

CALIFORNIA STATE POLYTECHNIC UNIVERSITY, POMONA  
 DEPARTMENT OF KINESIOLOGY AND HEALTH PROMOTION  
**KIN 405S/405A and KIN 575S/575A**  
 Motor Development Clinic, Clinician Training  
**Winter 2009**

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<b>Class Times:</b> Thursday 6 – 7:50 PM, plus hours working in the Motor Development Clinic	<b>Clinic Phone:</b> (909) 869-4340 <b>Mary's Phone:</b> (909) 869-2806 <b>Clinic Website:</b> <a href="http://www.class.csupomona.edu/mdc/">www.class.csupomona.edu/mdc/</a>	

**Course Description:** Fieldwork in Adapted Physical Education. Supervised clinical experience in the Motor Development Clinic including learning how to observe, assess, diagnose, prescribe, and implement a movement program for children ages 5 to 13 with movement problems. May be repeated three times for a total of 9 units.

**Course Prerequisites:** Successful completion of KIN 206 and KIN 405S/405A.

**Required Texts:**

1. Basic Gross Motor Assessment by HUGHES
2. Use various clinic notebooks for the quarter. A fee of \$10.00 will be assessed for the use of these notebooks. Payment required by second week of the quarter.

**Course Objectives:**

1. Principles of growth and the developmental changes which occur in individuals with disabilities throughout the lifespan.
2. Progression of growth and development, and the changes which occur with age for individuals with disabilities.
3. Principles of learning and various types of practice (mass vs. distributed practice) to individuals with disabilities.
4. Developing and implementing exercise programs and physical activity that will improve, ameliorate, or prevent further complication in the condition of individuals with disabilities.
5. Biomechanical strategies utilized to develop and improve movement performance in individuals with disabilities.
6. Appropriate safety principles and techniques when individuals with disabilities participate in physical activity including proper wheelchair transfers, lifts, and assists.
7. Best practices regarding contraindicated activities and injury prevention relating to the involvement of individuals with disabilities in physical education and sport.

8. Relationship of movement to social interaction and group membership through activities in cooperative learning, initiative tasks, problem solving, and trust building experiences for individuals with disabilities.
9. Environmental factors that can precipitate inappropriate behaviors for individuals with disabilities and how they can be modified.
10. Limitations and problems encountered when selecting and using existing instrumentation and procedures with individuals with disabilities.
11. Identifying and writing appropriate measurable goals to develop functional skills in individuals with disabilities for IFSP, IEP and ITP purposes consistent with California Physical Education Model Content Standards.
12. Selection and application of appropriate behavior management strategies to motivate and maintain appropriate behaviors and redirect, decrease or extinguish inappropriate behaviors when teaching physical education.
13. Selection of current standardized and informal assessment instruments and procedures for measuring physiological, biomechanical, perceptual, motor, and postural functioning of individuals with disabilities.
14. Application of environmental/ecological task analysis methods used in the process of individualized instruction in a variety of instructional settings for individuals with disabilities.
15. Observe and assist in a variety of settings (i.e. preschool to transition) the instruction of activities including skills in physical and motor fitness, fundamental motor skills and patterns, and skills in aquatics, dance, individual and group games, and sport, including lifetime sports and leisure under the supervision of a qualified professional.

**Make-Up Policy:** Since this class is competency based, make-ups are only possible in the lectures missed by getting the information from another student. Exams and other competencies can be made up with instructor by appointment only, prior to the scheduled time.

**Attendance:** Your daily attendance is required. It is highly suggested that you participate as much as possible in order to get out of this class all that is possible. Your attendance will influence your grade when your final number of points is calculated.

**Course Syllabi:** This syllabus is the instructor's communication with the students and will be followed. It is the student's responsibility to read this syllabi and to ask the instructor to clarify any aspect that is unclear.

**Student Evaluations:** The Department of Kinesiology and Health Promotion takes student evaluations very seriously. Each student has the right to evaluate each class in which they enroll. There are two types of evaluations: formal (bubble sheet) and informal written comments. The instructor will ensure that the formal evaluation has occurred during the last week of the quarter. Informal written comments can be provided to the instructor for their personal use, however, they can not be used for faculty evaluation. If the student would like their written comments to be used for faculty evaluation, they need to write a letter to the department chair and submit it to the department office.

**University Policy on Dropping a Course:** The responsibility for properly dropping classes rests with each student. Students who do not drop a scheduled class which they are not attending are subject to receiving a failing grade.

**Academic Integrity:** The students are expected to be aware of the University policy on academic integrity.

**Student Conduct and Discipline:** It is expected that all students are enrolled in this lecture class for serious educational pursuits and that their conduct will preserve an atmosphere of learning. This includes arriving to class on time, no wearing of hats in class, showing respect for the instructor and other students, no talking during lecture, and staying the entire class time. All students are expected to assume the responsibilities of citizenship in the campus community.

**Dress Code:** Professional physical education attire is expected at all times. This includes tops, shorts, and pants that are appropriate for working with students with a disability (not too tight and not too loose). Due to the one-way mirrors in the clinic, parents and others are watching the sessions including the clinicians and associates. Attired and behavior to the highest level is expected.

**General Course Evaluation: This course will include two separate grades.**

**APE Fieldwork Class (2 Units) – Paper Work for Clinic Sessions**

- |   |                       |
|---|-----------------------|
| 1. Recording of Present Level   | 30 pts. _____         |
| • Correct dates/names recorded  |                       |
| • Present level written in good detail, covering all criteria not checked off               |                       |
| • Hand and/or foot preference indicated   |                       |
| 2. Tasks/Lesson Selection   | 20 pts. _____         |
| • Correct title of lesson used written on lesson sheet                                      |                       |
| • Correct task number selected from lesson plans  |                       |
| 3. Lessons Checked For Accuracy During The Quarter  | 50 pts. _____         |
| • Turn lessons in at requested time   |                       |
| • Daily Organization sheets updated weekly  |                       |
| • Lesson sequence is followed and/or changes notes on daily organization sheet              |                       |
| • Correct recording of elicitation method each time lessons are due                         |                       |
| • Golden rod sheet of behavior completed daily with detail information                      |                       |
| • Home program recorded correctly each week   |                       |
| 4. Quarter Evaluation Packet  | 75 pts. _____         |
| • Clients attendance complete   |                       |
| • Quarter Evaluation Checklist neat and in black ink  |                       |
| • Post present level of performance taken & recorded correctly on ITP goal/objective sheets |                       |
| • Score sheets for BGMA completed, neat and in black ink                                    |                       |
| 5. Class Assignments  |                       |
| • Complete the "Questions of the Day" and competency BGMA                                   | 125 pts. _____        |
| <b>Total Points</b>   | <b>300 pts. _____</b> |
| <b>A =270 - 300</b>   | <b>B = 240 - 269</b>  |
| <b>C = 210 – 239</b>  |                       |

**APE Fieldwork Activity (1 Unit) - Clinic Sessions to Lead**

- |   |                       |
|---|-----------------------|
| 1. Program Implementation   | 50 pts. _____         |
| • Using elicitation methods correctly (verbal, demonstration, manipulation) |                       |
| • Follow lesson sequence or documented changes to existing lesson           |                       |
| • Correct set up, use, and pick-up of equipment                             |                       |
| • Home program: Implemented each week                                       |                       |
| 2. Working With Clients   | 50 pts. _____         |
| • Greater movement time than waiting time                                   |                       |
| • Correct use of reward system  |                       |
| • Encourage client socialization  |                       |
| • Gives equal attention to each client                                      |                       |
| • Correct progression from lessons used                                     |                       |
| 3. Teaching 40 Minute Sessions  | 50 pts. _____         |
| • Begins sessions on time   |                       |
| • Progresses through tasks adequately for each individual client            |                       |
| • Ends sessions on time   |                       |
| • Interacts with parents  |                       |
| 4. Provides appropriate free time activities                                | 50 pts. _____         |
| • Free time is planned ahead of time  |                       |
| • Used a variety of tasks, games, activities                                |                       |
| • Provides age appropriate activities                                       |                       |
| • Activities were creative and exciting for the client                      |                       |
| <b>Total Points</b>   | <b>200 pts. _____</b> |
| <b>A = 180 - 200</b>  | <b>B = 160 - 179</b>  |
| <b>C = 140 - 159</b>  |                       |



## LECTURE AND ASSIGNMENT SCHEDULE

- 1/8 Introduction of class requirements  
Confirm clinic therapy hours  
Receive and Review clinic notebook - fill out names/quarter/session time/etc.  
Review the dots in the notebook in preparation for clients present level of performance  
Elicitation of Movement – verbal only (1 –2 demonstrations only if needed)  
Organize your time in clinic for present level (clipboard assignment)  
First week Responsibilities – Be prepared for Present Level Recording next week  
Writing of the present level of performance criteria on ITP sheets  
7 PM – Meet Associates and review the 3 Factors material  
*QUESTION OF THE DAY – 3 Factors that influence Movement*
- 1/12 CLINIC OPENS**  
Take Present Level of Performance
- 1/15 Review writing of the present level of performance criteria on ITP sheets  
Where do I begin? A working session on where to begin in the lessons  
Discussion on giving directions  
*QUESTION OF THE DAY – How to prepare for lessons*
- 1/19 Holiday – No Sessions**
- 1/20 BEGIN LESSONS WITH ALL CLIENTS**
- 1/22 Review lesson plan organization and recording in notebooks  
Working clients together – role playing and discussion  
Begin Home Programs next week  
7PM - *QUESTION OF THE DAY – Clinic Experience*
- 1/23 LESSON PLANS DUE - TURN INTO CLINIC OFFICE BY 10:00 AM.** Notebooks should include present level of performance on the ITP sheets, golden rod sheet and daily organization sheets completed for each client (make sure that all dates are accounted for).
- 1/26 BEGIN HOME PROGRAM WITH ALL CLIENTS**  
Be sure to listen to tape prior to going into sessions
- 1/29 Review Free Time Activities  
*Question and Answer about lessons, recording of dates, etc.*  
*QUESTION OF THE DAY – Feedback and your clients*
- 2/5 *Question and Answer about lessons, recording of dates, etc.*  
6:00PM Time Certain: Introduction to the HUGHES, BGMA  
*QUESTION OF THE DAY – 13 aspects of the HUGHES, BGMA*
- 2/12 Practice administration and scoring HUGHES, BGMA  
2/19

2/25 Competency on administration and Scoring of the HUGHES, BGMA (Time to be  
2/26 determined)

**2/25 Last Day of Lessons**  
**2/26**

**3/2 - Post Present Level with all clients**  
**3/5**

3/4 Review competency of HUGHES, BGMA  
3/5 Begin end of the quarter write up

3/12 EVERYTHING DUE TO CLOSE WINTER QUARTER 2009!  
Lesson plan notebook completed  
Post present level  
Quarter Evaluations Checklist  
Attendance in client's file  
Completed TGMD2 score sheet

3/19-22 CAHPERD State Conference