

George Mason University
College of Education and Human Development
PhD in Education- Exercise Fitness & Health Promotion Specialization

EFHP 860. 002 – Critical Perspectives in Exercise, Fitness, and Health Promotion
3 Credits, Fall 2018

Friday 12-1:20pm & online, BRH 249 – Prince William Science & Technology

Faculty

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Prerequisites/Corequisites

Admission in the PhD in Education Program

University Catalog Course Description

Critically examines current topics in Exercise, Fitness and Health Promotion, and Applied Kinesiology

Course Overview

This course will examine scholarship in the Academy including development and presentation formats. Scholarly products will be developed and produced during the course of the semester and an extensive feedback process will be utilized.

Course Delivery Method

This course will be delivered using a combination of lecture, seminar, and hybrid (50% online) formats.

Learner Outcomes or Objectives

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

1. Review the current literature in Exercise, Fitness, and Health Promotion, and Applied Kinesiology
2. Analyze chosen current topics in Exercise, Fitness, and Health Promotion, and Applied Kinesiology
3. Critically examine current topics using points and counterpoints discussed in the Exercise, Fitness, and Health Promotion, and Applied Kinesiology literature
4. Discuss their point of view about a current topic in the field using evidence in the literature in a professional written and oral format

Professional Standards

Not Applicable.

Recommended Texts

Morgan, S., Reichert, T., Harrison, T. (2017). From numbers to words: Reporting statistical results for the social sciences. Routledge; New York.

Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor.

- **Research Abstract**

Student will select a faculty member, research topic, and professional conference (national/international) within a specified discipline. An abstract will be developed following selected conference guidelines and will be prepared to be submitted for peer review. Additional assignment guidelines will be provided in class.

- **Poster and Presentation**

The student will engage in a thematic poster presentation session. This will include development of a professional poster and delivery of an oral presentation. Poster content and presentation will be an expansion of the research abstract. Additional assignment guidelines will be provided in class.

- **Community Presentation**

The student will identify a community organization of interest, meet to discuss informational needs, and develop a translational research presentation. The presentation will utilize research, but will be translated and presented in a manner fitting for the audience. The student will record their presentation, receive feedback from the audience and a peer, and write a reflection on the presentation. Additional assignment guidelines will be provided in class.

- **Manuscript Peer Review**

The student will engage in reviewing an assigned manuscript. Additional assignment guidelines will be provided in class.

- **Research Profile**

The student will develop a research profile based on their past and current activities. Profiles will be shared with peers for feedback and evaluation. Additional assignment guidelines will be provided in class.

- **Research Article Critical Analysis & Summary**

The student will be assigned and article to engage in critical analysis and written summary. Additional assignment guidelines will be provided in class.

Items	Total Points
Research Abstract	50
Poster and Presentation	100
Community Presentation	50
Manuscript Peer Review	25

Research Profile	25
Research Article Critical Analysis & Summary	50
TOTAL	300

- **Grading**

A	= 94 – 100	B+	= 88 – 89	C	= 70 – 79
A-	= 90 – 93	B	= 84 – 87	F	= 0 – 69
		B-	= 80 – 83		

Professional Dispositions

Students are expected to exhibit professional behaviors and dispositions at all times. See <https://cehd.gmu.edu/students/policies-procedures/>

Class Schedule

Week	Date	Topic	
Wk. 1	Aug 31 st	Introduction to Course	
Wk. 2	Sept 7 th	What is Scholarship	Select target professional conference (national or international) identify and bring abstract guidelines to class on 21st
Wk. 3	Sept 14 th	Teaching & Learning Initiatives conference- registration paid for! - Class will not meet...see you at Fairfax!	On Blackboard, submit faculty member name that you will be working with on an abstract
Wk. 4	Sept 21 st	Abstract Development	Bring abstract guidelines to class
Wk. 5	Sept 28 th	No inclass meeting; Dr. Martin's class from 9am-1:20pm	Submit abstract draft for peer review
Wk. 6	Oct 5 th	Providing constructive written & verbal feedback to scholars and students	Submit abstract revised draft to faculty member for review

		Developing a professional profile in higher education	
Wk. 7	Oct 12 th	Imposter syndrome -Candace e-mail on activities Procrastination	Research Abstract Due
Wk. 8	Oct 19 th	Data Visualization	Research Profile Due
Wk. 9	Oct 26 th	Presentation Development	Select community group to present
Wk. 10	Nov 2 nd	Delivering a professional podium presentation Presentation Anxiety	
Wk. 11	Nov 9 th	Reviewing Articles	Poster Draft Due for Peer Review
Wk. 12	Nov 16 th	How to write right; common mistakes, how to write for publication	Manuscript Peer Review
Wk. 13	Nov 30 th	Books/Book Chapters, Journal Impact Factors, Fair Use	Poster Draft Due
Wk. 14	Dec 7 th	Media Scholarship; JOBA, Webinars; Representing Works in Media	Community presentation, Peer review feedback, and reflection; Research Article Critical Analysis & Summary
Finals	Dec 14th 12-3pm	Thematic Poster Presentation	Poster and Presentation Due

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://coursessupport.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/> .