



**Department of Kinesiology and Health Sciences**

KIN1001 (1 unit—15 weeks): Orientation to Kinesiology

Meeting Days:	Mondays	Instructor:	Dr. Alisa Ward
Meeting Times:	Section 1-3: 5:30-6:20pm Section 4-6: 6:30-7:20pm	Email:	<a href="mailto:alisaward@pointloma.edu">alisaward@pointloma.edu</a>
Meeting Location:	Latter Hall 101	Office Hours:	M: 10:30am-12:00pm + 2:30-4:30pm; W: 10:30-1:00pm; T/Th: 11:00am-1:15pm
Final Exam:	Mon 12/15 @ 7:30pm in the ARC	Final Exam Assignments:	HealthCare@Work Panel Presentation Reflection + Final Reflection Paper

[Download Course Syllabus Here](#)

**PLNU Mission: To Teach—To Shape—To Send**

Point Loma Nazarene University exists to provide higher education in a vital Christian community where minds are engaged and challenged, character is modeled and formed, and service becomes an expression of faith. Being of Wesleyan heritage, we aspire to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

**Institutional Learning Outcomes**

- 1. Learning, Informed by our Faith in Christ**—students will acquire knowledge of human cultures and the physical and natural world while developing skills and habits of mind that foster lifelong learning.
- 2. Growing, In a Christ-Centered Faith Community**—students will develop a deeper and more informed understanding of others as they negotiate complex professional, environmental and social contexts.
- 3. Serving, In a Context of Christian Faith**—Students will serve locally and/or globally in vocational and social settings.

**Course Description**

This introductory course provides a comprehensive overview of the professional standards, expectations, and career pathways for future healthcare professionals within the Department of Kinesiology. Topics covered include essential networking and professional skills, research methodologies, and effective writing techniques specific to departmental assignments. Students will receive guidance on major course requirements, internship opportunities, and pathways to graduate programs in healthcare fields. This course also emphasizes the pursuit of a purposeful professional life, encouraging students to explore their vocation and calling as central themes.

**Course Orientation**

- 1. To get to know your professor better:** [Alisa Ward, Bio](#)
- 2. Student role:** to glean the best experiences out of this course, students will lead discussion board topics on a rotating basis, will be expected to participate in breakout sessions on zoom, and will be asked to converse with peers and faculty within the university during our networking sessions.
- 3. Instructor role:** the professor will act as a guide and mediator as we move through the semester schedule.
- 4. Tips for success:**
  - a. Be sure to make notes of due dates: they are strict and **late assignments will not be accepted.**
  - b. Be sure to make the connection that all assignments are due on Thursdays before midnight.

- c. Get to know your peers and faculty members as they will be your closest allies as you prepare for a future in the healthcare industry.

### Course Learning Outcomes

- A. Students will summarize personal stories as bookends of the course. Students will reflect upon a life of purpose and consider the implications in their own professional lives.**  
We will be reading and discussing various devotional readings, stories about vocation, and discussing professionalism as future healthcare professionals. In doing so, we want to think about living a life of purpose and what this entails.
- B. Students will prepare and experiment with various networking assignments and then will implement their practices by conversing with peers and faculty within the university.**  
As part of your practice toward professionalism you will need to dive into the art of networking, where you will have the chance to read, discuss, and practice with others.
- E. Students will administer information searches on selected topics utilizing peer reviewed, current articles.**  
Searching for, identifying, and summarizing evidence-based practices found in various databases will allow you to practice reading and writing at a technical level necessary for upper division and/or graduate courses.
- F. Students will examine AMA format and will display proficient AMA formatting while participating in technical writing assignments.**  
The American Medical Association (AMA) is one of the formats that will be used in our discipline. It is important to learn more about formatting and to take notice of the various formats utilized in peer-reviewed journals so you know how to glean necessary information. It is also important to practice technical reading and writing skills that are far different from our conversational tones.
- G. Students will define and integrate foundational cognates from exercise science, nutrition, and other health sciences, and utilize the advanced language of the professionals.**  
Familiarizing yourself with the language used in our various disciplines will set you apart and allow you to properly articulate yourself in a healthcare setting.

### Course Credit Hour Information

In the interest of providing sufficient time to accomplish the stated Course Learning Outcomes, this class meets the PLNU credit hour policy for a one unit class delivered over one semester. The semester schedule has been handed out to students and posted on Canvas for students to view.

### Semester Readings—no text book is necessary.

All supplemental materials posted on this course site (including articles, book excerpts, or other documents) are provided for your personal academic use. These materials may be protected by copyright law and should not be duplicated or distributed without permission of the copyright owner.

Students will read a few short excerpts & quotes which will be posted on Canvas. Point Loma Nazarene University, as a non-profit educational institution, is entitled by law to use materials protected by the US Copyright Act for classroom education. Any use of those materials outside the class may violate the law. All supplemental materials posted on this course site (including articles, book excerpts, or other documents) are provided for your personal academic use. These materials may be protected by copyright law and should not be duplicated or distributed without permission of the copyright owner.

### Assessment and Grading—Points per assignment can be found on Canvas.

Grading Scale:	A = 93-100	B-=80-82	D+= 67-69
	A-= 92=90	C+=77-79	D = 63-66
	B+=87-89	C = 73-76	D-= 60-62
	B = 83-86	C-= 70-72	F = 0-59

**Course Topics**—Throughout the semester\* address the following topics by engaging in current events, discussing articles, pondering and journaling, dialoguing on discussion boards, and producing assignments of great value.

\*See Canvas for a full semester schedule

- A. Networking and professionalism
- B. Vocation and calling
- C. Living a purposeful life
- D. Advising and mapping your future
- E. Information Searches & AMA Formatting
- F. Scholarly and technical writing, reviewing and summarizing

### **Incomplete and Late Assignments**

All assignments are to be submitted onto Canvas by their due date and time. **Late assignments are not accepted.** Canvas assignments will cease to exist once the due date has expired. It is up to you to get your assignments in on time or ahead of time in the event of a conflict on your part. Incompletes will only be assigned in extremely unusual circumstances.

### **Revision Policy**

I allow revisions on the Literature Review Paper assignment. Revisions should be *substantial* (not just fixing mechanical errors) and any revisions are due within two weeks of the date your assignment has been graded. Revisions will only be accepted if you schedule & attend an appointment with me to discuss your plans for revision. I can then reopen the assignment for you after we have set an appropriate due date for the revised assignment.

### **PLNU Attendance and Participation Policy**

Regular and punctual attendance at all class sessions is considered essential to optimum academic achievement. If the student is absent for more than 10 percent of class sessions, the faculty member will issue a written warning of de-enrollment. If the absences exceed 20 percent, the student may be de-enrolled without notice until the university withdrawal date or, after that date, receive an “F” grade. **Five points are allotted per week for attendance & participation which will be awarded at the end of the semester. Attendance will be taken each class session.**

### **Course Closure: Final Examination Policy**

**The final examination for this class will be held in-person, on Monday, December 15<sup>th</sup> from 7:30-9:30pm.** The final for this class will be a live panel of experts from the field who will be interviewed during an event titled “HealthCare@Work” put on by your professor and the Career Center. No requests for early examinations or alternative days will be approved as the final presentation is a guest professional panel. During the week of final exams, you will need to submit two final assignments (reflection on the guest panel and final reflection paper) onto Canvas. The final examination schedule is posted on the [Traditional Undergraduate Records: Final Exam Schedules](#) site. If you find yourself scheduled for three (3) or more final examinations on the same day, you are authorized to contact each professor to arrange a different time for one of those exams. However, unless you have three (3) or more exams on the same day, no requests for alternative final examinations will be granted.

### **PLNU Academic Honesty Policy**

Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. Academic dishonesty is the act of presenting information, ideas, and/or concepts as one’s own when in reality they are the results of another person’s creativity and effort. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for that assignment or examination, or, depending on the seriousness of the offense, for the course. For all student appeals, faculty and

students should follow the procedures outlined in the University Catalog. See [Academic Policies](#) for definitions of kinds of academic dishonesty and for further policy information.

### **Diversity and Inclusion Statement**

It is my intent that students from all diverse backgrounds and perspectives be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that the students bring to this class be viewed as a resource, strength, and benefit. It is my intent to present materials and activities that are respectful of diversity: disability, age, socioeconomic status, ethnicity, race, nationality, religion, gender, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally, or for other students or student groups. To help accomplish this:

- A. If you have a name and/or set of pronouns that differ from those that appear in your official PLNU records, please let me know.
- B. 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.
- C. I (like many people) am still in the process of learning about diverse perspectives and identities. If something was said in class (by anyone) that made you feel uncomfortable, please talk to me about it.

### **PLNU Copyright Policy**

Point Loma Nazarene University, as a non-profit educational institution, is entitled by law to use materials protected by the US Copyright Act for classroom education. Any use of those materials outside the class may violate the law.]

### **PLNU Recording Notification**

In order to enhance the learning experience, please be advised that this course may be recorded by the professor for educational purposes, and access to these recordings will be limited to enrolled students and authorized personnel.

Note that all recordings are subject to copyright protection. Any unauthorized distribution or publication of these recordings without written approval from the University (refer to the Dean) is strictly prohibited.

### **PLNU Academic Accommodations Policy**

PLNU is committed to providing equal opportunity for participation in all its programs, services, and activities in accordance with the Americans with Disabilities Act (ADA). Students with disabilities may request course-related accommodations by contacting the Educational Access Center (EAC), located in the Bond Academic Center ([EAC@pointloma.edu](mailto:EAC@pointloma.edu) or 619-849-2533). Once a student's eligibility for an accommodation has been determined, the EAC will work with the student to create an Accommodation Plan (AP) that outlines allowed accommodations. Professors are able to view a student's approved accommodations through Accommodate.

PLNU highly recommends that students speak with their professors during the first two weeks of each semester/term about the implementation of their AP in that particular course. Accommodations are not retroactive so clarifying with the professor at the outset is one of the best ways to promote positive academic outcomes.

Students who need accommodations for a disability should contact the EAC as early as possible (i.e., ideally before the beginning of the semester) to assure appropriate accommodations can be provided. It is the student's responsibility to make the first contact with the EAC. Students cannot assume that because they had

accommodations in the past, their eligibility at PLNU is automatic. All determinations at PLNU must go through the EAC process. This is to protect the privacy of students with disabilities who may not want to disclose this information and are not asking for any accommodations.

### **State Authorization**

State authorization is a formal determination by a state that Point Loma Nazarene University is approved to conduct activities regulated by that state. In certain states outside California, Point Loma Nazarene University is not authorized to enroll online (distance education) students. If a student moves to another state after admission to the program and/or enrollment in an online course, continuation within the program and/or course will depend on whether Point Loma Nazarene University is authorized to offer distance education courses in that state. It is the student's responsibility to notify the institution of any change in his or her physical location. Refer to the map on [State Authorization](#) to view which states allow distance education outside of California.

### **Content Warning**

I acknowledge that each of you comes to PLNU with your own unique life experiences. This contributes to the way you perceive various types of information. In [class name], all of the class content, including that which may be intellectually or emotionally challenging, has been intentionally curated to achieve the learning goals for this course. The decision to include such material is not taken lightly. These topics include [list topics]. If you encounter a topic that is intellectually challenging for you, it can manifest in feelings of discomfort and upset. In response, I encourage you to come talk to me or your friends or family about it. Class topics are discussed for the sole purpose of expanding your intellectual engagement in the area of [subject/major], and I will support you throughout your learning in this course.

### **Trigger Warning**

I acknowledge that each of you comes to PLNU with your own unique life experiences. This contributes to the way you perceive several types of information. In [class name], we will cover a variety of topics, some of which you may find triggering. These topics include [list topics]. Each time this topic appears in a reading or unit, it is marked on the syllabus. The experience of being triggered versus intellectually challenged are different. The main difference is that an individual must have experienced trauma to experience being triggered, whereas an intellectual challenge has nothing to do with trauma. If you are a trauma survivor and encounter a topic in this class that is triggering for you, you may feel overwhelmed or panicked and find it difficult to concentrate. In response, I encourage you to take the necessary steps for your emotional safety. This may include leaving class while the topic is discussed or talking to a therapist at the Counseling Center. Should you choose to sit out on discussion of a certain topic, know that you are still responsible for the material; but we can discuss if there are other methods for accessing that material, and for assessing your learning on that material. Class topics are discussed for the sole purpose of expanding your intellectual engagement in the area of [subject/major], and I will support you throughout your learning in this course.

### **Artificial Intelligence (AI) Policy**

You are allowed to use Artificial Intelligence (AI) tools (e.g., ChatGPT, Gemini Pro 1.5, GrammarlyGo, Perplexity, etc.) in this course. Any work that utilizes AI-based tools must be clearly identified as such, including the specific tool(s) used. Please use the following sources to guide your citations when using AI.

[AMA Software and AI Software](#)

MLA Style Center: Citing Generative AI

APA Style: How to Cite ChatGPT

Chicago Manual of Style: Citing Content Developed or Generated by AI