

**George Mason University**  
**College of Education and Human Development**  
**Kinesiology**

KINE 370.001 Measurement and Evaluation of Physical Fitness  
3 Credits, Spring 2017  
Tuesday/7:20pm-10:00pm Recreation/Athletic Complex 2203 FFX

**Faculty**

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**Prerequisites/Corequisites**

BIOL 124 and 125, ATEP 300, KINE 310

**University Catalog Course Description**

This course provides students with an opportunity to develop a understanding of the assessment and evaluation process in the determination of physical fitness.

**Course Overview**

This course provides students with an opportunity to develop a solid understanding of the assessment and evaluation process used in physical education and exercise science.

**Course Delivery Method**

This course will be delivered using a Lecture and Lab format.

**Learner Outcomes or Objectives**

This course is designed to enable students to do the following:

1. Apply basic statistical analysis of data collected in the assessment process.
2. Develop health-related fitness assessment plans for clients in recreational and rehabilitation settings.
3. Develop sport/motor fitness assessments for work performance programs or clinical setting.
4. Identify fitness- related psychological testing protocols.
5. Interpret and apply assessment information by identifying formative and summative fitness, skill, cognitive, and affective measurement and evaluative techniques

### Professional 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
	<b>GENERAL POPULATION/CORE: PATHOPHYSIOLOGY AND RISK FACTORS</b>	
1.2.2	Knowledge of cardiovascular, pulmonary, metabolic, and musculoskeletal risk factors that may require further evaluation by medical or allied health professionals before participation in physical activity.	Lecture
	<b>GENERAL POPULATION/CORE: HEALTH APPRAISAL, FITNESS AND CLINICAL EXERCISE TESTING</b>	
1.3.2	Knowledge of the value of the health/medical history.	Lecture
1.3.3	Knowledge of the value of a medical clearance prior to exercise participation.	Lecture
1.3.4	Knowledge of and the ability to perform risk stratification and its implications towards medical clearance prior to administration of an exercise test or participation in an exercise program.	Lecture
1.3.5	Knowledge of relative and absolute contraindications to exercise testing or participation.	Lecture
1.3.6	Knowledge of the limitations of informed consent and medical clearance prior to exercise testing.	Lecture
1.3.7	Knowledge of the advantages/disadvantages and limitations of the various body composition techniques including but not limited to: air displacement plethysmography (BOD POD <sup>®</sup> , dual energy X-ray absorptiometry (DEXA), hydrostatic weighing, skinfolds and bioelectrical impedance.	Lecture/Lab
1.3.8	Skill in accurately measuring heart rate, blood pressure, and obtaining	Lab

	rating of perceived exertion (RPE) at rest and during exercise according to established guidelines.	
1.3.9	Skill in measuring skinfold sites, skeletal diameters, and girth measurements used for estimating body composition.	Lab
1.3.11	Ability to locate the brachial artery and correctly place the cuff and stethoscope in position for blood pressure measurement.	Lecture/Lab
1.3.12	Ability to locate common sites for measurement of skinfold thicknesses and circumferences (for determination of body composition and waist-hip ratio).	Lecture/Lab
1.3.13	Ability to obtain a health history and risk appraisal that includes past and current medical history, family history of cardiac disease, orthopedic limitations, prescribed medications, activity patterns, nutritional habits, stress and anxiety levels, and smoking and alcohol use.	Lecture
1.3.14	Ability to obtain informed consent.	Lecture
1.3.15	Ability to explain the purpose and procedures and perform the monitoring (HR, RPE and BP) of clients prior to, during, and after cardiorespiratory fitness testing.	Lecture
1.3.16	Ability to instruct participants in the use of equipment and test procedures.	Lecture/Lab
1.3.17	Ability to explain purpose of testing, determine an appropriate submaximal or maximal protocol, and perform an assessment of cardiovascular fitness on the treadmill or the cycle ergometer.	Lecture
1.3.18	Ability to describe the purpose of testing, determine appropriate protocols, and perform assessments of muscular strength, muscular endurance, and flexibility.	Lecture
1.3.19	Ability to perform various techniques of assessing body composition.	Lecture/Lab
1.3.21	Ability to identify appropriate criteria for terminating a fitness evaluation and demonstrate proper procedures to be followed after discontinuing such a test.	Lecture
1.3.23	Ability to identify individuals for whom physician supervision is recommended during maximal and submaximal exercise testing.	Lecture/Lab
	<b>GENERAL POPULATION/CORE: PROGRAM ADMINISTRATION, QUALITY ASSURANCE, AND OUTCOME ASSESSMENT</b>	

1.11.13	Knowledge of the importance of tracking and evaluating health promotion program results.	Lecture
	<b>CARDIOVASCULAR: PATHOPHYSIOLOGY AND RISK FACTORS</b>	
2.2.1	Knowledge of cardiovascular risk factors or conditions that may require consultation with medical personnel before testing or training, including inappropriate changes of resting or exercise heart rate and blood pressure, new onset discomfort in chest, neck, shoulder, or arm, changes in the pattern of discomfort during rest or exercise, fainting or dizzy spells, and claudication.	Lecture
	<b>PULMONARY: PATHOPHYSIOLOGY AND RISK FACTORS</b>	
3.2.1	Knowledge of pulmonary risk factors or conditions that may require consultation with medical personnel before testing or training, including asthma, exercise-induced asthma/bronchospasm, extreme breathlessness at rest or during exercise, bronchitis, and emphysema.	Lecture
	<b>METABOLIC: PATHOPHYSIOLOGY AND RISK FACTORS</b>	
4.2.1	Knowledge of metabolic risk factors or conditions that may require consultation with medical personnel before testing or training, including obesity, metabolic syndrome, thyroid disease, kidney disease, diabetes or glucose intolerance, and hypoglycemia.	Lecture

### Required Texts

American College of Sports Medicine (ACSM), *ACSM's Guidelines for Exercise Testing and Prescription*, 9<sup>th</sup> Ed., Lippincott Williams & Wilkins, 2013.

ISBN-13: 978-1609139551

### Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, Tk20, hard copy).

- **Assignments and/or Examinations**

- 60% Tests (Mid-terms & Final exam) and Written Assignments
- 20% Health-related motor fitness protocol & demonstrations/participation
- 20% Written assignments pertaining to fitness and motor testing

**EXAMS:**

- Exam #1 Material from weeks 1-4
- Exam #2 Material from week
- Exam # 3 Material from weeks 9-13
- Final Exam # 4 is cumulative

Exam 1	100 points
Fitness scoring sheet	50 points (25 each testing session)
Exam 2	100 points
5 Practical assessments (Blood pressure, skin calipers, bod pod, step testing, fitness scoring)	100 points 20 pts each
Participation	65 points
Exam 3	100 points
Fitness testing pre/post	50 points
Final Exam	150 points
Total	715 points

- **Grading**

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	

**Professional Dispositions**

Students are expected to behave in a professional manner. Depending upon the setting professionalism may appear different, but typically consists of similar components. For undergraduate Kinesiology students in a classroom setting professionalism generally comprises 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 to 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 the assigned George Mason University email address, 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.

### Class Schedule

Date			Topic	Readings/Assignment Due
T	January	24	Review syllabus and health pre-assessment	Read Chapter 1 ACSM
T	January	31	Complete Lawfit info sheet Fitness assessment (Health related fitness components)	Read Chapter 2 ACSM
T	February	7	Cardiorespiratory Test 1.5 mile run	Read Chapter 3 ACSM
T	February	14	Data Collection/ Measures of Central Tendency/Variability//Lawfit Scoring	Study review for Exam 1
T	February	21	<b>Exam 1 (Statistics/health related components)</b>	Chapter 4 ACSM
T	February	28	Cardiovascular Fitness	Read Chapter 4 ACSM
T	March	7	<b>Mile Run 1.5/Intensity HR</b>	Read Chapter 5 and 6

			check	ACSM
T	March	14	Spring Break No Class	
T	March	21	Cardiovascular Fitness / V02 Max Blood Pressure Measurement Lab/WP Review	Study for Exam
T	March	28	<b>Exam 2 (cardiovascular fitness/Blood Pressure)</b>	
T	April	4	Body Composition Discussion	
T	April	11	Body composition- Lecture/Skin Caliper Lab	Read Chapter 7 ACSM
T	April	18	<b>Exercise Prescription Lab BOD POD Assessment (Location TBA)</b>	Read Chapter 8 ACSM/Study for Exam
T	April	25	<b>Exam 3 (Body comp/exercise prescription)</b>	
T	May	2	Complete Post Fitness Testing	
T	May	9	<b>Reading Day No Class</b>	
T	May	16	<b>Final Exam (7:30pm- 10:15pm)</b>	Celebrate! Have a great summer!

Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

### **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: <http://cehd.gmu.edu/values/>.

### **GMU Policies and Resources for Students**

*Policies*

- Students must adhere to the guidelines of the Mason Honor Code (see <http://oai.gmu.edu/the-mason-honor-code/>).
- 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 Mason 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 with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. 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 stating that all sound emitting devices shall be silenced during class unless otherwise authorized by the instructor.

### *Campus Resources*

- Support for submission of assignments to Tk20 should be directed to [tk20help@gmu.edu](mailto:tk20help@gmu.edu) or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://courseessupport.gmu.edu/>.
- The Writing Center 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/>).
- The 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 Student Support & Advocacy Center staff helps students develop and maintain healthy lifestyles through confidential one-on-one support as well as through interactive programs and resources. Some of the topics they address are healthy relationships, stress management, nutrition, sexual assault, drug and alcohol use, and sexual health (see <http://ssac.gmu.edu/>). Students in need of these services may contact the office by phone at 703-993-3686. Concerned students, faculty and staff may also make a referral to express concern for the safety



or well-being of a Mason student or the community by going to <http://ssac.gmu.edu/make-a-referral/>.

**For additional information on the College of Education and Human Development, please visit our website <https://cehd.gmu.edu/>.**