

GEORGE MASON UNIVERSITY
School of Recreation, Health, and Tourism
Division of Health and Human Performance
EFHP 611-001: Fitness Assessment: Theory and Practice (3)
Spring 2014

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|------------------|-----------------------|----------------|-----------------------|
| DAY/TIME: | T,TH 10:30–11:45 a.m. | LOCATION: | 214 Freedom Center |
| PROFESSOR: | Dr. Joel Martin | EMAIL ADDRESS: | jmarti38@gmu.edu |
| OFFICE LOCATION: | 207 Bull Run Hall | PHONE NUMBER: | 703-993-7607 |
| OFFICE HOURS: | W 10:30 - Noon | FAX NUMBER: | 703-993-2025 |
| | Or by appointment | | |
| Dept. Website | rht.gmu.edu | Class Website: | mymasonportal.gmu.edu |

PREREQUISITES:

Graduate standing or permission of the instructor

COURSE CATALOG DESCRIPTION:

Promotes familiarity and proficiency with methods and instrumentation in assessing individual fitness and establishing base for exercise and other lifestyle alternatives to improve fitness.

COURSE OBJECTIVES:

Upon completion of EFHP 611 students should be able to:

1. Assess the following components of fitness:
 - cardiorespiratory endurance
 - muscular fitness
 - body weight and composition
 - flexibility and balance
2. Utilize current ACSM guidelines and NSCA recommendations for testing.
3. Evaluate test values according to current norms.
4. Explain the difference between performance and health-related fitness testing.
5. Demonstrate the successful employment of a variety of methods for assessment.
6. Prepare and present research findings on a topic related to a specific area of assessment.
7. Demonstrate the ability to critically review current research and connect findings to topics discussed in class.

COURSE OVERVIEW:

Material for the course will be drawn from the recommended readings.

- Attendance - Students are expected to attend all classes. A grade of zero will be assigned to any missed assignment without prior permission from the instructor. **No late assignments are accepted.**
- Classroom Demeanor - Students are expected to attend all class sections, participate in class discussions, complete in-class exercises, and fulfill all assignments. Anyone exhibiting

inappropriate behavior may be asked to leave (e.g. sleeping in class, texting). University policy states that sound-emitting devices shall be turned off during class unless otherwise authorized.

- Academic Honesty - Students are held to the standards of the George Mason University Honor Code. Students are expected to honestly represent their work. The possible situations when a student could violate these expectations range from incorrectly citing or failing to cite references/footnotes within papers and projects to cheating on an examination or assignment. Academic integrity is the responsibility a student assumes for honestly representing academic work. This includes but is not limited to quizzes, examinations, projects, and other forms of oral and written endeavors.

NATURE OF COURSE DELIVERY:

This course will include both lecture and laboratory instruction.

REQUIRED READINGS:

Hoffman, Jay. *Norms for Fitness, Performance, and Health*. Human Kinetics, Champaign, Illinois, 2010. ISBN-13: 978-0-7360-5483-6

Heyward, V.H. *Advanced Fitness Assessment and Exercise Prescription (6th edition)*. Human Kinetics, Champaign, Illinois, 2010. ISBN-13: 978-0-7360-8659-2

RECOMMENDED REFERENCE TEXTS:

Baechle, Thomas R. & Roger Earle (ed.). *Essentials of Strength Training and Conditioning (3rd edition)*. Human Kinetics, Champaign, Illinois, 2008. ISBN-13: 978-0-7360-5803-2

EVALUATION:

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|---|------|------------------|
| A. Mid-Term Exams | 40% | (Objectives 1-7) |
| B. Design of Fitness Testing Protocol | 20% | (Objectives 1-7) |
| C. Administration of Fitness Testing Protocol and Assessment of Results | 20% | (Objectives 1-7) |
| D. Class Participation and Attendance | 20% | (Objectives 1-7) |
| TOTAL | 100% | |

Exams

There will be 2 Mid-Term Exams. The exams will consist of multiple choice, True/False, fill in the blank and short essay problems. Examinations represent inquiries regarding student knowledge of fact regarding course content.

Design of Fitness Testing Protocol for Simulated Client

Students will work with 1-2 other students to design an appropriate fitness testing for a simulated client assigned to the group. Design of testing protocol should incorporate theory learned in class to assess multiple components of the simulated client's fitness. Based on the simulated client profile groups must select appropriate tests of fitness.

Administration of Fitness Testing Protocol and Assessment of Results

Students must administer their testing protocol that was created for their simulated client to their peers in the class. Evaluation will be based on administration of tests and assessment of the results.

Class Participation and Attendance

Attendance and participation is **required** for this class. Arriving to class late or leaving early will be count as an absence. Students are expected to show up prepared to class and participate during class activities. Students who know they will need to miss a class for a legitimate reason should contact the instructor before the class. Students who unexpectedly miss a class for an excused reason should contact the instructor within 24 hours of missing the class. Make-up tests, quizzes, assignments, or other grades will be granted for excused absences only. Excused absences include: serious illness, official university excused absences and extenuating circumstances. It is the student's responsibility to contact the instructor in order to obtain the make-up work.

Grading Scale

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|--------------|--------------|--------------|-------------|
| A = 94 – 100 | B+ = 88 – 89 | C+ = 78 – 79 | D = 60 – 69 |
| A- = 90 – 93 | B = 84 – 87 | C = 74 – 77 | F = 0 – 59 |
| | B- = 80 – 83 | C- = 70 – 73 | |

| Date | Topic | Chapter/Assignment Due Date |
|----------------------|--|---|
| Jan 21 ^T | Course Introduction, Demographic data and Anthropometry, Excel | |
| Jan 23 TH | Principles of Assessment; Health Based Fitness vs. Performance Based Fitness | Hoffman: CH 1, 2 B & E: CH 11 Heyward: CH 3, 5, 7 |
| Jan 28 ^T | Aerobic Power | Hoffman: CH 5, 6 B & E: CH 12 Heyward: CH 4 |
| Jan 30 TH | VO2 Max Test | |
| Feb 4 ^T | Anaerobic Power and Capacity | |
| Feb 6 TH | Wingate Test; Lactate Test; “Dr. Martin” Anaerobic Capacity Test/Challenge | |
| Feb 11 ^T | Muscular Endurance | Hoffman: CH 4 B & E: CH 12 Heyward: CH 6 |
| Feb 13 TH | Muscular Endurance Testing | Hoffman: CH 9 B&E: CH 12 |
| Feb 18 ^T | Mid-Term 1 Exam | |
| Feb 20 TH | Agility, Speed | |
| Feb 25 ^T | Agility, Speed Testing | |
| Feb 27 TH | Anthropometry and Body Composition | Hoffman: CH 7 B&E: CH 12 Heyward: CH 8 |

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|--|---|---|
| Mar 4 ^T | Anthropometry and Body Composition Testing | |
| Mar 6 TH | Flexibility and Balance Testing | Hoffman: CH 8 B&E: CH 12, 16 (pp. 424-425) Heyward: CH 10, 12 |
| Mar 11 ^T | NO CLASS – SPRING BREAK | |
| Mar 13 TH | NO CLASS – SPRING BREAK | |
| Mar 18 ^T | Mid-Term 2 Exam | |
| Mar 20 TH | Exercise Program Design | |
| Mar 25 ^T | Simulated Client Testing Day 1 | |
| Mar 27 TH | Review of test results recommendations for simulated client #1; Exercise Psychology and Fitness Assessment | Articles posted on Blackboard |
| Apr 1 ^T | Student Led Testing Day 2 | |
| Apr 3 TH | Test results review and recommendations; Advanced Biomechanical Measures of Performance | Articles posted on Blackboard |
| Apr 8 ^T | Student Led Testing Day 3 | |
| Apr 10 TH | Test results review and recommendations; RunSMART Analysis | |
| Apr 15 ^T | Student Led Testing Day 4 | |
| Apr 17 TH | Test results review and recommendations; Clinical Assessments of Function | Articles posted on Blackboard |
| Apr 22 ^T | Student Led Testing Day 5 | |
| Apr 24 TH | Test results review and recommendations; Article Reviews | Articles posted on Blackboard |
| Apr 29 ^T | Student Led Testing Day 6 | |
| Apr 31 TH | Test results review and recommendations | |
| May 13 ^T | Final Exam: 10:30 AM – 1:15 PM | |
| <i>Note: The instructor reserves the right to make changes to the course syllabus and/or schedule at any time. Students will always be informed of any changes made.</i> | | |

Student Expectations

- Students must adhere to the guidelines of the George Mason University Honor Code [See <http://oai.gmu.edu/honor-code/>].
- Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See <http://ods.gmu.edu/>].
- Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>].
- Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.
- Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.

Campus Resources

- The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance [See <http://caps.gmu.edu/>].
- The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See <http://writingcenter.gmu.edu/>].
- For additional information on the College of Education and Human Development, School of Recreation, Health, and Tourism, please visit our website [See <http://rht.gmu.edu>].

PROFESSIONAL BEHAVIOR: Students are expected to exhibit professional behaviors and dispositions at all times.

CORE VALUES COMMITMENT: The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles.

