

1993

Curriculum Workshop

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CURRICULUM WORKSHOP

STUDENT-CENTERED CURRICULUM

1993 NATIONAL SERVICE-LEARNING CONFERENCE

Robert Shumer

Generator Center

University of Minnesota

NSLC
c/o ETR Associates
4 Carbonero Way
Scotts Valley, CA 95066

3660

Evaluation Workshop
integrating evaluation into curriculum

1996 National Service-Learning Conference

Robert Shumer

National Service-Learning Cooperative/Clearinghouse
Center for Experiential Education and Service-Learning
University of Minnesota

Overview

This is an introductory workshop on developing curriculum using a student-centered, community-based approach. It is founded largely on the philosophy of John Dewey and represents an approach produced at the Far West Laboratory for Educational Research and Development. It has been implemented in many school districts across the country in the 1970s and 1980s, and is still a very viable approach to curriculum development in the 1990s. It is not specifically limited to service-learning programs; it is applicable to any program where students expect to earn academic credit for learning which occurs outside the classroom. It is intended for use by educators who expect their students to spend a significant time in the community learning subjects which are normally taught in the traditional school system. The original audience for this model was intended for secondary education programs. However, it is easily modified for any level of learning.

Philosophy

The best learning occurs when students are interested in the subjects they study. One way to assure interest is to allow each student to choose what she/he would like to learn. Frequently, student interest involves learning beyond the traditional classroom curriculum. The challenge in allowing student interest to drive the curriculum agenda is developing a system and method to allow this freedom of choice, and at the same time, assure that the student is getting a solid, academic program. To accomplish this, educators must be familiar with the curriculum requirements of their district and the potential learning opportunities which exist in the community. This means teachers must know their discipline(s) thoroughly and must know where in the community learning applications can develop and reinforce important learning processes and skills. There is an artistry in connecting student interest and community-based learning with academic skills, processes, and knowledge bases.

Much of what you will do involves application of outcome-based education principles, applied to individual learning agendas. Many consider this process to be an example of individualized learning where student interest, skill, talent, and creativity are all elements which make up the educational program. It surpasses the opportunities available to teachers in classroom settings because it utilizes the vast resources, both human and capital, of the community.

While service-learning is not the direct intent of this process, service experiences are usually imbedded in the learning activities, and certainly can be developed out of the learning interests. The difference is that service experiences are always driven by student interest, not community need. Frequently, if not always, student interests can be matched with or fit into community requirements. Service programs, using this approach, are based more on solid principles of learning than on demand for service. The purpose for doing the community activities is primarily for student learning, with service always a secondary consideration.

Purpose of Workshop

The purpose of this workshop is to acquaint you with the process involved in connecting community-based learning with more traditionally developed curricula. Each task presented in the workshop represents a piece of the process; it is by no means the only way to do this. Each teacher will develop his or her own interpretation of the techniques and skills necessary to implement the program in local settings. The important point is to understand how each part fits into the overall plan of doing community-based learning.

The goal for the program is to have academic, service-learning integrated in the curriculum. Academic learning is defined as "theoretical, not practical (Webster's Dictionary, 1989)." For any program to have academic value, it must include content which deals with theoretical issues, combining theory with practice. Developing the organization for the community-based component involves identifying the theoretical and conceptual dimensions of the learning, structuring the students's program so the community work has an reflective, critical thinking component as part of the educational process. The materials found in the "Package Goals" section provides a model for including theory with practice -- the ultimate goal of the program.

DEVELOPING A TASK ANALYSIS

Tasks identified in the community usually come in various levels of complexity. It is important for you to understand how tasks fit on a continuum, from easy to difficult. The example in your booklet identifies three levels: easy, medium, and difficult. Use these classifications to analyze learning opportunities at a community site with which you are familiar. Think of tasks that can be done by students, and describe the learning goals and indicators (behavioral objectives) which accompany them. List an easy, medium, and difficult example for each of the following disciplines.

Language Arts:

Easy:	Goal--
	Indicator--
Medium	Goal--
	Indicator--
Difficult	Goal--
	Indicator--

Social Studies:

Easy:	Goal--
	Indicator--
Medium	Goal--
	Indicator--
Difficult	Goal--
	Indicator--

Math/Science:

Easy:	Goal--
	Indicator--
Medium	Goal--
	Indicator--
Difficult	Goal--
	Indicator--

Vocational Education:

Easy:	Goal--
	Indicator--
Medium	Goal--
	Indicator--
Difficult	Goal--
	Indicator--

PACKAGE GOALS

Using your booklet on Social Science Package Goals as a guide (Pages 14-16), develop a list of goals for a discipline you teach or in one with which you have an interest. Identify goals for each category listed.

Goal 1: Basic Skills

Goal 2: Problem Solving

Goals 3: Career Development

Goal 4: _____ Concepts/Inquiry

Goal 5: _____ Techniques

DEVELOPING A CHECKLIST

The purpose of this activity is to develop a checklist for use with student goals and indicators to assess the quality of student learning. Using the materials in the reference packet (Pages 17-18), construct a checklist for your discipline which reflects the criteria you deem necessary for a project to meet your academic standards.

I. Basic Skills

II. Problem Solving

III. Career Development

IV. Concepts/Inquiry

V. Techniques

REFERENCE MATERIALS

CURRICULUM WORKSHOP

AGENDA
CURRICULUM WORKSHOP
ROB SHUMER

- I. Introduction/Purpose**
- II. Identifying Learning Opportunities in the Community**
 - a. Doing a task analysis**
- III. Combining Theory and Practice -- The Basis of Academic Credit**
 - a. Developing package goals**
- IV. Quality Assurance**
 - a. Developing a checklist based on package goals**
- V. Project Planning**
 - a. Planning the learning activities**
- VI. Questions and Answers**

COMMUNITY-BASED LEARNING

PROJECT PLAN WORKSHEET

Think about the site you visited this morning and write three goals and indicators (objectives) which define what you might learn if you were to spend at least ten weeks at the site. Use knowledge of your own district curriculum or the sample given to determine whether your goals/indicators would meet district standards for an academic course. Write your goals for three different levels of complexity: easy, medium, and difficult. Easy goals can be met in one or two visits and usually involve one task; medium goals involve a sequence of tasks and take many visits to complete; difficult goals usually require completion of a process and take a long time to complete. Write goal for each subject listed.

English

Easy

Medium

Difficult (Circle One)

GOAL:

INDICATOR:

Due Date:

Evaluator:

Social Studies

Easy

Medium

Difficult (Circle One)

GOAL:

INDICATOR:

Due Date:

Evaluator:

Math/Science

Easy

Medium

Difficult (Circle One)

GOAL:

INDICATOR:

Due Date:

Evaluator:

STUDENT PROJECT PLAN - GOALS, INDICATORS, AND EVALUATION
(See instructions on reverse side)

Page of

Student _____ LC _____ Project Title _____

Goals and Indicators	For Indicators		For Evaluator's Use		
	Due Date	Evaluator	Date	Initials & Rating	Comments

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Social Science Package Goals

GOAL 1: BASIC SKILLS (Required)

You should practice and improve your basic skills by using at least one method of acquiring and one method of communicating information in the course of your project.

ACQUIRING INFORMATION (choose one)

- Reading: You should be able to read critically and comprehend newspaper and magazine articles, books, or other materials pertinent to your project.
- Listening: You should be able to listen effectively and critically to speeches, lectures, radio and television broadcasts, and other commentaries related to your project.
- Observing: You should be able to acquire information from and interpret events, films, or television programs pertinent to your project.

COMMUNICATING INFORMATION (choose one)

- Writing: You should be able to clearly express in writing information and ideas relevant to your project.
- Speaking: You should be able to communicate orally your own ideas, thoughts, and feelings.
- Innovating: You should be able to communicate ideas or findings using nonverbal means -- for example, through making photographs or films, graphic illustrations, or models.

GOAL 2: PROBLEM-SOLVING (Required)

You should expand your problem-solving skills by thoroughly investigating a significant question, problem, or issue in the field of social science. To do so, you should:

- Define the problem or issue. (Why is it important? Who does it affect? What are some of its causes?)
- Identify sources of information to learn more about the subject (people, books, magazine articles, government agencies).
- Use appropriate methods for gathering data (interviewing, observing and recording, reading, survey research, experimenting with different techniques or solutions).
- Organize the information obtained. (Tally, summarize, compare, analyze, or synthesize your findings.)
- Evaluate proposed solutions. (Which solutions are most desirable from your viewpoint? Why? Which are most feasible in terms of time, cost, human nature, or other factors? Why?)

GOAL 3: CAREER DEVELOPMENT (Choose a or b)

a. You should learn enough about two careers in the field of social science to evaluate them in terms of your own interests, goals, and abilities. Your research should include the following:

- The roles and functions of an employee.
- The relation of the career to other careers.
- The qualifications and routes for entry.
- The working conditions, rewards, and benefits of the career.
- The current and projected demand in the field.
- Union or professional affiliations that are desirable or necessary.
- The effect of the job on one's lifestyle.
- Your own evaluation of the career.

b. You should develop career entrance skills in two of the following areas:

- Obtaining and evaluating information about current job openings, training or educational opportunities, and entry requirements.
- Preparing letters of inquiry, applications, and resumé for employment or school entry.
- Preparing for and performing effectively in employment or other admissions interviews.
- Acquiring job-entry skills and experience in a chosen career field.

Social Science Package Goals (continued)

GOAL 5: SOCIAL SCIENCE TECHNIQUES (Choose five)

If you want to focus your project on acquiring some of the skills and techniques used in the social sciences, you will need to work closely with your resources and Learning Coordinator to identify at least five specific skills you will work on and demonstrate through your project. The list below provides some examples. (You may choose five of these to work on, identify five comparable skills, or combine elements from the Social Science Inquiry or Politics Goals with these for a total of five.)

- Conducting survey research (to determine the characteristics of a particular group of people, to learn how a group of people intends to vote, or to determine use of space and time).
- Analyzing statistical data to determine patterns or predict outcomes.
- Planning and conducting case studies.
- Systematically observing and recording individual and group behavior.
- Making comparative analyses (of behavior, lifestyles, cultures, political systems).
- Analyzing organizations, institutions, or informal groups in terms of their structure and functions.
- Designing and administering interview schedules.
- Describing and analyzing behavior.
- Contributing to group efforts.
- Resolving interpersonal conflicts.
- Displaying data with appropriate tables and graphs.
- Designing and conducting experiments.
- Researching and interpreting different types of historical records.
- Other (specify).

Obviously, it could take years to become expert in some of the above. If you wish to specialize and earn credit in a particular skill area, such as statistics, you will be expected to meet the performance standards for that subject generally employed in your school or district, or demonstrate entry-level job skills.

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Social Science Package — Politics Goals (continued)

B. POLITICAL INQUIRY (Choose five)

You should increase your understanding of various concepts as tools for use in studying politics and expanding your knowledge of the political environment. The following list of examples will help you in determining your own goals and building a project that reflects your interests. You should demonstrate understanding of at least five of the following, or five comparable concepts agreed upon by you and your Learning Coordinator.

- Power: What is it? What forms does it take? How is it obtained? How can people use their power as voters, union members, police, or government officials? How do they?
- Law: Why do societies have laws? How is a law made? Should all laws be obeyed? What are the personal and social consequences of disobedience? How do laws affect your life in school, job-hunting, or travel?
- Authority: What is it? How does it differ from power? How is authority acquired? Where do parents, teachers, or police obtain the authority to tell you what, when, and how to do or not do something?
- Public Opinion: What is it? How does it differ from power? What effect does it have on government or political actions? How do the actions of the President affect public opinion? How do the media affect public opinion?
- Political Participation or Behavior: What types of participation are possible for individuals and groups? What determines or influences how, or whether, people participate politically? Do you, your parents, or your friends work to achieve things that you would like to see happen in your community (i.e., more parks, better traffic rules, a cleaner environment)? Why or why not?
- Freedom: Are there different kinds of freedom? Does increasing freedom for some decrease it for others? What limits should be placed on individual freedom? Why? How?
- Political Socialization: What are mechanisms in our society or other societies by which people learn political rules and roles? How do your parents' political views and actions affect your own? What kind of educational system and process is best for a democracy? Why?
- Political Institutions: What are the major kinds and what official forms do they take? How do their practical structures and roles for members differ from their official form? For example, what does it mean to be a member of a political party? For a citizen? For a politician? Does party membership have different meanings in different countries? Why?
- Democracy: What are the assumptions on which democratic systems are based? How do democracies work, in theory and in practice? What qualifications should voters have? Why? What qualifications should political candidates have? Why? What is the role of political parties in a democracy?
- Political Recruitment: How are party members, political activists, candidates, party elites, and office-holders recruited into these roles and positions? What are the formal rules of the political system governing this process? What other factors influence the selection of leaders and office-holders?
- Equality: What does political equality mean? How is it related to economic equality? Does equal opportunity lead to equal results? Why or why not? Which is most important? Why?
- Other (specify).

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Experience-Based Career Education		LIFE SCIENCE PACKAGE GOAL CHECKLIST	
STUDENT'S NAME		DATE	
PROJECT TITLE			
GOAL	GOAL REQUIREMENTS		
	REQUIRED	ELEMENT OR TECHNIQUE	
1. BASIC SKILLS	One element from each group	<u>Acquiring Information</u> <input type="checkbox"/> reading <input type="checkbox"/> listening <input type="checkbox"/> observing <u>Communicating Information</u> <input type="checkbox"/> writing <input type="checkbox"/> speaking <input type="checkbox"/> innovating	
2. PROBLEM-SOLVING	All elements	<input type="checkbox"/> identify problem or question <input type="checkbox"/> analyze existing information <input type="checkbox"/> make your own observations <input type="checkbox"/> formulate an hypothesis <input type="checkbox"/> test hypothesis <input type="checkbox"/> organize and evaluate information	
3. CAREER DEVELOPMENT	Choose all of a OR two elements from b	<input type="checkbox"/> a. investigate two careers in terms of: <input type="checkbox"/> roles and function of employee <input type="checkbox"/> relation of career to other careers <input type="checkbox"/> qualifications for entry <input type="checkbox"/> working conditions, rewards, benefits <input type="checkbox"/> current and projected demand <input type="checkbox"/> union or professional affiliations <input type="checkbox"/> effects of job on lifestyle <input type="checkbox"/> your own evaluation of the career <input type="checkbox"/> b. develop career entrance skills in two of the following areas: <input type="checkbox"/> obtaining and evaluating information about current job openings, training or educational opportunities, and entry requirements <input type="checkbox"/> preparing letters of inquiry, applications and resumés <input type="checkbox"/> preparing for and performing in interviews <input type="checkbox"/> acquiring job-entry skills and career-related experience	

LIFE SCIENCE PACKAGE GOAL CHECKLIST (Continued)

You may select five elements from either Goal 4 or Goal 5, or you can combine elements from each as long as you select five altogether. For laboratory science credit, you must select five from Goal 4 and Goal 5 (for a total of ten).

GOAL	GOAL REQUIREMENTS	
	REQUIRED	ELEMENT OR TECHNIQUE
4. LIFE SCIENCE INQUIRY	Choose five elements	<input type="checkbox"/> characteristics of life <input type="checkbox"/> chemical structure of life <input type="checkbox"/> law of conservation of energy <input type="checkbox"/> classification system <input type="checkbox"/> plants <input type="checkbox"/> plant life functions <input type="checkbox"/> animals <input type="checkbox"/> animal life functions <input type="checkbox"/> group structures <input type="checkbox"/> ecosystem <input type="checkbox"/> pollution <input type="checkbox"/> environment <input type="checkbox"/> heredity <input type="checkbox"/> theories of evolution <input type="checkbox"/> human physiology <input type="checkbox"/> animal behavior <input type="checkbox"/> other (specify) _____ _____
5. LIFE SCIENCE TECHNIQUES	Choose five elements	<input type="checkbox"/> dissect plants or animals <input type="checkbox"/> set up and safely use standard laboratory equipment <input type="checkbox"/> set up and use field equipment <input type="checkbox"/> collect and classify specimens <input type="checkbox"/> use statistical methods <input type="checkbox"/> understand and use the metric system <input type="checkbox"/> perform mathematical computations <input type="checkbox"/> safely culture microorganisms <input type="checkbox"/> breed plants or animals <input type="checkbox"/> observe and record animal behavior <input type="checkbox"/> conduct environmental field studies <input type="checkbox"/> collect and preserve specimens <input type="checkbox"/> make drawings of observations <input type="checkbox"/> properly care for laboratory animals and specimens <input type="checkbox"/> other (specify) _____ _____

Resource Person Guide

195 Jasper
Career family: III, IV

Subject area: Art, English
Economics, Business

Package: Communications
and Media, Commerce

"The greatest weakness in business, whether large or small, is its inability to communicate with its particular market," says David L. Jasper, public relations manager for Popular Chemical Company. Dave Jasper's interest in communications stems from his long experience in the advertising field. Prior to his present position, he was head of the advertising department of Popular Chemical. Public relations, advertising, sales promotion, merchandising, publicity, and the techniques involved -- ranging from market studies, budgeting, media selection, ad preparation, community relations, presentations, copy writing, illustration, layout, feature articles and releases, to job-hunting skills -- are possible areas for learning activities.

RP Name: David L. Jasper
Company: Popular Chemical Company
Address: 200 Bush Street, 10th Floor, San Francisco, California 94104
Transportation: Take a B bus to San Francisco from the northwest corner of Broadway and Grand Avenue. (The buses run every half hour at 20 minutes after and 10 minutes before the hour.) Walk from the Transbay Terminal to Market Street. Cross Market to the intersection of Bush and Front Streets. Turn up Bush Street and walk one block to Sansome Street. 200 Bush is at the corner of Sansome and Bush.
Phone: 894-4519
Hours: 9:00 a.m. to 4:00 p.m., Monday through Friday

During the ORIENTATION you can meet with David Jasper to discuss your interests and possible project topics. You can also tour the chemical company to learn what departments there are and what goes on in each. If you wish to continue working with Mr. Jasper on a project, a schedule of activities and meetings can be arranged.

In the EXPLORATION you can work on current Popular Chemical public relations projects; accompany Dave Jasper to meetings and luncheons with freelance artists, writers, and photographers; observe meetings with community educators, newspeople, and other persons with whom David Jasper has contact; or learn how to make motion pictures and slide presentations, conduct surveys, interview people, and write advertising copy.

The INVESTIGATION is an opportunity to develop some of the skills used in the fields of communications, advertising, or public relations. You can learn

acquired through library research, compose a slide-tape presentation which answers the following or similar questions:

EXPLORATION

- a. What is the purpose of advertisement?
 - b. How do advertisement methods and styles differ and why?
 - c. What makes an ad effective?
 - d. How do advertisements reflect or distort social values, behaviors, and goals?
10. Discuss your needs, interests, goals, and values in relation to a career in public relations, communications, advertising, or a related field.
 11. Use descriptive statistics to organize and present the results of an advertising survey.
 12. From your own observations and from discussions with Dave Jasper, compare the audiences reached by: a local radio station, a local TV station, and a local newspaper. Do different advertisers use different media? Analyze the advantages and disadvantages of each of the above three media for advertising. Make this analysis for at least two different products or services.
 13. Compare the fields of public relations and advertising. List ten titles of jobs in each area. Describe two of the ten in detail, including advantages and disadvantages, to you, of each.
 14. Describe 5 ways of communicating the same message. Explain which would be the method of choice for each of three audiences.
 15. Describe and give examples of ten different types of appeal (such as sex, power, and status) used in advertising.
 16. Distinguish between metaphors, analogies, symbols and cliches. Present examples of the use of each in advertising.
 17. Analyze Popular Chemical's annual report as a public relations device.
 18. Observe the steps required in the production of an advertising display.
 19. Compare the organization and functions of the advertising and public relations department at a company such as Popular Chemical to those of an advertising agency (see the Resource Guide for the Gester, Brown and Taylor advertising firm).
 20. In response to a real or hypothetical public relations problem described to you by Dave Jasper, state what you would do, including what information you would need (actually get it if it is obtainable) and what actions you would take.
 21. Set up an advertising program for a real or fictitious business, including:

Appendix 4

Instructions for Writing Resource Guides

	<u>[log number]</u>	<u>[resource name]</u>
RESOURCE	Career family:	_____
GUIDE	Package:	_____
	Subject area:	_____

Briefly describe the resource and the major activities of the person or organization which students can learn about and participate in. The purpose of the paragraph is to stimulate student interest in finding out more about the resource and what they can do and learn at the site. Opening with a provocative question or a quote from the resource can be effective. In Resource Person Guides, include and underscore the RP's name, title, and organization. For all other guides, underscore the name of the organization and the contact's name. Any special prerequisites (such as a negative tuberculosis test or reading skill at a particular level) should be given at the end of the paragraph.

RP name: (or RO coordinator)

Organization:

Address:

Transportation: Give directions to the resource site via public transportation.

Phone:

Hours: State times when the resource can be contacted.

For explanations of the following levels of involvement with resources, review pages 3 through 6 of the handbook.

The ORIENTATION: Briefly describe what students can expect on an Orientation visit, including activities available (informal discussions, formal presentations, films, tours of the site, and any activities prescribed by the resource), content (the purpose and functions of the work or organization, significant issues or problems related to the field, possible topics for projects, discussion of student interests, and what students can do and learn at the site), and the time required. Also state the number of students who can participate at one time and any special instructions necessary.

In some cases, activities fall easily into the following categories. If they do not, simply put them under the single heading, "EXPLORATION/INVESTIGATION." Use the distinction only if it's helpful.

The EXPLORATION: Provide a brief summary of the activities students can participate in; what careers, subjects, or issues can be explored; and what the student might learn about or learn how to do using this resource.

The INVESTIGATION: Summarize the activities students can engage in, topics or issues they can investigate in depth, and skills they can develop and polish if they are interested in working with the resource for an extended period of time.

Suggested learning activities:

This section should provide interesting, concrete examples of the kinds of things students can do and learn using the resource. Its purpose is to trigger ideas for projects and give students some idea of how to proceed. The learning activities described here will help establish students' and resources' expectations of each other. Make them stimulating, but realistic.

Begin with activities appropriate to Orientations, giving suggestions which become increasingly more difficult. At the Exploration level, include subjects, issues, or careers the student might explore. At the Investigation level, include activities requiring extended involvement which will enable the student to develop and apply specific skills and knowledge. Suggest possible products students could complete. Be sure your examples include activities which require the application of inquiry, problem-solving, and interpersonal skills, as well as activities related to career development. Use concrete action verbs such as "interview," "construct," "analyze," "compare," "propose," or "evaluate" rather than words like "learn about" or "understand."

The list should be numbered. In the left-hand margin, if appropriate, bracket the activities for each level of involvement with the resource.

Related reading; information sources:

Recommend related resources by referring students to other Resource Guides. List relevant books, magazines, and audio-visual materials.

Career family, subject area, and package:

At the top of the first page of the Guide, indicate the career family or families to which this resource is most closely related. Use a career classification such as that developed by the American Institutes for Research. (See Exhibit 2, page 10.) Also list the packages students should use when planning projects using this resource, and subject areas in which they may seek credit.

Resource: Gastroenterology - Medicine
Location: Martin Luther King Hospital
12021 S. Wilmington Avenue
Los Angeles, Ca.
Room 4021
Phone: 603-4584
Contact Person: Henry Paul, M.D.
Hours: 9:40 - 12:20 P.M. - Tuesday

Overview: You will have the opportunity to learn about the function of the Division of Gastroenterology and the responsibilities of staff. You will learn about diseases and treatment of the digestive tract.

Day 1: You will receive an orientation to the division and the Endoscopic Clinic.

Day 2-8: You will observe treatment of patients and assist, where possible, in the delivery of patient care. You will be given demonstrations and specific assignments to complete.

Your experiences in the Division of Gastroenterology should help you to answer the following questions and perform the following tasks:

1. What is the function of the Division of Gastroenterology?
2. Describe what a Gastroenterologist does.
What education and training is needed for this job?
3. Identify at least two major parts of the stomach and explain the functions. Draw a chart of the digestive system, label the major parts, and describe the function of each section.
4. Explain the use of a fiberscope. Draw a diagram and label parts.
5. Why are biopsies performed? How are the results used?
- *6. Observe what takes place on Grand Rounds and explain the purpose of rounds. How do Grand Rounds relate to problem cases?
7. Interpret and read at least three endoscopic films and describe body parts involved. Explain projected diagnosis for each film.
8. Explain gastric analysis and the purpose of performing this procedure.
9. Define the following procedures and explain the major purpose for each:
 - a) esophagogastroduodenoscopy
 - b) colonoscopy
 - c) Procto sigmoidoscopy
10. Attend a faculty conference on Endoscopic Film and describe what it was about.

*If possible to arrange.

You will be expected to take notes and to write a brief summary of what you have learned each day (due at the end of the week).

Resource: Cardiology
 Location: Martin Luther King Hospital
 12021 S. Wilmington Avenue
 Room 4N-3
 Los Angeles, Ca. 90059
 Phone: 603-4564
 Contact Person: Dr. Radha Sarma
 Hours: Wednesday - 8:40 - 2:40 P.M. - 2 Students

Overview: The Cardiology Department deals with care and treatment of heart ailments. Working in this area, you will learn how heart function is monitored, how heart disease is treated, and how to practice preventive exercise programs to maintain a healthy heart.

11th Grade Activities

Course Content: Biology/Physiology, Health

Goals and Indicators

<u>Goals</u>	<u>Indicators</u>
<p>I. To understand the functions of the cardiovascular system</p>	<p>1. Prepare a diagram of the cardiovascular system, identify important parts, and explain the function of the parts involved.</p> <p>2. Draw a diagram of the heart, indicate important sections, and describe the purpose and function of each section.</p> <p>3. Describe common ailments of the cardiovascular system and tell how they affect functions of the body.</p>
<p>II. Know how to monitor and diagnose diseases of the cardiovascular system</p>	<p>1. Describe the purpose, function, and protocol of the following tests: electrocardiography, echocardiography, phono and pulse reading, cardiac catheterization, and coronary and ventricular angiography.</p> <p>2. Explain what each test measures, cite normal values, and evaluate results from two patients. (each test)</p> <p>3. Describe purpose, function, and protocol of any additional test you observe.</p> <p>4. Describe proposed procedures for any clinic you attend.</p>

<u>Goals</u>	<u>Indicators</u>
III. Know the function and value of exercise related to cardiovascular health	<ol style="list-style-type: none">1. Explain the purpose of exercise as it relates to the heart. How does heart function change as exercise increases?2. Describe how and when exercise can be harmful to the cardiovascular system.3. Outline an exercise program for yourself that would improve your cardiovascular development. Perform pre and post program measurements and analyze the changes in cardiovascular performance.4. Develop an exercise program for an adolescent group. Explain your rationale for how the program will improve cardiovascular efficiency. Perform pre and post treatment measurements, collect data on progress of treatment, and analyze results. Prepare a written and oral report on your investigation.
IV. Know about careers related to cardiography	<ol style="list-style-type: none">1. Describe the job responsibilities of a cardiologist, EKG Technician, and an Echocardiography Technician.2. Tell what training and education are needed for each job, as well as benefits and drawbacks to the job, salary, and expected demand in the future.

Expected hours:	72 hours	
Anticipated Credits:	Biology/Physiology	3 - 3 1/2
	Health	1/2 - 1
		<u>4 Total Credits</u>

Resource: Pulmonary Function Lab
Location: Martin Luther King Hospital
12021 S. Wilmington Avenue
Los Angeles, Ca. 90059
Room 4E
Phone: 603-4595
Contact Person: Margaret Calloway/Andre Marshall
Hours: 8:30 A.M. - 4:00 P.M. - 2 Students

Overview: The Pulmonary Functions Lab is responsible for testing and evaluating patients with respiratory problems. By working at this site, you will learn how to perform Pulmonary Lab tests, how to evaluate results, how government monitors and regulates laboratories, and how occupational and social customs (like smoking) contribute to respiratory problems.

Suggested Project Level Activities:

1. Conduct a case study on a few patients. Describe the treatment, suspected causes, and anticipated outcomes for the patients. Explain in detail the impact of the disease on the respiratory and pulmonary systems. Further explain how government influences the types of treatments available and how agencies regulate the services of laboratories.
2. Select one or two pulmonary diseases associated with environmental factors and explain how the disease is treated and controlled. Describe the role of government in control efforts and explain your position on society's right to interfere with business and the environment to protect health.
3. Describe society and government's role in operating medical laboratories. Perform various lab tests and explain how these tests are monitored by regulatory agencies at local, state, and federal levels. Also discuss licensure issues related to pulmonary labs and how they effect the quality of personnel.



CHARLES R.

DREW

POSTGRADUATE MEDICAL SCHOOL

KING/DREW MEDICAL CENTER

LA.U.S.D. — King/Drew Medical Magnet



MARTIN LUTHER KING JR. GENERAL HOSPITAL,
COUNTY OF LOS ANGELES

September, 1983

RE: EVALUATION PACKET

Dear Resource Persons:

Enclosed is a packet of evaluation instruments for the 11th grade King/Drew Medical Magnet Program. You should find an: 1) Attendance Form, 2) Resource Site Evaluation Form, and 3) Resource Site Final Evaluation Form. Please fill out the forms according to the following instructions and complete them by the due dates listed:

1) Attendance Form

Please fill in the time students arrive and depart each day. Indicate a numerical evaluation (1-4) on the five items listed. Please return this form at the end of the twelve week session.

2) Resource Site Evaluation Form

This form serves as a progress report. Please fill it out at the end of the sixth week of the program. Indicate what the student is learning, what areas (academic) the student needs to improve upon to be successful in your field, and tell generally how the student is progressing in terms of interest and familiarity with your site.

3) Resource Site Final Evaluation

This is the final form to be completed (after twelfth week) evaluating what and how well the student has learned. The first item (with numbers I-1, II-2, III-1, etc.) is to be used to identify goals and indicators evaluated. The numbers refer to the goal statements on the resource guides developed for your site. If you covered items I-1, I-2, and II-2, from your guide, for example, simply circle those numbers. Use the second and third ratings to tell, generally, how well the student did in those areas. Item four refers to an overall evaluation of the student's experience with you in terms of what was learned, attitude toward learning, and general understanding of what goes on at your site. The numbers correspond to 1=A, 2=B, 3=C, and 4=D or below.

If you have any additional questions on the evaluation process or any other facet of the program, please don't hesitate to give me a call. I'd be happy to help.

Sincerely,

Rob Shumer
Curriculum Specialist

RS/lrg

Attendance Form: L.A.U.S.D. -King/Drew
Medical Magnet Program

STUDENT NAME: _____
 RESOURCE SITE: _____ SUPERVISOR _____
 PERIOD: FROM: _____ TO _____

		Performance Standards				
Date _____ In _____ Out _____		<u>Punctuality</u>	<u>Willingness To Learn</u>	<u>Ability to Perform Tasks</u>	<u>Cooperation</u>	<u>Level of Behavior</u>
Date _____ In _____ Out _____						
Date _____ In _____ Out _____						
Date _____ In _____ Out _____						
Date _____ In _____ Out _____						
Date _____ In _____ Out _____						
Date _____ In _____ Out _____						
Date _____ In _____ Out _____						
Date _____ In _____ Out _____						
Date _____ In _____ Out _____						
Date _____ In _____ Out _____						
Date _____ In _____ Out _____						
Date _____ In _____ Out _____						
Date _____ In _____ Out _____						
Date _____ In _____ Out _____						

Please evaluate student each day in the five areas listed above according to the following rating scale:

- 1 = Excellent
- 2 = Good
- 3 = Satisfactory
- 4 = Poor

Supervisor's Signature

RESOURCE JOB SITE EVALUATION FORM

L.A.U.S.D.-King/Drew Medical Magnet

NAME OF STUDENT _____ DATE _____
RESOURCE SITE _____ PHONE _____
SUPERVISOR'S NAME _____ TITLE _____
PERIOD: _____ TO _____

Please answer briefly:

1. Has the student met any of the objectives for your job site? If so, which ones?

How has the performance been (in terms of quality)?

2. What are the major concepts and/or skills learned by the student?

3. Are there skill areas/behavioral areas that need improvement or special attention? Please Explain.

4. Does the student appear to be interested in this area? What additional experiences would you recommend?

5. Have you had any feedback as to what the student has learned? Has it been satisfactory?

6. Additional Comments:

Signed _____

JORDAN-DREW MEDICAL MAGNET

Resource Site - Final Evaluation

Resource Site: Audiology

Supervisor: Dr. Ken Wolf

Student: Demetrius Williams

Dates: 1/31 to 3/25/83

1. Please circle the objectives you evaluated on this student (from guide).

<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	5	<u>6</u>	<u>7</u>	<u>8</u>	9	10
11	12	13	14	15	16	17	18	19	20

2. Please rate the quality of performance on learning tasks.

1 Outstanding 2 Good 3 Satisfactory 4 Poor

3. Please rate the behavior of the student.

1 Outstanding 2 Good 3 Satisfactory 4 Poor

4. Please provide an overall assessment of the student's experiences at your site.

1 Outstanding 2 Good 3 Satisfactory 4 Poor

5. Additional Comments:

- Good attitude with obvious self motivation

Signature of Evaluator [Signature]

Title Chief of Audiology
Assist Prof. Otolaryngology