

George Mason University
College of Education and Human Development
Kinesiology

KINE200, 002 – Introduction to Personal Training
3 Credits, Fall 2017

Tue/Thurs, 1:30-2:45pm, RAC2227 (Tue – Lab) / RAC2203 (Thurs – Lecture) – Fairfax

Faculty

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Prerequisites/Corequisites

BIOL 124, BIOL 125, ATEP 300, KINE310

University Catalog Course Description

Provides students with basic knowledge and skills associated with exercise training methods, lifting techniques, and health-related fitness testing procedures. Selection of developmentally appropriate exercises emphasized. Participation in fitness tests required.

Course Overview

Lecture and lab experiences are used to introduce the following topics: relationship between fitness and quality of life; health related components of physical fitness; principles of exercise prescription and physical training; relationship between exercise, and healthy body composition; basic musculoskeletal anatomy and corresponding training exercises, planes of movement, basic biomechanical principles; lifting techniques; and fitness testing.

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. Demonstrate appropriate technique when performing resistance training exercises;
2. Select developmentally appropriate exercises;
3. Discuss principles associated with resistance training;
4. Administer tests associated with health-related fitness,
5. Perform health-related fitness tests.

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). Upon completion of this course, students will have met the following professional standards:

KSA	Description	Lecture, Lab, or both
	GENERAL POPULATION/CORE: EXERCISE PHYSIOLOGY AND RELATED EXERCISE SCIENCE	
1.1.37	Knowledge of and skill to demonstrate exercises designed to enhance muscular strength and/or endurance of specific major muscle groups.	Both
1.1.38	Knowledge of and skill to demonstrate exercises for enhancing musculoskeletal flexibility.	Both
	GENERAL POPULATION/CORE: HEALTH APPRAISAL, FITNESS AND CLINICAL EXERCISE TESTING	
1.3.1	Knowledge of and ability to discuss the physiological basis of the major components of physical fitness: flexibility, cardiovascular fitness, muscular strength, muscular endurance, and body composition.	Lecture
1.3.16	Ability to instruct participants in the use of equipment and test procedures.	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.	Both
	GENERAL POPULATION/CORE EXERCISE PRESCRIPTION AND PROGRAMMING	
1.7.4	Knowledge of specific group exercise leadership techniques appropriate for working with participants of all ages.	Lecture
1.7.5	Knowledge of how to select and/or modify appropriate exercise programs according the age, functional capacity and limitations of the individual.	Lecture
1.7.6	Knowledge of the differences in the development of an exercise prescription for children, adolescents, and older participants.	Lecture
1.7.7	Knowledge of and ability to describe the unique adaptations to exercise training in children, adolescents, and older participants with regard to strength, functional capacity, and motor skills.	Lecture
1.7.8	Knowledge of common orthopedic and cardiovascular considerations for older participants and the ability to describe modifications in exercise prescription that are indicated.	Lecture
1.7.15	Knowledge of the components incorporated into an exercise session and the proper sequence (i.e., preexercise evaluation, warm-up, aerobic stimulus phase, cool-down, muscular strength and/or endurance, and flexibility).	Lecture
1.7.19	Knowledge of the exercise programs that are available in the community and how these programs are appropriate for various populations.	Lecture
1.7.20	Knowledge of and ability to describe "Activities of Daily Living" (ADLs) and its importance in the overall health of the individual.	Lecture
1.7.21	Skill to teach and demonstrate the components of an exercise session (i.e., warm-up, aerobic stimulus phase, cool-down, muscular strength/endurance, flexibility).	Both
1.7.23	Skill to teach and demonstrate appropriate exercises for improving range of motion of all major joints.	Both

1.7.33	Ability to design, implement, and evaluate individualized and group exercise programs based on health history and physical fitness assessments.	Lecture
1.7.43	Ability to evaluate flexibility and prescribe appropriate flexibility exercises for all major muscle groups.	Lab
	GENERAL POPULATION/CORE: SAFETY, INJURY PREVENTION, AND EMERGENCY PROCEDURES	
1.10.8	Knowledge of hypothetical concerns and potential risks that may be associated with the use of exercises such as straight leg sit-ups, double leg raises, full squats, hurdlers stretch, yoga plough, forceful back hyperextension, and standing bent-over toe touch.	Lecture

Required Texts

Coburn, J.W. & Malek, M.H. (2011). *NCSA's Essentials of Personal Training*. Champaign, IL: Human Kinetics.

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). I will not accept any late labs, as they are to be submitted by the start of class each Thursday. Attendance is mandatory. I expect you to attend each class meeting and to come a) on time; b) having read the material; and c) ready to participate. Points will be deducted for unexcused absences.

- **Exam 1 – 20%**
- **Exam 2 – 20%**
- **Exam 3 – 20%**
- **Needs Analysis – 15%**
- **Lab practical – 15%**
- **Labs – 5%**
- **Participation – 5%**

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

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

Class Schedule

Week # Dates	Monday Lab	Wednesday Lecture	Readings/Assignments
Week 1 8/29, 8/31	NO LAB BB Introductions Activity	Course overview Anatomy review Musculoskeletal System	Lab: N/A Lecture: NSCA ch. 1

Week 2 9/5, 9/7	Exercise Demonstrations	Musculoskeletal System Bioenergetics	Lab: NSCA ch. 13 Lecture: NSCA ch. 3
Week 3 9/12, 9/14	Cardio Training	Bioenergetics, Cardiorespiratory System, Biomechanics	Lab: NSCA ch. 16 Lecture: NSCA ch. 2, 3, 4
Week 4 9/19, 9/21	VO2 Testing	Cardiorespiratory System, Biomechanics	Lab: NSCA pgs. 227-229 Lecture: NSCA ch. 2, 3, 4
Week 5 9/26, 9/28	Muscular Endurance	Exam 1	Lab: NSCA pgs. 225-227 Lecture: Study!
Week 6 10/3, 10/5	Proper Lifting & Spotting Technique	CRE	Lab: NSCA ch. 13 Lecture: NSCA ch. 14, 16
Week 7 10/10, 10/12	NO LAB	CRE, Strength Training	Lab: N/A Lecture: NSCA ch. 13, 15
Week 8 10/17, 10/19	Guest speakers: Strength Training	Strength Training	Lab: BB Article Lecture: NSCA ch. 13, 16
Week 9 10/24, 10/26	Estimating 1RM	Plyometric Training	Lab: NSCA pgs. 225-227 Lecture: NSCA ch. 17
Week 10 10/31, 11/2	Plyometric & Speed Training	Exam 2	Lab: NSCA ch. 17 Lecture: Study!
Week 11 11/7, 11/9	Flexibility & SB Training	Flexibility, Special Populations	Lab: NSCA ch. 12 Lecture: NSCA ch. 12
Week 12 11/14, 11/16	Fitness Assessments: Putting it all together	Special Populations	Lab: NSCA ch. 10 Lecture: NSCA ch. 18, 19
Week 13 11/21, 11/23	WORK ON LAB PRACTICALS & PRESENTATIONS	NO CLASS Happy Thanksgiving!	Lab: Work on videos Lecture: Happy Thanksgiving!
Week 14 11/28, 11/30	Group Needs Analysis Presentation	Orthopedic Concerns	Lab: Needs Analysis Due Lecture: NSCA ch. 21, 23
Week 15 12/5, 12/7	Nutrition	Nutrition	Lab: NSCA ch. 7 Lecture: NSCA ch. 7 Lab Practical Due (12/5)

Final Exam: Tuesday, December 19th, 1:30-4:15pm

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 or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursesupport.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/>.