San José State University
KIN 174–Assessment of Psychomotor Function (3 units), Spring 2020
Colleague of Health and Human Sciences
Department of Kinesiology

Course and Contact Information
Instructor: Dr. Jihyun Lee
Office Location: SPX112
Telephone: (408) 924-1986
Email: jihyun.lee@sjsu.edu
Office Hours: Thursday 2:00–4:00pm & by appointment
Class Days/Time: Thursday 4:00–6:45pm
Classroom: SPX163

Course Description
Basic procedural elements of informal observation, formal performance testing and direct measures of psychomotor function of individuals with disabling conditions. **Prerequisite:** KIN 070; Open only to declared KIN majors/minors or instructor consent.

MYSJSU Messaging and Canvas
In order to ensure that you receive all pertinent email communication, you must have a current and accurate email address in the MySJSU system. Please check to make sure your email is updated in MySJSU at [http://my.sjsu.edu](http://my.sjsu.edu). You are responsible for regularly checking your emails and announcements posted on Canvas to learn of any updates. Copies of course materials such as the syllabus, PowerPoint slides, and major assignment instructions and guidelines can be found on Canvas at [http://sjsu.instructure.com](http://sjsu.instructure.com). For more information on setting up your account go to Canvas Student Resources at [http://www.sjsu.edu/ecampus/teaching-tools/canvas/student_resources/index.html](http://www.sjsu.edu/ecampus/teaching-tools/canvas/student_resources/index.html).

Kinesiology Undergraduate Degree Program Learning Outcomes
At the completion of a Bachelor of Science degree program in the Department of Kinesiology students should be able to:

1. obtain a critical understanding and the ability to apply theoretical and scientific knowledge from the subdisciplines in kinesiology for personal fitness, healthy lifestyles, sport, and/or therapeutic rehabilitation.
2. Effectively communicate the essential theories, scientific applications, and ethical considerations related to kinesiology.
3. Apply scholarship and practice of different movement forms to enhance movement competence in kinesiology.
4. Recognize and apply sustainable approaches as they relate to kinesiology.
5. Identify social justice and equity issues related to kinesiology for various populations.
Course Learning Outcomes

The content of this course will focus on the tools and procedures for gathering data on movement skills, physical/health-related fitness, and sport performance. Actual interpretation of test results will assist students in learning programmatic competencies to meet individuals needs in adapted physical activity. Upon conclusion of this course the student will be able to:

1. recognize, describe, and justify different types and purposes of assessment used in the adapted physical activity programming of individuals with disabling conditions (PLO1, 2, 3, 4, & 5) (APEAA 5).
2. identify and apply at least four types of assessment for fundamental motor skills/patterns, physical/health-related areas and sport fitness performance of individuals with disabling conditions (PLO1, 2, 3, & 5) (APE AA 5, 10, 11).
3. describe and present the fundamentals of test administration and variables to consider (PLO1, 2, 4, & 3) (APEAA 5, 11, & 13).
4. demonstrate skills in test presentation, data analysis, and interpretation for its use in the IEP (or other reports) (PLO1, 2, & 4) (APEAA 10).
5. develop an IEP and/or programmatic suggestions based on the assessment results (PLO1, 2, 3, & 5) (APE AA 2, 3, & 4).

Required Text/Readings

• Other readings are provided online through Canvas

Library Liaison

• Adriana Poo. Email: adriana.poo@sjsu.edu Phone: (408)808-2019

Course Requirements/Assignments

“Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally three hours per unit per week) for instruction, preparation/studying, or course related activities, including but not limited to internships, labs, and clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.”

• Office of Undergraduate Education’s Syllabus Information web page at http://www.sjsu.edu/gup/syllabusinfo/

1. Quizzes: There will be scheduled online quizzes that must be completed before each class session. Quizzes will come from material discussed in class and from assigned reading. They will be available at least 3 days before class begins. Computer or transportation problems do not constitute an excuse for not completing a quiz.

2. Exam: There is a comprehensive final exam held in class to assess students’ knowledge of all course materials and activities utilized in the entire course.

3. Class Activities: Participation in the class activities is an important contributor to your success in the course. These activities include your active participation in practice sessions and final presentations. Using electronic devices not for purposes related to this course will not be considered your participation
(students can access Canvas and work on class notes during class activities upon instructor’s permission). Participation in class activities also means having read the assigned materials before the scheduled class meeting. The expectation is that you will each participate by raising issues that you did not understand during your readings, asking questions of the group during discussions, and provide your opinion and thoughts on various relevant subjects.

4. Field Assessment Preparation Activities: include a) creating a field assessment flyer, b) having a practice session group meeting with the instructor, c) running a practice session, and d) leading a debriefing session. The flyer is designed (based on set criteria) by the group and sent to an on-site supervisor at the field site. Once the flyer is completed, it needs to be submitted online and also sent to the site via email at least 3 days before the group’s field assessment date. A practice session group meeting will be held 1-2 weeks before the practice session, and the instructor will explain how to run a practice session. A practice session is a pilot test for the group before their actual field test. The group is responsible for preparing the pilot test including studying the manual, gathering equipment, setting up stations, guiding classmates to complete the assessment and to read the results. Each Practice Session will be held during a class session. All participants and presenters must wear attire for physical activity. Right after the practice session, the group will lead a debriefing session to address coding mechanic, data interpretation, their plan to administer a field-based assessment for the final project, share concerns related to validity and reliability, and solicit feedback.

5. Field Assessment Project: Includes a complete field assessment to get usable data from at least 1 participant, an in-class presentation, and a submission of presentation file (using PowerPoint or Prezi) and final paper. The Presentation will be held as a culminating event before the final’s week. The final paper format will be provided and the paper should be submitted during the final’s week.

Final Examination or Evaluation
This course’s culminating activities are the final presentation and final paper. University policy S17-1 states that “Faculty members are required to have a culminating activity for their courses, which can include a final examination, a final research paper or project, a final creative work or performance, a final portfolio of work, or other appropriate assignment.” More details can be found in this University policy S17-1 at http://www.sjsu.edu senate/docs/S17-1.pdf

Grading Information
This course utilizes percentage weight assigned to various class assignments:
Quizzes (PLO 1, 2, & 5)(CLO 1 & 3) 15%
One Exam (PLO 1, 2, & 5)(CLO 1 & 3) 25%
Class Activities (PLO 1, 2, & 4)(CLO 2, 3, & 4) 10%
Field Assessment Prep (PLO 1, 2, 3, 5) (CLO 2, 3, & 4) 20%
Field Assessment Project (PLO 1, 2, 3, 5) (CLO 1, 3, 4, & 5) 30%

• Final grades are not rounded up to the nearest grade level.
• Make-up Work & Tests: A missed exam or presentation will result in a zero point and no make-up test/presentation will be allowed under normal circumstances. If
you need a special arrangement, you MUST discuss options with the instructor at least 3 days BEFORE the test/presentation day (not including weekends).

- All electronic copies of your assignments need to be turned in via Canvas by 11:59 p.m. on the due date. If you fail to turn in an assignment on time (either an electronic copy or hardcopy), you will receive 50% of the points for the assignment (your points, not total points for the assignment) within a 3-day window including weekends, 25% of the point within a 7-day window, and 0% after the 7-day window

- Final course grade will be assigned according to the following scale based on the total accumulated percentage of available points during the semester.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A plus</td>
<td>97 to 100%</td>
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<tr>
<td>A</td>
<td>93 to 96%</td>
</tr>
<tr>
<td>A minus</td>
<td>90 to 92%</td>
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<tr>
<td>B plus</td>
<td>87 to 89%</td>
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<tr>
<td>B</td>
<td>83 to 86%</td>
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<tr>
<td>B minus</td>
<td>80 to 82%</td>
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<tr>
<td>C plus</td>
<td>77 to 79%</td>
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<tr>
<td>C</td>
<td>73 to 76%</td>
</tr>
<tr>
<td>C minus</td>
<td>70 to 72%</td>
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<tr>
<td>D plus</td>
<td>67 to 69%</td>
</tr>
<tr>
<td>D</td>
<td>63 to 66%</td>
</tr>
<tr>
<td>D minus</td>
<td>60 to 62%</td>
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</table>

Course Protocol

- **Learning Environment:**
  The classroom is a special environment in which students and faculty come together to promote learning and growth. It is essential to this learning environment that respect for the rights of others seeking to learn, respect for the professionalism of the instructor, and the general goals of academic freedom are maintained. Differences of viewpoint or concerns should be expressed in terms which are supportive of the learning process, creating an environment in which share of themselves without losing their identities, and to develop and understanding of the community in which they live. The instructor reserves the right to lower the grade if students do not meet class behavior expectations. All students are expected to actively participate. That means that students should:
  - actively prepare by reading assigned materials
  - bring class notes and reading materials to class
  - refrain from anything not class related during class
  - close laptops during class sessions, presentations, and meetings
  - respect each other’s opinion

- **Field Assessment Professional Behavior Expectations**
  **Dress Code:** Your appearance should be professional at all times. Proper attire is required such as tennis shoes, sweat pants, collar shirt and/or SJSU T-shirt. No gum, no headphone, and no cell phone, please. Failure to meet the professional behavior expectations will result in 20% deduction of your total points for each occasion.

Contacting your site: You should contact your site 3-4 weeks before the planned field-based assessment. Some questions to ask the site include: name and contact
information of fieldwork educator (if different than your contact person), dress code, directions, parking, and details about the visit such as where and when to arrive, etc. **Communication:** Students must have the ability to communicate effectively and sensitively with site staff and project participants. Students are expected to be polite, courteous, and attentive to site staff and participants. You are using their site and asking for their help, thus, it is important to remain professional and polite in all interactions including emails and telephone calls. During the assessment, effectively communicate orally and in writing using formats and terminology appropriate for the purpose and project participant(s).

**Possible Requirements:** Some organizations require additional specific documentation and information before you may participate in a field-based assessment within their setting. It is your responsibility to meet any requirements in a timely manner as requested by the site.

- **Email Etiquette**
  - When communicating with the instructor via email, you must follow the etiquette below; otherwise the instructor reserves the right of not replying to your email.
  - Be sure to include a meaningful subject line; this helps clarify what your message is about and may also help the instructor prioritize reading your email.
  - Just like a written letter, be sure to open your email with a greeting such as Dear Dr. Lee.
  - Introduce yourself (your name and what class you are taking).

- **Group Work Policy**
  - A “group work” is meant to be worked on as a group. Therefore, do not divide the assignment into sections as people start arguing which section is more challenging to do than other parts of the assignment.
  - Because some individuals have difficulty working with others, they have an option to work individually and submit an individual work.
  - All group members will receive the same points for the assignment: clearly indicate on the title page ALL group members who have contributed to writing the paper, and thus will be handing in identical versions.
  - If you choose to continuously miss group meetings or fail to maintain contact with your group, do not expect your group to include your name on the group work. In such a case, you will need to complete this assignment on your own.
  - The instructor will not accept complaints about group members any later than one week before the assignment due date. You should have a well-developed draft by then and should be aware of any difficulties you have had working with someone. The instructor will not accept complaints about group members until you have discussed your complaint with that group member and discussed possible solutions. That is, you must first address your concerns with that group member and bring it to his/her attention that you feel he/she is not contributing equally to the project before you come to the instructor. If you still think you need to come to the instructor, you must be able to tell the instructor the response you received from the group member, so that the instructor knows a legitimate attempt was made to resolve the issue on your own.
University Policies

Per University Policy S16-9 (http://www.sjsu.edu/senate/docs/S16-9.pdf), relevant university policy concerning all courses, such as student responsibilities, academic integrity, accommodations, dropping and adding, consent for recording of class, etc. and available student services (e.g. learning assistance, counseling, and other resources) are listed on Syllabus Information web page (http://www.sjsu.edu/gup/syllabusinfo), which is hosted by the Office of Undergraduate Education. Make sure to visit this page to review and be aware of these university policies and resources.
## Course Schedule

* Schedule is subject to change and changes will be announced in class and/or posted on Canvas

<table>
<thead>
<tr>
<th>Date</th>
<th>Topics</th>
<th>Task</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/23</td>
<td>Course orientation</td>
<td>Select your presentation topic.</td>
</tr>
<tr>
<td>1/30</td>
<td>Foundation: Whom You Are Assessing &amp; Why You Are Assessing (Ch. 1 &amp; 2)</td>
<td>Read Ch1 &amp; Ch2 <strong>Complete Quiz 1</strong> TGMD-2 Group Meeting</td>
</tr>
<tr>
<td>2/6</td>
<td>Foundation: Selecting an Appropriate Assessment Instrument (Ch. 3 &amp; 4)</td>
<td>Read Ch3 &amp; 4 <strong>Complete Quiz 2</strong> BOT-2 Group Meeting</td>
</tr>
<tr>
<td>2/13</td>
<td>Foundation: Selecting and Administering Test (Chapter 5)</td>
<td>Read Ch5 <strong>Complete Quiz 3</strong> CTAPE Group Meeting</td>
</tr>
<tr>
<td>2/20</td>
<td><strong>Practice Session 1</strong>: TGMD-2 (Practice &amp; Debrief) Assessing Motor Development &amp; Motor Skill Performance (Ch. 6)</td>
<td>Read Ch6 <strong>Complete Quiz 4</strong> Senior Fitness Test Group Meeting</td>
</tr>
<tr>
<td>2/27</td>
<td><strong>Practice Session 2</strong>: BOT2 Assessing Motor Development &amp; Motor Skill Performance</td>
<td>Read Cools et al. (2009) Create a field test flyer BPFT Group Meeting</td>
</tr>
<tr>
<td>3/5</td>
<td><strong>Practice Sessions 3</strong>: CTAPE Assessing Physical Function (Ch. 7)</td>
<td>Read Ch 7 <strong>Complete Quiz 5</strong> Wheelchair Basketball Skill Test Group Meeting</td>
</tr>
<tr>
<td>3/12</td>
<td><strong>Practice Session 4</strong>: Senior Fitness Test Assessing Behavior and Social Competence (Ch. 10)</td>
<td>Read Ch 10 <strong>Complete Quiz 6</strong> ALT-PE Group Meeting</td>
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<tr>
<td>3/19</td>
<td><strong>Practice Session 5</strong>: BPFT Translating Assessment into Action</td>
<td>Reading on Canvas</td>
</tr>
<tr>
<td>3/26</td>
<td><strong>Practice Session 6</strong>: Wheelchair Basketball Skill Test</td>
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<tr>
<td>4/2</td>
<td><strong>Practice Session 7</strong>: ALT-PE</td>
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<tr>
<td>4/9</td>
<td>Authentic Assessment</td>
<td>Readings on Canvas <strong>Complete Quiz 7</strong></td>
</tr>
<tr>
<td>4/16</td>
<td><strong>Exam &amp; Presentation Information Session</strong></td>
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<tr>
<td>4/23</td>
<td>Field Assessment</td>
<td>No Class</td>
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<tr>
<td>4/30</td>
<td>Presentation 1</td>
<td>File Submission</td>
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<tr>
<td>5/7</td>
<td>Presentation 2</td>
<td>File Submission</td>
</tr>
<tr>
<td>5/14</td>
<td>Final Paper Due</td>
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