

Assessment #7 - Additional Assessment That Addresses AAHE Standard V

The Teen Dating Violence Workshop is a required assignment in HED 404 – *Organization and Administration of School Health Programs*. Candidates plan, facilitate, and evaluate a workshop on the topic of teen dating violence for a particular target audience. Each workshop is implemented with an authentic audience. This assignment provides an opportunity for candidates to examine the role of Coordinated School Health Programs as part of the Health Education Profession and develop skills on a program level. This project also provides candidates with an opportunity to work with recent legislation impacting the health education field.

**Alignment to Standards:** Candidates practice **Standard 1** during the initial planning phase of the project. Candidates are expected to utilize valid sources of data and information to learn about social, emotional, and other factors that influence behaviors of the target audiences. Candidates use technology-based sources of information to gain an understanding of relationships between teen dating violence content and the specific audience characteristics. Candidates use the information to determine health education needs specific to the target audience. This assignment aligns with **Standard 2** with the requirement of candidates to consider the needs of the target audiences to plan effective teen dating violence workshops. Candidates identify representatives from school and community groups whose support will enhance the workshops. During this phase of planning, candidates build on functional knowledge related to teen dating violence and prioritize the content and skills to match the needs of the target audience. Candidates formulate objectives to drive the workshop planning and implementation and design educational strategies that will provide opportunities for participants to meet the objectives. Alignment to **Standard 3** occurs with the implementation of the teen dating violence workshops. Candidates are expected to act as professionals during workshop facilitation. They predict supports and barriers that will impact successful implementation, use technology effectively, apply pedagogically sound learning strategies appropriate for the audience, use culturally-sensitive materials, and make appropriate adjustments during workshop implementation. **Standard 4** is addressed in this project during the evaluation phase. Candidates create an evaluation plan to determine if workshop objectives have been met and administer the evaluation after each workshop. Candidates collect data and interpret the evaluation results. Candidates explore possible explanations for evaluation findings and use results to provide modifications for future workshops. The assignment is aligned to **Standard 5** with a consistent focus on coordination between CSHP components to strengthen the workshop and the participants' experience. Throughout the process, candidates utilize the four 'C's of CSHPs and suggest strategies to build relationships among health educators and other relevant service-providers. Candidates provide a professional development opportunity and invite appropriate individuals to attend. This project aligns with **Standard 6** with the requirement of the candidates to serve as a resource on the topic of teen dating violence. In addition to implementing the workshops, candidates prepare a packet of current, credible information and resources and distribute it to audience members. Candidates work with **Standard 7** in this project when they communicate TDV messages centered on the unique values

of audience members and plan to deal with controversy that may arise during the workshop. Candidates use multiple strategies to communicate TDV information in large and small groups.

**Data Analysis:** An analysis of the data findings show candidates are consistently successful in this project. Over the past three years of data collection, candidates earned mean project scores of 87%, 94%, and 91%. This project requires an application of macro concepts in regards to health education programming and Coordinated School Health Programs. Candidates appear better prepared to grasp these concepts after developing skills related to the micro concepts of lesson and unit planning. As a result, this course is well-placed in the senior-year health education sequence. Due to scaffolding in the program curriculum, candidates have experience with the AAHE standards prior to this project in different contexts. In HED 404, they are required to apply knowledge and skills to a program-level project. Since they have often developed some competence and confidence in these skills prior to taking this course, they are ready for the challenge of planning, implementing, and evaluating a program-level workshop.

Due to the high levels of success with this project, small adjustments to increase the level of challenge have been made each year. For example, candidates once presented the workshop to a mock audience rather than the authentic audience now required. At one time, candidates were given the option of selecting a workshop topic from a wider pool, rather than being assigned a specific target audience and topic to frame the workshop. This change forces students to apply skills of needs assessment and planning to match specific needs more effectively.

**Interpretation:** This course provides a rich opportunity for candidates to demonstrate competency in a variety of skills of professional health educators. Our current data collection process provides us with a comprehensive picture of candidate success. This broad picture of success is validating and provides us with general knowledge about our students' abilities to perform health-education related tasks with quality.

While many standards are addressed, this project's main role in the health education program is to inform faculty of candidates' abilities to meet Standard 5: Candidates coordinate provision of health education programs and services. Concepts related to CSHP are woven throughout the project and serve as a focal point. This project allows candidates to demonstrate skills of collaboration, communication, cooperation, and coordination. Each component of the project scoring guide assesses Standard 5. As a result, a high total score provides indication of success in the skills related to this standard.

We recognize that adjustments in our data collection processes will allow us for a more detailed view of the specific strengths and weaknesses of our candidates. Over the next year, we will be formulating specific research questions about our candidates' skills and restructuring our data collection to help answer those questions. This process will allow for more defined and specifically useful data.

**Average Performance Scores on HED 404 Teen Dating Violence Workshop Project**

<b>Date</b>	<b>Number of Candidates</b>	<b>Project Score</b>
2006	13	83%
2007	11	90%
2008	13	87%
2009	14	94%
2010	14	91%

## **Teen Dating Violence Training Workshop**

### **Candidates will develop competencies in all AAHE Standards I - VII**

This project will require candidates coordinate health education programs and services to plan and implement a training workshop on a current health issue. Candidates will utilize skills reflective of those needed in future positions when asked to provide in-service training on health topics to parents, faculty, and community members.

One such topic is Teen Dating Violence. Recent legislation about schools' roles in the prevention of teen dating violence has been passed and is referred to as the Lindsay Ann Burke Act. This law was passed in Rhode Island in July of 2007.

#### **This law requires the following:**

1. Each school district to develop a dating violence policy to address incidents of dating violence that occur at school and inform parents of such policy
- \*2. Each school district to provide dating violence training to administrators, teachers, nurses and mental health staff at the middle and high school levels
- \*3. Each school district to teach an age-appropriate dating violence curriculum through health education classes every year in grades 7 through 12
- \*4. Dating violence awareness trainings for parents are strongly recommended.
5. Verification of compliance with the Rhode Island Department of Education on an annual basis through the annual school health report

For the exact text of the law visit <http://www.rilin.state.ri.us/PublicLaws/law07/law07490.htm>

**In accordance with the Lindsay Ann Burke Act, Rhode Island School Districts had until 12.1.08 to establish a teen dating violence policy. Hence, school districts should have a policy in place at this time and are likely working towards compliance.**

To help prepare future health educators to fulfill their roles in Rhode Island Coordinated School Health Programs, candidates in HED 404 will plan and facilitate a training workshop designed to educate specific target audiences about current and relevant dating violence issues. Four different workshops will be created, each one targeted towards a specific audience: parents, teachers, coaches, and peer leader groups.

This project should be viewed as a culminating course activity. Candidates should utilize principles from course content and other assignments in the workshops. In other words, candidates should consider how Coordinated School Health Programs can support and enhance health education programming, how the FISH philosophy can enhance the workshops, how to utilize data sources in a powerful way, how to reflect a high degree of professionalism in documents and handout, and how policy issues impact the workshops.

Project Requirements: **REVIEW THE SCORING GUIDE FOR ADDITIONAL INFORMATION!**

- Candidates will work in groups to plan, facilitate, and evaluate the workshops.
- The workshops will be presented to live audiences. Groups are required to recruit appropriate audience participants. Part of the project involves creation of professional documents used to advertise the workshop.
- An “entire class period” will be dedicated to each workshop. Groups should plan to fill 45 minutes with active workshop content; the remainder of time will be used to respond to questions, discussion, and evaluation. The class period may be shifted to a different time during the week upon agreement of all necessary parties.
- It is critical that presenters consider the specific needs of the target audience when planning and facilitating the workshop.
- Presenters should be prepared to work with participants who are very interested in the topic, participants who are present only because they are required to be, and participants who flat-out disagree with the Lindsay Ann Burke Act.
- Candidates should develop workshops that advocate for the value of Coordinated School Health Programs.
- Presenters should be prepared to thoughtfully respond to questions that may arise.
- Workshop participants will receive a packet of resources and relevant information. The packet should review important points of the workshop, answer lingering questions participants may have after the workshop, and lead participants to additional resources.
- Each packet should also include a 1-page workshop evaluation form. Participants will complete this evaluation at the end of the workshop. Group members will analyze the results and make related recommendations for future workshops. The written analysis is due one week after the workshop is presented.



**Also Important:**

- Some class time will be devoted to planning the workshops but time outside of class will also be required.
- Audiovisual needs must be requested as soon as possible and no later than one week prior to the workshop. Please note: In the case of technological failure, candidates are still required to run an effective workshop.
- Candidates are required to organize all logistics related to the workshop.
- Outside resources should be sought but the final product should be an amalgam of various sources. Candidates may not simply present an existing workshop that was created for another purpose.
- All resources must be cited (APA format) and a reference list is to be included in the workshop packet.
- All group members must play an active role in the workshop.
- Each group member will complete a peer evaluation to comment on the team process.

Each group will work together to run an organized, informative workshop. All members of the groups should earn the same grade. However, if firm evidence that any group member hindered the quality of the final product, appropriate grade adjustments will be made.

As in Coordinated School Health Programs, the group process can be challenging. It is expected that all group members cooperate to create a high quality product, communicate to share ideas and solve problems, coordinate so the work is dispersed in a fair, economical manner, and commit to providing a positive representation of the groups abilities.

### **Target Specific Groups:**

Each workshop will provide general information about teen dating violence issues. Some topics that *may* be covered include: an overview of the new law, the differences between healthy and unhealthy dating relationships, preventing unhealthy dating relationships, recognizing the signs of unhealthy dating relationships, intervention strategies, and resources for help. Each workshop will be uniquely designed to address the issues specific to the target audience. The presenters must determine the focal points of each workshop.

### **EXAMPLES:**

1. **Teachers:** This workshop is designed to help high school teachers develop an awareness of teen dating violence issues. It is *not* targeted towards health educators.
2. **Parents:** Parents of both boys and girls in the high school are invited to attend to learn more about teen dating violence issues and the role of the school.
3. **Coaches:** All coaches will be required to participate in a teen dating violence awareness workshop. *This workshop* is specific for coaches of all boys' interscholastic sports.
4. **Student leaders:** Leaders of all student groups will attend this teen dating violence awareness workshop. For example, 2 officers from each student organization must attend along with the captains and co-captains of each interscholastic sport. This would bring in representation from student council, band, drama, athletics, academic decathlon, debate team, peer leaders, etc....

### **Resources for planning:**

#### **R.I. schools required to teach about dating violence**

By Eric Tucker, Associated Press Posted 10/6/2008 7:00 PM

Retrieved from: [http://www.usatoday.com/news/education/2008-10-06-dating-violence\\_N.htm](http://www.usatoday.com/news/education/2008-10-06-dating-violence_N.htm)

This article provides an interesting account of the new law & the events leading up to its creation.

#### **R.I. Offers Lesson Plan on Teen Dating Violence,**

10.21.08, By Amy Littlefield, Retrieved from: <http://www.womensenews.org/article.cfm?aid=3787>

This is another article worth reading to understand the events leading up to the proposal of the Lindsay Ann Burke Act.

**A Guide To Preventing Bullying, Teen Dating Violence, And Sexual Violence**

In Rhode Island Schools, Rhode Island Board of Regents, Elementary and Secondary Education, April 1, 2008,  
Retrieved from: [http://www.thriveri.org/documents/Guide\\_Bullying\\_TDV\\_RI.pdf](http://www.thriveri.org/documents/Guide_Bullying_TDV_RI.pdf)

This is a detailed document produced by the state outlining how schools should respond to the above topics. Groups should peruse this document when planning the workshops.

**Lindsay Ann Burke Memorial fund**, 2009, Retried from: <http://labmf.org/>

This website provides a wealth of information about both the Lindsay Ann Burke Act and dating violence, in general. This is a great source to increase discipline knowledge related to teen dating violence issues.

**Teen Dating Violence Training Workshop – Planning Document**

Please provide thorough responses to the following questions in a computer-generated document.

Group Members:

Target Audience:

1. What are the unique characteristics of your target audience? (AAHE Standards & Key Elements: IA)
2. What are the unique needs of your target audience in regards to this workshop? (AAHE Standards & Key Elements: IA, IB, IC)
3. What are the relevant emotions that audience members may have about this topic that may influence your presentation? (AAHE Standards & Key Elements IA, IB, IC, VII B)
4. How do you intend to accommodate for these needs? (AAHE Standards & Key Elements: IIB, IID, VII B)
5. How will you involve representatives of the CSHP in your TDV workshop? (AAHE Standards & Key Elements: IIA, V A, V B)
6. How will you involve representatives of community-based agencies / organizations in your TDV workshop? (AAHE Standards & Key Elements: IIA V A, V B)

7. What questions do you expect your audience members to have about teen dating violence issues? (AAHE Standards & Key Elements: IIB)
  
8. What are the objectives of your workshop? (AAHE Standards & Key Elements: IIC)

### Teen Dating Violence Workshop – Scoring Guide

Group Members:

Workshop Audience:

Scoring: Each bullet will be awarded 0-5 points:

Unacceptable (0-1) -----Basic (3) -----Exemplary (5)

<p><b>Planning</b></p> <p><b>AAHE Standards &amp; Key Elements:</b></p> <p>I A, B, C                  II A, B, C, D                  V A, B                  VI A                  VII B</p>	<ul style="list-style-type: none"> <li>• Group effectively utilized the four 'C's of CSHP in the planning process. IIA, V A, V B</li> <li>• The group researched TDV to increase knowledge base. IA, IIB, VI A</li> <li>• The group investigated the needs of the target population and incorporated those needs into the workshop plan. IA, IB, IC, IIB, IIC, IID</li> <li>• The group developed an effective plan to inform the target audience about the workshop. IIB</li> <li>• The group thoughtfully completed the planning document. IA, IB, IC, IIA, IIB, IIC, IID, V A, V B, VI A, VII B (See Attached)</li> </ul>	
<p><b>Facilitation</b></p> <p><b>AAHE Standards &amp; Key Elements:</b></p> <p>III A, B, C, D                  V C,D                  VI B, C                  VI A, C                  VII B, C, D</p>	<p>All group members</p> <ul style="list-style-type: none"> <li>-Communicated effectively throughout the workshop. IIIC, VII C</li> <li>-Appeared knowledgeable and credible. III C</li> <li>-Engaged the audience &amp; planned for a variety of learning styles. IIIB, VII C</li> <li>-Were flexible &amp; handled challenging situations appropriately. III D, VI B, VI C</li> </ul> <p>The workshop:</p> <ul style="list-style-type: none"> <li>-Reflected the qualities of a professional training. III C, V C, V D</li> <li>-Was geared towards the specific target audience. III B, V C, V D</li> <li>-Provided information about the role of CSHP in preventing TDV. III A, V C, V D</li> <li>-Covered worthwhile content relevant to the particular audience and TDV. III B, V C, V D, VII B</li> </ul> <p>Materials:</p> <ul style="list-style-type: none"> <li>-All materials were of professional quality. III C, V C</li> <li>-The packet included additional resources to help participants access additional information. V C, VI D, VII D</li> <li>-A reference list was included in the packet. V C, VI A</li> <li>-The packet would help participants review important information. VC, VI D</li> </ul>	



RIC HED Assessment #7 NCATE/AAHE Report

<p><b>Evaluation</b></p> <p><b>AAHE Standards &amp; Key Elements:</b></p> <p>IV A, B, C, D V D</p>	<ul style="list-style-type: none"><li>• A well-structured, 1-page evaluation form was included in the packet and completed by participants. IV A, IV D, V D</li><li>• Presenters turned in a one-page analysis of the evaluation one week after the workshop. IV C, IV D, V D</li><li>• Each group member turned in a peer evaluation IV B</li></ul>	
<p>Comments:</p>		<p><b>Earned Score: _____ of 100</b></p>