

SABBATICAL LEAVE REPORT

FOR
WORK TOWARD
A

MASTERS DEGREE IN EDUCATION

WITH SPECIAL EMPHASIS IN

HEALTH SCIENCE

by
Stephen A. Williams, R.N., M.Ed.

October 6, 1986

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MT. SAN ANTONIO COLLEGE
Salary and Leaves Committee

APPLICATION FOR SABBATICAL LEAVE

Name of Applicant Stephen A. Williams

Address 341 Avenida Adobe, San Clemente, CA 92672

Employed at Mt. San Antonio College beginning Sep. 1975 (Contract Feb.'78)

Dates of last sabbatical leave:

From None To --

Department Respiratory Ther.-EMT Division Health Science

Length of sabbatical leave requested:

Purpose of sabbatical leave:

One semester XX XX
Fall XX Spring XX

Study XX Independent Study
and Research

Two semesters XX

Travel Combination
(specify)

Administrative --

NOTE: Sabbatical periods are limited to contractual dates of the academic year.

Effective dates for proposed sabbatical leave:

From September 1985 To June 1986

and (if taken over a two school year period)

From -- To --

Attach a comprehensive, written statement of the proposed sabbatical activity(ies) including a description of the nature of the activity(ies), a timeline of the activity(ies), an itinerary, if applicable, the proposed research design and method(s) of investigation, if applicable.

Attach a statement of the anticipated value and benefit of the proposed sabbatical activity(ies) to the applicant, his/her department or service area, and the College.

Any change or modification of the proposed sabbatical activity(ies) as evaluated and approved by the Salary and Leaves Committee must be submitted to the Committee for reconsideration.

Stephen A. Williams
Signature of Applicant

1 DEC 84
Date

APPLICATION FOR SABBATICAL LEAVE

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Applicant's Name Stephen A. Williams

The acknowledgment signatures reflect awareness of the sabbatical plan for the purpose of personnel replacement. Comments requested allow for recommendations pertaining to the value of the sabbatical leave plan to the College. Applicants must obtain the signatures of acknowledgment prior to submitting application to the Salary and Leaves Committee.

ACKNOWLEDGMENT BY THE DEPARTMENT/DIVISION

Signature of Department Chairperson _____ Date _____

Comments:

Rec'd Meyer - Dep. Chair is on vacation until Christmas so unable to sign. Resubmit request & support it. Meyer

Signature of Division Chairperson Jane Meyer Date 12-3-84

Comments:

Strongly support sabbatical

ACKNOWLEDGEMENT BY THE OFFICE OF INSTRUCTION

Signature of Asst. Superintendent/Vice President, Instructional & Student Services Joseph M. Zyzanski Date 12-3-84

Comments:

FINAL ACTION BY THE SALARY AND LEAVES COMMITTEE:

_____ Recommend approval to the Board of Trustees

_____ Not recommend approval to the Board of Trustees

Signature - Chairperson, Salary and Leaves Committee Date _____

Signature - Authorized Agent for the Board Date _____

myw
10/17/84

STATEMENT OF PURPOSE

The purpose of this sabbatical will be for me to participate in formal study toward a **Master's Degree in Education with Special Emphasis** at La Verne University. My credential is designated in "Health and Physical Care Services and Related Technologies." No standard Master's Degree relates directly to my area of instruction, **Pre-Hospital Emergency Care**, specifically the **Emergency Medical Technician - I(A) Program**. EMT-I(A) is a state and national certification required of all ambulance and rescue personnel, all fire-fighters, most lifeguards and many law enforcement agencies. EMT-I(A) is a prerequisite to the Paramedic Program.

The Special Emphasis will allow me to tailor the curriculum to the diverse needs in this area. This proposal is somewhat lengthy due to the non-standard nature of the request.

Studies I have completed have shown that approximately 1/3 of the students entering the EMT-I(A) Program never plan to work directly in patient care. An additional 1/3 of our students plan to enter a health care science career other than EMT-I(A). Most of the remaining 1/3 plan to work as an EMT in preparation for the Paramedic program.

EMT-I(A) is a career entry program, not usually a long term career, mostly due to long hours and poor pay. After one semester in this 8 unit class, students are immediately placeable at \$1400.00/month (the good news). However, they will receive virtually no raises over the next 2-6 years (the bad news).

Graduates from our program this last year include people currently employed by police departments, sheriff's departments, CHP, and the U.S. Secret Service. They also include many fire-fighters, and personnel from the California

Division of Forestry, U.S. Forest Service and U.S. Park Service. Our graduates have entered the R.N., L.V.N., Respiratory Therapy and Radiology Technician Programs at Mt. SAC this year. At least 10% of our students indicate that Medical School is their goal.

A Master's Degree in Education with Special Emphasis in areas that will directly help Health Science students and those entering "human services" is ideal for me. I have a B.S. in Business Administration, followed by 10 years experience in teaching at Mt. SAC and an A.S. in Nursing (RN) obtained from Mt. SAC (while teaching).

My credential is very broad-based, allowing me to teach in such disciplines as Respiratory Therapy, Radiology, Vocational Nursing, Physical Therapy, and to Psychiatric Technicians, EMT's and others.

When it became possible, only this week, to apply a Master's Degree in Education with Special Emphasis to both sabbatical and column cross-over (from my present position on Column I), it meant several new trips to La Verne, a new advisor, and new plans that are much more exciting and to my liking.

I will take at least 12 units toward my Master's during each semester of my sabbatical beginning in September 1985 and ending in June 1986. Skip Maniero, my advisor, and I will pick a course of study (once next year's offerings are determined) that will include:

THE REQUIRED CORE CURRICULUM:**Educ. 501 - TESTS AND MEASUREMENTS - 3 Units**

Standard measurements and achievement tests and their use in evaluating the outcome of instruction. Practice in construction of tests for classroom.

Educ. 503 - EDUCATIONAL PSYCHOLOGY - 3 Units

Theories of the learning process. Relationships of learning to teaching. Writings of modern critics of education reviewed in relationship to learning theory.

Educ. 504 - METHODS OF RESEARCH - 3 Units

Criteria for evaluation of research, critical analysis of representative research reports, study of nature of scientific thinking, survey of methods employed in research, critiques, and assigned projects.

ADDITIONAL COURSES WILL BE SELECTED FROM THE FOLLOWING LIST: They are being considered for applicability and course availability (information not available at this time). See the discussion of VALUE for information on each.

Educ. 599 - INDEPENDENT STUDY - 4 Units

Competency-based testing is required by the new state regulations governing EMT-I. Research will be undertaken to completely revise the current EMT curriculum at Mt. SAC to comply with these new requirements and design competency-based tests in all areas of instruction.

- Educ. 484 - COMPUTER PROGRAMMING IN EDUCATION - 3 Units**
Patterns of thinking for programming. Programming experience with BASIC, LOGO and PASCAL.
- Educ. 580 - CURRICULUM DEVELOPMENT IN COMPUTER EDUCATION - 3 Units**
Review of existing computer curricula. Needs assessment, development, writing and infusing computer curricula in education.
- Educ. 565 - EDUCATION AND CAREER PLANNING - 3 Units**
Career planning programs for various school levels; career information systems; application of vocational information to counseling; psychological bases for vocational choices.
- Educ. 572 - ADMINISTRATIVE LEADERSHIP - 3 Units**
Theoretical assumptions of management with emphasis on analysis of leadership. Analyzes leadership styles with self-assessment regarding power, control, status, ego and temperament.
- Educ. 545 - DYNAMICS IN HUMAN INTERACTION - 3 Units**
Human behavior on an interactional basis. Major theories of psychology, methods of verbal and non-verbal communication, and major individual and group counseling techniques.
- Educ. 582 - TECHNOLOGY, CHANGE AND INNOVATION - 3 Units**
Knowledge and skills needed to take leadership for introducing new technologies into education. Change strategies and integration of new technologies into established programs.
- Educ. 596 - GRADUATE SEMINAR - 2 Units**
Culminating activity.

ADDITIONAL COURSES ARE BEING CONSIDERED FROM THE FOLLOWING LIST:

HCM 301 - PRINCIPLES OF HEALTH CARE MANAGEMENT - 4 Units

Introduces a variety of health care facilities, their organization, function and operation. Discusses role of health care management in those environments.

HCM 440 - LEGAL ASPECTS OF HEALTH CARE ADMINISTRATION - 4 Units

Basic issues in health laws and government regulations, including constraints, liability, negligence, patient rights, confidentiality, and responsibility.

Educ. 514 - PERFORMANCE CURRICULUM - 3 Units

Writing curriculum in terms of pupil outcomes. Students will produce a curriculum package.

STATEMENT OF VALUE AND BENEFIT

Pre-Hospital Emergency Care includes the provision of basic life support to the victims of sudden illness and accident; but it also involves Health Care Management. My value to my students and to the college is in education and in career counseling, and possibly at some later date, in Administration.

My Special Emphasis for this Degree is in several areas.

EDUCATION AND TESTING

The Core classes 501, 503 and 504 will enhance my abilities in an area of major concern in pre-hospital emergency care. Currently, even though a student finishing my course is granted state-wide certification upon passing a practical and written final exam, California does not have a standardized test in either area.

A few years ago, I participated (as Co-Chair) in a state-wide task force comprised of EMT educators, EMT providers (Fire Departments, CHP, ambulance companies), hospital emergency department personnel and state Department of Health officials. We developed a pilot practical skill exam that is currently used in part or in whole by approximately 3/4 of the 100 EMT programs in California.

The L.A. County Department of Health Services (DHS) is developing a new task force this year and I am the chair of the Testing and Certification subcommittee. Preliminary work has begun on developing practical and written tests to be used county-wide. The current plan will have Mt. SAC as a regional

testing location for many local colleges. I will continue to be involved in this work during my sabbatical. The target date for implementation is the Fall class of 1985. The work I am doing on sabbatical can be applied directly to the evaluation of these tests.

The EMT-I(A) curriculum is mandated in Title 22 of the California Administrative Code. New regulations due out in 1985 will include the requirement that the student pass periodic and final practical and written competency-based exams. The degree of competency is not described. Currently the manner of testing is not described either.

All 100 EMT programs in the state will have to revise both their curriculum and testing methods to comply. Roger Miller, EMT Program Coordinator at DHS, has predicted that as many as half of L.A. County's 30 training institutions will discontinue their programs; the job of revision will just be too extensive with the little time and money most institutions devote to EMT. I plan to use my Independent Study to implement these changes and develop the new tests.

The exact starting date of the Independent Study must remain uncertain. Until the State Legislature enacts the bills containing the new requirements, work cannot begin. The regulations are expected in the Spring of 1985.

COMPUTERS

In our society in general, and in health care education in specific, computers are playing a much larger role. In my department, Respiratory Therapy - EMT, there are several Apple II computers and many soft-ware applications. The Respiratory Therapy national certification exam is a series of computerized simulations which require evaluating a patient, determining problems, deciding on an appropriate plan of treatment and implementing that treatment. The computer software evaluates and grades the student's choices, and using a branching logic, determines what the effect would be on the patient. This form of interactive simulation is of value in any course requiring decision-making, especially in life and death situations where "practice" is difficult.

It is my intent to use Educ. 484 and 580 to develop tools useful in EMT.

CAREER COUNSELING - ADMINISTRATION

I spend most of my office hours and much time during breaks and after class counseling students on their career plans and what options are available to them within the Health Care fields. Additional skills in this area will benefit them and me. As noted in the PURPOSE, many of our students use the EMT program primarily as a "Health Science Career Survey" class. It is really not possible for the college counseling department to stay current on all of the possibilities. Even if it were, students would still ask their instructor for advice.

As the Program Director for the Emergency Medical Technology area, I attend all Department Head/Coordinator meetings of the Health Science Division. I perform all functions of a department head: curriculum changes; FTE calculation; budgeting of instructors, supplies and VEA funds, etc. I schedule the teaching assignments of 9 credentialed instructors in EMT, and an additional 5 who teach in non-credit classes (CPR & first aid). Additional administrative and personnel management skills would enable me to perform these functions in the most effective and efficient manner.

During the 1985-86 school year I was granted a Sabbatical Leave for Study to pursue a course of study toward a Master's Degree in Education with Special Emphasis in Health Science. I was to take 12 units each semester for a total of at least 24 units by the end of the sabbatical in June, 1986. By the end of the Spring semester I had completed 29 units. I was awarded the degree, Master of Education: Special Emphasis, at the end of the first summer session.

Since beginning to teach at Mt. SAC in the Fall of 1975, I have completed three years of education related to my teaching field, the RN Program at Mt. SAC '78-80, followed by this Master's Degree in Education with Special Emphasis in Health Science. I feel that I would not have been able to pursue graduate school had it not been possible for me to take a leave of absence.

My community college credential is for the designated area of Health Science and Related Technologies. As there is no standard Master's Degree related directly to my area of instruction, Pre-Hospital Emergency Care, it was necessary to design an acceptable curriculum that would fit the broad-based needs of this specialized area. This was possible through the Special Emphasis option. The eclectic nature of this degree, however, does meet the needs of an instructor in the health sciences. Much of the purpose and value of this approach is covered separately in this document under the headings of Statement of Purpose and Statement of Value and Benefit.

COURSE WORK

During the Sabbatical Leave the following course work was completed:

TESTS AND MEASUREMENTS - EDUCATION 501

This course included instruction and practice in construction of tests for the classroom as well as application, administration and interpretation of standardized measurement and achievement tests. In addition to the obvious value of such a course to any college instructor, of particular benefit was the ability to investigate those exams or testing instruments used at Mt. SAC.

Students entering the Emergency Medical Technician - I(A) Program (EMT-I) are required to take the ASSET or CPP test. At times they also take the SAT, Gates or Nelson-Denny. All of these tests produce scores, many of which are not understood by the student, the teacher or the clerical staff processing them.

One project in Educ. 501 was to interview the Director of our Assessment and Testing Center, Sandy Starkey. I found that while most students entering the EMT-I Program were required to take the ASSET test, it is, in my opinion, based on my research, a completely incorrect instrument for the purpose of predicting or forecasting anything about the student. I do not question its value for placing students into appropriate classes in English or Math. However, I think it has a very poor reliability and validity as a testing instrument or predictor in EMT-I.

As part of the course work I did studies of the EMT Program's prerequisite testing and a correlational study of course results. In the latter study I learned that there was not a statistically significant correlation between good ASSET exam scores (a prerequisite) and success in the EMT program. There were obviously intervening variables that were involved. Those were explored with the help of the instructor.

Partially as an outgrowth of Educ. 501, the requirements for acceptance into the EMT-I Program were reviewed. Those requirements were changed through the Curriculum Review Committee. I think it is fair to say that had I not been able to take Educ. 501, which led to an understanding of the instruments and procedures used, students wishing to enter the EMT-I Program would still be

subjected to a long list of prerequisites which had little relation to success or attrition.

I am a member of the Paramedic Testing & Certification Committee of the L. A. County Department of Health Services. I am the chair of the EMT-I Testing & Certification Subcommittee of the EMT-I Advisory Committee, and as such will be responsible for helping develop and implement a standardized EMT-I certification exam for the 29 EMT-I programs in the County. Formal and additional education in Tests & Measurements will prove invaluable in this task.

Many of the tests and quizzes used in the EMT-I Program were re-written during the Fall Semester, 1985 and used either that semester or the next. Although I was in my 10th year at Mt. SAC, I found that there were better ways to measure the comprehension, progress and competency of my students.

The EMT-I Certifying Exam and the National Registry Exam are reported in percent scores, percentiles, T-Scores, Standard Scores, Kurtosis, etc. Education 501 provided a better understanding of the use and purpose of each.

Here are some of the objectives you will be able to accomplish by the end of this course:

- 1) Know the advantages and disadvantages of teacher-made and commercially available tests
- 2) Select a standardized test appropriate to the objectives you are trying to achieve; critique that test
- 3) Given a set of test data, interpret them
- 4) Define reliability, validity, and usability
- 5) Be conversant with the terms central tendency, variability, and correlation
- 6) Know the characteristics of objective and essay tests
- 7) Construct criterion-referenced test items
- 8) Cite the names and characteristics of different kinds of tests

Expectations:

- 1) Active participation in class sessions
- 2) Mid-term and final exams (including comp exam)
- 3) Critical evaluation of one standard test
- 4) Written interview with psychometrist, teacher, principal
- 5) Assigned readings
- 6) Test item construction

Texts:

Gronlund, N.E. Measurement and Evaluation in Teaching. Fifth Edition. Macmillan Publishing Company, Inc., New York: 1985.

Townsend, E.A. and P.J. Burke. Using Statistics in Classroom Instruction. Macmillan Publishing Company, Inc., New York: 1975.

Midterm exam	A (20%)Oct. 31
Interview	A (5%)Oct. 3
Test Construct	(15%)Nov. 14 -- Dec. 5
Test Critique	(20%)Dec. 5
Final/Comp	(40%)Dec. 19

EDUCATIONAL PSYCHOLOGY - EDUCATION 503

This is a general course in educational psychology. It examines the significant concepts and generalizations of psychology and education as they relate to the theories of education, the major educational theorists, and the historical and philosophical perspectives in education.

In addition to the Goals and objectives described on the following document, this course provided the college instructor with an opportunity to re-evaluate the model of teaching used and its success. I learned why I never cared much for Freud. Many instructors, especially in the vocational areas, develop a teaching style that may borrow from so many theories of education as to be fragmented and needlessly difficult for the student to follow. This undoubtedly leads to less than ideal results.

Educ. 503 gave me the opportunity, while on sabbatical, to stand back and look at the style of instruction I had developed over the years and whether it was as effective or consistent as it could be. I am sure my students will benefit from this inspection.

COURSE OUTLINE AND OBJECTIVES

1.0 Course Designation

1.1 Education, Psychology

1.2 503

1.3 Psychology and Educational Theory

1.4 Three (3) units

2.0 Course Description

This course examines the significant concepts and generalizations of psychology and education as they relate to theories, major theorists and historical and philosophical perspectives are emphasized along with some practical classroom applications.

3.0 Goals

The participants should:

3.1 Analyze various theoretical positions regarding the "nature of man", knowledge, intelligence and human growth and development.

3.2 Understand relevant concepts in psychology and education which relate to learning and teaching (i.e. Self-concept and motivation, self-fulfilling prophesy, mastery learning, etc.).

3.3 Learn about the research, major concepts and theoretical basis for four "broad" categories of learning theory:

A. Mental discipline or Traditionalism

B. S-R Associationism or Behaviorism

C. Cognitive-field or Open Education

D. Natural Unfoldment or Humanistic Education

3.4 Understand the philosophical, historical and theoretical development of the aforementioned "points-of-view" and relate to contemporary beliefs and practice in schools.

4.0 Course Outline

4.1 Unit I: This unit covers the "nature of man", his origins and growth and development. The nature of and distinction between the concepts, intelligence and achievement is stressed and the "heridity-environment" debate is central. Physiological and

psychological variables are examined.

Major concepts: Human Development, human potential, intelligence, achievement, heredity-environment, central nervous system, physiological and psychological competencies (i.e., physiological: cardiovascular, nutritional, etc., psychological: volition, affect, cognition, etc.), self-fulfilling prophesy, genetic and extragenetic information, needs, etc.

Theorists: Freud, Erikson, Havighurst, Piaget, Bruner, Skinner, Maslow, Jensen, Kagen, Bigge.

- 4.2 Unit II: This unit covers S-R Theory or behaviorism in depth. The history, philosophy and theorists are examined and practical application in business, industry and education are stressed.

Major concepts: S-R Associationism, behaviorism, social learning theory, Classical-Operant conditioning reinforcement, extinction generalization, discrimination, schedule, reinforcement, behavior modification, determinism, mechanism.

Theorists: Sechenov, Pavlov, Thorndike, Watson, Hull, Skinner.

*The practical application of social learning theory as practiced at the "Oregon Research Institute" is emphasized.

- 4.3 Unit III: This unit covers the development of cognitive-field theory and the resultant practices as they apply generally to "open education." Problem solving and "Discovery" are emphasized as means to more effective transfer of learning and higher level or "creative" thinking.

Major Concepts: Cognitive-field, discovery, inquiry, gestalt psychology, open education, insight, developing conceptual relationships, life-space, taxonomies and sequences of knowledge and objectives.

Theorists: Lewin, Kohler, Dewey, Ausubel, Bruner, Bloom, Krathwohl, Bigge, Suchman.

- 4.4 Unit IV: This unit covers a variety of, loosely termed, "humanistic", concepts, theories, practices, assumptions and "speculations." Information is so fragmented in this area that many different perspectives are presented as a loose conglomerate. Generally, feelings, values, morals, perceptions and "therapeutic" concepts are stressed.

Major Concepts: Natural unfoldment, humanistic or confluent education, perceptual and third-force psychology, values and moral development, holistic psychology and education, mind-body synthesis, hierarchy of needs, existentialism and phenomenology.

Theorists: Adler, Rousseau, Maslow, Rogers, Combs,
Neill, Kohlberg, Raths/Simon, Brown.

4.5 Unit V: Mastery Learning: A Synthesis of Theories.

This unit examines Bloom's research and hypotheses described in Human Characteristics and School Learning. Elements are discussed in relation to the other theories and relevant research (i.e., Carroll, J.B., A Model of School Learning, Teacher's College Record, 1963-64, pp. 723-733.

5.0 Activities of Participants

5.1 Read texts, journal articles and related literature.

5.2 View and discuss films and filmstrips.

5.3 Oral and written presentation of learning theory to class.

5.4 Discuss concepts, theories and issues with class.

5.5 Quizzes and comp exam.

6.0 Objectives

The Student will:

6.1 Compare and contrast various developmental theories.

6.2 Recognize major learning theory theorists and their work.

6.3 Distinguish between man's moral and actional nature and relate positions to learning theories below:

6.3.1 Mental Discipline

6.3.2 S-R Associationism

6.3.3 Cognitive-field

6.3.4 Natural Unfoldment

6.4 Analyze the philosophy, history and development of one theory in depth and present report to class.

6.5 Examine and discuss contemporary education issues and practices related to concepts and generalizations covered.

6.6 Analyze the processes, both physiology and psychology by which human potential is actualized, and recognize seminal categories of competencies (volition, perceptions, affect, etc.)

6.7 Develop a personal, philosophical and theoretical position consistent with relevant research and current information and which reflects his/her preference for classroom practice.

7.0 Assessment Plan

7.1 Quiz on development

7.2 Quiz on S-R Theory

7.3 Quiz on cognitive-field theory

7.4 Quiz on Humanistic Education

7.5 Position paper and group presentations on one theory

7.6 Final comp exam

Texts, Materials and Resources

Required Text:

Biehler, F. Robert, Psychology Applied to Teaching, Houghton Mifflin Co., 3rd Ed., 1978.

Suggested Reference Texts:

Bigge, L. Morris, Learning Theories for Teachers, Harper & Row, 2nd Ed., 1971.

Sagan, Carl, The Dragon of Eden: Speculations on the Evolution of Human Intelligence, Random House, 1977.

METHODS OF RESEARCH - EDUCATION 504

The goal of this course was to prepare an individual to produce research consistent with generally accepted standards of design and procedure and to critique (or consume) research utilizing standards inherent in the general research process. Areas of study included the various types of research, the criteria for evaluation of research, critical analysis of representative research reports (within my discipline), study of the nature of scientific thinking, a survey of methods employed in research, critiques of research and assigned projects.

Within the Health Science field, there is a lot of research being carried out. Much of it has a direction or bias. A simple example would be AIDS. There has been so much written recently that it is difficult to decide what to believe, what is accurate and what is scare tactics or moralizing. Understanding how to consume research or critique and analyze it is very helpful. My students will benefit from critical reporting as opposed to mere repetition of someone else's bias.

The benefit of these three core courses is in the general nature in which they are intended. They are of value to all teachers in all disciplines. It is not possible to list specific or narrow applications of the material covered or learned. In the following course work however, individual areas of interest were addressed.

Education 504 - METHODS OF RESEARCH

GOALS: Develop students' ability to both produce research consistent with generally accepted standards of design and procedure, and critique (consume) research utilizing standards inherent in the general research process.

COURSE

OBJECTIVES: See attached sheet.

COURSE

REQUIREMENTS:

1. successful completion of the final examination
2. completion of a practice research paper containing the following:

By 11/21 will have all of content for paper.

- Statement of need
- Statement of purpose
- Setting of the study
- Definition of terms
- Hypothesis
- Review of Literature - *maybe a page*
- Procedure (data collection)
- Analysis of data
- Results
- Conclusions
- Implications

rest = paragraph

Dec. 12

*- 15 MULT-CHOICE
5 DEFINITIONS
1 ESSAY - (incl. a research paper)*

Dec 20

*11/21 = course complete
11/28 = Holiday (is a no. to write)
12/5 = seminar day
12/12 = exam
12/20 = due date paper*

Site sample on pg 27

The paper will be no longer than seven (7), (yes, that's what he said, seven) pages, and will be due the final day of class. The form and style of the paper will follow the publications manual of the American Psychological Association (APA).

REQUIRED

TEXT:

CONDUCTING EDUCATIONAL RESEARCH, Second Edition, by Bruce Tuckman (it's not cheap, but a considerable amount of additional material will be provided by the instructor at no additional cost to the consumer).

• READ CHAPT 1, 2, 3,

4 - 62-64 & 67-68

5 - 77-80

6 -

7 -

~~8 -~~

9 - 198-210

10 - lightly

~~11 -~~

12 - recommended

The student will be able to:

1. List three possible sources of researchable problems.
2. Given 3 sources of problems, select a problem relevant to area of interest from one of the sources.
3. Assess the feasibility of researching that problem, using a list of points to consider when evaluating problems.
- *4. Delimit the problem to manageable proportions and properly state it.
5. Write a statement of need for the problem.
6. Generate a research hypothesis relevant to the selected problem.
7. List the major characteristics of the "setting" of a study, e.g., grade level, SES, gender, location, age, etc.
- *8. Give an example of random sampling, stratified random sampling, proportional stratified random sampling.
9. Using the problem area selected above, generate at least one assumption of a study of that problem.
- *10. When applicable, operationally define the variable in the study.
- *11. Using a general problem area, generate at least one example of each of the types of research presented by Isaac.
12. Define internal validity and external validity.
13. State at least two characteristics of good reviews of literature.
- *14. Given a study, identify the following elements: rationale, purpose, variables, type of research, design, measurement instrument, data analysis technique, results, conclusions.
15. Given a set of experimental research designs, select the design that provides the strongest internal validity.
- *16. Describe in own words and give an example of each of the threats to internal validity, and at least one of the threats to external validity.
- *17. Define internal and external criticism of historical documents.
- *18. Define the following terms: (see list of definitions).
- *19. List the major characteristics of each of the types of research described by Isaac.
20. Given a set of results from a study, generate conclusions and implications.
- *21. Given a study, discuss the threats to the internal and external validity of the design of the study.

With my advisor, Dr. Skip Maneiro, I planned a course of study with special emphasis in subjects with an application to the health sciences. It included a number of courses that may not be readily recognizable as helping in educating someone in the health science field.

COURSES IN COMPUTER ASSISTED EDUCATION

COMPUTER PROGRAMMING IN EDUCATION - EDUCATION 484

Not only is computer literacy a good idea for everyone, but two current applications in the medical field make it necessary that I understand various computers (IBM -vs- Apple) and their uses. In health science there is expanding utilization of computers. In my department, Respiratory Therapy - Emergency Medical Technology, the respiratory therapy certification testing is done on the Apple IIe. It is a very complex branching logic computer simulation. In my area there is a branching logic CPR training manikin that teaches cardiopulmonary resuscitation using a laser disk and tests the student by use of a light wand's touch on the computer screen.

Professional Ambulance in Glendale is installing computer aided dispatch. The EMT's get in their ambulance and their destination is displayed on their on-board computer screen. They will also be able to determine whether this house has any past history of bad calls (shooting), or known diseases (Aids), etc. The screen will display a map highlighting their best route to the location and the best route to the closest hospital.

In Las Vegas's system, it also shows their exact location on their map as they drive and the position of all other ambulances, police and fire units. You can look at the computer screen and tell which police car is parked at Winchell's and which emergency vehicle is converging on your ambulance from a blind side street.

An instructor in Health Science must be fluent in computerese and have a working knowledge of computers. In Educ. 484 we were taught to program in BASIC. As a special project I wrote an interactive program to generate the various rosters and lists I use to obtain certificates for my graduating students. As with much of computer programming, I think it took longer to write and debug the programs than I will save in the next several years. Therefore, the advantage was that I got class credit for a project that was of value to me rather than one the instructor always assigns to everyone.

We worked on the Apple IIe, the IBM PC and the Commodore. The latter has so few applications that its only value to me was simply exposure to another style of keyboard and different functions.

I feel that I am better prepared for future applications of computers in education and industry. A year ago I was learning to use a friend's IBM PC as a word processor. Today I am fluent in WordStar. As a result of increasing use of the PC, I felt competent enough after a 2 hour Staff Development class at Mt. SAC to put my grade books on Lotus 1-2-3. The combination of these three languages (BASIC, WordStar and Lotus) provides me with such advantages that I already wonder how I survived without them.

TECHNOLOGY, CHANGE AND INNOVATION - EDUCATION 582

While the knowledge base of medicine is doubling every five years, that of emergency medicine doubles every 2-3 years. This course dealt with effective ways of coping with and using change. Change strategy was a major course component and the basis of my special project. Although the course work seeds were developed and planted last June, the results sprouted last week (the fruit, a paramedic program, will wait till next year).

My change strategy seems to have been successful, as I have been able to persuade Karen Meyers, RN, Dean of the Health Science Division, Dick Wright, Dean of Vocational Education, Joseph Zagorski, Vice President of Instruction and Dr. Jack Randall, President, that we need to innovate, utilize lots of new technology, move toward creating a new campus department, a new degree program, a non-semester based curriculum, etc.

AREAS OF STUDY DIRECTLY RELATED TO EMERGENCY MEDICAL INSTRUCTION

COMMUNITY COLLEGE CURRICULUM - EDUCATION 599

INDEPENDENT STUDY

This independent study project involved a complete revision of the EMT curriculum as taught at Mt. SAC with lesson plans, handouts, quizzes, etc. The EMT Curriculum is mandated in Title 22 of the California Administrative Code. It changed last year requiring revisions in almost all parts of the program.

A large part of this work involved revising the existing material and putting it on the word processor. Once again, an advantage of the Special Emphasis was being allowed to do course work directly related to my discipline. In this case, Title 22 is going to be changed again on January 1, 1987. It should be easy to incorporate the changes into the instructional materials, given that they are on a diskette.

GRADUATE SEMINAR - EDUCATION 596

For my graduate seminar I chose a research project in an area of emergency medicine that especially interests me, venomous bites. I conducted a literature research and developed a slide presentation with title slides, a lesson plan, a student study guide with objectives, an informational handout, and a post quiz. I have presented it twice and have received much better feedback than my previous teaching in the area.

ADMINISTRATIVE LEADERSHIP - EDUCATION 572

The name of this course apparently changed to Educational Leadership after I enrolled, as my transcript is the first time I saw this new title. The examples used in class and the texts used both business and educational examples of and practices in leadership.

This course was designed to explore various styles of leadership. We looked at college structure and managerial organizations (who reports to whom and how), and interpersonal leadership or effective methods of dealing with superiors, peers and subordinates.

I did a special project that set up the administrative leadership of a Paramedic Program at Mt. SAC (mentioned earlier in this report). I will try to be far less of a "power-coercive" and more collaborative in my own style.

Two courses were taken to round out my education in the Health Sciences, as well as improve my skills and sensitivities as a teacher and a person.

COUNSELING THEORIES AND TECHNIQUES - PSYCHOLOGY 517

This class was almost exclusively for Marriage & Family Therapists. I took it to expand and enhance my education and experience in the health sciences. As a professional learner (this is my fourth degree in the fourth discipline), and as a health professional, I feel that I have a good knowledge base; I deal well in cognitive level, factual, data based situations. I have a good background in the clinical pathophysiology of the disease process and its medical treatment.

This course was taken to improve my ability in an area in which I have always felt less than competent. My ability to deal with the emotional side of the problem, with the psychosocial component of disease and healing. The course also utilized role playing practice in interview questioning (without asking any direct questions), effective listening techniques and the importance of non-verbal communication.

If it were in my power, I would require that all college students and faculty take this course. The interpersonal skills learned are invaluable.

COUNSELING THEORIES AND TECHNIQUES
Psych. 517
Yvonne Davis, Instructor

Requirements

- A. Active participation in class activities. No more than two class meetings (6 hrs.) may be missed without the grade being effected.
 - B. Paper describing one's own counseling theory with respect to the following:
 - a. Key concepts
 - b. Nature of humankind
 - c. Counseling goals
 - d. Major techniques
- Paper Should be:
- 1. Approximately 5 pages, typewritten
 - 2. Of graduate quality in content and form. Please proofread for grammar, spelling, punctuation, etc.
- C. Personal project
 - D. Exam on assigned readings and class lectures.

Text: Theory and Practice of Counseling and Psychotherapy
by Gerald Corey

Assessment

The criteria for assessment is based upon the above requirements. The extent to which objectives have been met is determined by the instructor.

Schedule

- Feb. 4 Introduction
- Feb. 11 Introduction, Chapter 13
- Feb. 18 The Process Chapter 14
- Feb. 25 Chapter 1,2 Psychoanalytic Therapy
- Mar. 4 Chapter 3, Extensions of Psychoanalytic Therapy
- Mar. 11 Chapter 4, Existential Therapy
- Mar. 18 Chapter 5 Person Centered Therapy
- Apr. 1 Chapter 6 Gestalt Therapy
- Apr. 8 Chapter 7 Transactional Analysis
- Apr. 15 Chapter 8 Behavior Therapy
- Apr. 22 Chapter 9 RET

HUMAN SEXUALITY - PSYCHOLOGY 506.1

This was not an introductory class like Mt. SAC's Human Sexuality class, but a graduate seminar for 11 students. For the other 10, this was their last class before becoming Marriage & Family Therapists. As an RN, this class rounds out a part of my Health Science education. Obviously I am very familiar with the anatomy and physiology of human sexual response. But, as a health care provider, I have been ill prepared for those confidential questions students and others seem to want to ask someone. In no manner do I intend to attempt marriage and family counseling. However, I feel I benefited greatly from the experiences of role playing and the education in counseling individuals in the class.

UNIVERSITY OF LAVERNE

Psychology 506.1--Human Sexuality

Instructor: John S. Shalett, MSW, MFCC
(714) 624-4641

Class Time: Tuesday Evenings
7-10 P.M.
Humanities 695

Course Description: This course is designed to fill the basic human sexuality requirements for MFCC licensing. Course will include lectures, role-playing, and small group discussions.

Sexual development is studied from a physiological and psychological point of view. Male, female differences, sexual function and dysfunction, deviance and perversion are studied. The areas of sexual education, attitudes and techniques are also important concerns for the marriage counselor.

Course Objectives:

- 1) The student will review each of the sexual dysfunction categories for male and female.
- 2) The student will be introduced to therapeutic tools for the treatment of sexual dysfunction.
- 3) The student will be involved in discussion of moral/ethical issues in sexual therapy.
- 4) The student will be expected to give evidence of extensive reading to invite exposure to the material in the literature.

*Course Requirements:

- 1) Attendance and participation are vital.
- 2) Read the material in the texts.
- 3) Complete a take home final examination which will be handed out on May 16 for turn-in on May 24, 1985.
- 4) Complete the mid-term written exam.

Course Text(s): Kaplan, Helen Singer, The New Sex Therapy.
Brunner/ Mazel, New York, 1974.

Kaplan, Helen Singer, Disorders of Sexual Desire. Brunner/Mazel, New York, 1979.

The Diagram Group, Sex: A User's Manual.
Berkeley Books, N.Y., N.Y. 1983.

*Additional Course Requirement: Completion of a 10-15 page typewritten paper(see supplement for topic)

- Course Outline:
- 1) Introductory Lecture
 - 2) Ethics of Sex Therapy
 - 3) Medical Aspects
 - 4) Dynamics of Sexual Dysfunction(s)
 - 5) Evaluation and Treatment of Sexual Dysfunctions

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- Brecher, Ruth & Edward. An Analysis of Human Sexual Response. Signet Books, N.Y. 1966.
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SUPPLEMENT

PAPER--DUE May 6, 1986

Choose one of the four persons listed below as a client who is presenting to your office with a sexual problem. This may be an actual case you are working with or it may be a simulated case. Fill in the details to make the case come to life. Then detail a treatment plan for this client. Your account should include a history, your views of what leadt to the problem, your therapy course, problems you might expect and how they would be dealt with, and the expected outcome of therapy.

Your choices include:

- 1) A wife experiencing sexual disinterest.
- 2) A husband with intermittent erectile problems.
- 3) A young woman who reports nonorgasmia.
- 4) A young man disturbed by his premature ejaculations.

This last course was also taken to round out an area of my education.

EDUCATION AND CAREER PLANNING - EDUCATION 565

The EMT-I Program is a career entry program. Most of my students do not work as an EMT for more than 2-4 years before moving on (often to firefighter or paramedic positions). I feel that most college instructors are ill prepared to do guidance counseling. They are not, as I was not, aware of the resources available or are unable to use them well.

As part of the course work I administered eight different tests from our testing center (with guidance from Sandy Starkey) and then interpreted the results (using the manuals and with guidance of Jim Owen). I am much better prepared to offer group and individual guidance and assist in career choice exploration. From a college standpoint, I think a real value of this course was in interacting with my colleagues.

Psychology 514
Education and Career Guidance

COURSE GOALS:

The student will:

1. acquire knowledge of the history and theories of educational and career guidance.
2. identify strategies for effective Career Education, Career Guidance and Vocational Guidance.
3. gain knowledge of and practical experience with selected educational and career guidance assessment instruments.
4. develop a working knowledge of current sources of career information, including the Dictionary of Occupational Titles, which are available from community, state and federal sources.
5. gain insight into the issues of career guidance in a highly technological and complex society such as: sex bias, race bias, class bias, future shock, multiple careers, increased longevity and others.
6. develop an understanding of the application of computer technology to the provision of educational and career guidance services.

Inventory/Assessment Search: Identify the following aspects of each of the Inventories/Assessment Instruments listed.

1. Content (What is measured ?)
2. Target population
3. Useability

Strong-Campbell Interest Inventory

California Occupational Preference System (COPS)

Career Ability Placement Survey (CAPS)

Career Orientation and Placement Survey (COPES)

Self-Directed Search

Kuder Occupational Interest Survey

JOB-O

College Major-Minor Finder

Taylor-Johnson Temperment Analysis

Jackson Vocational Interest Survey

Ohio Vocational Interest Survey II

E - WOW

Career Development Inventory

Armed Services Vocational Ability Battery (ASVAB)

Career Interest Inventory

SUMMATION

In all of my work while on sabbatical my campus colleagues were exceptionally willing to provide assistance to me. I am indebted to them and to the college for the opportunity and the support I received during what has really been a once in a lifetime experience.

I have always felt that I knew myself fairly well. As a result of some of my course work, especially in the psychology area, I think I know myself much better. I would not have obtained a master's degree had it not been possible for me to do so on sabbatical.

When I started my sabbatical leave I was struck with the irony of being allowed to lie fallow after seven years. How strange that we have kept the 2,000 year old Hebrew custom for rejuvenating the fields, even without changing the name or the number of years. Upon finishing my sabbatical leave I in fact feel rejuvenated. I couldn't wait to get back. And I couldn't wait to employ many of my newly acquired tools for enhancing my student's experience as well as their education.

My sabbatical proposal was to pursue courses toward a master's degree in education with an agreement to complete at least 24 units. As I was able to complete the degree shortly after the end of the sabbatical leave, I have included verification to that effect.



1950 Third Street
La Verne, California 91750
714/593-3511

August 26, 1986

Stephen A. Williams
341 Avenida Adobe
San Clemente, CA 92672

Dear Stephen:

We are pleased to inform you that you have completed all of the requirements for the Master of Education: Special Emphasis degree. The Registrar has posted your degree with the effective date of June 27, 1986, and has mailed you a complimentary copy of your transcript. Your diploma will be printed and mailed to you by the Registrar.

It is with pride that the University confers this degree in recognition of the time, the academic achievement, and the financial investment you have made over the past few years.

As an alumnus of the University of La Verne, we look forward to a continued association of mutual support. If we can assist you in any way in your pursuit of a satisfying professional career, please call upon us.

Best wishes to you in your future endeavors.

Sincerely,

A handwritten signature in cursive script that reads 'Ellsworth E. Johnson'.

Ellsworth E. Johnson, Ph.D.
Dean of the Faculty

NB:ab

cc:Dr. John Mainiero