

Jessica M. Szymanski - Department of Kinesiology - College of Education – F. Jay Taylor Criteria

1. Undergraduate courses taught and retention rates:

	Course -Sec	Hours	# Enrolled	# Completed	Retention Rate (%)
<u>Spring 2021</u>					
Personal & Community Health	KINE 290-084	3	41		
Senior Adult Floor Exercise	KINE 206-001	3	32	32	100
Measurement of Physiological Variables	KINE 409-V84	3	20	19	95
Measurement of Physiological Variables	KINE 409-084	3	10	8	80
<u>Winter 2021</u>					
Senior Adult Floor Exercise	KINE 206-003	3	27	27	100
Adult Fitness Programming	KINE 416-001	3	25	25	100
Measurement of Physiological Variables	KINE 409-V84	3	17	11	65
Measurement of Physiological Variables	KINE 409-084	3	7	7	100
<u>Fall 2020</u>					
Preventative Health & Wellness	KINE 292-V84	3	36	34	94
First Year Experience	FYE 100-006	1	44	44	100
Senior Adult Floor Exercise	KINE 206-184	3	17	17	100
Measurement of Physiological Variables	KINE 409-V84	3	18	18	100
Measurement of Physiological Variables	KINE 409-084	3	17	16	94
<u>Summer 2020</u>					
Exercise Prescription	KINE 409-030	3	19	15	79
Measurement of Physiological Variables	KINE 409-384	3	18	17	94
<u>Spring 2020</u>					
Measurement of Physiological Variables	KINE 409-001	3	19	15	79
Measurement of Physiological Variables	KINE 409-002	3	10	9	90
Preventative Health & Wellness	KINE 292-001	3	35	35	100
<u>Winter 2020</u>					
Senior Adult Floor Exercise	KINE 206-005	3	48	48	100
Adult Fitness Programming	KINE 416-001	3	17	16	94
Measurement of Physiological Variables	KINE 409-001	3	17	17	100
Measurement of Physiological Variables	KINE 409-002	3	8	8	100
<u>Fall 2019</u>					
Personal & Community Health	KINE 292-003	3	40	37	93
First Year Experience	FYE 100-006	1	47	47	100
Senior Adult Floor Exercise	KINE 206-005	3	45	45	100
Measurement of Physiological Variables	KINE 409-001	3	16	15	94
Measurement of Physiological Variables	KINE 409-002	3	12	10	83
<u>Summer 2019</u>					
Senior Adult Floor Exercise	KINE 206-001	3	39	39	100
Exercise Prescription	KINE 409-030	3	16	16	100
Measurement of Physiological Variables	KINE 409-030	3	10	10	100
<u>Spring 2019</u>					
Senior Adult Floor Exercise	KINE 206-003	3	45	45	100
Measurement of Physiological Variables	KINE 409-001	3	20	20	100
Measurement of Physiological Variables	KINE 409-002	3	17	17	100
Adult Fitness Programming	KINE 416-001	3	17	17	97

Winter 2019

Senior Adult Floor Exercise	KINE 206-001	3	53	53	100
Adult Fitness Programming	KINE 416-001	3	22	22	100
Measurement of Physiological Variables	KINE 409-001	3	13	13	100
Measurement of Physiological Variables	KINE 409-002	3	5	4	80

Fall 2018

Preventative Health & Wellness	KINE 292-003	3	35	34	97
First Year Experience	FYE 100-006	1	38	38	100
Senior Adult Floor Exercise	KINE 206-005	3	46	46	100
Measurement of Physiological Variables	KINE 409-001	3	19	18	95
Measurement of Physiological Variables	KINE 409-002	3	18	16	89

Summer 2018

Dance Appreciation	KINE 280-030	3	28	28	100
Exercise Prescription	KINE 407-030	3	11	11	100
Measurement of Physiological Variables	KINE 409-030	3	8	8	100

Spring 2018

Senior Adult Floor Exercise	KINE 206-003	3	50	50	100
Adult Fitness Programming	KINE 416-001	3	28	28	100
Measurement of Physiological Variables	KINE 409-001	3	20	19	95
Measurement of Physiological Variables	KINE 409-002	3	18	16	89

Winter 2018

Senior Adult Floor Exercise	KINE 206-001	3	40	40	100
Personal & Community Health	KINE 292-001	3	46	45	98
Adult Fitness Programming	KINE 416-001	3	49	40	95
Measurement of Physiological Variables	KINE 409-001	3	20	20	100
Measurement of Physiological Variables	KINE 409-002	3	12	11	92

Fall 2017

Preventative Health & Wellness	KINE 292-002	3	45	43	96
Weight Training	KINE 144-002	2	20	19	95
First Year Experience	UNIV 100-006	1	30	29	97
Senior Adult Floor Exercise	KINE 206-005	3	36	36	100
Senior Adult Floor Exercise	KINE 206-006	3	23	23	100

Summer 2017

Preventative Health & Wellness	KINE 292-030	3	13	13	100
Personal & Community Health	KINE 290-384	3	17	15	88

Spring 2017

Personal and Community Health	KINE 256-002	3	38	38	100
Senior Adult Floor Exercise	KINE 206-004	3	36	36	100
Adult Fitness Programming	KINE 416-001	3	50	50	100

Winter 2017

Senior Adult Floor Exercise	KINE 206-010	3	35	35	100
Adult Fitness Programming	KINE 416-001	3	40	40	100
Preventative Health & Wellness	KINE 292-002	3	36	34	94
Personal and Community Health	KINE 290-001	3	45	43	96

Fall 2016

Personal and Community Health	KINE 290-001	3	47	47	100
Preventative Health & Wellness	KINE 292-001	3	46	45	98
First Year Experience	FYE 100-006	1	38	38	100
Senior Adult Floor Exercise	KINE 206-005	3	36	36	100

Summer 2016

Personal & Community Health	KINE 290-030	3	30	30	100
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Spring 2016

Preventative Health & Wellness	KINE 292-001	3	47	46	98
Adult Fitness Programming	KINE 416-001	3	34	34	100
Senior Adult Group Exercise	KINE 206-005	3	17	17	100
Personal and Community Health	KINE 290-002	3	37	37	100

Winter 2016

Senior Adult Group Exercise	KINE 206-001	3	26	26	100
Adult Fitness Programming	KINE 416-001	3	40	37	93
Preventative Health & Wellness	KINE 292-001	3	40	38	95
Personal and Community Health	KINE 290-002	3	41	41	100

Fall 2015

Personal and Community Health	KINE 290-001	3	49	47	96
Preventative Health & Wellness	KINE 292-001	3	50	50	100
University Seminar	UNIV 100-006	1	39	39	100
Senior Adult Group Exercise	KINE 206-005	3	28	28	100

2. Evaluations - Line 15

Fall 2020

KINE 292-v84 – N=7 4

KINE 409-v84 – N = 9 3.9

KINE 409-084 – N = 7 3.9

Winter 2021

KINE 409-v84 – N = 9 3.7

KINE 409-084 – N = 6 3.8

KINE 416-v84 – N = 15 3.8

3. Beliefs concerning the significance of undergraduate teaching:

I find myself thinking about the significance of undergraduate teaching just before the Fall Quarter begins. I am especially excited when it comes to some of the incoming freshman (who are) setting foot into their very first college classroom. It is an exciting time for them because they are beginning their journey as a college student and it is an exciting time for me because I may be their very first college instructor and my goal is to make an impact on them so that they understand the value of their education. The undergraduate courses in their curriculum are set in place to help them finish a degree of their choosing. I want them to make sure they understand those classes are helping them prepare for their future and that it is okay if they change their mind during the course of their college career. During my undergraduate degree, I struggled with the demands of the classroom because I was not prepared for the rigor of my curriculum. I was very fortunate to have professors who were willing to guide me through the process and succeed. I appreciated their willingness to help me as I was navigating through the new chapter of my life as a college student. Because of this experience, I take pride in my role as an instructor and try my best to help students navigate through their college career. My hope is that when they are finished here at Tech, they are ready to flourish in the real world.

4. Innovations brought to undergraduate teaching:

My main focus when I teach is to provide my students with “real life” experiences that might occur throughout one’s lifetime. There are so many life lessons I have learned over the years and I have every intention of sharing those lessons with my students with the hope that I can guide them along their path of whatever profession they are seeking.

KINE 416: Adult Fitness Programming

This class teaches the young professional learn now to become a personal trainer. I have been a personal trainer for 23 years and I have had the pleasure of training several different populations over the year. I have trained females who range from 14-88 years. I have trained males who range from 16-92 years. I have also trained husband and wives together in the privacy of their own homes. I have worked with clients who have Fibromyalgia, Cardiac Disease, Osteoporosis, Rheumatoid Arthritis, Hypertension, Diabetes, and Low Back Pain. I have also worked with a few women who were pregnant and who have battled with anorexia and morbid obesity. Throughout these experiences, I gained

the knowledge of what to do and what not to do when training these individuals. I bring those experiences to this classroom so I can help these young professionals with their futures should they work with any of these individuals with these chronic conditions. I take them into Memorial Gym to show them proper exercises to perform with these individuals and I show them some modifications that might be necessary for the individual to be successful with each movement. I enjoy teaching the students these techniques because it allows them to have the confidence to work with any population if they choose personal training as their profession.

KINE 292: Preventive Health & Wellness

The focus of this class is to teach students the value of taking care of themselves now in the hopes that they can work on preventing some of the major existing chronic diseases from happening to them in the future. This class is also a hands-on course that provides lab activities for the students in which they perform several fitness assessments on themselves. We cover the health related components of physical fitness including Cardiorespiratory Endurance, Muscular Strength, Muscular Endurance, Flexibility, and Body Composition. Each student completes a lab that deals with these components and it allows them to view their levels of fitness throughout the quarter. These labs are beneficial to them because they can continue to do each lab to see how much they improve or maintain throughout their college career and even throughout their lives. My focus in this class is longevity. I always tell the students that I want them to go to their 20 year high school reunion looking and feeling great! I also bring in my personal experiences from my years of personal training to encourage them to stay on this path for prevention.

KINE 290: Personal and Community Health

For this class, the goal is to reach the students on a more personal level. We discuss a wide range of topics including stress, psychological health, sex, drugs, alcohol, contraception, pregnancy, abortion, aging, death and dying. There are several personal topics in which the students might share some of their own experiences. Once again, I try my best to give them "real life" experiences in hopes that I can make an impact. In the beginning of the quarter I let them know all about my own experiences with some of the topics we discuss throughout the course. The main ones that have made an impact on me are the drugs, alcohol, and death and dying chapters. I tell them my story about how I lost my (39 year old) brother to drugs and alcohol almost 10 years ago. I share with them when he started drinking heavily and how quickly he allowed the alcohol to take control of his life and eventually take his life. I also tell them about my mother who was diagnosed with Dementia at 64 years of age and died 8 years later at the age of 72. I try to teach them about both of these diseases (as well as others), but from my perspective since they are my own personal experiences.

Something I learned from Dr. Tommy Grafton is to get to know my students on a much deeper level. The way he would do this is by asking them to write a paragraph on the first day of class titled, "What Makes Me Tick". This paragraph is a descriptive paragraph in which they write out what events have taken place throughout their lives that have made them who they are today. I also ask them NOT to write their names on the paper unless they want me to know who they are as I read their paragraph. It is such a fulfilling assignment because they open up and share some very personal stories that will help me when I discuss difficult topics throughout my lectures. When I open up to them, they open up to me.

KINE 206: Senior Adult Floor Exercises

I truly enjoy being a part of our Senior Adult Program. It is an opportunity for senior adults age 55 and older to enroll in a class in which we have our Kinesiology students complete a practicum while actively engaging in the exercise routines. It's rewarding for all parties involved. The senior adults love meeting new students each quarter and I love teaching those students all about the exercises we teach to the senior adults. I have so much fun with them because I try to challenge them each day with new exercises and stretches so they have variety in their program. It is so encouraging to be encouraged by so many positive attitudes first thing in the morning.

5. My role as a mentor:

My role as a mentor is to be available for my students when they need me. I let them know from day one that they can talk to me about any problems or issues they might be dealing with. I will do my best to help them sort out whatever difficulties they might be going through, whether it's putting together an exercise program, handling a difficult decision to "come out" to their parents, or dealing with a sibling who has an addiction problem like my brother did. If I am not able to help them, then I try my best to find the right person who can. I am very fortunate to teach classes in which I am extremely passionate about because they all have to do with health, wellness, exercise and fitness. I tell my students

that I am proud to practice what I preach. I talk about my own real life lessons in most of my classes I teach because I believe it helps the students grasp the big picture of their overall health and how important it is to take care of ourselves and loved ones. I also want my students to know that they are not alone when they are dealing with adversity. We all deal with adversity, but how we bounce back from adversity is what helps us get back on track toward whatever goal we may have set in place. I try to explain to my students that we all need to have our own little tool belt with our own solutions to the problems in our lives. I encourage each of my students to adopt a healthy lifestyle and encourage those around them to do the same. When we are doing the little things to take care of ourselves, it helps not only ourselves, but others around us as well. Maintaining a positive attitude is also something I try to encourage my students to do (even when going through adversity).

I do the same thing with those students I advise throughout the year. I absolutely love advising! It is another time in their college career when I can help them make those important decisions about what their future might hold.

6. Professional Presentations and Publications:

Szymanski, D, Qiao, M, Singh, V, and **Szymanski, JM**. Correlation of power to fastball velocity of collegiate baseball pitchers. Submitted and accepted May 1, 2020. National Strength and Conditioning Association's National Conference, July 8-11, 2020.

Szymanski, DJ, Fairbanks, BJ, Light, TJ, and **Szymanski, JM**. Relationship of anthropometric and performance variables to offensive statistics of collegiate baseball hitters over two years. Submitted to the NSCA National Conference. Orlando, FL. July 7-11, 2015.

Szymanski, DJ, Lueken, RC, Cook, KM, and **Szymanski, JM**. Shoulder strength and pitching velocity of a collegiate pitcher with a Type 1 SLAP tear over a competitive season: A case study. Submitted to the NSCA National Conference. Orlando, FL. July 7-11, 2015.

Elumalai, A, Szymanski, DJ, **Szymanski, JM**, and Parks, JJ. The relationship between controlled arousal levels and putting in 2 different conditions: A pilot study. *Journal of Strength and Conditioning Research*. 28(12): S10, 2014. Poster Presentation. NSCA National Conference. Las Vegas, NV. July 10, 2014.

Szymanski, D. J., Clark, S. L., Accardo, D. M., Beiser, E. J., Bassett, K. E., **Szymanski, J. M.**, Medlin, G. L., & Till, M. E. 2011. Effect of various resisted training devices on bat swing and batted-ball velocities of novice college students. *Journal of Strength and Conditioning Research*. 26(1): S13-14.

Szymanski, J. M., Szymanski, D. J., Clark, S. L., Accardo, D. M., Beiser, E. J., & Bassett, K. E. 2011. Relationship between anthropometric and performance variables to bat swing and batted-ball velocities in novice college students. *Journal of Strength and Conditioning Research*. 26(1): S72-73.

Szymanski, D. J., Albert, J. M., Reed, J. G., and **Szymanski, J. M.** 2011. Relationships between anthropometric and physiological variables and sport-specific skills of collegiate baseball players. *Medicine Science Sports & Exercise*. 43(5): S596.

7. Other pertinent information

I am the faculty advisor for our student organization, Exercise Science and Physical Education (ESPE). Each year, we meet once a month and volunteer for several different events including, Time Out for Tech, Legacy Day, and The Big Event and Buddy Ball. I am currently an Assistant Strength and Conditioning Coach for the La Tech Baseball Team.

I truly appreciate the opportunity to represent the College of Education for this prestigious award. What an honor!
Jessica Szymanski