



College of Health Science, MS in Kinesiology

KIN 6050-3 Research Seminar in Kinesiology 3 units

Spring 2025

Mondays from 4:30 pm to 5:20 pm

Balboa 150AB

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Office location and hours:	Main Campus: Kinesiology Office Building, Balboa Campus: Kinesiology Office Area, 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 is an expression of faith. Being of Wesleyan heritage, we strive to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

Course Description

This course provides students with guidance in the research process to deepen knowledge in an area of their professional interest. Students will complete and present an original research project in poster format including preliminary statistical design, data collection, data analysis, and presentation of results.

Note: KIN 6005 is foundational to KIN 6050 and is a prerequisite. KIN 6050 is the bridge course that provides the opportunity for additional practical experience in analyzing and conducting research in Kinesiology. As such, KIN 6050 must be taken prior to KIN 0699: Thesis or KIN 6098: Capstone Project in Kinesiology.

Course Aim and Introduction

This course is intended to develop a fundamental graduate understanding of research as you evaluate the research of others and develop your own research plans. Course meetings will include various approaches including review of research methods, group analysis of selected studies, and preparation of various elements of the research proposal. The final project will require you to collect, analyze, and

interpret your own data, and submit a scientific report and poster on the results of either a pilot project or your thesis/capstone research. You will also present your findings to your colleagues.

This seminar course is tailored for students developing and conducting their research project (i.e. thesis, capstone or pilot study) who wish to collect and analyze data and report their findings. You should have decided on a project topic and an Advisor to work with before you enroll in this course. Your chosen Advisor should have approved working with you and your topic. Students interested in this seminar should be well on their way to finishing up a proposal which the Advisor will approve by the end of the KIN 6060: Directed Reading course. While your Professor/Advisor will likely have expertise in your chosen area of study, remember, it is your project and your professor will serve only as a guide to teach you the research process. This is a graduate level seminar that will equip you with the quality tools to bring your project to a successful conclusion. At the completion of this course, you are expected to complete a project that is advanced enough to be defended. Your success (or failure) in this seminar will depend on the work and energy you are prepared to invest towards the completion of your research project. Remember also that you are in this together with your colleagues. We will give you opportunities in class to review and refine each other's work, similar to the project management process in the job market.

Program and Course Learning Outcomes

After successful completion of this course, you should be able to:

1. Understand the value and importance of the research process in developing advanced knowledge as a Kinesiology professional.
2. Evaluate, critique and plan research in Kinesiology, including selecting a problem, appraising high-quality research evidence, selecting subjects and choosing appropriate methodology and statistical design.
3. Design and conduct a quantitative research study including data collection and analysis (may include power analysis, calculation of effect size and preliminary pilot study).
4. Present the findings of a thesis, capstone project or pilot project in written and oral formats.

Required Texts and Recommended Study Resources*

[Research Methods in Physical Activity](#), 7th ed. (or 6th), 2017. Thomas, Nelson & Silverman.

Purchase on Amazon: <https://amzn.to/3Jncg8t>

Additional Resources that may be needed:

- Additional journal articles available via Canvas
- Publication Manual of the American Psychological Association, 6th ed.
- AMA Manual of Style: A Guide for Authors and Editors, 10th ed.
- Publication Manual of the American Psychological Association, 6th ed.

Course Credit Hour Information

**NOTE: The nature of your research project for this course will be determined by the route you choose to complete the final requirement for the MS-KIN. Please see Pg 4 which outlines the process and deadlines for Thesis, Capstone Project and Comprehensive Exams.*

Research Project: As a graduate experience in research design, you will produce a quantitative research proposal. This proposal should include the following components:

1. Introduction including literature review, specific aims, and hypotheses
2. Materials and Methods: Subjects (IRB), Instrumentation, Plan, Data Analysis (data reduction, statistical tests)
3. Pilot Study (if applicable)
4. Research Findings/ Results
5. Discussion: Data interpretation, relationships to literature, conclusions, limitations
6. References in proper APA or AMA convention (or journal-specific format, if applicable)

A specific rubric will be used to grade your final presentation and will be available on Canvas as well as handed out in class.

Introduction & Literature Review

Think of your introduction as a funnel: You should identify a broad topical area, specify a particular focus area within that topic, and then present your purpose statement and research question in a specific form. Your introduction should draw the reader into the importance of your topic and research question. You should use the literature review as a way to familiarize the reader with the research questions, findings, and discussion that informs and impacts your study.

Research Methods Plan

The research plan explains how you propose to find an answer to your research question. Think about the design of a research project that piqued your interest from the literature. What questions did they ask? What type and quality of data would you need in order to address your research question? (For example, "it is known that repetitive mild traumatic brain injuries (MTBIs) may cause prolonged damage to short term memory and cognitive processing, particularly in young athletes; but there is little evidence on the effective treatment of these prolonged symptoms. This study proposes to examine...")

See your textbook, as well as the research articles given as examples on Canvas for additional information on content and formatting of the research proposal.

****You are strongly encouraged to submit sections of your project before the due date in order to receive appropriate feedback from me. This does not include using me as an editor of grammar; please edit and have at least one colleague review any work before you submit it to me for review.**

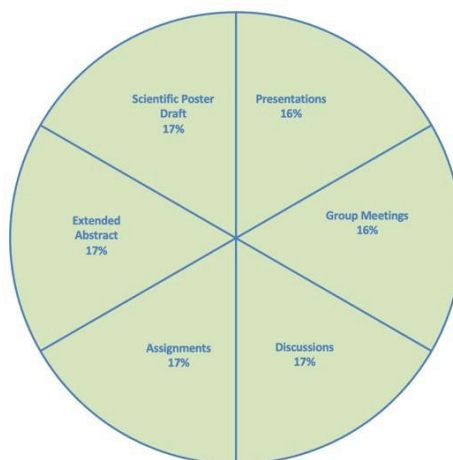
Oral presentation: During the last week of class, you will be expected to present your draft thesis/capstone poster in a formal environment.

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 week weeks. Specific details about how the class meets the credit hour requirement can be provided upon request.

Assessment and Grading

Assignment	points	#	Total
Presentations	10	4	40
Group Meetings	5	8	40
Discussions	10	4	40
Assignments	10	4	40
Extended Abstract	40	1	40
Scientific Poster Draft	40	1	40
Total:			240



Grade	Percent	Grade	Percent	Grade	Percent
A	93 - 100	B-	80 - 82.9	D+	67 - 69.9
A-	90 - 92.9	C+	77 - 79.9	D	63 - 66.9
B+	87 - 89.9	C	73 - 76.9	D-	60 - 62.9
B	83 - 86.9	C-	70 - 72.9	F	0 - 59.9

NOTE: It is your responsibility to maintain your class schedule. Should the need arise to drop this course (personal emergencies, poor performance, etc.), you have the responsibility to first contact the professors. Then if no accommodations can be made, you are responsible to follow through (provided the drop date meets the stated calendar deadline established by the university).

Requirements for Thesis, Capstone Project, and Comprehensive Exams

ROUTE	Comprehensive Exam	Capstone Project	Thesis Research
Purpose	To synthesize, integrate and apply advanced theoretical and clinical knowledge, especially in the candidate's area of concentration.	To answer a question related to professional practice by translating research theory into practice. To demonstrate	To conduct novel, independent research to generate new knowledge in the candidate's discipline.

		significant expertise in a narrow area.	
Group or Individual	Individual	Group or Individual. (Capstone teams can be 2-3. Teams form in Fall term)	Individual
Publication	No	No	Yes (must submit, acceptance not required)
Professional Considerations	Allows advancement in professional standing, increased specialization, or progression toward certification.	Simulates team cooperation as required in industry. Requires a professional presentation.	Helpful for students intending to enter a PhD program & conduct individual research. Requires professional presentation & defense.
Format	Series of 4-8 broad questions posed by faculty committee. Answer questions in executive summary format with evidence to support answers. · May choose Certification exam as topic in order to advance in professional standing (i.e. ACSM CEP/RCEP).	Research Paper-12 pages. Polished, grammatically correct, error-free product in AMA/APA format: · May include case study, case series or retrospective analysis; market analysis, or EBP problem in discipline · Present the resolution of the problem at interdisciplinary <i>Graduate Symposium</i> .	1-2 publishable manuscripts written in format of desired journal. Candidate will work closely with Thesis Advisor and committee to determine specific format criteria.
Length	2-3 pages per question	12-15 pages, polished, error-free product	30-50 pages; manuscript length determined by Journal.
Expected # Completing	50-60% of MS-KIN candidates	30% of MS-KIN candidates	10-20% of MS-KIN candidates (Candidates who satisfactorily complete KIN 605)
Units	3 units elective + \$150 fee	3 units	3 units
Eligibility	Only after the fulfillment of all MS-KIN courses except those in last summer session.	Enroll in KIN 698 only after KIN 650, 660 and approval by Program Director.	Preliminary proposal must be approved by Thesis committee in order to register

			for KIN 699. Prereqs=KIN 650, 660, approval by Program Director.
Advisor	No	Team solicits faculty Advisor	Student solicits & confirms Advisor and 2 committee members. At least 2 of 3 members must be MS-KIN faculty.
Timeline	<ul style="list-style-type: none"> · 1st week of Dec: Declare comps route · 1st Friday of April: identify faculty committee (at least 2 members) · May: faculty work with student to form questions. · 2nd Friday of May: Finalized exam questions sent to MS-KIN assistant. · June-July: Exam scheduled as per student schedule. · 2nd week of August: Oral defense (only if necessary). 	<ul style="list-style-type: none"> · Fall Q1 Wk 8: Initial proposal of project in KIN 605 to colleagues · 1st Week of Dec: choose Advisor · Last Friday of January: IRB proposal if necessary · Last Friday in June: presentation. · 1st Fri in August: Final project due 	<ul style="list-style-type: none"> · Fall Q1 Wk 8: Initial proposal of project in KIN 605 to colleagues. · 1st Week of December: choose Thesis Advisor and Committee. · End of Fall Q2: Proposal to thesis committee (<u>must be approved to advance</u>) · Last Friday of January: IRB proposal · Last Friday in June: Final defense. · 1st Fri in August: Final manuscript due

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 online (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 this course, 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 classical physics, pathological movements, injury etiologies, and exercise-related stress. 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 biomechanics, 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 this course, we will cover a variety of topics, some of which you may find triggering. These topics include pathological movements, injury etiologies, and exercise-related stress. 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 kinesiology, and I will support you throughout your learning in this course.

INCOMPLETES AND LATE ASSIGNMENTS

All assignments are to be submitted/turned in by the beginning of the class session when they are due, including assignments posted in Canvas. Incompletes will only be assigned in extremely unusual circumstances.

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 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 [Academic Policies](#) for definitions of kinds of academic dishonesty and for further policy information.

ARTIFICIAL INTELLIGENCE (AI) POLICY

You are allowed to use Artificial Intelligence (AI) tools (e.g. ChatGPT, iA Writer, Marmot, Botowski) 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 using AI, please gain permission from the instructor

PLNU ACADEMIC ACCOMMODATIONS POLICY

Revised 3.8.24

While all students are expected to meet the minimum standards for completion of this course as established by the instructor, students with disabilities may require academic adjustments, modifications or auxiliary aids/services. At Point Loma Nazarene University (PLNU), these students are requested to register with the Disability Resource Center (DRC), located in the Bond Academic Center. (DRC@pointloma.edu or 619-849-2486). The DRC's policies and procedures for assisting such students in the development of an appropriate academic adjustment plan (AP) allows PLNU to comply with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act. Section 504 (a) prohibits discrimination against students with special needs and guarantees all qualified students equal access to and benefits of PLNU programs and activities. After the student files the required documentation, the DRC, in conjunction with the student, will develop an AP to meet that student's specific learning needs. The DRC will thereafter email the student's AP to all faculty who teach courses in which the student is enrolled each semester. The AP must be implemented in all such courses.

If students do not wish to avail themselves of some or all of the elements of their AP in a particular course, it is the responsibility of those students to notify their professor in that course. PLNU highly recommends that DRC students speak with their professors during the first two weeks of each semester about the applicability of their AP in that particular course and/or if they do not desire to take advantage of some or all of the elements of their AP in that course.

PLNU ATTENDANCE AND PARTICIPATION POLICY

Hybrid Format

At Point Loma Nazarene University, attendance is required at all scheduled classes. Adult Degree Completion courses are taught in the hybrid format, which means some class meetings will be face-to-face and some will be online.

Attendance in the face-to-face classes is to be for the entire time of the class. Arriving late or leaving early will be considered a partial absence. A day of attendance in an online class is determined as contributing a substantive note, assignment, discussion, or submission that adds value to the course as determined by the instructor. Three days of attendance are required each week. (It may be any three days during the week.)

Face-to-face Portion of the Hybrid course

In blended or hybrid courses, if a student misses one face-to-face class then the faculty member will send an email to the student and the Director of Student Success warning of attendance jeopardy. There are no exceptions to this policy.

If a student misses two face-to-face classes, the faculty member or Vice Provost for Academic Administration (VPAA) will initiate the student's de-enrollment from the course without further advanced notice to the student. If the date of de-enrollment is past the last date to withdraw from a class, the student will be assigned a grade of "F" and there will be no refund of tuition for that course.

Online Portion of the Hybrid Course

If a student misses two online classes (fails to contribute to a discussion board) during the course, then the faculty member will send an email to the student and the Director of Student Success warning of attendance jeopardy. There are no exceptions to this policy.

If a student misses three online classes (fails to contribute to a discussion board by the due date) during the course, then the faculty member or Vice Provost for Academic Administration (VPAA) will initiate the student's de-enrollment from the course without further advanced notice to the student. If the date of de-enrollment is past the last date to withdraw from a class, the student will be assigned a grade of "F" and there will be no refund of tuition for that course.

- 1 missed F2F class = warning
- 2 missed F2F classes = de-enrollment
- 2 missed online classes = warning
- 3 missed online classes = de-enrollment

Online Format

Students taking online courses are expected to attend each week of the course. Attendance is defined as participating in an academic activity within the online classroom which includes posting in a graded activity in the course. (Note: Logging into

the course does not qualify as participation and will not be counted as meeting the attendance requirement.) Students who do not attend at least once in any 3 consecutive days will be issued an attendance warning. Students who do not attend at least once in any 7 consecutive days will be dropped from the course retroactive to the last date of recorded attendance.

Asynchronous Attendance/Participation Definition

A day of attendance in asynchronous content is determined as contributing a substantive note, assignment, discussion, or submission by the posted due date. Failure to meet these standards will result in an absence for that day. Instructors will determine how many asynchronous attendance days are required each week.

SPIRITUAL CARE

Please be aware PLNU strives to be a place where you grow as whole persons. To this end, we provide resources for our students to encounter God and grow in their Christian faith. If students have questions, a desire to meet with the chaplain or have prayer requests you can contact the [Office of Spiritual Development](#)

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. 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:

- 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!
- 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.
- 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.

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 also 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. 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 or find a list of campus pastors at pointloma.edu/title-ix.

USE OF TECHNOLOGY

In order to be successful in the online or hybrid environment, you'll need to meet the minimum technology and system requirements; please refer to the [Technology and System Requirements](#) information. Additionally, students are required to have headphone speakers, microphone, or webcams compatible with their computer available to use. Please note that any course with online proctored exams requires a computer with a camera (tablets are not compatible) to complete exams online.

Problems with technology do not relieve you of the responsibility of participating, turning in your assignments, or completing your class work.

LOMA WRITING CENTER

The Loma Writing Center exists to help all members of the PLNU community cultivate transferable writing skills to engage their academic, professional, personal, and spiritual communities. We work toward this goal by conducting one-on-one consultation sessions, supporting writing education across the PLNU community, and participating in ongoing writing center research.

Getting feedback from the Loma Writing Center while you're in the process of working on an assignment is a great way to improve the quality of your writing and develop as a writer. You are encouraged to talk with a trained writing consultant about getting started on an assignment, organizing your ideas, finding and citing sources, revising, editing for grammar and polishing final drafts, and more. For information about how to make in-person or online appointments, see Loma Writing Center webpage or visit the Loma Writer Center on the first floor of the Ryan Library, room 221.

ASSIGNMENTS AT-A-GLANCE