

# Postural Distortion Pattern Project

**PURPOSE:** To become familiar with common postural distortion patterns and present information related to potential movement-based interventions.

## Knowledge

While completing this assignment, you will become familiar with the following content knowledge:

- Common postural distortion patterns
- Relevant kinesiology concepts
- Movement-based interventions

## Skills

While completing this assignment, you will practice the following essential skills:

- Locate peer-reviewed research and publicly-available digital media resources
- Application of kinesiology concepts to critically evaluate digital media
- Manage input from peers and incorporate feedback into existing content
- Collaboration/working in small groups
- Synthesize original content and publish written materials

## **TASK:**

1. Students will be separated into small groups (5 or 6 students per group) and tasked with identifying group leaders who will organize the different parts of the presentation, including the distortion pattern synopsis (1 or 2 students), peer-reviewed article overview (1 or 2 students), digital media content overview (1 or 2 students), and original video/reflection (2 students).
2. The group members will select one of the common postural distortion patterns presented in Chapter 21 (to be claimed in the [Group Claims for Distortion Patterns](https://webcourses.ucf.edu/courses/1281728/discussion_topics/4883770) ([https://webcourses.ucf.edu/courses/1281728/discussion\\_topics/4883770](https://webcourses.ucf.edu/courses/1281728/discussion_topics/4883770)) discussion by **Wednesday, July 11th at 11:59 pm**) and develop a brief synopsis of this information in VoiceThread to be completed by **Sunday, July 15th at 11:59 pm**.
3. The group members will identify at least one peer-reviewed research article and at least one link to digital media content (i.e. video or blog) related to interventions focused on addressing the previously selected postural distortion pattern and incorporate an overview of this information into the existing VoiceThread by **Sunday, July 22nd at 11:59 pm**.
4. Using knowledge gained up to this point, the group members will develop an original video and reflection-related content (i.e. support from the textbook and existing literature, pros/cons from publicly-available digital media content) demonstrating their own recommended movement-based intervention which will then be added to the existing VoiceThread by **Sunday, July 29th at 11:59 pm**.
5. Each group's completed VoiceThread presentation should be made available to the entire class by **Sunday, July 29th at 11:59 pm**.

- Each student will be tasked with providing at least 2 discussion posts in at least 2 different presentations, in the form of questions/comments, critiques, additional insight, suggestions, etc. by **Friday, August 3rd at 11:59 pm**. NOTE: Please focus your posts on stimulating discussion rather than on “testing” content knowledge of the group members or fellow students.
  - Each of the group members must attempt to answer/respond to at least 2 of the discussions posts submitted to their presentation.
  - A maximum of 12 original posts (not including responses) will be allowed for each group presentation.
6. Each student will provide an evaluation of the level of participation of his/her group members by **Wednesday, August 1st at 11:59 pm**.

#### CRITERIA:

The groups will be assessed according to the quality and context of the assignment sub-components included in the following checklist:

- Synopsis of the selected common postural distortion pattern (12 points)
- Identification and subsequent overview of at least one peer-reviewed research article including its relevance and appropriate citation (12 points)
- Identification and subsequent overview of at least one piece of digital media content including its relevance and appropriate citation (12 points)
- Original video demonstrating the group’s recommended intervention and supporting reflection-related content (12 points)
- Group member participation evaluated using an assignment feedback survey (10 points)

All students will be assessed using a discussion-specific rubric with points earned by relative the quality of the individual posts/responses (4 x 3 points each).