San José State University

KIN 174–Assessment of Psychomotor Function (3 units)
Lecture & Laboratory

Spring 2022

College of Health and Human Sciences
Department of Kinesiology

Course and Contact Information
Instructor: Dr. Jihyun Lee
Office Location: Online/SPX112
Email: jihyun.lee@sjsu.edu
Office Hours: Wednesday 2:00-4:00pm or by appointment
Class Days/Time: Wednesday 4:00-5:50pm (Laboratory)
Classroom: SPX163/SPX107A/Canvas/Zoom

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 and KIN 156; 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. 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. For more information on setting up your account go to Canvas Student Resources at https://www.sjsu.edu/ecampus/software-tools/teaching-tools/canvas/student-resources/index.php

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) on 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) (APE AA 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
• Competency Test of Adapted Physical Education (CTAPE) www.twu.edu/downloads/inspire/CTAPE_2008.pdf
• Rubric Guidelines and Examples: https://www.supportrealteachers.org/rubrics-for-assessment.html
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 at http://www.sjsu.edu senate/docs/S16-9.pdf

- **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 by Friday.
- **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 and in-person. During the assessment presentations, different dates and tasks are assigned to the audience and presenters, respectively.
- **Class activities during assessment presentations:**
  o For the classmates (audience)- review the assessment manual and related materials and ask questions about any aspects of the presentation to get 50% of the class activity points. Another 50% of the points will be earned by participating in the assessment simulation and provide constructive feedback and further questions after the simulation.
  o For the presentation group- the presentation group need to respond to the classmates’ comments and questions to get class activity points after the presentation.
- **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. The presentation file should be submitted before class on Wednesday on the designated due date for the group. The assessment presentation must have a simulation component that is delivered in person in the gym. A meeting with the instructor is also part of the evaluation.

Grading Information
This course utilizes percentage weight assigned to various class assignments:
Lecture (50%)
Quizzes (PLO 1, 2, & 5)(CLO 1 & 3) 20%
Exam (PLO 1, 2, & 5)(CLO 1 & 3) 30%
Lab (50%)
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.
- **Students pursuing the Adapted Physical Education Added Authorization (APEAA)** must earn a grade of B or better for the course to count toward their teaching credential.

<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>
</tr>
<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>
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<tr>
<td>C minus</td>
<td>70 to 72%</td>
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<tr>
<td>D plus</td>
<td>67 to 69%</td>
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<tr>
<td>D</td>
<td>63 to 66%</td>
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<tr>
<td>D minus</td>
<td>60 to 62%</td>
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**Final Examination or Evaluation**
This course’s culminating activities are the final exam.
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

**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), 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>Week</th>
<th>Lecture Topics &amp; Tasks</th>
<th>Lab Tasks</th>
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| 1 (1/26) | Course Orientation | Class Activities  
Select your presentation topic and group |
| 2 (2/2) | Foundation: Whom You Are Assessing & Why | Class Activity |
| 3 (2/9) | Foundation: You Are Assessing (Read Ch2). **Quiz 1** (Ch1 & Ch2) | Class Activity |
| 4 (2/16) | Foundation: Selecting an Appropriate Assessment Instrument (Read Ch3 & Ch4). **Quiz 2** (Ch3 & Ch4) | Class Activity |
| 5 (2/23) | Foundation: Selecting and Administering Test (Read Ch5) **Quiz 3** (Ch5) | Class Activity |
| 6 (3/2) | Assessing Motor Development & Motor Skill Performance (Read Ch6) | **Assessment Presentation 1**–TGMD-3  
Class Activity Due: 2/23 & 3/2 (audience); 3/2 (presenters) |
| 7 (3/9) | Read Cools et al. (2009) **Quiz 4** (Ch6 & other readings) | **Assessment Presentation 2**–BOT-2  
Class Activity Due: 3/2 & 3/9 (audience); 3/9 (presenters) |
| 8 (3/16) | Assessing Physical Function (Read Ch 7). **Quiz 5** (Ch7) | **Assessment Presentation 3**–BPFT  
Class Activity Due: 3/9 & 3/16 (audience); 03/16 (presenters) |
| 9 (3/23) | Assessing Behavior and Social Competence (Read Ch 10) **Quiz 6** (Ch10) |  |
| (3/30) | No Class- Spring Recess |  |
| 10 (4/6) | Authentic Assessment (Reading on Canvas) | **Assessment Presentation 4**–SFT  
Class Activity Due: 4/6 & 4/13 (audience); 4/13 (presenters) |
| 11 (4/13) | Translating Assessment into Action (Readings on Canvas) **Quiz 7** (Week 10 & Week 12) |  |
| 13 (4/27) | | **Assessment Presentation 5**–MABC2  
Class Activity Due: 4/20 & 4/27 (audience); 4/27 (presenters) |
| 14 (5/4) | | **Assessment Presentation 6**–GFMF  
Class Activity Due: 4/27 & 5/4 (audience); 5/4 (presenters) |
| 15 (5/11) | | **Assessment Presentation 7**–CTAPE  
Class Activity Due: 5/4 & 5/11 (audience); 5/11 (presenters) |
| 16 (5/18) | | Final Exam |