



**KINE 4309**  
**PRACTICUM IN KINESIOLOGY**  
**SUMMER 2022**

**Dr. Shanna U. Moody**  
**Assistant Professor - Kinesiology & Human Performance**

**Office:** GPC 102B  
**Phone:** 432.837.8861  
**Email:** shanna.moody@sulross.edu  
**Office Hours:** By appointment  
<https://www.schedulicity.com/scheduling/SRSN5W>  
**Required Text:** NONE

**Purpose of the Course**

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

**Prerequisites:** Senior classification and approval of undergraduate coordinator.

## **Course Description**

Students will complete a supervised internship (150 hours) with selected agencies or organizations such as intramural sports, city recreation departments, YMCAs and YWCAs, Boys' Clubs, Girl and Boy Scouts, rehabilitation centers, or other similar agencies and organizations as approved by the course instructor.

## **Course Learning Objectives**

Within the Kinesiology, Health, Recreation, Athletics, Sports Medicine, or related field and upon successful completion of this course students will be able to:

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, professional development assignments, reflection papers, reflective journal, and interview.

## **Program 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).

## **Marketable Skills**

The following marketable skills are achieved in this course: (these are your options)

1. Students acquire *communication* skills. Students will develop proper work related communication skills.
2. Students acquire *collaboration* skills. Students will interact with various coworkers and/or clients
3. 3. Students demonstrate *creativity*. Students will develop a professional ePortfolio.
4. Students demonstrate *critical thinking*. Students will critically decipher a multitude of real-world scenarios.
5. Students demonstrate *career readiness*. Students will learn skills necessary to thrive in their chosen profession.

## **Section II. Course Design: Communication Infused**

To be successful in college and beyond, many sources (e.g., Morrealle & 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).

## **All Course Requirements Deadline**

Due to the time requirement for grading purposes, all course requirements must be submitted/completed by the 'Course Requirements Deadline' of Wednesday in Week 5 at 11:59pm to be counted for credit towards the final letter grade in this course. There will be **no exceptions** to this policy. Late deductions will apply as per policy below.

## **Late Work Policy**

No Late Assignments Will Be Accepted beyond Week 4.

Also, Point deductions will be made For Any Late Assignments

## **GRADING POLICIES/TESTING/ASSIGNMENTS/ATTENDANCE/EXPECTATIONS**

### KES 4360 Practicum

<b>Outcome Measure</b>	<b>Available Points</b>	<b>Percentage of Grade</b>
Field Experience	300	30%
Discussion Boards	200	20%
Midterm Supervisor Evaluation	50	5%
Resume	100	10%
Mock Interview	100	10%
Reflective Journal	200	20%
Final Supervisor Evaluation	50	5%
<b>Total/Final Grade*</b>	<b>1000</b>	<b>100%</b>

\*Letter Grading as per SRSU policy will be used in this course.

## **COURSE REQUIREMENTS**

### **Field Experience Hours - 300 pts**

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 duties which are performed to professional standards of best practice.

### **Discussion Board Participation - 200 pts**

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.

### **Midterm Supervisor Evaluation - 50 pts**

You will be required to request a midterm evaluation from your supervisor. This assignment will dictate your final grade status. Failure to turn in a midterm evaluation will result in failing the course.

### **Resume - 100 pts**

You will be required to create a professional resume, which highlights your career as a Sul Ross Kinesiology student. A professional resume is created by a student to include course-related work, and 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 cover letter.

**Mock Interview - 100 pts**

You will be required to schedule and complete a mock interview with the one of the practicum instructors, in which you will “sell” yourself to a potential employer. An interview is a clear, brief opportunity for you to inform the potential employer about you. It communicates who you are, what you’re looking for and how you can benefit a company or organization. You will schedule a time and professionally pitch for a job in your career path.

**Reflective Journal - 200 pts**

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 internship site, overview of daily duties, pros/cons of your internship site, 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).

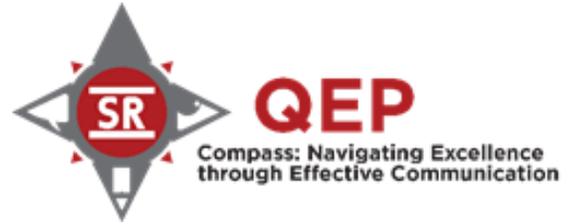
**Final Supervisor Evaluation - 50 pts**

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.

## 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.

### QEP Mapped Class Cardinal Rubric

	<b>Exemplary</b>	<b>Satisfactory</b>	<b>Developing</b>	<b>Formative</b>
<b>Organization</b>	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.
<b>Content Development</b>	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.
<b>Purpose</b>	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.
<b>Academic Language</b>	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.

<p><b>Supporting Material</b></p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>
<p><b>Technique</b></p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>

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.



# 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 to injury or illness to the Instructor immediately. Any expense incurred due to injury or illness will be the student's responsibility.

## **Professional Development**

All undergraduate Kinesiology majors are required to participate in continuing education activities outside of the classroom. Students must complete a total of 20 Professional Development points (PD points) prior to enrolling in Internship or Student Teaching. See the Kinesiology webpage for detailed information.

## **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](http://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](mailto: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](mailto: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.