

CHED SENIOR COMMUNITY-BASED LEARNING PROJECT
The Growing Stronger Program, Penn State Cooperative Extension

Fall 2018

Faculty: Debra L. Fetherman, PhD
Email: debra.fetherman@scranton.edu
Office Hours:

Office: 718 Edward Leahy Hall
Phone: 570-941-7111
Cell: 570-242-3223

Community Partner: Karen Thomas, MS
Title: Health Educator, Penn State Extension
Email: kat1@psu.edu

Office: 200 Adams Avenue Lower Level
 Scranton, PA 18503-1695
Phone: 570-963-6842 ext. 1382

Community Partner: Tim McGrane
Title:
Email: tmcgrane@stjosephscenter.org

Office: 2010 Adams Avenue
 Scranton, PA
Phone: 570-342-8379

Community-Based Learning (CBL) Senior Project: Your CHED Senior Project is connecting with community through the Growing Stronger Program Center Employee Health and Fitness Fair (20 hours).

1. You will conduct Senior Fitness Testing (Pre/Post), a Health Lesson (1), and Exercise Monitoring Sessions (5) at the Growing Stronger Program.
2. With a group of 2-3 students, you will create and present a health fair station on a topic chosen at the Employee Health Fair.

Four reflections will be completed using our learning guideline of **Context, Experience, Reflection, Action and Evaluation (see the Reflection outlines included).**

Project responsibilities are incorporated into course content and assignments.

- ◁ CBL *Contracts* are due electronically by: Monday, September 10, 2018 @ www.scranton.edu/pcps.
- ◁ CBL *Time Sheets* are due to the Course Instructors by: Monday, December 3, 2018.
- ◁ CBL T
by: Wednesday, December 5, 2018.

OUR PRIMARY STAKEHOLDERS:

1. Senior Community Health Education (CHED) Students
2. Penn State Extension of Lackawanna County
3. The Growing Stronger participants (West Side and Abington senior centers)

5. The University of Scranton, Community Health Education Program

OUR PROJECT GOAL: To increase the CHED with the older adults in the Scranton Area through supporting the Growing Stronger Program the employee health fair.

Students assist with implementation of these programs through using professional skills to: 1. Serve as a Health Education Resource Person and 2. Communicate, Promote, and Advocate for Health, Health Education/Promotion and the Profession.

LEARNING OUTCOMES/OBJECTIVES:

Stakeholder 1. SENIOR STUDENTS COMMUNITY HEALTH EDUCATION PROGRAM

Assessment 3.1

Participant exercise logs. (formal/formative & summative)

of participants that improve Senior Fitness Testing results. (formal/summative)

of participants that attend at least two GSP sessions a week over the 6-week period.

of participants that complete exercises at least 3 days a week over the 6-week period.

Objective 3.2 Participants will improve health knowledge.

Strategy 6.1 Faculty will use CBL project and integrate labs/assignments within CHED 410 course

Assessment 6.1

Class group discussions or activities (informal/formative and summative evaluation)

Reflection journal entries (formal/formative and summative evaluation)

PCPS Senior CBL Essay (formal/summative evaluation)

CHED Program Survey (formal/summative evaluation)

FITNESS TESTING SESSION
REFLECTION Guide

NAME: _____ **SESSION DATE:** _____

SESSION EXPERIENCE:

DESCRIBE the experience in reasonable detail and objectively (do not include your opinion) the session. What facts, concepts or principles were utilized during the session?

ANALYZE EXPERIENCE:

ANALYZE the experience that you described above. How did you react during the session, in your:

b. What knowledge and/or skills did you acquire today?

d. What did you learn about yourself?

e. What did you learn about the world and the others around you?

f. How did you learn from this experience?

g. What does this experience mean to you? (thoughts, opinions, feelings)

h. How did this experience affect you? (thoughts, opinions, feelings)

FINAL Growing Stronger Program
REFLECTION Guide

NAME: _____ **SESSION DATE:** _____

SESSION EXPERIENCE:

DESCRIBE the experience in reasonable detail and objectively (do not include your opinion) the session. What facts, concepts or principles were utilized during the session?

ANALYZE EXPERIENCE:

ANALYZE the experience that you described above. How did you react during the session, in your:

- a. Role as a health education/promotion resource person?

- a. How did you feel about the experience?

- b. What knowledge and/or skills did you acquire today?

- c. What did you learn about yourself?

- d. What did you learn about the world and the others around you?

- e. How did you learn from this experience?

- f. What does this experience mean to you? (thoughts, opinions, feelings)

- g. How did this experience shape your attitudes, values and/or beliefs?

ACT ON EXPERIENCE:

- a. What have you decided to do or committed to do in the future, in light of your experience?

- b. Why would you do something differently or not based on your experience?

REFLECTION Guide

NAME: _____ **SESSION DATE:** _____

SESSION EXPERIENCE:

DESCRIBE the experience in reasonable detail and objectively (do not include your opinion) the session. What facts, concepts or principles were utilized during the session?

ANALYZE EXPERIENCE:

- a. How did you feel about the experience?

- b. What knowledge and/or skills did you acquire today?

- c. What did you learn about yourself?

- d. What did you learn about the world and the others around you?

- e. How did you learn from this experience?

- f. What does this experience mean to you? (thoughts, opinions, feelings)

- g. How did this experience shape your attitudes, values and/or beliefs?