

George Mason University
College of Education and Human Development
Kinesiology

KINE 330 (002)—Seminar in Kinesiology
3 Credits, Fall 2017
R 4:30 – 7:10 PM, RAC 2203 – Fairfax Campus

Faculty

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PREREQUISITES

60 credits and KINE 100, KINE 200, ATEP 300, KINE 310, KINE 370

UNIVERSITY CATALOG COURSE DESCRIPTION

Prepares students for the fieldwork experience in KINE 341: Kinesiology Internship I. Topics covered include: professionalism, careers, review of evidence-based position papers, and discussion of contemporary issues in kinesiology.

COURSE OVERVIEW

The purpose of this course is to prepare students for their future careers and issues that may arise in a workplace environment. Information regarding different career paths, professional skills and professional certifications will be presented. Outside speakers in different areas will come in and discuss the steps they had to go in order to reach their current position. Additionally, students will be given information to increase their understanding of evidence-based principles and guideline development that ensure professional practices are safe, effective, and efficient. Evidence based principles and guideline development is the foundation of many practices including: medicine, physical therapy, athletic training, exercise science research, and the development of public health guidelines. This is an experiential class that further develops students to be prepared for an actual workplace environment.

COURSE 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.

LEARNING OBJECTIVES

At the completion of the course, students should be able to:

1. Create a professional resume.
2. Write a professional cover letter.
3. Give a professional presentation regarding various health issues.
4. Understand proper etiquette during a job interview.
5. Analyze factual information in order to clarify health issues.
6. Relate current health issues/problems to health education in the workplace, school or community setting.
7. Demonstrate sensitivity in dealing with opposing viewpoints.
8. Synthesize knowledge obtained through the literature, presentations, group leadership and membership, and scholarly writing.
9. Make educated decisions regarding different career paths following completion of their undergraduate work.

PROFESSIONAL/ACCREDITATION STANDARDS

This course meets the Commission on Accreditation of Allied Health Education Programs (CAAHEP) requirements and upon completion of this course, students will have met 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

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*, 7th Ed., Lippincott Williams & Wilkins, 2013. ISBN-13: 978-1609139568

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

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).

This course will be graded on a point system, with a total of 350 possible points, with each assignment contributing its respective points as a percentage of the final grade.

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) In-Class Assignments and Attendance	110
TOTAL	350

ASSIGNMENT DESCRIPTIONS

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 educate 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.

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		

PROFESSIONAL DISPOSITIONS

See <https://cehd.gmu.edu/students/polices-procedures/>

Students are held to the standards of the George Mason University Honor Code. You are expected to attend all class sections, actively participate in class discussions, complete in-class exercises and fulfill all assignments. 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. Assignments must be turned in at the beginning of class on the specified date due or **no credit will be given**.

TENTATIVE COURSE SCHEDULE

Week			Topic	Reading/Assignment Due
	AUG	31	<i>Introduction/Syllabus</i>	
	SEPT	7	<i>Networking; Resume and Cover Letters</i>	Bring Resume Draft to class (hard copy)
	SEPT	14	<i>Interviewing Networking and Job Search</i>	Bring laptop ; Final Draft Resume and Cover Letter Due
	SEPT	21	<i>Guest Speaker – Job Services</i>	Email Assignment Due
	SEPT	28	<i>Communication, Learning and Personality</i>	
	OCT	5	<i>Time Management</i>	Topic Approval Due via email
	OCT	12	<i>Diversity in the Workplace</i>	
	OCT	19	<i>Mr. Neddo and Internships</i>	

Week			Topic	Reading/Assignment Due
	OCT	26	<i>Behavior modification; compliance; client goal setting</i>	
	NOV	2	<i>Internship Speakers</i>	
	NOV	9	<i>Position Stance Presentations & Peer Evaluations</i>	Position Stance Papers Due
	NOV	16	<i>Position Stance Presentations & Peer Evaluations</i>	
	NOV	23	<i>Position Stance Presentations & Peer Evaluations; Making an Instructional</i>	
	NOV	30	<i>490 Student Presentations with Mr. Neddo</i>	New Exercise Experience Due
	DEC	7	<i>490 Student Presentations with Mr. Neddo</i>	
	DEC		<i>Final</i>	Video Assignment Due

FINAL EXAM – See online for final exam schedule and policy:
<http://registrar.gmu.edu/calendars/fall-2017-semester/final-exams/>

Note: Faculty reserves the right to alter the schedule as necessary.

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 or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursesupport.gmu.edu/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

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

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.

