

**KIN6000**  
Foundations in  
Kinesiology



**Dates:** 9/3/2024 to 10/27/2024

**Meeting Day/Time:**

Live Sessions - Monday, 5:30-8 pm

**Location:** Balboa Regional Center, Room 150

**Credit Hours:** 3

**Instructor title and name:** Brent Alvar, Jeff Sullivan, Kristen Snyman, Elizabeth Murphey, and Antonio Squillante

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**Office location and hours:** M-F 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.

## INSTRUCTOR INFORMATION



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**Elizabeth Murphey,**

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### Course Description

This course will provide you with an overview of the MS-KIN program, laying the foundation for leading the sport performance, sport management and exercise science disciplines. We will emphasize leadership, professionalism, and engagement in these disciplines from a Christian perspective. The course will also explore Big Ideas in Kinesiology, including the use of exercise as preventive medicine, corrective exercise to improve human function, and faith-based ethical leadership principles to effectively serve the sport, fitness and education industries. Students will also formulate an initial area of interest for future research as part of the MS degree, interfacing with program faculty and the university library to initially form and develop their idea. This area of interest will inform the thesis, capstone project or area of focus for comprehensive exams.

*The learning outcomes for this course are informed by the MS-KIN learning outcomes and also the PLNU Institutional outcomes, so we have included all of them here for you:*

### INSTITUTIONAL LEARNING OUTCOMES (ILO)

- 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 the 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.

### PROGRAM LEARNING OUTCOMES (PLO)

The Point Loma Nazarene University MS-KIN graduate will be able to:

1. Appraise current research data in Kinesiology and integrate it into professional practice to solve relevant problems and make effective decisions .
2. Work independently and with a team to persuasively communicate essential information in their discipline.
3. Demonstrate appropriate breadth of knowledge of the background and principle research in their specialization in order to conduct an independent research project.
4. Serve various populations, integrating compassionate care and the Christian faith with their professional practice.
5. Pursue an active and growing involvement in their discipline by achieving advanced certification and/or membership in a related professional organization.

#### KIN 6000 COURSE LEARNING OUTCOMES (CLO)

The following learning outcomes will be achieved by students in this course:

1. Demonstrate appropriate breadth of knowledge of the MS-Kinesiology subdisciplines and appraise current research related to these disciplines.
2. Work with a team to persuasively communicate essential information related to big ideas in Kinesiology (i.e. Exercise as Preventive Medicine, Corrective Exercise to Prevent Injury, Leading Effectively and Faithfully).
3. Explore and reflect on future career advancement, professional organizations, opportunities for service and employment opportunities.
4. Develop and enhance your professional identity and reflect on that identity as a vocational life, mapping a course to that life.
5. Cultivate an understanding of leadership excellence in order to enhance the future organizations you lead.
6. Integrate compassionate care with professional practice by understanding how the Christian faith informs a professional ethic and standard of practice.

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#### Required Texts and Recommended Study Resources

**NOTE:** Students are responsible for having the required textbooks prior to the first day of class. Students are also encouraged to begin reading the books in preparation for the class as soon as possible.

Palmer, P. (1999). *Let your life speak: Listening for the voice of vocation*. Jossey-Bass: San Francisco, CA.

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*protected by copyright law and should not be duplicated or distributed without permission of the copyright owner.*

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### 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 3-unit class delivered over 8 weeks. Specific details about how the class meets the credit hour requirement can be provided upon request. It is anticipated that students will spend a minimum of 37.5 participation hours per credit hour on their coursework. As a graduate course, students can expect the work in this class to be significant, and students should plan on spending 12-16 hours a week engaged in the course. The estimated time expectations for this course are shown below:

| <b>Course Assignments</b>   | <b>Pre-Course Hours</b> | <b>Hours</b> | <b>Post-Course Hours</b> |
|---|-------------------------|--------------|--------------------------|
| Class Meetings  | --                      | 17.5         | --                       |
| Course Reading  | --                      | 20           | --                       |
| Module 1 & 2 Assignments  | --                      | 15           | --                       |
| Self Assessment & MBTI®   | --                      | 2            | --                       |
| 'About Me' Discussion   |                         | 2            |                          |
| Developing an Area of Interest and Conducting a Literature Search       | --                      | 5            | --                       |
| WK 5 Quiz: Profession & Society   | --                      | 2            | --                       |
| Reflection on Professional Development and Occupational Outlook Session | --                      | 6            | --                       |
| Discussion Boards   | --                      | 18           | --                       |
| Elevator Speech   | --                      | 5            |                          |
| Career Road Map and Vocation Reflection                                 | --                      | 25           | --                       |
| <b>Total Course Hours</b>   | --                      | <b>112.5</b> | --                       |

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### ASSESSMENT AND GRADING

#### *Grading Points*

| <b>Course Assignments</b>   | <b>Points</b> |
|---|---------------|
| Module 1 & 2 Assignments  | 110           |
| Self Assessment & MBTI®   | 25            |
| Developing an Area of Interest and Conducting a Literature Search | 25            |
| "About Me" Discussion   | 25            |
| WK 5 Quiz: Profession & Society                                   | 20            |
| Reflection on Professional Development & Occupational Outlook     | 50            |
| Discussion Boards   | 100           |
| Reflection on Career Road Map and Vocation                        | 150           |
| <b>Total Course Points</b>  | <b>500</b>    |

*Grade Scale*

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

**ASSIGNMENTS**

**Discussion Board Participation:** Assesses Course Learning Outcomes #1-6

We have supplemented the course text and lecture materials with readings on a variety of current topics in the literature. These readings will be provided via electronic access to journal articles, press releases, and/or social network sites. Whenever possible, these readings are meant to be completed before the scheduled topic is discussed in class. It is expected that you will have interacted with the material **beforehand** so that informed and lively discussion may be the primary focus of class meetings.

The aim of supplemental readings is to keep you current with contemporary practice and to give multiple exposures to ideas so that learning is enhanced. After certain readings, and prior to the in-class discussion, you will respond to questions on the Discussion Board on Canvas. At other times, we will ask you to summarize the key points of your learning from the week (Week Reflections) based on class discussions and outside readings. In any case, you should be ready to discuss these reflections with your colleagues in class, and refine the ideas together in class activities. Requirements for Discussion Board posts can be found on the KIN 6000 Canvas course.

### **Reflection on MS-KIN Route and Area of Interest:**

a. Two paragraph reflection: one paragraph on ideas you have for the primary area of interest you will explore while in the MS-KIN program and one paragraph on the route you will take to complete the MS-KIN requirements for graduation.

### **Career Road Map and Vocation Reflection: Assesses Course Learning Outcomes #1-6**

Throughout this course, we have explored various ways to consider our professional lives within a larger context. From discovering our strengths, to exploring best career fit, to networking, to developing a personal brand, we viewed these ideas in light of a career as a vocation and calling. That is, we re-imagine our work as a mission of service to something beyond our own interests. We also considered our leadership style, strengths, and how others perceive us as leaders with the intent to enhance the organizations we lead in the future.

This final capstone project assignment will require you to reflect on these ideas, integrating your professional road map with your personal leadership style and the idea of vocation. In your final presentation, you should accomplish the following:

- *Describe how your self awareness has changed due to the assessments taken in this class (you may choose to highlight 1 or 2 inventories if this helps)*
- Identify the most helpful assessment taken in this class. Why was it the most helpful? Provide an example of how it has affected your career plan or leadership.
- List your top two strengths and top two challenges based on the assessments you've taken.
- Describe a plan for leveraging and/or improving your leadership skills moving forward.
- Identify and explore your areas of personal strength, opportunities for growth, and how others perceive you (as a leader and a professional). Reflect on feedback given to you by industry experts. Outline a plan to leverage your strengths and address your weaknesses.
- Reflect on your professional identity as a vocational life that is informed by your faith, your life purpose/calling, and describe new insights you have gained in this area.

**Final Paper-** If you choose to complete a paper, it should be no longer than 5 pages and submitted as a Word document, in either AMA or APA format, and no later than Friday of Week 8, Quad 1. You should arrange the sections of the paper as follows, with each section identified by a subheading:

- *Introduction:* this should be written last, although presented first, and should provide a brief picture or overview of the general findings and conclusions.
- Address each bullet point above with separate subheading
- *Conclusion:* A clear conclusion that brings together the entire paper

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#### 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. Faculty should follow and students may appeal using the procedure in the university Catalog. See [Graduate Academic and General Policies](#) for definitions of kinds of academic dishonesty and for further policy information.

During the first week of class, you will be asked to submit an Academic Honesty Verification Statement. Submitting the statement is a requirement of this course. By submitting the Academic Honesty Verification Statement, you will be verifying all assignments completed in this course were completed by you. Carefully review the Academic Honesty Statement below.

Statement: "In submitting this form, I am verifying all the assignments in this course will be completed by me and will be my own work."

#### Artificial Intelligence (AI) Policy

You are allowed to use Artificial Intelligence (AI) tools (e.g. ChatGPT, iA Writer, Marmot, Botowski, Bard, Midjourney) to generate ideas, but you are not allowed to use AI tools to generate content (text, video, audio, images) that will end up in any work submitted to be graded for this course. If you have any doubts about specific use cases of AI, please contact your instructor. 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/>"

#### PLNU Academic Accommodations Policy

PLNU is committed to providing equal opportunity for participation in all its programs, services, and activities. 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 619-849-2486). Once a student's eligibility for an accommodation has been determined, the EAC will issue an academic accommodation plan ("AP") to all faculty who teach courses in which the student is enrolled each semester.

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 and/or if they do not wish to utilize some or all of the elements of their AP in that course.

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.

## PLNU Spiritual Care

**Balboa Campus:** PLNU strives to be a place where you grow as whole persons. To this end, we provide resources for our graduate students to encounter God and grow in their Christian faith. At the Balboa campus, we have an onsite chaplain, Rev. Kevin Portillo, who is available during class break times across the week. If you have questions, a desire to meet or share any prayer requests with Rev. Portillo, you may contact him directly at [KevinPortillo@pointloma.edu](mailto:KevinPortillo@pointloma.edu).

## Language and Belonging

Point Loma Nazarene University faculty are committed to helping create a safe and hospitable learning environment for all students. As Christian scholars we are keenly aware of the power of language and believe in treating others with dignity. As such, it is important that our language be equitable, inclusive, and prejudice free. Inclusive/Bias-free language is the standard outlined by all major academic style guides, including MLA, APA, and Chicago, and it is the expected norm in university-level work. Good writing and speaking do not use unsubstantiated or irrelevant generalizations about personal qualities such as age, disability, economic class, ethnicity, marital status, parentage, political or religious beliefs, race, gender, sex, or sexual orientation. Inclusive language also avoids using stereotypes or terminology that demeans persons or groups based on age, disability, class, ethnicity, gender, race, language, or national origin. Respectful use of language is particularly important when referring to those outside of the religious and lifestyle commitments of those in the PLNU community. By working toward precision and clarity of language, we mark ourselves as serious and respectful scholars, and we model the Christ-like quality of hospitality.

You may report an incident(s) using the [Bias Incident Reporting Form](#).

## Sexual Misconduct and Discrimination

In support of a safe learning environment, if you (or someone you know) have experienced any form of sexual discrimination or misconduct, including sexual assault, dating or domestic violence, or stalking, know that accommodations and resources are available through the Title IX Office at [pointloma.edu/Title-IX](http://pointloma.edu/Title-IX). Please be aware that under Title IX of the Education Amendments of 1972, faculty and staff are required to disclose information about such misconduct to the Title IX Office.

If you wish to speak to a confidential employee who does not have this reporting responsibility, you can contact Counseling Services at [counselingservices@pointloma.edu](mailto:counselingservices@pointloma.edu) or find a list of campus pastors at [pointloma.edu/title-ix](http://pointloma.edu/title-ix).

## PLNU Attendance and Participation Policy

Regular and punctual attendance at all class sessions is considered essential to optimum academic achievement. Therefore, regular attendance and participation in each course are minimal requirements.

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.

Students who anticipate being absent for an entire week of a course should contact the instructor in advance for approval and make arrangements to complete the required coursework and/or alternative



assignments assigned at the discretion of the instructor. Acceptance of late work is at the discretion of the instructor and does not waive attendance requirements.

Refer to [Academic Policies](#) for additional detail.

#### Synchronous Attendance/Participation Definition

For synchronous courses that have specific scheduled meeting times (including in-person, hybrid, and synchronous online courses), absences are counted from the first official meeting of the class regardless of the date of the student's enrollment. For courses with specific attendance requirements, those requirements are outlined in the course syllabus.

**Note:** For synchronous courses with an online asynchronous week, refer to the Online Asynchronous Class Attendance policy listed below.

#### Online Asynchronous Attendance/Participation Definition

Students taking online courses with no specific scheduled meeting times are expected to actively engage throughout each week of the course. Attendance is defined as participating in an academic activity within the online classroom which includes, but is not limited to:

- Engaging in an online discussion
- Submitting an assignment
- Taking an exam
- Participating in online labs
- Initiating contact with faculty member within the learning management system to discuss course content

Note: Logging into the course does not qualify as participation and will not be counted as meeting the attendance requirement.

#### GPS ACADEMIC RESOURCES

PLNU offers the following free academic resources virtually for Graduate Professional Studies (GPS) Students. Visit myPLNU through the links below for more information.

- [The GPS Writing Center](#) offers:
  - **Zoom Writers Workshops** offered each quad on a variety of helpful topics
  - **One-to-one appointments** with the Writing Coach
  - **Microlearning YouTube Video Library** for helpful tips anytime
  - [Research Help Guide](#) to help you start your research
  - The physical office is located on the third floor of the [Mission Valley Regional Center](#) off the student lounge

- **[Academic Writing Resources Course](#)**: Found on your Canvas Dashboard, this course is non-credit with 24/7 access, no time limits, and self-paced content. [Watch a quick video run-through](#)



and take time now to explore!

- **[Tutoring](#)**: Students have access to 24/7 live or scheduled subject tutoring through Tutor.com, including a Paper Drop-Off Service with feedback within 12 hours.

We are here to support you! Contact us anytime: [GPSWritingCenter@pointloma.edu](mailto:GPSWritingCenter@pointloma.edu)