



KES 5609
ADVANCED PRACTICUM IN KINESIOLOGY
SPRING 2022

Dr. Billy Jack Ray

Assistant Professor - Kinesiology

Office: Grace-Pierce 101
Phone: 432/837-8444 office
Email: billy.ray@sulross.edu
Office Hours: Monday 1-4, Tuesday 11-4, Wednesday 1-4, Thursday 11-4, and Friday 11-2
By appointment (email to set an appointment)
Meeting: On-line via Blackboard and Connect

Required Text: All students must review and satisfy the requirement detailed within the Practicum Manual, except where the manual is in conflict with this syllabus. See the Practicum Manual for more details. The manual may be accessed through Blackboard during the term preceding enrolment in this course, or by contacting the graduate program coordinator, Dr. Billy Jack Ray, via email.

You will also need to access the SRSU Library to locate and download peer-review, scholarly articles. For assistance you may Ask the Library or contact the Graduate Student Center for help.

Purpose of the Course

Students are expected to work independently with one or more external supervisors, mentors, or directors to complete a 'special project' within the practicum/internship setting. Evidence of progress will be demonstrated by job readiness (e.g. interview skills practice), career development (e.g. updated resume), and application of knowledge (e.g. oral presentation). Consent of a faculty supervisor and Department Chair may be required for enrollment.

Course Description

The Advanced Practicum in Kinesiology is designed to provide a cumulative learning experience that will prepare graduate students for career advancement in kinesiology or other health related fields.

Course Student Learning Objectives Upon successful completion of this course students will:

1. Evaluate career opportunities and develop a plan for prospective career advancement
2. Apply knowledge of health and human performance principles (e.g. applied physiology, nutrition, group dynamics, health behavior, sports ethics, research, etc.) as a special project within a professional setting.
3. Create and deliver an oral presentation appropriate to audience needs and expectations (e.g. recruiters, job panels, peers, supervisors, or board members).
4. Critique professional communication style and tone
5. Project personal credibility and professionalism

LEARNING GOALS & ACTIVITIES (PER NUMBERED LEARNING OUTCOME ABOVE)

1. Submit updated resume with cover letter and letter of recommendation; identify any required certifications or memberships to improve attractiveness as employee.
2. Develop and complete a 'special project' with external supervisors
3. Plan, create, and deliver a 20-30-minute presentation to appraise practicum setting, special project, and job readiness; demonstrate oral skills and application of knowledge through answers to faculty questions
4. Watch video on job-related interview skills and submit sample answers to questions
5. Score at or above 80th percentile from supervisor's evaluation

PROGRAM LEARNING OUTCOMES & MARKETABLE SKILLS

This course is aligned with the following program learning outcomes & marketable skills:

HHP Content Knowledge: Students in the HHP program will demonstrate content knowledge in exercise physiology, nutrition, sports law, tests and measurements, research methods, motor learning, group dynamics and health and human behavior necessary for successful performance in their field.

Critical Thinking/Problem Solving: Exercise sound reasoning to analyze issues, make decisions, and overcome problems. The individual is able to obtain, interpret, and use knowledge, facts, and data in this process, and may demonstrate originality and inventiveness.

Communications: Articulate thoughts and ideas clearly and effectively in written and oral forms to persons inside and outside of the organization. The individual has public speaking skills; is able to express ideas to others; and can write/edit memos, letters, and complex technical reports clearly and effectively.

‘SPECIAL PROJECT’ DESCRIPTION

The HHP advanced practicum requires more than a typical internship; it requires the student to plan and implement a project in which the knowledge gained throughout the HHP coursework is uniquely applied within a desired professional setting. Students should consider this as a pilot student to a more robust thesis project. Students should expect to spend about 10-20hrs/week for at least 6 weeks to complete the special project requirements. The following provides some example project scenarios:

- If you are a teacher/coach you could request additional duties to support a special project within that setting including (but not limited to): designing a motivational program for high school football players; improving film reviewing methods; evaluation of coaching duties, etc.).
- If your career is focused on applied physiology or work in a clinical setting, you could organize an internship setting that supports a special project: e.g. research and design an updated training plan, plan a research study or specific data collection strategy for your employer, etc.
- If you are more interested in sports or athletic administration, you can request additional duties at your current job or find a new location to support a special project in that setting (e.g. develop a risk management plan for new facility, collecting financial data to revise budget, focus on staff retention, etc.)

Importantly, our goal is to engage the student in higher level thinking to develop a special project with their chosen site supervisor. In doing so, it is also our emphasis that the student develops a positive mentor-mentee relationship with the site supervisor which can prove to be valuable throughout phases of career advancement.

To this end, the evaluation of a special project will be based on the student’s ability to synthesize key principles of health and human performance, seek and obtain site supervisor approval, and present this plan to HHP faculty and peers. In this way, we hope that the student and site supervisor can both gain unique insight into updated health and human performance principles that both benefit the student’s future career and the job sites mission.

Students can and should discuss ideas for their special project using the **Blackboard Discussion “Pre- Approval”** thread throughout the first term of the semester. This is a peer-and –instructor led discussion; students should regularly engage in discussion to support other students to finalize project outcomes.

GENERAL RESPONSIBILITIES FOR PRACTICUM STUDENTS

Attendance

There are no formal class times however all assigned coursework and paperwork must be submitted according to stated deadlines. In addition, all practicum students are expected to arrive at the practicum site on time and remain at the site for the duration of the prearranged work schedule. All interns must immediately contact their site supervisor and the university supervisor if they are absent for any reason. Failure to do so may result in disciplinary action. If the practicum requires travel between facilities, the intern must arrive on time at each site location.

Appearance

All internship students must comply with the practicum sites dress code at all times. Failure to do so may result in disciplinary action.

Professionalism

All practicum students are expected to conduct themselves as professionals at all times while at the practicum site location. Interns are required to abide by and uphold all of the rules and regulations set by the practicum site. As representatives of Sul Ross State University and the Department of Kinesiology and Sport Science, all interns are prohibited from the use of profanity, alcohol, and/or non-prescription drugs while at the internship site. Failure to do so may result in disciplinary action.

Background Check/Insurance

Practicum sites may require a background check and/or professional liability insurance. Payment for these will be the responsibility of the student. A copy of proof of professional liability insurance must be filed with the internship site if required.

GRADING/EVALUATION METHODS

Standard letter grading (A-F) will be awarded at the completion of the course term. All grading will be based on completion of all required learning activities, including but not limited to: special project summary, practicum agreement & waiver, job readiness discussion, updated resume with cover letter and letter of recommendation template, site supervisor evaluation, and an oral presentation detailing practicum experience to department faculty members. **All deadlines in Blackboard**

LEARNING ACTIVITY	POINT VALUE	DUE DATE
<i>COMP Exam (see grading policy below)</i>	<i>Pass/Fail</i>	<i>9/26/2021</i> 1
<i>Special Project Discussion Approval</i>	<i>Yes/NO</i>	<i>9/26/2021</i> 1
Special Project Summary	100	10/3/2021
Practicum Agreement	25	10/10/2021
Practicum Waiver	25	10/10/2021
Presentation of Special Project Summary	50+50	10/24/2021
Midterm Activity Log & Reflection	100	11/7/2021
Job Readiness Discussion & Resume Package	100	11/14/2021
Practicum Portfolio Presentation (25pts score multiplied by 20x)	500	11/28/2021
Site Supervisor Student Evaluation (50pts score multiplied by 2x)	50	12/5/2021
Total Points	1000	
	Letter Grade Point Values	
A = >900pts		
B = 800-899pts		
C = 700-799pts		
D = 600-699pts		
F = <599pts		

COMP EXAM GRADING POLICY

The grading policy for the comp exam is provided in more detail in Blackboard. In general, students will be provided with 3 study attempts per course module using a randomized question pool that may or may not match the actual comp exam test. Passing scores are 70% or better within 2 attempts. Students who do not pass after 2 attempts will be required to re-take this course to complete the HHP program. The following benchmarks for the comp exam will also be used:

- Exemplary: 90% or higher on first attempt
- Proficient: 85-90% on first attempt
- Satisfactory: 70-85% or higher on any attempt; max attempts = 2

TENTATIVE SCHEDULE

WEEK *	LEARNING ACTIVITY	ASSIGNMENT CHECKLIST*
Term 1, Week 1-6	<i>Beginning in first 8-weeks term AND prior to beginning on practicum special project, the following are required: (1) HHP COMP EXAM must be completed and passed (2) review syllabus and practicum handbook (3) obtain faculty approval for special project; once approval is obtained student can begin discussions with potential site supervisors</i>	(1)HHP COMP EXAM (2)Discussion: Special Project – ungraded but APPROVAL required before completing project requirements
Term 1, Week 6-8	Final meeting with site supervisor; obtain feedback and signed approval on special project Begin independent special project work at practicum site	Submit signed documents: (1) Practicum Agreement (2) Practicum Waiver (3) Special Project Summary
Term 2, Week 1	REVIEW AND PRESENT SPECIAL PROJECT FOR PEER REVIEW	Submit signed documents: (1) Special Project – Recorded Presentations
Term 2, Week 2-8	Independent special project work at practicum site	None
Term 2, Week 3	Watch Job Skills Video: https://www.youtube.com/watch?v=DHDjrj0_bMQ0&t=1s Review Provided Reading Materials	(1) Discussion: Job Readiness (2) Submit Resume Bundle
Term 2, Week 4	Independent special project work at practicum site	(1) Activity Log & Reflection
Term 2, Week 5	Independent special project work at practicum site	Schedule Presentations for next week through Blackboard
Term 2, Week 6	Wrap up at practicum site	(1) Portfolio Presentation Due
Term 2, Week 7-8	Give Presentations	(1) Submit Site Supervisor Evaluation

*Due dates in Blackboard are also more up to date. Please double check.

UNIVERSITY POLICIES

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.

SRSU Distance Education Statement

Students enrolled in distance education courses have equal access to the university's academic support services, such as 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. 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. Directions for filing a student complaint are located in the student handbook.

SRSU Library Info

The Bryan Wildenthal Memorial Library in Alpine. Offers FREE resources and services to the entire SRSU community. Access and borrow books, articles, and more by visiting the library's website, library.sulross.edu. Off-campus access requires logging in with your LoboID and password. Librarians are a tremendous resource for your coursework and can be reached in person, by email (srsulibrary@sulross.edu), or phone (432-837-8123).

Disability Statement

SRSU Disability Services. Sul Ross State University (SRSU) is committed to equal access in compliance with Americans with Disabilities Act of 1973. It is SRSU policy to provide reasonable accommodations to students with documented disabilities. It is the student's responsibility to initiate a request each semester for each class. Alpine students seeking accessibility/accommodations services must contact Mary Schwartz Grisham, M.Ed., LPC, SRSU's Accessibility Services Coordinator at 432-837-8203 (please leave a message and we'll get back to you as soon as we can during working hours), or email mschwartz@sulross.edu. Our office is located on the first floor of Ferguson Hall (Suite 112), and our mailing address is P.O. Box C-122, Sul Ross State University, Alpine, Texas, 79832.

Academic Integrity Statement

Students in this class are expected to demonstrate scholarly behavior and academic honesty in the use of intellectual property. A scholar is expected to be punctual, prepared, and focused; meaningful and pertinent participation is appreciated. Examples of academic dishonesty include but are not limited to: Turning in work as original that was used in whole or part for another course and/or professor; turning in another person's work as one's own; copying from professional works or internet sites without citation; collaborating on a course assignment, examination, or quiz when collaboration is forbidden.

Classroom Climate of Respect

Importantly, this class will foster free expression, critical investigation, and the open discussion of ideas. This means that all of us must help create and sustain an atmosphere of tolerance, civility, and respect for the viewpoints of others. Similarly, we must all learn how to probe, oppose and disagree without resorting to tactics of intimidation, harassment, or personal attack. No one is entitled to harass, belittle, or discriminate against another on the basis of race, religion, ethnicity, age, gender, national origin, or sexual preference. Still we will not be silenced by the difficulty of fruitfully discussing politically sensitive issues.

Diversity Statement

I aim to create a learning environment for my students that supports a diversity of thoughts, perspectives and experiences, and honors your identities (including race, gender, class, sexuality, religion, ability, socioeconomic class, age, nationality, etc.). I also understand that the crisis of COVID, economic disparity, and health concerns, or even unexpected life events could impact the conditions necessary for you to succeed. My commitment is to be there for you and help you meet the learning objectives of this course. I do this to demonstrate my commitment to you and to the mission of Sul Ross State University to create an inclusive environment and care for the whole student as part of the Sul Ross Familia. If you feel like your performance in the class is being impacted by your experiences outside of class, please don't hesitate to come and talk with me. I want to be a resource for you.

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.

