POINT LOMA NAZARENE UNIVERSITY
KIN1001 (1 unit—15 weeks): Orientation to Kinesiology

Meeting Days:	Mondays	Instructor:	Alisa Ward
OPENING DAY Meeting Times:	Section 1: 4:30-5:30pm Section 2: 5:30-6:20pm Section 3: 6:30-7:20pm	REGULAR Meeting Times:	See posted schedule
Meeting Location:	In-Person (primarily Kines 1)	Email:	alisaward@pointloma.edu
Final Exam:	**Mon 12/11 @ 7:30pm in Solomon Theater**	Office Hours:	By appointment

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.

Foundational Explorations Mission
> PLNU provides a foundational course of study in the liberal arts informed by the life, death, and resurrection of Jesus Christ. In keeping with the Wesleyan tradition, the curriculum equips students with a broad range of knowledge and skills within and across disciplines to enrich major study, lifelong learning, and vocational service as Christ-like participants in the world's diverse societies and culture.

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 life long 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
> An introductory course dealing with the expectations, opportunities, organizations and nature of the professions students in the Kinesiology Department might pursue. Topics addressed will include essential networking and professional skills, research and writing techniques and methodologies for department assignments. An overview of major course requirements, internships and graduate school opportunities are presented. Living a purposeful life will be a course theme.

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 discussions 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 discussion board posts are due Monday before midnight and ALL other assignments are due on Friday before midnight.

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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 story 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 exercise science cognates 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.

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.

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.

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.

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

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

Incomplete and Late Assignments

All assignments are to be submitted onto Canvas by their due date and time. 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.

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 the class sessions (virtual or face-to-face), 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 drop date or, after that date, receive the appropriate grade for their work and participation. In some courses, a portion of the credit hour content will be delivered **asynchronously** and attendance will be determined by submitting the assignments by the posted due dates. If absences exceed these limits but are due to university excused health issues, an exception will be granted. **Five points are allotted per week for attendance & participation which will be awarded at the end of the semester. Attendance will be taken weekly.**

Course Closure: Final Examination Policy

The final examination for this class will be held in-person, on Monday, December 11th 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.

PLNU Academic Accommodations Policy

If you have a diagnosed disability, please contact PLNU's Educational Access Center (EAC) within the first two weeks of class to demonstrate need and to register for accommodation by phone at 619-849-2486 or by e-mail

at EAC@pointloma.edu.

PLNU Academic Honesty Policy

Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. Academic <u>dis</u>honesty 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. Faculty should follow and students may appeal using the procedure in the university Catalog. See <u>Academic Policies</u> for definitions of kinds of academic dishonesty and for further policy information.

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.

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 health and wellness, 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 health and wellness, 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, iA Writer, Marmot, Botowski, etc.) in this course. Any work that utilizes AI-based tools must be clearly identified as such, including the specific tool(s) used. For example, if you use ChatGPT, you must cite ChatGPT including the version number, year, month and day of the query and the statement "Generated using OpenAI. https://chat.openai.com/"