

San José State University**KIN 174–Assessment of Psychomotor Function (3 units), Spring 2021**

College of Health and Human Sciences
Department of Kinesiology

Course and Contact Information

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| Instructor: | Dr. Jihyun Lee |
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| Office Hours: | by appointment |
| Class Days/Time: | Tuesday 4:00-6:45PM and Online Modules/Assignments |

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](http://my.sjsu.edu) system. Please check to make sure your email is updated in [MySJSU](http://my.sjsu.edu) at <http://my.sjsu.edu>. You are responsible for regularly checking your emails and announcements posted on [Canvas](http://my.sjsu.edu) 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](http://my.sjsu.edu) at <http://sjsu.instructure.com>. For more information on setting up your account go to [Canvas Student Resources](http://www.sjsu.edu/ecampus/teaching-tools/canvas/student_resources/index.html) at 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 will be able to:

1. effectively explain, identify, and/or demonstrate the theoretical and/or scientific principles that can be used to address issues or problems in the sub-disciplines in kinesiology.
2. effectively communicate in writing (clear, concise and coherent) on topics in kinesiology.
3. effectively communicate through an oral presentation (clear, concise and coherent) topics in kinesiology.
4. utilize their experiences across a variety of health related and skill-based activities to inform their scholarship and practice in the sub disciplines in kinesiology.
5. identify and analyze social justice and equity issues related to kinesiology for diverse 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

- Horvat, M., Block, M.E., Kelly, L.E. (2018). *Developmental and adapted physical activity assessment* (2nd ed.). Champaign, IL: Human Kinetics.

Other readings are provided online through Canvas

- Bruininks, R.H., & Bruininks, B.D. (2005). *Bruininks-Oseretsky Test of Motor Proficiency: Manual*. Pearson Assessments. Circle Pines, MN: AGS Publishing.
- Cairney, J., Hay, J., Veldhuizen, S., Missiuna, C., & Fought, B. E. (2009). Comparing probable case identification of developmental coordination disorder using the short form of the Bruininks-Oseretsky test of motor proficiency and the movement ABC. *Child Care Health Dev.* 35, 402–8. <https://doi.org/10.1111/j.1365-2214.2009.00957.x>
- Competency Test of Adapted Physical Education (CTAPE) www.twu.edu/downloads/inspire/CTAPE_2008.pdf
- Cools, W., Martelaer, K. D., Samaey, C., & Andries, C. (2009). Movement skill assessment of typically developing preschool children: a review of seven movement skill assessment tools. *Journal of sports science & medicine*, 8(2), 154–168.
- Henderson, S. E., Sugden, D. A., & Barnett, A. L. (2007). *Movement Assessment Battery for Children-2nd edition (Movement ABC-2)*. London: The Psychological Corporation.
- Jones, C. J., & Rikli, R. (2002). Senior Fitness Test Manual. *Journal of Aging & Physical Activity*, 10(1), 24-30.
- Judith & T. Maddox (2013). *Developmental Assessment of Young Children-Second Edition (DAYC-2)*. Austin, TX: PRO-ED.
- Martin E. Block, Lauren J. Lieberman & Fiona Connor-kuntz (1998) Authentic Assessment in Adapted Physical Education, *Journal of Physical Education, Recreation & Dance*, 69(3), 48-55, <https://doi.org/10.1080/07303084.1998.10605094>
- Rubric Guidelines and Examples: <https://www.supportrealteachers.org/rubrics-for-assessment.html>
- Russell, D. J. (2002). Gross motor function measure (GMFM-66 & GMFM-88) user's manual. London: Mac Keith.
- Ulrich, D. A. (2013). The test of gross motor development-3 (TGMD-3): Administration, scoring, and international norms, *Spor Bilimleri Dergisi*, 24(2), 27-33.
- Winnick, J.P., & Short, F.X. (1999). *The Brockport Physical Fitness Test Manual*. Human Kinetics: Champaign, IL, USA.
- Wang Y. P., & Su, C. Y. (2009). Reliability and responsiveness of the Bruininks-Oseretsky test of motor proficiency-second edition in children with intellectual disability. *Res Dev Disabilit*, 30, 847–55. 10.1016/j.ridd.2008.12.002

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.”

- [University Syllabus Policy S16-9](http://www.sjsu.edu/senate/docs/S16-9.pdf) at <http://www.sjsu.edu/senate/docs/S16-9.pdf>.
- Office of Undergraduate Education’s [Syllabus Information web page](http://www.sjsu.edu/gup/syllabusinfo/) at <http://www.sjsu.edu/gup/syllabusinfo/>

Quizzes: There will be online quizzes to check your mastery of the content. Also, the quizzes are Read the assigned chapter and complete the modules provided for the topic before taking the quiz. Each quiz will be available for several days.

Exam: There will be one exam after you complete all learning modules.

Class Activities: Participation in the class activities is an important contributor to your success in this course. In each class session, students will be asked to complete one to three class activities via the Modules. At least one day will be given to complete the task(s).

Assessment Presentation: Students will work in a small group to create a presentation about an assessment tool. This presentation will help classmates understand the purpose how the assessment, reliability and validity of the assessment, what research has been done using the tool, what to expect when assessing individuals with disabilities using this tool, and how to analyze and interpret the data.

Class activities during assessment presentations:

For the classmates (audience)- review the presentation and ask questions or make comments on any aspects of the presentation to get class activity points.

For the presentation group- the presentation group need to respond to the classmates’ comments and questions to get class activity points.

Final Examination or Evaluation

This course’s culminating activities are the final exam.

University [policy S17-1](http://www.sjsu.edu/senate/docs/S17-1.pdf) 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](http://www.sjsu.edu/senate/docs/S17-1.pdf) 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) | 20% |
| Exam (PLO 1, 2, & 5)(CLO 1 & 3) | 30% |
| Class Activities (PLO 1, 2, & 4)(CLO 2, 3, 4, & 5) | 20% |
| Assessment Presentation (PLO 1, 2, 3, 5) (CLO 2, 3 & 4) | 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.

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

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.

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.
- All group members will receive the same points for the assignment: clearly indicate on the title page ALL group members who have contributed to the assignment, 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](#) ([Link to the policy](#)), 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) (<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

| Week | Topics | Task |
|---------------|--|--|
| 1 (2/1-) | Course orientation | First class meeting: 2/2/21 (Tuesday) at 4pm Class Activities Select your presentation topic and group |
| 2 (2/8-) | Foundation: Whom You Are Assessing | Read Ch1 |
| 3 (2/15-) | Foundation: Why You Are Assessing | Quiz 1 (Ch1 & Ch2) Class Activity |
| 4 (2/22-) | Foundation: Selecting an Appropriate Assessment Instrument | Read Ch3 & Ch4 Quiz 2 (Ch3 & Ch4) Class Activity |
| 5 (3/1-) | Foundation: Selecting and Administering Test | Read Ch5 Quiz 3 (Ch5) |
| 6 (3/8-) | Assessing Motor Development & Motor Skill Performance Assessment Presentation 1–TGMD-3 <i>Submit the file by 03/03/21</i> | Read Ch6 Class Activity Due Classmates: 03/10/21 Presentation Group: 03/12/21 |
| 7 (3/15-) | Assessment Presentation 2–BOT-2 <i>Submit the file by 03/10/21</i> | Read Cools et al. (2009) Quiz 4 (Ch6 & other readings) Class Activity Due Classmates: 03/17/21 Presentation Group: 03/19/21 |
| 8 (3/22-) | Assessing Physical Function Assessment Presentation 3–BPFT <i>Submit the file by 03/17/21</i> | Read Ch 7 Quiz 5 (Ch7) Class Activity Due Classmates: 03/24/21 Presentation Group: 03/26/21 |
| 9 (4/5-) | Assessing Behavior and Social Competence | Read Ch 10 Quiz 6 (Ch10) |
| 10 (4/12-) | Authentic Assessment Assessment Presentation 4–SFT <i>Submit the file by 04/07/21</i> | Reading on Canvas Class Activity Due Classmates: 04/14/21 Presentation Group: 04/16/21 |
| 11 (4/19-) | Translating Assessment into Action (quiz 7) | Quiz 7 (Authentic Assessment & Translation Assessment into Action) |
| 12 (4/26-) | Assessment Presentation 5–MABC2 <i>Submit the file by 4/21/21</i> | Class Activity Due Classmates: 04/28/21 Presentation Group: 04/30/21 |
| 13 (5/3-) | Assessment Presentation 6–GFMF <i>Submit the file by 4/28/21</i> | Class Activity Due Classmates: 05/05/21 Presentation Group: 05/07/21 |
| 14 (5/10-) | Assessment Presentation 7–CTAPE <i>Submit the file by 05/05/21</i> | Class Activity Due Classmates: 05/12/21 Presentation Group: 05/14/21 |
| 15 (5/17-) | Final Exam | Final Class Meeting: May 11 (Tuesday) at 4pm Class Activity |