

San José State University
Kinesiology
Spring 2015, KIN 174 “Assessment of Psychomotor Function”
Section 1

Instructor	Nancy L. Megginson, Ph.D.
Office Location	SPX 104
Telephone	408-924-3014/408-283-9036 (preferred)
Email	nancy.megginson@sjsu.edu
Office Hours	Wednesday 1200-100PM; 245-345PM
Class Meetings	W 400-645PM at the Timpany Center

Course Description

This course identifies and applies the basic procedural elements of informal observation, formal performance testing, and direct measures of psychomotor functioning of individuals with disabling conditions. The various purposes of assessment with programmatic implications for adapted physical activity will be addressed.

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 Goals and Student Learning Objectives

The content of this course will focus on the tools and procedures for gathering data on reflexes, fundamental motor skills/patterns, and physical/health-related fitness/sport performance. Performance-related information (i.e. attitudes, history, progress reporting) will, also, be addressed. 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 demonstrate:

1. an understanding of the different types of purposes of assessment used in the adapted physical activity programming of individuals with disabling conditions (PLO #1, #2, #3, & #5);
2. knowledge and competencies in identifying and utilizing at least two formal measures of reflexes, fundamental motor skills/patterns, and physical/health-related/sport fitness performance (PLO #1, 2 , #3 & #5);

3. an understanding of the fundamentals of test administration (PLO #1, #2, & #3);
4. knowledge of important criteria to be addressed when evaluating the potential use of a psychomotor/physical/sport assessment instrument (PLO #1, #2, & #3);
5. an understanding of performance-related information as it relates to the psychomotor/physical/sport assessment of an individual with a disability (PLO #1, #2, #3, & #5);
6. knowledge of the values of norm-and criterion-referenced standards when testing for school, class, group, etc. placement of individuals with disabling conditions (PLO #1, #2, #3, & #5);
7. skills in test interpretation and its use in the IEP of students with disabling conditions (PLO #1, #2, #3, & #5); and
8. skills in the development of an IEP and programmatic suggestions in various adapted physical activity venues (PLO #1, #2, #3, & #5).

Course Activities for Evaluation

Assessment Instrument Presentation

You will receive a template from the instructor on how to conduct a classroom/lab presentation on an assessment instrument of your choice. **You will work in pairs, possibly in threes, to analyze, organize, and present relevant information on this assessment instrument to the class.** All members of the presentation must have an equal amount of work vested into this effort (yes, this will be part of the evaluation). **This will also include incorporating one research article per student that is relevant to the assessment instrument you have selected.** You will need to use PowerPoint presentation methodology to convey your information to the class. A hard copy of this presentation must be submitted to the instructor **one week prior** to the assigned presentation time. **You must demonstrate at least two skill items from your assessment instrument or provide a video that depicts these in this classroom presentation.** The presentation must include the use of the record form to its completion. **An evaluation rubric will be shared with students prior to any assessment presentation in class.**

Timpany Center Formal Assessment Project

In your group, you will administer an assessment instrument at the Timpany Center (www.sjsu.edu/timpany) and complete a formal report on your findings. A template will be distributed in class for you to follow in the development of this report. **All members of the presentation must have an equal amount of work vested into this effort (yes, this will be part of the evaluation).**

Examinations

Students must bring a T&E 200 scantron at the scheduled class time for paper and pencil examination. Please bring a #2 pencil for the test. Examinations are a combination of questions that are T/F, matching, multiple choice, fill-in the blank and short/reflective answer.

Evaluation Criteria

2 Exams (2 x 30%)	60%
1 Paired Classroom Lab Presentation of an assigned Assessment Instrument and research article	20%
1 Paired Timpany Center Assessment Project/ Formal Report	20%
Total	100%

The student will be expected to attend and actively participate in all class sessions. If s/he misses a session, it will be up to that student to secure all information/handouts from a fellow student. Late assignments will not be accepted. There will be no make-up tests for any of the exams without a written medical excuse or the expressed consent of the instructor.

Grading Scale

LETTER GRADE	PERCENTAGE RANGE
A+	> 97
A	93-96
A-	90-92
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72
D+	67-69
D	63-66
D-	60-62
F	< 59

Required Texts

Horvat, M., Block, M.E., & Kelly, L.E. (2007). *Development and adapted physical activity assessment*. Champaign, IL: Human Kinetics.
 Course Reader of Assessment Instruments-Maple Press

Course Calender

- January 28 Introduction
- February 4 Who/Why are we assessing? Chapters 1 & 2
- February 11 Getting to know the student/client Chapter 3
- February 18 Can measurement be trusted Chapter 4
- February 25 Test selection and administrative insight Chapter 5
- March 4 Translating Assessment Chapter 10
- March 11 **EXAM 1**
- March 18 Test Review/TGMD-2 Presentation
Template/Senior Fitness Test Training
- March 23-27 **SPRING BREAK-ENJOY!!!!**
- April 1 **Adminstration of Senior Fitness Assessment To Older Adult at the Timpany Center (Mandatory for all students)** **We will be starting at 230PM this day.**
- April 8 Student Presentations-Assessment Instruments Chapters 6, 7, 9
- April 15 Student Presentations-Assessment Instruments Chapters 6, 7, 9
- April 22 Student Presentations-Assessment Instruments Chapters 6, 7, 9
- April 29 Student Presentations-Assessment Instruments Chapters 6, 7, 9
- May 6 Student Presentations-Assessment Instruments Chapters 6, 7, 9
- May 13 **EXAM 2**

University Policies

Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester's Catalog Policies section at <http://info.sjsu.edu/static/catalog/policies.html>. Add/drop deadlines can be found on the current academic year calendars document on the Academic Calendars webpage at http://www.sjsu.edu/provost/services/academic_calendars/. The Late Drop Policy is available at <http://www.sjsu.edu/aars/policies/latedrops/policy/>. Students should be aware of the current deadlines and penalties for dropping classes.

Information about the latest changes and news is available at the Advising Hub at <http://www.sjsu.edu/advising/>.

Academic integrity

Your commitment as a student to learning is evidenced by your enrollment at San Jose State University. The University's Academic Integrity policy, located at <http://www.sjsu.edu/senate/S07-2.htm>, requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The Student Conduct and Ethical Development website is available at <http://www.sjsu.edu/studentconduct/>.

Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person's ideas without giving proper credit) will result in a failing grade and sanctions by the University. For this class, all assignments are to be completed by the individual student unless otherwise specified. If you would like to include your assignment or any material you have submitted, or plan to submit for another class, please note that SJSU's Academic Integrity Policy S07-2 requires approval of instructors. Note: outings completed for another class cannot be counted for this course.

Campus Policy in Compliance with the Americans with Disabilities Act

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 at http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf requires that students with disabilities requesting accommodations must register with the Accessible Education Center at <http://www.sjsu.edu/aec> to establish a record of their disability.