a third of the PETE and Recreation students have not completed the survey, which is taking responders an average of 4 minutes, 4 seconds to finish and submit. Please add your input to the survey so the faculty are prepared to present a salient argument to the administration, and students will have the opportunity to take the course.

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