

San José State University
Kinesiology 174(01)– Assessment of Psychomotor Function (3)
College of Applied Sciences and Arts
Department of Kinesiology

Instructor:	Dr. Jihyun Lee
Office Location:	SPX 112
Telephone:	408-924-1986
Email:	Jihyun.lee01@sjsu.edu
Office Hours:	M 9:30am –11:30 am & by appointment
Class Days/Time:	F 12:00pm -2:45pm
Classroom:	SPX 151

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. **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. You are responsible for regularly checking your emails and announcements posted on Canvas to learn of any updates. You can access the Canvas Learning Management System course login website at

<http://sjsu.instructure.com>.

Copies of course materials such as the syllabus (greensheet), powerpoint slides, and major assignment instructions and guidelines can be found on Canvas. For more information on setting up your account go to: <http://www.sjsu.edu/ecampus/students>.

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 (PLO1,2,3);
5. an understanding of performance-related information as it relates to the psychomotor/
6. physical/sport assessment of an individual with a disability (PLO1,2,3,5);
7. knowledge of the values of norm-and criterion-referenced standards when testing for school, class, group, etc. placement of individuals with disabling conditions (PLO1,2,3,5);
8. skills in test interpretation and its use in the IEP of students with disabling conditions (PLO 1,2,3,5); and
9. skills in the development of an IEP and programmatic suggestions in various adapted physical activity venues (PLO 1,2,3,5).

Evaluation Criteria (100 points):

1. Midterm Exam (PLO 1, 2) = 20pts
2. Class Activity(PLO 1, 2, 3, 4, 5) = 10 pts
3. Field Testing Prep (PLO 1, 2, 3) = 10 pts
4. Field Testing Participation (PLO 2, 3)= 20 pts
5. Group Presentation and PPT file submission(PLO 1, 2, 3, 5)=20 pts
6. Final Report (PLO 1, 2, 3, 5)=20 pts

Required Textbook

- Horvat, M., Block, M.E., Kelly, L.E. (2007). Developmental and adapted physical activity assessment. Champaign, IL: Human Kinetics.
- Other readings are provided online through Canvas

Grading Scale

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

A+ 98-100%	A 93-97%	A- 90-92%
B+ 88-89%	B 83-87%	B- 80-82%
C+ 78-79%	C 73-77%	C- 70-72%
D+ 68-69%	D 63-67%	D- 60-62%
F < 60%		

Course Policies

- **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 any assigned materials
 - bring class notes and reading materials to class
 - refrain from anything not class related during class
 - cell phones must be turned off and out of sight
 - laptops should remain closed during class sessions, presentations, and meetings
 - respect each other's opinion

- **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 48 hours **BEFORE** the test/presentation day. All tests will cover the information from the lectures and reading assignments (could be cumulative).
 - All hardcopies of your assignments need to be turned in at the beginning of the class on the due date. 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 weekend, 25% of the point within 7-day window, and 0% after the 7-day window.

- **Field Testing:** The class may go to an off-campus site for a field testing project. In this case, proper attire is required such as tennis shoes, sweat pants, collar shirt and/or SJSU T-shirt. No gum, no headhone, and no cell phone, please. Failure to meet the professional behavior expectations will result in 20% deduction of your total points for each occasion.

- **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 them 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 1 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 their attention that you feel they are not contributing equally to the project, before you come to me. If you still feel you need to come to me, you must be able to tell me 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

Please note that detailed information about the following information can be found at www.sjsu.edu/gup/syllabusinfo/ Please familiarize yourself with this information.

- General Expectations, Rights and Responsibilities of the SJSU Student
- Dropping and Adding
- Consent for Recording of Class and Public Sharing of Instructor Material
- Academic integrity
- Campus Policy in Compliance with the American Disabilities Act
- Student Technology Resources
- SJSU Peer Connections
- SJSU Writing Center
- SJSU Counseling and Psychological Services
- **Students with Disabilities:** “If you need course adaptations or accommodations because of a disability, or if you need 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 requires that students with disabilities requesting accommodations must register with AEC to establish a record of their disability.” Academic Senate Policy F06-2 requires that students with disabilities requesting accommodations must register with AEC to establish a record of their disability.” Academic Senate Policy F06-2

Schedule

* Schedule is subject to change

* Changes will be announced in class and/or posted on Canvas

Wk	Date	Topic	Task
1	8/25	Orientation	
2	9/1	Ch 1: Whom You Are Assessing Ch 2: Why You Are Assessing	Read Ch 1 & Ch 2
3	9/8	Ch 3: Getting to Know the Child Ch 4: Selecting an Appropriate Assessment Instrument	Read Ch 3 & Ch 4
4	9/15	Ch 5: Selecting and Administering Test	Readings
5	9/22	Authentic Assessment	Reading posted on Canvas Gym Activity
6	9/29	Ch 6: Assessing Motor Development and Motor Skill Performance Ch 7: Assessing Physical Fitness	Gym Activity TGMD-2; BPFT
7	10/6	Ch 9: Assessing Behavior and Social Competence Ch 10: Translating Assessment into Action	Read Ch 9 & Ch 10 Readings
8	10/13	2017 Western Society for Kinesiology & Wellness Conference	Field Testing Prep
9	10/20	Midterm	Field Testing Info
10	10/27	Field Testing- Simulation Guest Speaker (TBA)	Berg Balance Test & Senior Fitness Test Prep
11	11/3	Field Testing at Timpany Center (TBA)	Testing Day
12	11/10	Veteran's Day	No Class
13	11/17	2017 National Adapted Physical Education Conference	Presentation Prep
14	11/24	Thanksgiving	No Class
15	12/1	Presentation	Presentation File Submission
16	12/8	Presentation	Final Paper Due Presentation File Submission
17	TBA	Final Meeting	