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Chicago State University

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Special points of interest:

- What Have We Been Up To
- Faculty Experiences with Remote Learning
- New Students
- PE 2360 Aquatics

Welcome to Fall 2020!

Hello and welcome to fall semester 2020. I don't want to use the cliché's of "unprecedented times" or "the new normal" because, frankly, everything is weird, and a lot of people are suffering. But, what matters is we are plugging along in the newly renamed Department of Health Education, Physical Education, and Recreation, and we're doing a pretty good job. CSU allowed faculty to choose how they wanted to teach. Thus, some faculty teach all online, while some, like me, have chosen to have hybrid classes. Much of this edition of the newsletter will discuss our experiences as faculty during this semester. The students are taking things in stride. In addition, in this newsletter, we will hear back from a few alumni and meet a few new students! Both PE and Recreation have welcomed

several new students. The MSED PE program also welcomed several new students, and in this edition, you'll read about a few activities this program has done this semester, including having a guest speaker from the Executive Board of IAHPERD as well as having a Zoom social in lieu of our regular face to face social at the IAHPERD Convention.

Thank you for taking the time to read the newsletter, and I look forward to hearing from you in the future!

Dr. Sarah Buck, newsletter editor, PERC faculty co-adviser, and IAHPERD Past-President

IAHPERD Going Virtual

To the surprise of no one but to the disappointment of everyone, the annual Illinois Association of Health, Physical Education, and Recreation convention has gone virtual. 2020 was supposed to be the year that we moved to our new facility at Tinley Park. Instead, presenters are being asked to submit video presentations that will be uploaded to the IAHPERD web-

site. They will be posted for two weeks for viewing. These videos will be posted behind the member log in portal. Thus, you must be a member in order to view the videos. If you have not already renewed your membership, please do so today! There are a number of resources available to IAHPERD members, but, obviously, you need to be a member to access



them! IAHPERD is one of the strongest, if not THE strongest, AHPERD organizations in the United States, and all students and alumni are strongly encouraged to maintain membership. Be on the lookout for emails about how and when you can access this year's convention videos, and we sincerely hope to see you in winter 2021!



Kile Senodenos

What Have We Been Up To? Physical Education Alumni Edition

Kile Senodenos: began his teaching career at Komensky Elementary School in Berwyn. He is also part of the first year teacher mentoring program with Dr. Buck. **Preston Pires:** earned his Masters at the University of Hawaii at Manoa in Kinesiology with Adapted Physical Education. He is now in his 10th year of teaching physical education, currently the elementary physical education teacher at Mid-Pacific Institute

in Honolulu, Hawaii. He is also now one of the Directors for HAHPERD in Hawaii. **Nykeya Goldston:** completing Doctoral work through Capella University. **Nate Swopes:** recently completed his Masters degree. **Drs. Buck and Nelson** and **Scott Leu:** attended the virtual IAHPERD Executive Board meeting in September. Dr. Buck is the VP of Adults, Dr. Nelson is the Area Rep for Dance, and Scott is VP of Teenage Youth.



(L to R): Dr. Buck, Dr. Nelson, and Scott Leu in 2019

What Have We Been Up To? Recreation

Katrina (Place) Weigand: was recently married and was also promoted to Manager of Collaboratives at NWSRA. **Phil Eide:** continues his world-wide coaching travels with Paralympics. Phil hit practice balls with USA National Paralympic Athlete,

Nick Taylor. They watched the US Open from a suite where Nick and David Wagner, another All-Time Wheelchair Tennis Athlete, would compete in the Wheelchair Division. They are both multiple Grand Slam winners and amazing athletes.



(L to R): Phil Eide and Nick Taylor

Current Recreation Students are Making a Difference

Congratulations to **Marie Piotrowski** on the excellence she displayed in creating and implementing virtual fitness and recreation programming all summer and into the Fall! She worked hard to engage the community and embrace the challenges of staying active and engaged through social distancing in community park district programming. TR student **Tania Meza-Sanchez** and **Professor McNicholas** engaged in community improvement projects over the summer to develop community beautification and garden beds in parks in LaGrange, IL. This multi-agency effort drew from community mental health agency The LeaderShop, LaGrange Highlands Lions Club, local Boy

Scout Troops, and CSU engagement. It was a busy summer for Tania, as her internship with New Star Recreation Services engaged her in a variety of tasks, including park improvements for a basketball tournament in Maywood, online development and leadership of day camp resources, 1:1 curbside programs for people with disabilities, a seniors stretch and line dance class, and more. This robust engagement with the community paid off for Tania, as she is now a full-time Recreation Specialist for NSRS/Maywood Park District! REC 4540 students engaged in a new experience in cooperation with the Greater Maywood Paddle Program and Maywood Park District by kayaking the

Des Plaines River. **Unique Bradley, Summer Adams, Tina Izzo-Delbovo,** and **Christina Frangos** were led by Prof. McNicholas on a 3 hour paddle. Another new adventure for CSU TR student Tina Izzo-Delbovo is a partnership with Chicago State University Recreation Program and Chicago Park District Health Promotion manager, **Rebecca Tsolakidas.** Tina was selected after initial interviews and interest in improving healthy food choices for people with disabilities in the CPD community and programs. We will be collaborating on implementation and tracking of health outcomes for people with disabilities through the CPD program, which is funded through an NRPA Grant.



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 submit (despite being “logged on”). Another issue raised was 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., “Elementary Physical Education”) 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.



**Students in PE 5150
with guest speaker
Mr. VanMersbergen**

HEPER Faculty Share Their Virtual Teaching Experiences

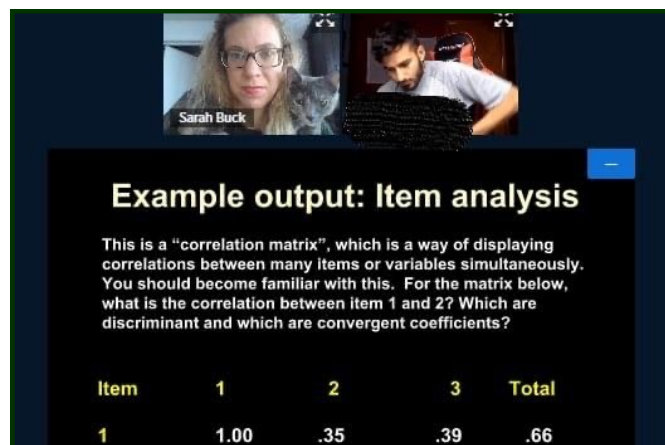
Dr. Shingles: Teaching remotely has been a slight adjustment for Recreation majors, as they already have a few Supportive and Directed Elective courses they take online. So, in that regard, it was not a huge leap for them to transition into this format full-time. That being said, what I found to be a 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 "freezing" online, but at the 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's Pet, GG, and Jesus Miranda during PE 4022.

Stormy Pedagogy: I Can't See What You Say!

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 Education, and Recreation came into college teaching wanting to prepare teachers who would truly go out and have an impact on student learning. However, we never dreamed that we would not be in the gymnasium, the dance studio, the aquatics center, or the classroom using tools that we know would provide our teacher candidates the best practices in preparing to be physical education teachers. We never dreamed we would be in a situation where we could not see the facial expression of students and react to the many concerns, questions, and needs of our students. In the gymnasium or the classroom, I am often bombarded with a ton of decisions that need my immediate attention. It became rather

unsettling for me to wake up after spring break to find that I could no longer step into my office, the gymnasium, or the classroom to interact with students and with my colleagues. Instead, I had to reinvent myself. I had to find new ways to teach about teaching. I had to use different pedagogical skills to teach strategies, principles, and best practices, all done remotely. I had never had to use BigBlueButton, Zoom, or GoToMeeting and never had to put students in breakout rooms, but here I was having to learn how to use these technologies for teaching and learning. I quickly had to abandon my notion of how and what it meant to prepare physical education teacher candidates and how to interact with students and colleagues in the profession. I could no longer use the white board to make illustrations about what and how to plan units and lessons. I could no longer get my students to have authentic teaching experiences working with children in schools. I had to find a new way to put students in groups for group discussion or cooperative learning. I must say I am still adjusting to this new reality of remote teaching and learning as distinct from online teaching and learning. Perhaps, I am becoming much better prepared for remote teaching than

in March when we returned from Spring break. I have had a lot of discerning thoughts on how to engage students when I could not see their faces, either because they did not have the tools for being on camera or they chose not to appear on camera. I have had to self-evaluate my own efficacy. How was I to assess for active teaching and learning students? How was I to contextualize meaningful tasks and how they could be applied? How was I to monitor the learning environment? How was I to motivate students remotely? I have been an educator for over thirty-five years and most of it at a college level. For most of these years, nothing I learned through my experiences nor my university education had prepared me for what Covid-19 dumped into my lap. If there is anything I have learned, remote teaching is unlike any form of traditional teaching. I have had to adopt my colleague's, Dr. Bob Szyman, maxim, "Semper Gumby". I have had to educate myself on new technologies and learn not to be afraid to make mistakes. I have learned my social-emotional wellbeing was more important than my physical wellbeing. Most of all, I have never doubted that my students are up to any challenge, given the right environment and tools for them to succeed.

"I have had to educate myself on new technologies and learn not to be afraid to make mistakes."

Meet Three New HEPER Students

Name: Katie Hart. **Major:** Therapeutic Recreation. **Previous Institution:** I am a transfer student from Moraine Valley community College. **Why did you choose your major?** I chose Therapeutic Recreation because I have worked with children and adults with special needs for the last 16 years, and I truly enjoy it. **Career goals:** move up to the administration position in my current job. **Hobby or other interests:** anything

active. I enjoy going kayaking with my dog and husband, and I also enjoy playing volleyball and softball.

Name: Yanlis Feliz. **Major:** Tourist sports Recreation. **Previous institution:** Seward County Community College. **Why did you choose your major?** I took this career because, since I was young, I liked tourism. Since I am an athlete, I decided to do a small combination between sports and tourism. **Career**

Goals: My goal is to finish my degree, then go to my country where tourism is growing and be able to offer my services as a professional to all my people. **Hobby or other interests:** I play volleyball and that's my favorite hobby. Maybe I can be a professional.

(continued)



Katie Hart

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!



Anthony Barkan



Yanlis Feliz

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 date of the reopening of the aquatics center was promoted as Spring 2020. Hopes to conduct the class were dashed and now the plans to renovate the aquatics center are underway. There is an anticipated opening date of late spring or early summer with the opportunity to begin offering courses requiring the pool by the Fall of 2021. Of course, there is no guarantee. Efforts to offer the course off campus during Fall 2020 were squashed by COVID-19 since all Chicago area pools were

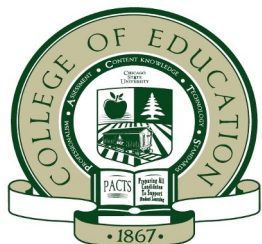
closed. As this newsletter goes to “press”, faculty members are working with the administration to secure a site to conduct the course off campus for Spring 2021 and, if necessary, Fall 2021. Until Fall 2018, the American Red Cross (ARC) did not restrict enrollment in PE/REC 2360. Now, there is a Red 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.

“Faculty members are working with administration to secure a site for Spring 2021.”



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The Department of Secondary Education, Professional Studies and Recreation offers:

CERTIFICATE IN THERAPEUTIC RECREATION (CTRS).

The Certificate in Therapeutic Recreation program is designed to enable individuals to attain the Certified Therapeutic Recreation Specialist (CTRS) certificate by the 5 National Council on Therapeutic Recreation Certification (NCTRC). Courses completed in the program may be applied towards a master's degree. The certificate consists of five required courses and one elective course chosen between two courses.

CTRS CERTIFICATION (12-18 CREDIT HOURS) REC 5000; REC 5280; REC 5300; REC 5320; REC 5430; REC 5440; REC 5500; 1 elective course chosen between two courses.

GENERAL REQUIREMENTS

- Be a proficient computer and internet user
- Proof of passing the following supportive courses in their bachelor's degree or within five years of entering the certificate program: (1) Anatomy and physiology, (2) Abnormal psychology, (3) Human Growth and Development across the lifespan or equivalent.

SPECIFIC REQUIREMENTS

1. Pass all six courses with a grade of "C" or better.
2. Proof of passing the supportive courses.
3. Proof of one year of paid work experience under the supervision of a CTRS (or equivalent as determined by NCTRC) or complete an internship

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