

Fall 2015

## EDHP 2170

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*University of New Orleans*

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**EDHP 2170  
Fall 2015**

**Measurement and Evaluation in Human Performance  
And Health Promotion**

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**Office Hours:** Tuesdays 11:00-12:00 pm; Wednesday 10:00-12:00 pm; 1:00-2:00 pm  
and Thursday- 11:00-12:00; 1:00-2:00 pm by appointment

Requirements:

**Text:**

Morrow, J. Jackson, Al, Disch, J. & Mood, D. (2011). *Measurement and Evaluation in Human Performance (4<sup>th</sup> edition)*. Champaign, IL: Human Kinetics

Moodle will include links to other resources websites that support the topics covered in the class and possibly supplemental resources.

**Calculator:** In this course, we will calculate statistics and an inexpensive calculator is necessary.

**Access to Excel software program**

**Purpose:** The purpose of this course is to introduce students to the fundamental aspects of the measurement, analytic, and evaluative process. The principles and practices of using, constructing, administering and analyzing evaluative instruments in HP & HP in school and non-school settings will be covered. The course includes both theoretical and practical applications.

EDHP 2170 is designed to enable the student:

- To develop a greater understanding of the role of measurement in HP & HP.
- To develop a better understanding of the need for and the application of tests and other assessment in the evaluation process.
- To become more knowledgeable about practical and economical tests in various performance areas that can be used in variety of human performance and health promotion situations.
- To become more knowledgeable about how to summarize data collected in the evaluation process.

- To calculate descriptive and inferential statistics by hand
- To calculate descriptive and inferential statistics using a computer and read an output.
- To define reliability and validity and apply this knowledge in selecting a test
- To analyze data using statistical technique and develop brief summaries of pertinent research findings.

### **Objectives:**

Upon successfully completing the course, the student should be able to:

- Use and interpret fundamental statistical techniques.
- Use the SPSS to statistically analyze data.
- Select appropriate, reliable, and valid evaluation instruments from the knowledge, affective, and psychomotor domains.
- Administer selected measures from the knowledge, affective, and psychomotor domains
- Develop testable hypotheses, calculate appropriate statistical tests, and interpret results.

### **Conceptual Framework:**



Theory-practice-research interaction, a conceptual model developed by the College of Education, will be applied in the course. Our conceptual framework, the theory-practice-research interaction model, permeates the programs preparing candidates for professional roles in health-related settings. As candidates progress through their professional studies, they are introduced to formal theories and concepts that are validated by research, which along with their personally held beliefs and assumptions inform their professional practice. The roles and responsibilities set out the broad domains for developing competence in Human Performance and Health Promotion as

viewed through the lens of the theory-practice-research interaction model. As candidates engage in various clinical and field experiences included in their program of study, observation and study of professional practices inform and refine the theories and concepts they construct. Our goal is to have our candidates internalize the theory-practice-research interaction model, as they develop into reflective health professionals constantly reassessing the theories, beliefs, and assumptions they embrace.

**Course Description:** A variety of methods and techniques will be used to meet the objectives including lecture, discussion, problem-solving sessions, demonstrations of the software package, and presentations. Moodle will be used to post lecture notes, information to update students, and other notes/handouts. All students should learn to access Moodle.

**Course Etiquette:** As a courtesy to the class members and the instructor:

- Please do your best to arrive to class on time. If emergencies do arise (and situations will always occur), enter the classroom from the back door to minimize the interruption to the class.
- Turn off beepers and cellular phones. **DO NOT answer** during class time.
- Please do not leave class early or exit and re-enter the room during the class meeting.
- Questions and discussion is an important element of the course. We learn from each other, so please participate, be respectful of other people's viewpoints and avoid communications (verbal or non-verbal) that may discourage someone from expressing their perspective

**Evaluation:**

**Exams:**

Three in-class tests will be scheduled during the semester to provide students the opportunity to apply their knowledge and demonstrate their skills. The tests will be open-book so that students can access materials and not have to memorize formulas. The in-class test will reflect concepts and calculations that can be completed in a relatively short time.

**Assignments and In-class work**

In order to learn these techniques, students must practice them! You will have the opportunity to practice them in class and during homework assignments and earn credit toward your final grade.

Assignments will include the following types:

- Statistical techniques computed by hand
- Statistical techniques calculated by computer

- Measurement project/data collection
- Applications of measurement and evaluation projects addressing reliability and validity

Further information describing the assignments will be provided in class and on Moodle.

**Policy on Late Assignments:** Assignments that are not received at class time on the due date are considered late. Assignments will be accepted late up to one class period after the due date. Late assignments will have points deducted from the total possible.

### Testing and Analysis Project

This project provides an opportunity to apply all the skills learned in the course including selecting a measure, collecting data, selecting a hypothesis, and calculating an inferential statistic. Students will work together to design, collect, and analyze data. Group presentations will be made the last week of class.

Tests (in class /take-home portions)	300
Assignments and In-class work	100
Project	<u>100</u>
Total Points Possible:	500

### Evaluation

B-	450-500
B-	400-449
C-	350-399
D	300-349
F	less than 300 points

### Important Note about Academic Dishonesty:

Academic integrity is fundamental to the process of learning and evaluating academic performance. Academic dishonesty will not be tolerated. Academic dishonesty includes, but is not limited to, the following: cheating, plagiarism, tampering with academic records and examinations, falsifying identity, and being an accessory to acts of academic dishonesty. Refer to the UNO Judicial Code for further information

at [http://www.studentaffairs.uno.edu/studentpolicies/policymanual/judicial\\_code\\_pt1.cfm](http://www.studentaffairs.uno.edu/studentpolicies/policymanual/judicial_code_pt1.cfm)

Any occurrences of academic dishonesty will be handled according to the guidelines in the UNO Judicial Code and can result in failure of assignments or the course.

**Note regarding Special Accommodations:** Any student with a documented physical, learning or other disability will receive the academic modifications for which they are legally entitled. The student is responsible for contacting the Office of Student Disability Services (UC-260) at 504-280-6222 to complete registration and obtain assistance.

The Office of Disability Services (ODS), in conjunction with the Office of Academic Affairs Campus administrative policy regarding the accommodations of students with disabilities, has

two primary objectives: 1) to ensure compliance with Section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act (ADA) in regard to equal access for qualified students to academic programs; and 2) to uphold the academic integrity of UNO. When these two objectives are met, those students who qualify for services based on clear, comprehensive, and relevant documentation will receive those services or academic modifications for which they are legally entitled.

## PROPOSED COURSE SCHEDULE

<b>Week</b>	<b>Date</b>	<b>Topic</b>	<b>Comments, Assignments Due</b>
	<b>8/20</b>	<b>Course Introduction</b>	Review Syllabi; Purchase book
<b>Week 1</b>	<b>8/25</b>	<b>Concepts in Test and Measurements</b>	Chapter 1
	<b>8/27</b>	<b>Concepts continued</b>	
<b>2</b>	<b>9/1</b>	<b>Describing Data</b>	Chapter 3
	<b>9/3</b>	<b>Variability</b>	
<b>3</b>	<b>9/8</b>	<b>Variability</b>	
	<b>9/10</b>	<b>Technology</b>	Chapter 2
<b>4</b>	<b>9/15</b>	<b>Frequency Tables</b>	
	<b>9/17</b>	<b>Percentiles</b>	
<b>5</b>	<b>9/22</b>	<b>Percentiles continued</b>	
	<b>9/24</b>	<b>TEST ONE</b>	
<b>6</b>	<b>9/29</b>	<b>Standard Scores</b>	
	<b>10/1</b>	<b>Correlation</b>	Chapter 4
<b>7</b>	<b>10/6</b>	<b>Prediction</b>	
	<b>10/8</b>	<b>Hypothesis testing</b>	Chapter 5
<b>8</b>	<b>10/13</b>	<b>Independent t test</b>	Chapter 5
	<b>10/15</b>	<b>Fall Break</b>	
<b>9</b>	<b>10/20</b>	<b>Dependent t test</b>	
	<b>10/22</b>	<b>Chi square test</b>	
<b>10</b>	<b>10/27</b>	<b>TEST TWO</b>	
	<b>10/29</b>	<b>Reliability and Validity–Norm-Referenced</b>	Chapter 6
<b>11</b>	<b>11/3</b>	<b>Reliability and Validity-Criterion referenced</b>	Chapter 7
	<b>11/5</b>	<b>Developing Tests and Surveys</b>	Chapter 8
<b>12</b>	<b>11/10</b>	<b>Physical Fitness and Activity Assessment</b>	Chapters 9-10
	<b>11/12</b>	<b>Sport Skills Assessment</b>	Chapter 11
<b>13</b>	<b>11/17</b>	<b>Psychological Assessment</b>	Chapter 12
	<b>11/19</b>	<b>Health Promotion Assessment</b>	
<b>14</b>	<b>11/24</b>	<b>Health Promotion Assessment</b>	
	<b>11/26</b>	<b>Thanksgiving Holiday</b>	
<b>15</b>	<b>12/1</b>	<b>STUDENT PRESENTATIONS</b>	
	<b>12/3</b>	<b>STUDENT PRESENTATIONS</b>	
<b>16</b>	<b>12/10</b>	<b>TEST THREE (12:30pm-2:30pm )</b>	

This schedule is likely to change somewhat to accommodate class interests and learning style, to emphasize particular topics, and to respond to unanticipated events. Students are responsible for staying informed of possible

changes.



