



## ACCREDITATION STANDARDS

This course meets the Commission on Accreditation of Allied Health Education Programs (CAAHEP) requirements and covers the following American College of Sports Medicine's Knowledge-Skills-Abilities (KSA's):

KSA	Description	Lecture, Lab, or both
1.9.2	Knowledge of the important elements that should be included in each behavior modification session.	Lecture
1.9.6	Knowledge of approaches that may assist less motivated clients to increase their physical activity.	Lecture
1.9.9	Ability to coach clients to set achievable goals and overcome obstacles through a variety of methods (e.g., in person, phone, and internet).	Lecture

### Attendance and Participation

Attendance is required for this class. Arriving to class late or leaving early will be counted 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.

### Academic Load

In addition to attending the lectures there will be regular assignments that may require up to 15 hours of work per week. Additionally, regular readings will be assigned to students. Students are expected to complete all outside work on time. Extensions will not be granted on assignments unless an extenuating circumstance arises. The purpose of the assignments is to aid students in learning the material.

### Honor Code

Students are held to the standards of the George Mason University Honor Code (see <http://honorcode.gmu.edu> for details). Violations, including cheating and plagiarism, will be reported to the Honor Committee. Student assignments may be put through plagiarism detecting software.

### Assignments

All assignments must be typed unless specifically told not to. A loss of points will occur for improper grammar and spelling. It is recommended students save all assignments on their personal computers and/or a back-up device.

### **Class Delivery**

The course is a mix of a lecture and discussion course. However, other approaches may be used to facilitate learning. These include: videos, demonstrations and in-class activities. Overall this will be a highly interactive class and students will be encouraged to participate.

### **Technology Use during Class**

As per GMU policy, all sound emitting technology is required to be turned off during the class meeting time. No sound emitting technology (e.g., cell phones, smart phones, iPads, Tablets, pagers, etc.) is allowed at any time during the class period. Students who are observed using any form of technology inappropriately (e.g., sending text messages from cell phones, visiting social networking sites from laptops, etc.) will be dismissed from class for the day, counted as an absence, and not permitted to make up missed assignments.

### **Correspondence**

The preferred method of communication outside of class is email. Emails should originate from a George Mason email account and be in a professional format. If email does not originate from a George Mason University account, the instructor will not reply to the email. Emails should be written concisely and rechecked for clarity.

### **Academic Integrity**

GMU is an Honor Code University; please see the University Catalog for a full description of the code and the honor committee process. The principle of academic integrity is taken very seriously and violations are treated gravely. What does academic integrity mean in this course? First, it means that when you are responsible for a task, you will be the one to perform that task. When you rely on someone else's work in an aspect of the performance of that task, you will give full credit in the proper, accepted form. Another aspect of academic integrity is the free play of ideas. Vigorous discussion and debate are encouraged in this course, the firm expectation that all aspects of the class will be conducted with civility and respect for differing ideas, perspectives and traditions. When in doubt, please ask for guidance and clarification.

### **Recommended Readings**

Hoffman, S.J. (2011). *Careers in Sport, Fitness, and Exercise*. Champaign, IL: Human Kinetics. ISBN-13: 978-0736095662

American College of Sports Medicine (ACSM), *ACSM's Resource Manual for Guidelines for Exercise Testing and Prescription*, 7<sup>th</sup> Ed., Lippincott Williams & Wilkins, 2013. ISBN-13: 978-1609139568

Additional readings/articles may be assigned. These will be posted on Blackboard.

## Evaluation

This course will be graded on a point system, with a total of 300 possible points.

Assignment	Points
1) Email Assignment	15
2) New Exercise Experience & Report	25
3) Instructional Video	25
4) Resume and Cover Letter	50
5) ACSM HFS / CSCS Practice Exam	25
6) Position Presentation	50
7) Position Paper	50
8) Professionalism and Attendance	60
<b>TOTAL</b>	300

*Note – All assignments will be due prior to the start of class on the day they are due. They can be submitted via email/Blackboard.*

### Grading Scale

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	

#### **1) Email** (*Course objective 9*)

Send an email to someone who is accomplished in a field/career you think you want to enter after you graduate. In the email you should ask them what their educational and career path was, what they like most and least about the career, and for any career advice they are willing to offer. You should state that you are a student in the kinesiology program at George Mason. Please bcc your instructor on the email. Please forward the response from the person to your instructor at the email provided above. The responses will be shared and discussed in class. A more detailed description of the assignment will be discussed in class.

#### **2) New Exercise Experience & Report** (*Course objective 6*)

Try (safely and in a safe environment) a new form of training, exercise (preferably do a class) then report to the class about your experience.

Report needs to include: an overview of the form of exercise, detailed account of the experience – outline of what occurred during the class, how it felt, difficulty of the exercise(s), where they did it, what equipment was used, typical cost, certifications needed to instruct and any other relevant information needed to describe the experience.

#### **3) Instructional Video** (*Course objective 3*)

Make a short (5-7 minute) YouTube video explaining a concept or demonstrating proper exercise technique for a movement/lift of your choice. These educational/instructional videos are commonly used to educated clients by a variety of professionals.

#### **4) Resume and Cover Letter** *(Course objective 1 & 2)*

Create a resume and cover letter. If you already have a resume use this assignment as an opportunity to update and improve it. Reviewing the Resume Content sections that describe and give examples of an Objective, Education, Experience, etc. will help you create the rough draft of your resume. Students MUST at least have written the following sections:

**Identifying information:** name, address, email, phone number

**Objective:** job, make up a dream job, or internship you would like to apply for

**Education:** Do not include high school

**Experience:** Can include paid work, internship, related class projects, volunteer experience

**Co-Curricular Activities:** examples include intercollegiate athletics, fraternity/sorority officer

**Skills:** list applicable skills

Employers like to know other facts, so create an “other” section if you’ve done these:

Community service, volunteer work, campus clubs, activities, certifications (see list on p.28)

You may try using the **Resume Builder** in Career Services **PatriotJobWeb** (PJW) database. Once you receive your PJW password, open PJW and click on Documents at the top of the page. Select Resume Builder to create a resume draft by following the instructions/prompts. Contact University Career Services with questions: 703-993-2370 or careerhp@gmu.edu

The following are resources for those who need to update their resumes or create them from scratch:

<http://careers.gmu.edu/student/resumes/>

#### **5) ACSM HFS / CSCS Exam** *(Course objective 5)*

You will be given a practice ACSM HFS / CSCS exam to take home and complete on **your own**. This is a take-home exam and, thus, open book (including internet). Then you’ll be given the answers/explanations to take home. You’ll be required to *check and correct* your answers and submit both tests for your grade on the assignment. The purpose of this is to: 1) review knowledge you have learned in the past and 2) give you an idea of how much you need to study before taking the actual ACSM HFS / CSCS exams.

#### **6) Topic Presentation/Discussion Facilitation** *(Course objectives 3, 6, 7 & 8)*

Students will **present** a topic during one class period (quality trumps quantity here). Following the presentation, the students (not the instructor) will address questions (class will have completed required reading on topic prior to class). The presenters are encouraged to **facilitate** class discussion/involvement during the presentation. Instructor will be making note of those who actively participate. Students should create Power Point presentations, incorporating any necessary and creative tools, displays, and/or props to keep audience interested and involved. Professionalism (attire, posture, body language, pace, voice projection/inflection, eye contact, etc.) is a key part of the presentation. **DO NOT READ TO THE CLASS!** Talk and explain in your words. References should be from peer-reviewed scholarly journal sources. For our purposes, do not use sources dated older than 2007. Use a **minimum of 6 references and use APA guidelines for citation** (same requirement for writing your paper).

#### ***Presentation Topic & Reading Assignment***

As soon as possible prior to your presentation date, select and submit your specific health/exercise topic via email. (This is the topic on which you will write a paper, as well as present and facilitate discussion during one class period). One week prior to your presentation date, you must email your instructor and class members 1 of your research sources—links work best so that students can simply click, open, and read. It is critical for you to keep your GMU email account cleared to receive reading

assignments. If you do not receive readings, it is your responsibility to contact the instructor. Use **APA format** for referencing. The reading assignments should be from peer-reviewed scholarly journal sources—full articles—not reviews. For our purposes, do not use sources dated older than 2007.

### **7) Position Stance Paper** (*Course objectives 5, 6, 7 & 8*)

This is the written portion of your topic presentation. Students will submit a position paper, greater than 5 pages in length. Resource guidelines are listed above. Papers are to be typed, double-spaced, with one-inch margin, and 12-point font. Plagiarism will result in a **0** for your paper grade.

#### ***The keys to a good position paper***

Pick an issue that you are interested in. Research the studies and data. Based on the evidence, take a stance on the issue. Clearly state your position. Construct your paper with your opinion/hypothesis in the introduction. Back up your position with the evidence. Present the main counter-arguments. What is the evidence to support your stance? Draw everything together to support your introductory thesis (your position on the issue). What implications do the results have on you, your community, etc.? Can you apply this in your profession? What are some future directions related to this topic that should be researched?

#### ***What is the point and purpose of the position presentation and paper assignments?***

To provide students experience in Exercise/Health research that requires them to evaluate and analyze the vast body of data on a given subject. This experience should require them to scrutinize and critique test designs and investigative processes. Most importantly, these assignments are to teach students to make a decision on an issue based on **evidence**. In general, if the evidence does not support a practice—don't do it. Students will experience how to interpret evidence on an issue, and then take a stance (position). The presentation assignment provides an avenue to sharpen communication skills that will last a lifetime.

### **8) Professionalism and Attendance** (*Course objectives 1, 2, 3, 4, 5, 6, 7, 8 & 9*)

Students are expected to behave in a professional manner. Depending on the setting professionalism may look slightly different but generally consists of similar components. For undergraduate Kinesiology students in a classroom setting professionalism generally consists of the following components:

**Attendance** – Show up on time to class and pay attention. If you cannot attend a class for a legitimate reason please notify the instructor ahead of time. If you have to unexpectedly miss a class due to something out of your control contact the instructor within 24 hours to notify them what happened and see if there is anything you need to do to make up your absence.

**Communication** – When communicating with the instructor and classmates, either face-to-face or via email, students should address the other person appropriately, use appropriate language and maintain a pleasant demeanor.

**Participation** – Participate in class discussions and activities. Demonstrate that you have an interest in the subject matter.

**Responsibility/Accountability** – Professionals take responsibility for their actions and are accountable. This can occur at multiple levels but generally consists of completing assignments on time, submitting work that is of the appropriate quality, honoring commitments and owning up to mistakes.

**Honesty/Integrity** – Students are expected to be honest with the instructor, classmates and themselves. Professionals keep their word when committing to something and act in an ethical manner.

***Self-Improvement/Self-awareness*** – One should be aware of their strengths/weaknesses and constantly seek to improve. Professionals regularly seek out opportunities to increase their knowledge and improve their current skill set.

TENTATIVE COURSE SCHEDULE

Date			Topic	Reading/Assignment Due
T	Jan	19	<i>Introduction/Syllabus</i>	
T	Jan	26	<i>Networking; Resume and Cover Letters</i>	Bring Resume Draft to class (hard copy)
T	Feb	2	<i>Interviewing Networking and Job Search</i>	Bring laptop, tablet, or other device; Final Draft Resume and Cover Letter <b>Due 100 pts</b>
T	Feb	9	<i>Guest Speaker – Job Services</i>	Email Assignment <b>Due</b>
T	Feb	16	<i>Communication, Learning and Personality</i>	Read & be prepared to discuss position stance samples
T	Feb	23	<i>Time Management</i>	Topic Approval <b>Due</b> via email
T	Mar	1	<i>Diversity in the Workplace</i>	
T	Mar	8	<b><i>Spring Break – No Class</i></b>	
T	Mar	15	<i>Dr. Robison and Internships</i>	
T	Mar	22	<i>SAPT field trip</i>	
T	Mar	29	<i>Behavior modification; compliance; client goal setting</i>	
T	Apr	5	<i>Position Stance Presentations &amp; Peer Evaluations</i>	Position Stance Papers <b>Due</b>
T	Apr	12	<i>Position Stance Presentations &amp; Peer Evaluations</i>	

Date			Topic	Reading/Assignment Due
T	Apr	19	<i>Position Stance Presentations &amp; Peer Evaluations; Making an Instructional Video</i>	
T	Apr	26	<i>490 Student Presentations with Dr. Miller</i>	New Exercise Experience <b>Due</b>
T	May	3	<i>Final; ACSM and CSCS Practice Exams; Group Activity</i>	Video Assignment <b>Due</b>

*Note: Faculty reserves the right to alter the schedule as necessary. **NO FINAL EXAM.** 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, as soon as possible. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor [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.

