

Assurance of Student Learning Report 2023-2024	
College of Health and Human Services	School of Kinesiology, Recreation, and Sport
Kinesiology (0454)	
Whitley Stone, PhD	
<b>Is this an online program?</b> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Please make sure the Program Learning Outcomes listed match those in CourseLeaf . Indicate verification here <input checked="" type="checkbox"/> Yes, they match! (If they don't match, explain on this page under <b>Assessment Cycle</b> )

**\*\*\* Please include Curriculum Map as part of this document (at the end), NOT as a separate file.**

*Use this page to list learning outcomes, measurements, and summarize results for your program. Detailed information must be completed in the subsequent pages. Add more Outcomes as needed.*

**Program Student Learning Outcome 1 Interpret and apply advanced knowledge of the physiological influence of physical activity/exercise on health & fitness, sport performance, and/or clinical practice.**

<b>Instrument 1</b>	Direct: A comprehensive exam in Advanced Exercise Testing & Prescription (KIN 522) evaluates core knowledge and performance domains for KIN students to be prepared for the American College of Sports Medicine (ACSM) Certified Clinical Exercise Physiologist (ACSM – CEP) certification exam.
<b>Instrument 2</b>	
<b>Instrument 3</b>	

Based on your results, check whether the program met the goal Student Learning Outcome 1.	<input type="checkbox"/> Met	<input checked="" type="checkbox"/> Not Met
---	------------------------------	---

**Program Student Learning Outcome 2: Develop and demonstrate the skills needed to recognize, evaluate and prescribe solutions from an integrated and holistic approach regarding human movement, wellness, and performance**

<b>Instrument 1</b>	Direct: A formal research paper based on a self-selected topic that coincided with a teaching presentation
<b>Instrument 2</b>	Direct: Students will complete an article assignment during the semester on topics germane to the course, designed to foster analytical and critical-thinking skills and to enhance students' ability to apply course knowledge into practical settings.
<b>Instrument 3</b>	

Based on your results, check whether the program met the goal Student Learning Outcome 2.	<input checked="" type="checkbox"/> Met	<input type="checkbox"/> Not Met
---	---	----------------------------------

**Program Student Learning Outcome 3: Develop capacity as practioners and researchers who use evidence-based practices to implement, assess, and revise consumer-based exercise prescriptions and community health inititatives based on scientific advancements.**

<b>Instrument 1</b>	Direct: Students will be assessed through evaluation of a final research proposal, including an introduction, review of literature, detailed methodology, results, and discussion to be prepared and submitted in written form.
<b>Instrument 2</b>	
<b>Instrument 3</b>	

Based on your results, check whether the program met the goal Student Learning Outcome 3.	<input type="checkbox"/> Met	<input checked="" type="checkbox"/> Not Met
---	------------------------------	---

**Program Student Learning Outcome 4: Evaluate the quality of research article, summarize the findings, and formulate an opinion on overall findings/message of research**

<b>Instrument 1</b>	Direct: Groups of two or three will select at least one seminal research study in exercise physiology to implement into the final project product, the development of a scientific research poster and infographic.
---------------------	---

<b>Based on your results, check whether the program met the goal Student Learning Outcome 4.</b>		<input checked="checked" type="checkbox"/> <b>Met</b>	<input type="checkbox"/> <b>Not Met</b>
<b>Assessment Cycle Plan:</b>			
<ol style="list-style-type: none"> <li>1. <b>Initial Review (End of Spring and Summer Preparations):</b> <ul style="list-style-type: none"> <li>Review current SLOs and assessment methodologies.</li> <li>Identify potential areas for improvement or revision based on faculty feedback and external factors impacting the field.</li> <li>Revisit the curriculum map to ensure it is the most up to date with our course offerings schedule.</li> </ul> </li> <li>2. <b>Faculty Discussion and Decision (Early Fall):</b> <ul style="list-style-type: none"> <li>Facilitate a faculty meeting to discuss the identified areas for improvement.</li> <li>Determine which SLOs require revisiting and potential changes to assessment methodologies.</li> <li>Establish a timeline and responsibilities for the assessment review process.</li> </ul> </li> <li>3. <b>Methodology Evaluation (Mid-Fall):</b> <ul style="list-style-type: none"> <li>Conduct a detailed evaluation of the methodologies used for assessing each identified SLO.</li> <li>Analyze the effectiveness, feasibility, and relevance of current assessment methods.</li> <li>Consider alternative assessment strategies and emerging best practices in the field.</li> </ul> </li> <li>4. <b>Revision and Documentation (Late Fall):</b> <ul style="list-style-type: none"> <li>Revise the assessment methodologies for the retained SLOs based on the evaluation outcomes.</li> <li>Document the rationale behind each revision and the anticipated impact on student learning and program improvement.</li> <li>Ensure alignment of assessment methods with the program's objectives and accreditation standards.</li> </ul> </li> <li>5. <b>Implementation Planning (End of Fall):</b> <ul style="list-style-type: none"> <li>Develop a plan for implementing the revised assessment methodologies in the upcoming academic terms.</li> <li>Outline resources, training needs, and support mechanisms required for successful implementation.</li> <li>Communicate the planned changes to relevant stakeholders, including faculty members and students.</li> </ul> </li> <li>6. <b>Continuous Monitoring and Feedback (Ongoing):</b> <ul style="list-style-type: none"> <li>Monitor the implementation of the revised assessment methodologies throughout the academic year.</li> <li>Collect feedback from faculty members, students, and other stakeholders regarding the effectiveness and appropriateness of the changes.</li> <li>Make adjustments as needed to optimize the assessment process and ensure its alignment with the evolving needs of the field.</li> </ul> </li> </ol> <p style="margin-top: 20px;"> <b>Outcome Anticipation:</b> It is anticipated that the faculty will be revisiting our SLOs in the Fall to evaluate the methodology of assessment for each SLO if it is retained. It is expected that the program will evolve to keep up with the field, and our changes will reflect that, ensuring that our students receive a relevant and high-quality education that prepares them for success in the dynamic landscape of the field.         </p> <p style="margin-top: 20px;"> <b>Conclusion:</b> Through this assessment cycle plan, the faculty aims to foster a culture of continuous improvement and innovation, ensuring that our program remains responsive to the changing demands and opportunities within the field. By revisiting and refining our SLOs and assessment methodologies, we are committed to providing our students with the best possible educational experience and preparing them for future professional success.         </p>			

Program Student Learning Outcome 1				
Program Student Learning Outcome	Interpret and apply advanced knowledge of the physiological influence of physical activity/exercise on health & fitness, sport performance, and/or clinical practice.			
Measurement Instrument 1	A comprehensive exam in Advanced Exercise Testing & Prescription (KIN 522) evaluates core knowledge and performance domains for KIN students to be prepared for the American College of Sports Medicine (ACSM) Certified Clinical Exercise Physiologist (ACSM – CEP) certification exam.			
Criteria for Student Success	Students will score $\geq 80\%$ on the comprehensive exam.			
Program Success Target for this Measurement	Our target is for $\geq 80\%$ of our students to attain the above criterion of a score of $\geq 80\%$ on the comprehensive exam.	Percent of Program Achieving Target	Spring 2023 -1 out of 6 (16.6%) achieved an $> 80\%$ or greater on the comprehensive exam. Fall 2023 – 4 out of 12 (33.3%) achieved $> 80\%$ or greater on the Comprehensive Exam.	
Methods	Student enrollment for Spring 2023, N = 6    Fall 2023, N = 12  The multiple-choice comprehensive exam content addresses core clinical content such as EKG interpretation, Graded Exercise Testing (GXT), and prescribing exercise for clinical populations (Myocardial Infarction, Heart Failure, Stroke, & Peripheral Vascular disease).			
Based on your results, highlight whether the program met the goal Student Learning Outcome 1.			<input type="checkbox"/> Met	<input checked="" type="checkbox"/> Not Met
Results, Conclusion, and Plans for Next Assessment Cycle (Describe what worked, what didn't, and plan going forward)				
<p><b>Results:</b> The Kinesiology students demonstrated comprehension of course content based on the outcome of the comprehensive exam for the course. The expectations are set for the graduate level course and the students worked diligently to meet or exceed the course expectations. The graduate students attended each class for lecture and were alert and prepared to learn. As the course progressed, students participated in lecture and course discussions and demonstrated learning as the semester progressed. Students were encouraged to study daily and throughout each week of the course to keep up with the course content. It was evident that the students were completing the necessary out of class preparation by reviewing their notes and reading the assigned reading in the textbook and coming to each class prepare. When necessary, there were individual meetings scheduled to further elucidate course material and ensure comprehension. The comprehensive exam provides students the opportunity to recall and apply the entire knowledgebase /content covered throughout the entire course and to better be prepared for the format of the American College of Sports Medicine Clinical Exercise Physiologist (ACSM – CEP) certification or other nationally recognized certification or Licensure exam. In the faculty's experience teaching this course for 16 years at WKU, the results of the comprehensive exam do not represent the typical exam performance for the KIN students. Based on the results of the Comprehensive exam Spring 2023 and Fall 2023, the course will continue to be evaluated to ensure students can be challenged and be encouraged to have the motivation and work ethic to prepare for the rigor of the course. The final exam did not result in an optimal outcome of 80% or greater, however the final grades for the course resulted in 3 A's, 2 B's and 1 C for the Spring 2023 semester. For the Fall 2023 semester, the final grades were 5 A's, 6 B's 1 C.</p>				
<p><b>Conclusions:</b> The KIN 522 course is a lecture based course and works well for providing the core clinical knowledge and performance domains that ensure graduate students are prepared for the American College of Sports Medicine Clinical Exercise Physiologist (ACSM – CEP) certification exam and/or to work with clinical populations in other professional careers such as Physical Therapy, Occupational Therapy, Health-Fitness facilities or other professional clinical settings. Students learn clinical knowledge, skills, and abilities throughout the semester long course and subsequently apply the course content in their clinical internship hours and/or when beginning their chosen career. It was the first time utilizing the new textbook for the course. It is a lot of course material covered each week, and the students were encouraged to spend a great deal of time reviewing</p>				

outside of class. Regarding the textbook, the faculty plan to not use the ACSM Clinical Exercise Physiology textbook for this course again. Based on the faculty's experience and student feedback, the KIN faculty will determine the best textbook for the course based on how the course develops with the KIN program.

**Plans for next assessment cycle:** The goal for the next assessment cycle will be to work as graduate KIN faculty to determine how the KIN 522 course aligns with the overall KIN MS curriculum and the needs of the students as well as their educational and professional aspirations. Based on KIN graduate coordinator and faculty input, the course will further develop to perpetuate the success in the overall KIN program. I believe the clinical nature of the course is of benefit to many graduate students, however the content and the depth of certain clinical topics can be evaluated and changes to the course can be implemented in subsequent semesters. The course offered alone in the curriculum is not sufficient to prepare graduate students for the ACSM- Clinical Exercise Physiologist Certification, as represented by their scores on the comprehensive final.

Program Student Learning Outcome 2				
<b>Program Student Learning Outcome</b>	<b>Develop and demonstrate the skills needed to recognize, evaluate and prescribe solutions from an integrated and holistic approach regarding human movement, wellness, and performance</b>			
<b>Measurement Instrument 1</b>	A formal research paper based on a self-selected topic that coincided with a teaching presentation			
<b>Criteria for Student Success</b>	Students will score $\geq 80\%$ on the paper.			
<b>Program Success Target for this Measurement</b>	Our target is for $\geq 80\%$ of our students to attain the above criterion of a score of $\geq 80\%$ on the paper.	<b>Percent of Program Achieving Target</b>	100% (7/7)	
<b>Methods</b>	Student enrollment for the Spring 2024, N = 7.  <b>Direct:</b> Students are to complete a research presentation and accompanying paper.			
<b>Measurement Instrument 2</b>	Students will complete an article assignment during the semester on topics germane to the course, designed to foster analytical and critical-thinking skills and to enhance students' ability to apply course knowledge into practical settings.			
<b>Criteria for Student Success</b>	Students will score $\geq 80\%$ on each of the assignments.			
<b>Program Success Target for this Measurement</b>	Our target is for $\geq 90\%$ of our students to attain the above criterion of a score of $\geq 80\%$ on each of the assignments.	<b>Percent of Program Achieving Target</b>	57% (4/7)	
<b>Methods</b>	Student enrollment for the Spring 2024, N = 7  <b>Direct:</b> Students completed a short article presentation assignment that required students to take information previously learned in the course and expand upon it using literature they found during personal exploration.			
<b>Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 2.</b>			<input checked="" type="checkbox"/> <b>Met</b>	<input type="checkbox"/> <b>Not Met</b>
<b>Results, Conclusion, and Plans for Next Assessment Cycle (Describe what worked, what didn't, and plan going forward)</b>				
<b>Results:</b> The students met the expectation for instrument #1. Students underperformed on instrument #2, the first presentation of the semester. On average, students earned 79%, which was very close to the 80% threshold we were hoping to achieve. For instrument #1, 100% of students earned an 80% or higher on the paper. For instrument #1, we did implement a new rubric using Blackboard Ultra and it was potentially weighted too heavily in some areas to reflect student performance with acuity. Alternatively, the students may not have received optimal instructions to maximize their performance.				

**Conclusions:** The integration of research methods alongside the course content was effective in aiding students' performance on instrument #1. It became evident that some students possessed prior experience with presenting for instrument #2, while others did not. This skill is typically refined during the seminar course or thesis preparation. We will assess whether the seminar course should be concurrent or a prerequisite for this course to better equip students for presenting their article content.

**Plans for Next Assessment Cycle:** We are happy with performance on instrument #1. The students take this course concurrently with the research methods course, so they receive the training on writing they need in the concurrent course that is then applied in the assessed course. The plan for instrument #2 is to provide video examples so students can shape their presentations toward the expectation, thus improving their performance. Additionally, the instructions will be modified to enhance clarity, and the rubric will be reevaluated to ensure it accurately reflects student performance.

Program Student Learning Outcome 3				
Program Student Learning Outcome	Develop capacity as practioners and researchers who use evidence-based practices to implement, assess, and revise consumer-based exercise prescriptions and community health inititatives based on scientific advancements.			
Measurement Instrument 1	Students will be assessed through evaluation of a final research proposal, including an introduction, review of literature, detailed methodology, results, and discussion to be prepared and submitted in written form.			
Criteria for Student Success	Students will score ≥80% on the research proposal.			
Program Success Target for this Measurement	Our target is for ≥80% of our students to attain the above criterion of a score of >= 80% on the research proposal submission.	Percent of Program Achieving Target	4/6, 66.7%	
Methods	Student enrollment for the Spring 2024, N=6.  Students are instructed on all aspects of conducting research with human subjects and how to construct a research proposal from inception of idea to developing methodology. The course covers how to complete the CITI training, obtaining CPR/First Aid/AED training, obtaining bloodborne pathogen training, biosafety levels for diverse types of laboratories, how to identify a research topic/question, write an abstract, introduction, literature review, and construct/write a methodology. In turn, they take all this information and apply it by identifying a research topic, formulating a question, and writing up a research proposal including all sections.			
Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 3.			<input type="checkbox"/> Met	<input checked="" type="checkbox"/> Not Met
Results, Conclusion, and Plans for Next Assessment Cycle (Describe what worked, what didn't, and plan going forward)				
<u>Results:</u> Results demonstrate our graduate students are not successful at completing the assessments with the desired/expected scores as only 66.7% achieved this goal. All students looking to complete a thesis who showed interest in the course received outstanding marks on their presentations and papers with an average score of 91.2%.				
<u>Conclusions:</u> As with most classes, the students who actively engaged in the course throughout the semester were successful. Those who had an interest in research and a specific goal in mind were able to work hard to achieve that goal which reflected in outstanding scores in the final project. Students were given the autonomy to select and explore research topics that were of interest to them which only works if you have an interest in research in the first place. Despite my best efforts I feel that certain students came into the course (and program) without much of an interest in research or exercise science. In the future, instructors may consider adopting a more hands-on approach to support students who find it challenging to be self-guided learners.				

**Plans for Next Assessment Cycle:**

Moving forward, I believe this normal course project needs to be reassessed based upon the wants of the students. If students have no interest in research, we believe there are other artifacts out there that could be used to more accurately gauge their level of understanding that are not so motivation and interest dependent. Perhaps the project could still be included but take up a smaller role in the course overall or be one of a few assessments offering for students interested in continuing with a thesis after the course is completed.

Program Student Learning Outcome 4			
<b>Program Student Learning Outcome</b>	<b>Evaluate the quality of research article, summarize the findings, and formulate an opinion on overall findings/message of research</b>		
<b>Measurement Instrument 1</b>	Student enrollment N = 7 (Spring 2024).  Students integrate a seminal research article into a visual presentation of the physiology in the form of a research poster, infographic, or social media post for wider dissemination.		
<b>Criteria for Student Success</b>	Earn 80% or greater on the assignment		
<b>Program Success Target for this Measurement</b>	90% of students will earn $\geq$ 80% on the assignment	<b>Percent of Program Achieving Target</b>	100%
<b>Methods</b>	We have created a new assignment to assess this newly implemented SLO. Specific to evaluation of a quality research article, instructions to students "Seminal Research: Groups will select at least one seminal research study in exercise physiology to implement into the final project product." Students were to gather information from a seminal research paper and summarize the findings (along with current knowledge on the topic) in a visual form.		
<b>Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 4.</b>		<input checked="" type="checkbox"/> <b>Met</b>	<input type="checkbox"/> <b>Not Met</b>
<b>Results, Conclusion, and Plans for Next Assessment Cycle (Describe what worked, what didn't, and plan going forward)</b>			
<p><b>Results:</b> The assurance of learning process assessed students' ability to integrate foundational research into current literature findings, evaluate scientific opinions, and develop opinions and visualizations of physiological findings. Students demonstrated strong skills in these areas, effectively integrating seminal research into contemporary discourse, critically evaluating scientific opinions, and creating clear visualizations of physiological concepts. Overall, the results indicate successful achievement of the newly integrated Student Learning Outcome (SLO).</p> <p><b>Conclusions:</b> Based on the 2022-2023 ASL report, we as a program reviewed the outcomes and decided to add SLO 4. We believe that conducting this project at the end of the semester was beneficial for students as it pushed them to synthesize their understanding of various organ systems with both seminal and contemporary research. However, the method of submitting the project via Blackboard was somewhat cumbersome. Additionally, due to it being the first time the assignment was delivered, there were numerous student questions and requests for clarification.</p> <p><b>Plans for Next Assessment Cycle:</b> We aim to enhance the assignment instructions to ensure greater consistency across groups. Additionally, we will implement a peer evaluation process for students to assess their team members' contributions, addressing any instances of unequal effort. Furthermore, we will consider re-evaluating the rubric to ensure it aligns effectively with the assignment's objectives.</p>			

## CURRICULUM MAP TEMPLATE

<b>Program name:</b>	Kinesiology
<b>Department:</b>	School of Kinesiology, Recreation, and Sport
<b>College:</b>	Health and Human Services
<b>Contact person:</b>	Whitley Stone
<b>Email:</b>	<a href="mailto:whitley.stone@wku.edu">whitley.stone@wku.edu</a>

### KEY:

I = Introduced

R = Reinforced/Developed

M = Mastered

A = Assessed

			Learning Outcomes			
			LO1:	LO2:	LO3:	LO4:
			Interpret and apply advanced knowledge of the physiological influence of physical activity/exercise on health & fitness, sport performance, and/or clinical practice.	Develop and demonstrate the skills needed to recognize, evaluate and prescribe solutions from an integrated and holistic approach regarding human movement, wellness, and performance	Develop capacity as practioners and researchers who use evidence-based practices to implement, assess, and revise consumer-based exercise prescriptions and community health initiatives based on scientific advancements.	Evaluate the quality of research article, summarize the findings, and formulate an opinion on overall findings/message of research
Course Subject	Number	Course Title				
KIN	501	Research Methods			A	M/A
KIN	503	Advanced Motor Learning and Control		I/R		R
KIN	504	Advanced Exercise Physiology	I/R	A		
KIN	512	Advanced Strength and Conditioning	I/R	I/R	I/R	
KIN	518	Advanced Statistics in Kinesiology			R	R
KIN	522	Advanced Exercise Testing and Prescription	M/A			
KIN	514	Laboratory Methods	R	M	R	
KIN	523	Seminar in Exercise Physiology				I
KIN	524	Applied Biomechanics		I/R	I/R	
KIN	596	Internship in Exercise Physiology	M	M	M	
KIN	599	Thesis Research		M		M

**\*Note 1: If you have a program with multiple tracks, create a curriculum map for each track in a different sheet/tab, and specify the name of the track in addition to the name of the program.**

**\*Note 2: Your program may have a component or milestone that is important for your learning outcomes, but that you don't associate with a course number. Examples might include independent/mentored research, qualifying exams, a prospectus, defense, clinical rotations, etc. Alternately, your program may have several components or milestones that fall under one course number that you would like to differentiate in the curriculum map. Feel free to add those details to the curriculum map in order to represent those learning opportunities (Please omit optional extracurricular activities.)**

<b>Rubric for this Deep Dive</b>		
<b>Writing</b>		
<b>Max: 10 points</b>		
4 Exemplary	<p>Writing Quality: The paper is exceptionally well written, free of grammatical errors and spelling mistakes, with consistent formatting that enhances clarity and readability. Reverse Pyramid Approach: The paper masterfully employs a reverse pyramid approach, seamlessly guiding readers from broad introductory concepts to nuanced details, maximizing comprehension and engagement. Length Adequacy: The paper is not only comprehensive but also thorough in its coverage of the topic area, offering extensive analysis and insight that thoroughly explores all relevant aspects.</p>	
3 Accomplished	<p>Writing Quality: The paper is well written with few grammatical errors and spelling mistakes, and the formatting is mostly consistent, allowing for clear communication of ideas. Reverse Pyramid Approach: The paper effectively utilizes a reverse pyramid approach, starting with general concepts and gradually delving into specifics, facilitating reader understanding. Length Adequacy: The paper adequately covers the topic area, providing a comprehensive review with sufficient detail and analysis to support its arguments.</p>	
2 Developing	<p>Writing Quality: The paper has some grammatical errors and spelling mistakes, and the formatting is somewhat inconsistent, but the ideas are generally clear. Reverse Pyramid Approach: The paper attempts to use a reverse pyramid approach but does so inconsistently or without clear direction, affecting the overall coherence of the paper. Length Adequacy: The paper covers some aspects of the topic area adequately but lacks depth in certain areas, leaving readers wanting more information for a comprehensive understanding.</p>	
1 Beginning	<p>Writing Quality: The paper contains numerous grammatical errors, frequent spelling mistakes, and inconsistent formatting, which significantly hinder comprehension of ideas. Reverse Pyramid Approach: The paper lacks a clear progression from general to specific ideas, making it difficult for readers to follow the logical flow of information. Length Adequacy: The paper is too brief to adequately cover the topic area, leaving out crucial details and failing to provide a comprehensive review.</p>	



<b>Background information</b>		
Max: 10 points		
4 Exemplary	<p>Cause and Progression of the Condition: The paper provides a comprehensive and insightful analysis of the condition, delving deeply into its etiology, pathophysiology, and the intricate mechanisms underlying its progression. It offers a nuanced understanding of the multifactorial nature of the condition, exploring both genetic and environmental influences with clarity and depth.</p> <p>Alterations in Normal Function: The paper demonstrates an exceptional grasp of the alterations in normal physiological function associated with the condition. It thoroughly examines the biochemical, anatomical, and functional changes that occur, offering sophisticated insights into their impact on various organ systems and bodily functions.</p> <p>Affected Population and Prevalence: The paper presents a thorough examination of the demographics of those affected by the condition, including age, gender, and other relevant factors. It provides meticulously researched data on prevalence rates, drawing from a variety of reputable sources to offer a comprehensive understanding of the condition's epidemiology.</p> <p>Specific Characteristics Shared by Affected Individuals: The paper meticulously identifies and discusses the specific characteristics shared by individuals with the condition, including clinical manifestations, diagnostic criteria, and common comorbidities. It offers detailed insights into the phenotypic variability and spectrum of presentations observed within the affected population.</p>	

3 Accomplished	<p>Cause and Progression of the Condition: The paper provides a solid analysis of the condition, outlining its primary causes and general progression. It offers a clear understanding of the key factors contributing to the development and evolution of the condition, though some aspects may lack depth or sophistication. Alterations in Normal Function: The paper demonstrates a good understanding of the alterations in normal physiological function associated with the condition. It discusses the major changes that occur in the body as a result of the condition, though the analysis may lack the depth or complexity found in more advanced discussions. Affected Population and Prevalence: The paper provides adequate information about the affected population, including basic demographics and prevalence rates. While it may lack some depth or breadth in its exploration of epidemiological data, it offers a reasonable overview of the condition's impact on various populations. Specific Characteristics Shared by Affected Individuals: The paper identifies and discusses the specific characteristics shared by individuals with the condition, including common symptoms and clinical features. While the discussion may lack some detail or precision, it provides a satisfactory overview of the condition's clinical presentation.</p>	
2 Developing	<p>Cause and Progression of the Condition: The paper attempts to discuss the cause and progression of the condition but lacks depth or clarity. It may provide a basic overview of some factors contributing to the condition's development but fails to offer a comprehensive or nuanced analysis. Alterations in Normal Function: The paper demonstrates a limited understanding of the alterations in normal physiological function associated with the condition. It may discuss some changes observed in affected individuals but lacks a thorough exploration of the underlying mechanisms or their implications. Affected Population and Prevalence: The paper provides limited information about the affected population, offering only basic demographic data and prevalence estimates. It may lack sufficient detail or context to fully understand the condition's impact on different demographic groups. Specific Characteristics Shared by Affected Individuals: The paper identifies some characteristics shared by individuals with the condition but may lack precision or specificity. It offers a basic overview of common symptoms or clinical features but fails to provide a detailed or comprehensive analysis.</p>	

1 Beginning	<p><b>Cause and Progression of the Condition:</b> The paper fails to adequately address the cause and progression of the condition, providing minimal or inaccurate information. It may offer vague or unsubstantiated explanations for the condition's development, lacking a clear understanding of relevant factors. <b>Alterations in Normal Function:</b> The paper demonstrates a fundamental misunderstanding of the alterations in normal physiological function associated with the condition. It may present erroneous or incomplete information about the changes observed in affected individuals, failing to grasp their significance. <b>Affected Population and Prevalence:</b> The paper provides little to no information about the affected population, offering no meaningful insights into demographics or prevalence rates. It may lack any discussion of the condition's impact on different demographic groups. <b>Specific Characteristics Shared by Affected Individuals:</b> The paper fails to identify or discuss the specific characteristics shared by individuals with the condition. It may offer vague or inaccurate descriptions of common symptoms or clinical features, lacking a coherent understanding of the condition's clinical presentation</p>	
<b>Physiology</b>		
Max: 10 points		
4 Exemplary		
4 Exemplary	<p><b>Alterations at Rest and During Exercise:</b> The literature review offers an exceptionally comprehensive analysis of alterations observed both at rest and during exercise in relation to the studied condition. It meticulously examines a wide range of physiological parameters, providing detailed insights into how these parameters vary under different conditions. <b>Physiological Mechanisms Underlying Responses:</b> The paper demonstrates an exceptional understanding of the physiological mechanisms underlying the responses observed at rest and during exercise. It synthesizes findings from various studies to offer a sophisticated analysis of the intricate pathways and regulatory processes involved. <b>Impact on Performance:</b> The review provides an outstanding evaluation of the impact of the studied alterations on performance, considering factors such as strength, endurance, power, and skill execution. It offers nuanced insights into how specific physiological changes influence athletic performance across different modalities and skill sets. <b>Impact on Function:</b> The paper offers an exceptional assessment of the impact of altered physiological responses on overall functional capacity and daily activities. It explores how changes in resting and exercise physiology affect activities of daily living, occupational performance, and quality of life, providing valuable implications for clinical practice and rehabilitation strategies.</p>	

3 Accomplished	<p>Alterations at Rest and During Exercise: The literature review provides a solid analysis of alterations observed at rest and during exercise, encompassing a range of relevant physiological parameters. It offers a comprehensive overview of how these parameters are affected by the studied condition, though some aspects may lack depth or specificity.</p> <p>Physiological Mechanisms Underlying Responses: The paper demonstrates a good understanding of the physiological mechanisms underlying the observed responses, drawing from a variety of studies to elucidate key pathways and processes. It offers a coherent synthesis of existing knowledge, though the analysis may lack the complexity found in more advanced discussions.</p> <p>Impact on Performance: The review offers a proficient evaluation of the impact of altered physiological responses on performance, considering various aspects of athletic and functional ability. It provides valuable insights into how changes in resting and exercise physiology may influence performance outcomes, though some areas may be addressed less thoroughly than others.</p> <p>Impact on Function: The paper provides a satisfactory assessment of the impact of altered physiological responses on function, considering implications for daily activities and functional capacity. It offers useful insights into how changes in physiology may affect individuals' ability to perform tasks and engage in physical activity, though the discussion may lack some depth or breadth.</p>	
2 Developing	<p>Alterations at Rest and During Exercise: The literature review attempts to discuss alterations observed at rest and during exercise but may lack coherence or organization. It provides some basic information about physiological changes associated with the condition but fails to offer a comprehensive or nuanced analysis.</p> <p>Physiological Mechanisms Underlying Responses: The paper demonstrates a limited understanding of the physiological mechanisms underlying the observed responses. It may discuss some basic pathways or processes involved but lacks a thorough exploration of the underlying mechanisms or their interrelationships.</p> <p>Impact on Performance: The review offers a basic evaluation of the impact of altered physiological responses on performance, focusing on general trends or observations. It may lack specificity in its analysis of performance outcomes or fail to consider the full range of factors that can influence athletic or functional ability.</p> <p>Impact on Function: The paper provides a limited assessment of the impact of altered physiological responses on function, offering only superficial insights into potential implications for daily activities or functional capacity. It may lack detail or specificity in its discussion of how changes in physiology affect individuals' ability to perform tasks or engage in physical activity.</p>	

1 Beginning	<p>Alterations at Rest and During Exercise: The literature review fails to adequately address alterations observed at rest and during exercise, providing minimal or inaccurate information. It may offer vague or unsubstantiated explanations for the observed changes, lacking a clear understanding of relevant physiological parameters. Physiological Mechanisms Underlying Responses: The paper demonstrates a fundamental misunderstanding of the physiological mechanisms underlying the observed responses. It may present erroneous or oversimplified explanations for physiological changes, failing to grasp the complexity of underlying processes. Impact on Performance: The review offers little to no evaluation of the impact of altered physiological responses on performance, providing no meaningful insights into how changes in physiology may influence athletic or functional ability. It may lack any discussion of performance outcomes or fail to connect physiological changes to relevant performance measures. Impact on Function: The paper fails to assess the impact of altered physiological responses on function, offering no insights into potential implications for daily activities or functional capacity. It may lack any discussion of how changes in physiology affect individuals' ability to perform tasks or engage in physical activity.</p>	
<b>Practical Applications</b>		
Max: 10 points		
4 Exemplary	<p>Review of Applications Derived from Information: The paper provides an outstanding analysis of the potential applications derived from the reviewed literature. It goes beyond summarizing findings to offer insightful and innovative ideas for practical implementation or further research. The discussion demonstrates a profound understanding of the implications of the literature for real-world contexts, offering creative and well-supported suggestions for future directions or interventions. Alterations from Normal Procedures/Performance: The paper presents an exceptional examination of alterations from normal procedures or performance based on the literature review. It identifies and analyzes deviations from standard practices with depth and clarity, offering nuanced insights into the reasons behind these alterations and their potential impact. The discussion is well-supported by evidence from the literature, and the implications for practice are thoroughly explored. Special Precautions: The paper demonstrates an exceptional understanding of the special precautions warranted by the literature findings. It identifies and discusses potential risks or limitations associated with the reviewed research with precision and foresight, offering practical recommendations for mitigating these concerns. The discussion is comprehensive and well-supported, addressing both known precautions and potential areas for further investigation.</p>	

3 Accomplished	<p>Review of Applications Derived from Information: The paper provides a solid analysis of the applications that can be derived from the reviewed literature. It discusses potential practical implications or research directions in a clear and coherent manner, though the depth of analysis or originality of ideas may be somewhat limited. The discussion offers reasonable insights into the practical relevance of the literature findings, supported by relevant examples or evidence. Alterations from Normal Procedures/Performance: The paper presents a satisfactory examination of alterations from normal procedures or performance based on the literature review. It identifies and discusses deviations from standard practices with adequate depth and clarity, though some aspects of the analysis may lack nuance or detail. The discussion offers reasonable insights into the reasons for these alterations and their potential implications for practice. Special Precautions: The paper demonstrates a proficient understanding of the special precautions warranted by the literature findings. It identifies potential risks or limitations associated with the reviewed research and offers practical recommendations for addressing these concerns, though the discussion may lack some depth or thoroughness. The recommendations are reasonable and supported by evidence from the literature.</p>	
2 Developing	<p>Review of Applications Derived from Information: The paper attempts to discuss potential applications derived from the reviewed literature but may lack clarity or depth in its analysis. It provides some basic insights into the practical relevance of the literature findings, though the discussion may be somewhat superficial or lacking in originality. Examples or evidence to support the analysis may be limited. Alterations from Normal Procedures/Performance: The paper presents a basic examination of alterations from normal procedures or performance based on the literature review. It identifies some deviations from standard practices but may lack clarity or precision in its analysis. The discussion offers limited insights into the reasons for these alterations and their implications for practice. Special Precautions: The paper demonstrates a basic understanding of the special precautions warranted by the literature findings. It identifies some potential risks or limitations associated with the reviewed research and offers general recommendations for addressing these concerns, though the discussion may lack specificity or detail. The recommendations may be somewhat generic and unsupported by robust evidence.</p>	

1 Beginning	<p>Review of Applications Derived from Information: The paper fails to adequately discuss potential applications derived from the reviewed literature. It may offer vague or superficial insights into the practical relevance of the literature findings, lacking a clear analysis or synthesis of ideas. Examples or evidence to support the discussion may be absent or insufficient. Alterations from Normal Procedures/Performance: The paper provides little to no examination of alterations from normal procedures or performance based on the literature review. It may fail to identify deviations from standard practices or offer any meaningful analysis of their implications. The discussion may be unclear or entirely absent. Special Precautions: The paper demonstrates a lack of understanding of the special precautions warranted by the literature findings. It fails to identify potential risks or limitations associated with the reviewed research or offer any recommendations for addressing these concerns. The discussion may be entirely absent or superficial.</p>	
<b>Requirements</b>	<b>Details</b>	<b>Max: 50 points</b>
<b>Word Count &amp; Depth:</b> Did this Deep Dive meet word count range requirement?	4,000 - 8,000 Words	Max: 10 points
<b>Research Quality:</b> Did this Deep Dive use thorough and appropriate research?	10 Sources	Max: 10 points
<b>Formatting:</b> Did this Deep Dive use appropriate formatting?	APA Style	Max: 10 points
<b>Grammar &amp; Mechanics:</b> Did this Deep Dive use effective grammar with minimal errors?		Max: 10 points
<b>Flow &amp; Structure:</b> Did this Deep Dive flow logically and use expected structural elements?		Max: 10 points
		<b>Total Assignment Value</b>
		<b>90 Points</b>

## KIN 504 Article Presentation

Each student pair will be assigned an article to present that relates to the content being covered at the time of presentation.

### Presentation Expectations

- Give a background on the physiology necessary to understand the article
- Introduce the purpose of the article
- Give the main findings of the authors (data, figures, tables)
- Present how the article relates to the greater course discussion

### Course Project Rubric: Presentation

pts	Criterion	Not Met (0%)	Partially Met, with Errors or Insufficiency (0.5%)	Meets Expectation (Full %)
15	<b>Teaching style:</b> interaction with students, appropriate eye contact, not reading directly from slides, adequately answering student questions, providing ample time for note taking, providing articles and questions to students one week prior.			
15	<b>Knowledge:</b> demonstration of thorough knowledge of the subject matter and familiarity with the research literature.			
20	<b>Research:</b> incorporation of research citations and literature into presentation, appropriate discussion of article tables/figures, incorporation of assigned articles and reading questions into presentation.			
20	<b>Physiology:</b> appropriate discussion of physiological mechanisms underlying responses, discussion of both resting and exercise variables/responses, documentation of alterations in physiological response			
20	<b>Practical Applications:</b> review of applications that can be derived from the information, alterations from normal procedures/performance, special precautions			
5	<b>Time Frame</b> (45-60 min). Start time: End time:			



Component	Fully met (3)	Met (2)	Partially Met (1)	Not met (0)
<b>Proposal overview</b>	Effectively and insightfully develops a set of testable, supportable, and impactful study hypotheses.	Develops a set of testable and supportable hypotheses.	Develops hypotheses.	Hypotheses are not testable or justifiable.
<b>Justification for hypotheses</b>	The introduction section provides a cogent overview of conceptual and theoretical issues related to the study hypotheses. Demonstrates outstanding critical thinking.	The introduction section provides a logical overview of conceptual and theoretical issues related to the study hypotheses. Demonstrates competent critical thinking.	The proposal provides weak support for study hypotheses. Provides some evidence of sound critical thinking.	Very little support for the conceptual and theoretical relevant to the study hypotheses was provided. Provides little evidence of sound critical thinking.
<b>Supporting evidence</b>	Provides clearly appropriate evidence to support position	Provides adequate evidence to support position	Provides inappropriate or insufficient evidence to support position	Provides little or no evidence to support position
<b>Review of relevant research</b>	Sophisticated integration, synthesis, and critique of literature from related fields. Places work within larger context.	Provides a meaningful summary of the literature. Shows understanding of relevant literature	Fails to cite important or relevant scholarship. Misinterprets research findings.	Provides little or no relevant scholarship.
<b>Maintains purpose/focus</b>	The proposal is well organized and has a tight and cohesive focus that is integrated throughout the document	The proposal has an organizational structure, and the focus is clear throughout.	The proposal is somewhat focused or has minor drifts in the focus.	The document lacks focus or contains major drifts in focus
<b>Methodology</b> <b>-Sample</b> <b>-Procedures</b> <b>-Measures</b>	Identifies appropriate methodologies and research techniques (e.g., justifies the sample, procedures, and measures). Provides appropriate justification for controls. Project is feasible.	Identifies appropriate methodologies and research techniques but some details are missing or vague.	Identifies appropriate methodologies and research techniques but many details are missing or vague. The methodology is largely incomplete.	The methodologies described are either not suited or poorly suited to test hypotheses. The methodology is underdeveloped and/or is not feasible.
<b>Grammar, clarity, and organization</b>	The PowerPoint is well put together and ideas are well developed and explained. There is correct use of grammar. Bullet points are general ideas and not paragraphs. Visuals are used well.	The PowerPoint is well put together and ideas are well developed and explained. There is incorrect use of grammar. Bullet points have too much writing. Not many visuals.	The PowerPoint is somewhat disorganized, and ideas not explained thoroughly. There is incorrect use of grammar. Bullet points have too much writing. Not many visuals.	The PowerPoint is disorganized, and ideas not explained. There is incorrect use of grammar. Bullet points have too much writing. No visuals.
<b>References and citations</b>	Properly and explicitly cited. Reference list matches citations	Properly cited. May have a few instances in which proper citations are missing.	The manuscript has several instances of improper use of citations. Several statements without appropriate citing.	The manuscript lacks proper citations or includes no citations.

<b>Presentation Skills</b>	The presenter speaks clearly, smoothly, confidently. It is apparent that the presenter understands his/her research project and is comfortable presenting material.	The presenter speaks clearly and confidently. The presenter appears to understand his/her research project for the most part and is comfortable presenting material.	The presenter speaks somewhat clearly. It is not clear if the presenter understands his/her research project.	Cannot understand the presenter. Does not appear to understand research project. Presenter does not seem comfortable presenting material.
----------------------------	---	--	---	---

Criteria	Exceptional (5)	Satisfactory (3)	Needs Improvement (1)
Form Groups	Students form groups promptly and efficiently, demonstrating excellent collaboration skills.	Students form groups of two within the designated time frame.	Students struggle to form groups, resulting in delays.
Physiological System Selection	Both physiological systems are chosen strategically, demonstrating a deep understanding of the subject matter and potential interrelationships.	Both physiological systems are selected, but one may lack depth or relevance.	One or both physiological systems are chosen without consideration for relevance or interrelationships.
Peer Topic	The peer-presented topic is seamlessly integrated into the project, enhancing the overall depth and complexity of the analysis.	The peer-presented topic is incorporated adequately but may not fully enhance the project's scope.	The integration of the peer-presented topic is minimal or superficial, adding little value to the project.
Seminal Research	At least one high-quality seminal research study is selected and critically evaluated with insightful analysis and integration into the project.	A seminal research study is selected and evaluated, but the analysis may lack depth or critical insight.	The selection and evaluation of the seminal research study are superficial or incomplete.
Task	<ul style="list-style-type: none"> <li>- Detailed interrelationships between chosen physiological systems are clearly presented, supported by comprehensive research and analysis.</li> <li>- Critical evaluation of the selected seminal research study is thorough, with well-supported arguments and implications for practice.</li> <li>- Integration of the peer-presented topic demonstrates deep understanding and synthesis of information.</li> </ul>	<ul style="list-style-type: none"> <li>- Interrelationships between chosen physiological systems are presented but may lack depth or clarity.</li> <li>- Critical evaluation of the selected seminal research study is provided but may lack thoroughness or insight.</li> <li>- Integration of the peer-presented topic is evident but may not fully demonstrate synthesis of information.</li> </ul>	<ul style="list-style-type: none"> <li>- Interrelationships between chosen physiological systems are unclear or incomplete.</li> <li>- Critical evaluation of the selected seminal research study is lacking or incorrect.</li> <li>- Integration of the peer-presented topic is minimal or absent.</li> </ul>
Roles	<ul style="list-style-type: none"> <li>- Partner 1 effectively gathers information on the first physiological system and the selected seminal research, creating a highly informative infographic.</li> <li>- Partner 2 thoroughly researches the second physiological system and the peer-presented topic, creating a well-designed poster.</li> </ul>	<ul style="list-style-type: none"> <li>- Partner 1 gathers information on the first physiological system and the selected seminal research, creating an informative infographic.</li> <li>- Partner 2 researches the second physiological system and the peer-presented topic, creating a satisfactory poster.</li> </ul>	<ul style="list-style-type: none"> <li>- One partner fails to gather adequate information, resulting in incomplete or inaccurate content in the infographic or poster.</li> </ul>
Collaboration	Both partners demonstrate excellent communication and collaboration, effectively combining their research into cohesive final products. Content gathered by each partner is well-reflected in both the infographic and poster.	Partners communicate adequately and combine their research into cohesive final products with some minor inconsistencies. Content gathered by each partner is reflected in both the infographic and poster.	Partners struggle to communicate effectively or combine their research, resulting in disjointed final products. Content gathered by each partner may not be reflected accurately in the infographic or poster.
Presentation	<ul style="list-style-type: none"> <li>- Presents work to the class with clarity and professionalism, effectively explaining the interrelationships of physiological systems, critical evaluation of research study, and integration of peer topic.</li> <li>- Both partners contribute significantly to the screen recording presentation.</li> </ul>	<ul style="list-style-type: none"> <li>- Presents work to the class adequately, explaining interrelationships of physiological systems, critical evaluation of research study, and integration of peer topic with minor lapses in clarity or organization.</li> <li>- Both partners contribute to the screen recording presentation.</li> </ul>	<ul style="list-style-type: none"> <li>- Presentation lacks clarity or professionalism, making it difficult to understand the interrelationships of physiological systems, critical evaluation of research study, or integration of peer topic.</li> <li>- Contribution of both partners to the screen recording presentation is minimal or ineffective.</li> </ul>