

University of Tennessee at Chattanooga

**Health and Human Performance
Department**

“Experiential Learning”

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Nutritional Counseling Class

Students engage in practicing motivational interviewing
counseling skills

This class, 1 credit, being taught for first time at UTC, only has 7
students; therefore a great learning environment.



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- Students ‘real play’ (something that is actually occurring in their lives) or ‘role play’ a patient of their choice and practice the skill for that day.
- Each day a new skill is added and students practice opening the session all the way through:
 - listening for change talk (movement toward behavior change)
 - rolling with resistant clients
 - exploring ambivalence
 - providing advice (usually only when clients ask for it)
 - providing feedback (about lab values or BMI or results or something they encounter nutritionally/medically) and
 - closing the session

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These skills are very NEW to them since they have not had much practice in reflective listening or this style of motivational interviewing

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Feedback is essential for the students to learn the skills as reading about them in the book is helpful, but only takes them so far in the real world.

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- They also journal about practicing these skills OUTSIDE of the classroom with friends/family and others not well known to them who are willing to help them practice these new skills.

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- **HHP 4130 Exercise Leadership**

- Observation/Participation
- Day/date/time/place

- Record:
 - 1) Was the group fitness class teacher-led or student-led?
 - 2) Describe how you determined this choice.
 - 3) How could you alter the class to be more student-led?
- Signed by the exercise leader _____

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- HHP 4130 Exercise Leadership

- Observation/Participation
- Day/date/time/place/Sport
- Record
 - Energy of participants (active, seated, individual, team)
 - Attitude of participants
 - Describe your over-all impression during the observation.
 - What surprised you most about your interaction?
 - Did you participated with the Senior Olympians??
 - Signed by a Senior Olympian _____
 - **Next Slide: Shows a University student participating in a pickleball game with Senior Olympics’ participant**

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- **HHP 3960 Practicum and Strategies to Teach Health and Physical Education**
- Collaboration amongst:
 - Outdoor Chattanooga
 - Hamilton County Schools (HCE)
 - UTC
 - Safe Routes to Schools training at Outdoor Chattanooga
 - UTC Students plan 4 lessons and teach at a HCE public elementary school to Grade 4 classes.

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- **HHP 3960 Sample lesson (condensed):**

- Valued outcomes: explain the importance of wearing a helmet
demonstrate the helmet fit; chin, ears, across forehead
identify bicycle safety check; ABCs, air, brakes, chains
- Equipment: helmet, cones, street signs
- Materials: pre-test
- Teacher strategies
- Helmets: cyclist should always wear a helmet to prevent serious brain injuries. Buy the size that fits your head. If you crash and hit your helmet on the ground, you need to replace it. They can break without us knowing it and the next impact may not protect your brain.
- Rules of the Road: 3 feet law to cyclists, street signs: Stop, Yield, One Way. All traffic signs are to be obeyed as vehicle drivers.
- Sources: www.saferoutes.org www.tahperd.us

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- **HHP 3960**
 - Safe Routes to School (SRTS) Pre/post test
 - Sample True/False statements based on lessons
- 1) You should ride your bike on the left side of the street so you can see the cars coming at you. (F)
- 2) Listening to music on headphones is a good way to relax while riding a bike. (F)
- 3) You should watch for doors opening on parked cars. (T)
- 4) Bicycle riders should observe all traffic signs and signals. (T)

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HHP 3070 (Outdoor Leadership)

ROPES COURSE BUILD

<https://www.facebook.com/media/set/?set=a.605436186209699.1073741830.360762557343731&type=1>

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HHP 3070 (Outdoor Leadership)

WHITESIDE ICE CLIMBING TRIP

<https://www.facebook.com/media/set/?set=a.580569382029713.1073741828.360762557343731&type=1>

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SPRING BREAK WILDERNESS FIRST AID AND CPR

<https://www.facebook.com/media/set/?set=a.602475366505781.1073741829.360762557343731&type=1>

VIDEOS

<https://drive.google.com/folderview?id=0BzIR33Grl2UZUk9RVmRlempXUUE&usp=sharing>

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- Those experiences were part of our skills training for **HHP 3070 (Outdoor Leadership)** and **HHP Wilderness First Aid and CPR**
- Essentially, we’re trying to put them in as many real-world situations as possible to aid in hard skill development as well as judgment in the field.
- Students discuss these experiences in class and they write a reflection paper on them.
- They also have an exit interview with the instructor, where they are given them feedback on leadership in 3 categories, based on what the instructor has seen over the semester.

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HHP 3020 – SCHOOL HEALTH PROGRAM

-Each student **develops a lesson plan unit** on the health education topic of their choice (e.g., Drug Abuse Prevention, Safety, Nutrition) for a grade level K-12

-After their lesson plans are approved by the instructor, each student **gets approval from a school/system**

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-The student then teaches 2 of their lesson plans in a school setting

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HHP 3020 Teaching Evaluation Form**

Date _____ Student's Name _____
Observing Teacher's Signature _____
School _____ Grade Level _____

Observing Teacher,

Thank you for allowing this student to teach in your class. This is a very valuable experience for my student.

Please answer the following in order to give feedback to the student.

PLEASE RETURN TO THE STUDENT, AND THE STUDENT WILL RETURN IT TO ME.

Rating Scale:

1=Poor 2=Below Average 3=Average 4=Above Average 5=Outstanding

1. Was on time for your class	1	2	3	4	5
2. Had materials ready to teach	1	2	3	4	5
3. Was knowledgeable in the content taught	1	2	3	4	5
4. Gave positive feedback	1	2	3	4	5
5. Checked for Understanding	1	2	3	4	5
6. Was able to manage the class sufficiently	1	2	3	4	5
7. Actively involved your students in learning	1	2	3	4	5
8. Utilized the time allotted effectively	1	2	3	4	5
9. Exhibited a professional attitude while teaching	1	2	3	4	5
10. Used Correct Grammar	1	2	3	4	5

Additional Comments from the Observing Teacher:

-The student who is teaching is observed by a certified teacher

(who completes an 'observation form' for the student and the instructor of HHP 3020)

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Health Behavior Change

- Once in the semester I take my class on a little “field trip” outside the classroom.
- Depending on the weather we go either to the Arena or Cardiac Hill for the lecture on Behavioral Economics.
- We discuss the reinforcing properties of physical activity, sedentary activities, and food, and the students get to experience these things through participation:

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- First, I offer the students a donut hole, and the first 1-3 students who take one are asked to say a little something about what they like about it and how it feels to eat. This leads to discussion of the reinforcing properties of foods, and ties into the obesogenic environment.
- Next, I ask if anyone else would like one, but then state that to receive a donut hole they will now have to run/walk up and down the stairs once.
- Usually some students complete it and then we talk about effects on behavior when the cost of the reinforcer increases.
- I will typically then offer a donut hole for 3 laps up and down the stairs, and see if anyone will do it for that cost.

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- Then, I offer the students a carrot stick, and we repeat the process about how it feels to eat this food versus one that is more calorie dense, and how the differing reinforcing properties impact the choices we make. It’s unlikely that many students will run for the carrot stick.
- So, at this point I change the reinforcer and then offer students bonus points for running the stairs. This leads to discussion of substitutions for reinforcers, and individual differences in what people find reinforcing, etc.
- Finally, I then ask if anyone is willing to run the stairs just to run the stairs. Relatively few will do it at this point, so then we discuss the reinforcing properties of physical activity and how it is difficult to compete with other reinforcers like food and sedentary activities.
- If few students have chosen to run the stairs just to do it, I will then offer a bonus point as incentive, and while they are running/walking I will yell out instructions and encouragement to pay attention to how physical activity makes them feel, how their bodies are working/moving, etc., to help them tune into some of the intrinsic reinforcing properties that most people neglect.

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- **Sustainability of Food Systems**

- This class is packed with experiential learning; Complete an online Sustainability course via Extension;
- Book Club: read Animal, Vegetable, Miracle by Barbara Kingsolver and submit weekly discussion board posts;
- Movie Review: watch a documentary on sustainability and submit a review (includes brief summary, evaluation of various aspects of the movie as it relates to sustainability, and viewer's own opinions of the film);
- Farm Tour/Farm to Table: visit a local farmer, interview and volunteer for 1/2 day; plan a farm to table meal with local ingredients

Students love this course, I love this course!

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Community Nutrition

- Service Learning Project: students volunteer 10 hours in nutrition-related organizations around the community and submit an online reflection journal via blackboard;
- Students have volunteered at the Food Bank, UT Extension, YMCA and Health Department-WIC Program, just to name a few

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They have taught nutrition classes and worked on menus for after school programs, developed newsletters for community nutrition education agencies, worked on social media campaigns for the YMCA, and worked in community gardens.

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MOBILE MARKET CHATTANOOGA
WEBSITE

<http://www.ymcachattanooga.org/mobile-market>

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- **Food & Nutrition Practicum**

- The Food & Nutrition students complete a Practicum where they are out in the field working in some area of nutrition.
- They have to complete 90 hours of work for 3 hours of credit.

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HHP 4280 - Exercise Prescription in Health and Disease and 4570 - Fitness Testing and Programming

- The students complete body composition measures, maximal aerobic exercise tests, flexibility, functional movement and strength testing.
- Students develop recommendations based off of the results and then complete exercise sessions based off of the recommendations.
- This helps give each student a point of reference on how the academic theories affect his/her exercise prescription.
- The idea is that they can use that knowledge to adjust the theory to be more or less aggressive depending on the fitness and training level of a client in respect to his/her fitness and training level.

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- I have the students complete most of the exercise testing and prescription theories (HHP 4280 and 4570) on themselves. Generally, they will complete body composition measures, maximal aerobic exercise tests, flexibility, functional movement and strength testing.
- Students develop recommendations based off of the results and then complete exercise sessions based off of the recommendations.
- This helps give each student a point of reference on how the academic theories affect his/her exercise prescription.
- The idea is that they can use that knowledge to adjust the theory to be more or less aggressive depending on the fitness and training level of a client in respect to his/her fitness and training level.