



SUL ROSS
KINESIOLOGY DEPARTMENT

KES 4360-001
Practicum in Kinesiology
Spring 2021

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Office Hours: Monday 1-4, Tuesday/Thursday 9-12, Wednesday 10-11, and Friday by appointment only.
By appointment (email to set an appointment)
Required Text: *None*
Meeting: Tuesday @ 8 am on 01/26 and 03/23 GPC 106 / Zoom Teleconferencing / via Blackboard

Course Description

Supervised internship with selected agencies and organizations such as intramural sports, city recreation departments, YMCAs and YWCAs, Boys' Clubs, Girl and Boy Scouts, rehabilitation centers, and similar agencies and organizations. Prerequisite Course(s): Senior classification and approval of department head.

Course Purpose

The course is designed to prepare students for careers in the fields of Kinesiology, Health, Recreation, Athletics, Sports Medicine and/or related fields. The course will provide real-world learning experiences in a professional setting. Students must provide at least one written analytical reflection in their e-portfolio that answers, at a minimum, two prompts related to the SLOs:

- Demonstrate growth in acquisition, integration, construction, and application of knowledge
- Improve cognitive complexities
- Enhance interpersonal development
- Develop interpersonal competence
- Develop an appreciation of humanitarianism and civic engagement

The experience supervisor will evaluate the reflection using a standard rubric.

Course Principles

Upon completion of this course, the student should be able to _____ within the Kinesiology, Health, Recreation, Athletics, Sports Medicine, or related field.

- 1 – ... provide critical analysis of a particular profession ...
- 2 – ... provide an overview related to the importance of professional networking ...
- 3 – ... develop an expanded appreciation of how the 'business' of the profession is conducted on a daily basis ...
- 4 – ... research the current job market (salaries, employment availability, opportunity for advancement, etc.) of a particular profession ...
- 5 – ... provide an overview related to the importance of certifications, work experience, and professional organizations ...
- 6 – ... design and present a paper which details a particular profession ...

Course Format

The format for this course will include, but is not limited to – work experience (150 hours for the semester), active participation in class discussions via Blackboard, research-based reaction papers, reflective journal, and ePortfolio.

Course Design: Communication Infused

To be successful in college and beyond, many sources (e.g., Morreale & Pearson, 2008) indicate that communication competencies are essential. Sul Ross recognizes that the current generation of undergraduate university students should receive training to navigate a global world as competent communicators in various contexts and channels of communication.

Through our Quality Enhancement Plan (QEP) called Compass, Sul Ross aims to equip you to navigate excellence in the 21st century by developing your communication skills across multiple courses. This [insert program/discipline/course name] course is designed to enhance your communication skills. Therefore, this course has the following QEP Student Learning Outcome:

QEP SLO: The student will create works that exhibit skill in prepared and purposeful communication (written, oral or visual).

Marketable Skills – The following marketable skills are met in this course:

- **Creativity** – students will develop a profession ePortfolio
- **Collaboration** – students will interact with various co-workers and/or clients
- **Communication** – students will develop proper work related communication skills
- **Critical Thinking** – students will critically decipher a multitude of real-world scenarios
- **Career Readiness** – students will learn skills necessary to thrive in their Chosen profession

Student Learning Outcomes:

1. The Kinesiology and Sport Science students will understand the principles of motor learning; understand the practice for developing motor skills; apply knowledge to biomechanical principles; apply knowledge of individual and teams sports and understand the principles of dance, personal performance activities, recreational activities and outdoor pursuits (Movement Skills and Knowledge Domain).
2. The Kinesiology and Sport Science students will understand major body systems, principles of physical fitness and benefits of a healthy lifestyle; understand the principles and activities for developing cardiovascular endurance; understand principles and activities for developing and maintaining flexibility, muscular strength and endurance; and understand health and wellness concepts (Health-Related Physical Fitness Domain).
3. The Kinesiology and Sport Science students will know how to use effective instruction and assessment to prepare physically educated individuals; understand factors relevant to learning and performance in physical education and use knowledge to promote students' development; understand the structure and purposes of physical education programs; and understand legal issues and responsibilities of physical education teachers (The Physical Education Program Domain).

Learning Objectives

Physical Education EC – 12:

Standard I

The physical education teacher demonstrates competency in a variety of movement skills and helps students develop these skills.

Standard II

The physical education teacher understands principles and benefits of a healthy, physically active lifestyle and motivates students to participate in activities that promote this lifestyle.

Standard III

The physical education teacher uses knowledge of individual and group motivation and behavior to create and manage a safe, productive learning environment and promotes students' self- management, self-motivation and social skills through participation in physical activities.

Standard IV

The physical education teacher uses knowledge of how students learn and develop to provide opportunities that support students' physical, cognitive, and emotional development.

Standard V

The physical education teacher provides equitable and appropriate instruction for all students in a diverse society.

Standard VI

The physical education teacher uses effective, developmentally appropriate instructional strategies and communication techniques to prepare physically educated individuals.

Standard VII

The physical education teacher understands and uses formal and informal assessment to promote students' physical, cognitive, social and emotional development in physical education contexts. **Standard VIII**

The physical education teacher is a reflective practitioner who evaluates the effects of his/her actions on others (e.g., students, parents/caregivers, other professionals in the learning environment) and seeks opportunities to grow professionally.

Standard IX

The physical education teacher collaborates with colleagues, parents/caregivers and community agencies to support students' growth and well-being.

Standard X

The physical education teacher understands the legal issues and responsibilities of physical education teachers in relation to supervision, planning and instruction, matching participants, safety, first aid, and risk management.

DOMAINS and COMPETENCIES

Domain I - Movement and Skill Competency 001

The teacher understands and applies principles of motor development and motor learning.

Competency 002

The teacher understands principles and practices developing, combining and integrating motor skills.

Competency 003

The teacher understands and applies knowledge of movement concepts and biomechanical principles.

Competency 004

The teacher understands and applies knowledge of individual, dual and team sports and activities.

Competency 005

The teacher understands principles, techniques, skills and safety practices for dance, personal performance activities, cooperative and nontraditional games, recreational activities and outdoor pursuits.

Domain II - Health-Related Physical Fitness Competency 006

The teacher understands major body systems, principles of physical fitness development and training and the benefits of a healthy, active lifestyle.

Competency 007

The teacher understands principles and activities for developing and maintaining cardiovascular endurance.

Competency 008

The teacher understands principles and activities for developing and maintaining flexibility, posture and muscular strength and endurance.

Competency 009

The teacher understands health and wellness concepts, including those related to nutrition, weight control and stress management, and analyses ways in which personal behaviors influence health and wellness.

Domain III - The Physical Education Program Competency 010

The teacher knows how to use effective, developmentally appropriate instruction and assessment to prepare physically educated individuals.

Competency 011

The teacher understands factors relevant to learning and performance in physical education and uses this knowledge to create learning environments and opportunities that promote students' development in various domains (e.g., cognitive, social, emotional).

Competency 012

The teacher understands the structure, organization, goals and purposes of physical education programs.

Competency 013

The teacher understands legal issues and responsibilities of physical education teachers in relation to supervision, planning and instruction, safety, first aid and risk management.

Evaluation

- 300 pts **Field Experience Hours** – You will be expected to successfully complete 150-hours of field experience at your approved worksite during the semester. Each hour worked is worth 2 points. NOTE: Hours will be verified with your field experience supervisor; he/she has the ultimate authority to ‘count’ hours based upon successful completion of duty which are performed to professional standards of best practice. **Weekly work log is DUE each week by Tuesday at 12 pm. Final work log is DUE by May 4.**
- 200 pts **Discussion Board Participation** – You are expected to fully participate in class discussions via Blackboard. Your active and professional engagement is paramount to providing a dynamic discussion forum and learning environment. Learning can best be achieved through vigorous and engaging dialogue. It is imperative that you actively participate in this course. Each discussion topic is worth 30 possible points. **Discussion Topics will be posted each week on Sunday by noon ... Discussion Board Participation is DUE no later than Friday at 12pm every other week beginning Week 4 (February 5).**
- 50 pts **Midterm Supervisor Evaluation** – You will be required to request a final evaluation from your supervisor. This assignment will dictate your final grade status. Submission guidelines: Supervisor evaluations must be turned in via email from your supervisors direct email address. Failure to turn in a midterm evaluation will result in failing the course. **Final evaluation from field placement supervisor is DUE by Friday, March 26 by 12 pm.**
- 100 pts **ePortfolio** – You will be required to create an ePortfolio using Google Sites, which highlights your career as a Sul Ross Kinesiology student. An academic ePortfolio is a digital collection created by a student of their course-related work, like essays, posters, photographs, videos, and artwork; academic ePortfolios can also capture other aspects of a student's life, such as volunteer experiences, employment history, extracurricular activities, and more. This should also include a working resume and a working cover letter. **The ePortfolio is DUE by 12 pm, Friday, April 16. LATE ePortfolio will NOT be accepted.**
- 100 pts **PowerPoint** – You will be required to create a PowerPoint which highlights your field placement. This should include job title, job location, supervisor, job duties performed, logo of your field placement, 20+ photos of you ‘in action’ in various professional situations, important certifications related to your profession (include logo of each), relevant professional organizations related to your career goal (include logo of each), networking list, job board sites related to your profession, etc. **The PowerPoint is DUE by 12 pm, Wednesday, April 28. LATE PowerPoint will NOT be accepted.**
- 200 pts **Reflective Journal** – You will be required to write a reflective journal which addresses the following points: Your dream job, why you chose this particular field experience, mission/vision statement of your worksite, overview of daily duties, pros/cons of your field placement, did you feel like your Kinesiology degree (classes, experiences, faculty member, etc.) prepared you for your field experience, recommendations for future students who might work at this worksite, etc. The reflective journal should also include the following: dream job (did it change??), certifications needed to obtain your dream job, professional organizations that you should join to enhance your future career, list of professionals that you have formed a relationship with (networking), list of skills/experiences that you obtained on-the-job, list of skills and/or experience that you still need, etc. Discussion of what you know NOW that you wish you knew when THEN (when you were a freshman and/or when you started this semester). **The Reflective Journal is DUE by 12 pm, Friday, April 30. LATE Reflective Journal will NOT be accepted.**
- 50 pts **Final Supervisor Evaluation** – You will be required to request a final evaluation from your supervisor. This assignment will dictate your final grade status. **A negative evaluation will result in an “F” for the course.** Submission guidelines: Supervisor evaluations must be turned in via email from your supervisors direct email address. Failure to turn in a final evaluation will result in failing the course. **Final evaluation from field placement supervisor is DUE by Friday, April 30 by 12 pm**

**No Late Assignments Will Be Accepted. Also,
No Credit Will Be Given For Any Late
Assignments**

Grade calculation	% of Grade (Points)	Grading Scale
Field Experience	30% (300 points)	
Discussion Board	20% (200 points)	
Midterm Supervisor Evaluation	5% (50 points)	
ePortfolio	10% (100 points)	89.5% and Above A
PowerPoint	10% (100 points)	79.5 to 89.4% B
Reflective Journal	20% (200 points)	69.5 to 79.4% C
Final Supervisor Evaluation	5% (50 points)	59.5 to 69.4% D
Total Points	1000	59.4% and Below F

QEP MAPPED CLASS CARDINAL RUBRIC

Definition

The process of sending, receiving and interpreting messages through written, oral, or nonverbal communication channels to effectively convey information, and/or by which two or more people reach understanding.



Framing Language

Communication is transmitted through a variety of modes (oral, written, or visual). This rubric is specifically designed to evaluate communication in an academic environment to determine that the central message is conveyed, reinforced by multiple supporting materials and purposefully organized.

Communication in an academic environment may include: a variety of written works such as academic papers, lab reports, poetry, webpages, personal essays; oral presentations of sufficient length such that a central message is conveyed, supported and purposely organized; visual media, including but not limited to posters, PowerPoints, videos, graphic art, and infographics.

Glossary

The definitions below serve to clarify terms and concepts used in this rubric only.

- **Organization:** The grouping and sequencing of ideas and supporting material. Organizational patterns supporting effectiveness typically include an introduction, one or more identifiable sections in the body and a conclusion. An organizational pattern should be purposeful and make the content easy to follow. Potential patterns might include a chronological pattern, a problem-solution pattern, or an analysis-of-parts pattern.
- **Content Development:** The ways in which a topic is explored and represented in relation to its audience and purpose.
- **Purpose:** The main point/thesis/"bottom line"/"take-away" of a message. A clear purpose is easy to identify. For example, is the message meant to persuade or to inform, to report or to summarize, or to amuse?
- **Academic Language:** Language supporting the effectiveness of a central message is appropriate to the topic, genre/discipline, audience, is grammatically correct, and clear. Language enhancing the effectiveness may also be vivid, imaginative, and expressive.
- **Supporting Material:** In communication, students draw upon sources to extend, develop, define, or shape their ideas. Digital citizenship, the careful consideration of copyright and fair use of images is important. The student considers reliability of communication to include an understanding of accuracy, applicability, currency, liability, and completeness.

- **Technique:** Execution or performance of communication skills given the mode of communication. For example, in writing, technique may include mechanics and use of style; in oral communication, it may include nonverbal cues and use of voice; in visual works, it may include the use of the medium.

OEP MAPPED CLASS CARDINAL RUBRIC

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet formative (cell one) level performance.

	4 = Exemplary	3 = Satisfactory	2 = Developing	1 = Formative
Organization	Organizational pattern is clearly and consistently observable, skillful, and makes the content of the message cohesive.	Organizational pattern is clearly and consistently observable; contains elements of logical development; contains clear transitions; has a recognizable flow of ideas.	Organizational pattern is intermittently observable; lacks organization; it is sometimes disjointed and/or awkward.	Organizational pattern is not observable; has no discernible organizational structure; contains random unconnected elements.
Content Development	Uses appropriate, relevant, and compelling content to illustrate mastery of the topic, conveying understanding or a useful perspective.	Uses appropriate, relevant, and compelling content to explore ideas within the context. It is clear, accurate and appropriate.	Uses appropriate and relevant content to develop and explore ideas but may have inaccuracies or may be unclear at times. Provides limited insight or information.	Uses appropriate and relevant content to develop simple ideas in some parts of the work. May contain misinformation, or may be confusing or misleading.
Purpose	Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work. The purpose of the message is clearly conveyed.	Demonstrates adequate consideration of context, audience, and purpose and a clear focus on the assigned task(s) (e.g., the task aligns with audience, purpose, and context). The purpose of the message can be discerned with some effort.	Demonstrates awareness of context, audience, purpose, and to the assigned tasks(s) (e.g., begins to show awareness of audience's perceptions and assumptions). The purpose of the message is vague or unclear.	Demonstrates minimal attention to context, audience, purpose, and to the assigned tasks(s) (e.g., expectation of instructor or self as audience). The purpose of the message is not at all apparent or is missing.
Academic Language	Communication is grammatically correct. Language choices are imaginative, memorable, compelling, and demonstrate constructive knowledge, connects with audience and flows well. Error free.	Communication is grammatically correct. Language choices are thoughtful and generally effective, demonstrate constructive knowledge, connects with audience and flows well. Limited errors.	Grammar occasionally interferes with communication. Language choices are mundane, commonplace, and partially effective. Language is moderately appropriate to audience. Includes some errors.	Errors in grammar and format. Language choices are questionable and minimally effective. Language is not appropriate to audience. Uses language that sometimes impedes meaning.
Supporting Material	Demonstrates skillful use of a variety of supporting material that are high-quality, credible, relevant sources to develop ideas that are appropriate for the intended message or discipline. Sources are consistently attributed.	Demonstrates consistent use of credible, relevant sources to support ideas that are appropriate for the intended message or discipline. Though limited, it refers to supporting information or analysis, or establishes credibility of authority on the topic. Generally attributes sources as appropriate.	Demonstrates an attempt to use credible and/or relevant sources to support ideas that are appropriate for the intended message or discipline. Makes reference to weak/partial supporting information or analysis. Sources are inconsistently attributed.	Demonstrates an attempt to use sources to support ideas but it insufficiently makes reference to information or analysis that minimally supports the intended message or topic. Fails to attribute sources as appropriate.
Technique	Demonstrates exemplary appropriateness and quality of technique for the chosen mode. For example, skillful execution of genre and disciplinary conventions on written works; skillful oral delivery; exemplary craftsmanship of visual works.	Demonstrates appropriateness and quality of technique for the chosen mode. For example, appropriate execution of genre and disciplinary conventions on written works; or, effective oral delivery; or, notable craftsmanship of visual works.	Attempts to demonstrate appropriateness and quality of technique for the chosen mode. For example, follows expectations of execution of genre and disciplinary conventions on written works; satisfactory oral delivery; satisfactory craftsmanship of visual works.	Marginal demonstration of appropriateness and quality of technique for the chosen mode. For example, attempts to execute basic genre and disciplinary conventions on written works; poor oral delivery; poor craftsmanship of visual works.

Cardinal Rubric was adapted from the Association of American Colleges and Universities oral communication VALUE rubric, the National Communication Association's Speaking and Listening Competencies for College Students, Texas A&M University's Visual Communication rubric, Otis College of Arts and Design's Fine Arts rubric, Lane Community College Communicating Effectively Rubric, and Stephen F. Austin State University's assessment rubric for Oral and Visual Communication.

Distance Education Statement

Students enrolled in distance education courses have equal access to the university's academic support services, such as Smarthinking, library resources, online databases, and instructional technology support. For more information about accessing these resources, visit the SRSU website. Students should correspond using Sul Ross email accounts and submit online assignments through Blackboard, which requires secure login information to verify students' identities and to protect students' information. The procedures for filing a student complaint are included in the student handbook. Students enrolled in distance education courses at Sul Ross are expected to adhere to all policies pertaining to academic honesty and appropriate student conduct, as described in the student handbook. Students in web-based courses must maintain appropriate equipment and software, according to the needs and requirements of the course, as outlined on the SRSU website.

Academic Integrity Statement

Academic dishonesty hurts everyone and reduces the value of college degrees. Doing someone else's work, presenting the ideas and work of others as your own, submitting the same paper for multiple classes, and/or failing to cite your sources when you utilize the ideas of others, are all examples of academic dishonesty. It is your responsibility to read and understand the university's policy on academic dishonesty in the SRSU Student Handbook, as all violations will be taken seriously and handled through the appropriate university process. The Student Handbook can be found at: <https://www.sulross.edu/page/2454/student-handbook> (page 80).

In addition, please note that plagiarism detection software will be used in this class for written assignments, as well as monitoring software for course exams.

Accidents & Injuries

In the case of bodily or personal property damage, the Kinesiology Department will not be held responsible. The student must report any field experience related injury or illness to the Instructor immediately. Any expense incurred due to injury or illness will be the student's responsibility.

Academic Civility Statement

Students are expected to interact with professors and peers in a respectful manner that enhances the learning environment. Professors may require a student who deviates from this expectation to leave the face-to-face (or virtual) classroom learning environment for that particular class session (and potentially subsequent class sessions) for a specific amount of time. In addition, the professor might consider the university disciplinary process (for Academic Affairs/Student Life) for egregious or continued disruptive behavior.

Academic Affairs Service Statement

Sul Ross faculty, staff, and students are expected to model responsible citizenship through service activities that promote personal and academic growth while enhancing the university, local, regional, national, and global communities. These activities will foster a culture of academic/public engagement that contributes to the achievement of the university's mission and core values.

Academic Excellence Statement

Sul Ross holds high expectations for students to assume responsibility for their own individual learning. Students are also expected to achieve academic excellence by:

- Honoring the core values of Sul Ross.
- Upholding high standards of habit and behavior.
- Maintaining excellence through class attendance and punctuality.
- Preparing for active participation in all learning experiences.
- Putting forth their best individual effort.

- Continually improving as independent learners.
- Engaging in extracurricular opportunities that encourage personal and academic growth.
- Reflecting critically upon feedback and applying these lessons to meet future challenges.

ADA Statement

Sul Ross State University is committed to equal access in compliance with the Americans with Disabilities Act of 1973. It is the student's responsibility to initiate a request for accessibility services. Students seeking accessibility services must contact Mary Schwartze, M. Ed., L.P.C., in Counseling and Accessibility Services, Ferguson Hall, Room 112. The mailing address is P.O. Box C-122, Sul Ross State University, Alpine, Texas 79832. Telephone: 432-837-8691. E-mail: mschwartze@sulross.edu .