

**George Mason University**  
**College of Education and Human Development**  
**Exercise, Fitness and Health Promotion**

EFHP612.001 Scientific Foundations of Applied Kinesiology  
3 Credits, Fall 2020  
Tuesday: 7:30 – 10:15 AM  
256 Katherine Johnson Hall - Science and Technology Campus

**Faculty**

Name: Dr. Joel Martin  
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**Prerequisites/Corequisites**

Admission to the EFHP Graduate Program

**University Catalog Course Description**

A discussion of the foundational scientific applications of kinesiology

**Course Overview**

This course will provide students the opportunity to survey the various sub-disciplines of applied kinesiology and their methods of inquiry. The course will place emphasize on evidence-based practices and facilitate the development of cognitive skills necessary for critically appraising research literature.

**Course Delivery Method**

This course is delivered through a hybrid model using classroom instruction (face-to-face) and online assignments.

**Learner Outcomes or Objectives**

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

1. Describe the sub-disciplines of applied kinesiology
2. Critically evaluate published research in the sub-disciplines of applied kinesiology
3. Demonstrate an understanding of the scientific process across the sub-disciplines of applied kinesiology
4. Present an evidence-based practice description in a selected sub-discipline of applied kinesiology

**Optional Texts**

Greenhalgh, Trisha (2014) How to Read a Paper: The Basics of Evidence-Based Medicine. 5th Ed. BMJ Books.

**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 Examinations**

- **Participation & Online Assignments – 15 points**

- Attending class, behaving professionally, and active participation are important components of this course. This class will involve both in-class and out of class assignments. These activities will help students to develop skills related to performing a review of literature.

- **Literature Review – 70 points**

- This assignment is the culminating project for the course and will require both paper and a class presentation your paper. The assignment is designed to assist you with identifying, clarifying, and the thoughtfully developing a research topic and theoretical framework for your graduate research project. You will be required to write and present a scientific research literature review describing a project of interest to you and a faculty member within the EFHP program. The development of a research literature review illustrates familiarity with problem, formation and hypothesis development, review and critical analysis of the scholarly literature, and consideration of the implications of research findings. This assignment is comprised of multiple drafts each having a specified amount of points and due dates that can be seen on the course schedule.

- **Presentation – 15 points**

- The intent of this assignment is to develop your presentation skills and communicate your proposed research to your colleagues and professors. **IMPORTANT - This is a Performance Based Assessment.**

- **Other Requirements**

- **Attendance**

- Students are expected to be on time, attend all class meetings and be prepared for in class assignments and projects. Excused absences include the following: illness (must bring a receipt or note from a doctor), family death, athletic/academic event, and others at the discretion of the instructor. For known upcoming absences, students must contact the instructor at least one week in advance to the missed class to make up work. In the case of illness or some other unforeseen absence, the student must contact the instructor via e-mail or telephone. At the next attended class meeting the student will discuss material that is to be completed. It is the student's obligation to pursue any make-up work.

- **Alternate Schedule**

- This course may have professionals from the field as guest speakers. Due to their professional responsibilities, guest speakers may not be able to attend a scheduled class time. Therefore, this course may require meeting outside of regularly scheduled class times and/or travel to sites off campus. Students will be informed of such meetings one week in advance of the scheduled class meeting. Students will be expected to arrange transportation to and from the meeting site.

- **Academic Load**

- Although many students must work to meet living expenses, employment and personal responsibilities are not acceptable reasons for late arrivals, missed classes, or incomplete assignments. Employment must not take priority over academic responsibilities. Students failing to observe these guidelines should expect no special consideration for academic problems arising from the pressures of employment.

- **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.
- **Written Assignments**
  - All assignments must be typed in Microsoft Word, and formatted as follows (*unless otherwise specified*): double spaced, 12 point Times New Roman font, 1 inch margins, your name and title in the running header at top left had corner, continuous line numbers on left margin, and page numbers centered in footer. Failure to comply with any or all parts of this format will result in an unacceptable assignment, which corresponds to zero (0) points.
  - Pay close attention to spelling and grammar as these will count towards your grade on written assignments. American Medical Association Manual (AMA) of Style (10<sup>th</sup> edition) format must be used for all written work in this class (e.g., in referencing, creation of tables, and formatting headers for paper sections).
  - Assignments must be turned in on Blackboard/MyMason Portal by the beginning of class on the specified date due (*unless otherwise specified*). No late assignments will be accepted. It is recommended that students keep copies of all submitted work.
- **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. Additionally, no laptop computers (e.g., netbooks, notebooks, etc.) will be permitted for use during class time unless with permission from the instructor.
- **E-mail Correspondence**

Only messages that originate from a George Mason University address will be accepted. Please address the subject line for all email pertaining to this course as: *EFHP 612: Last Name – purpose of email*. The following is an appropriate professional format:

Subject: EFHP 612: Help with (fill in blank)

Dear Dr. Martin, (*Introductory salutation*)

I have a question regarding one of the assignments. (*Text body*)

Regards, (*Ending Salutation*)

Mr./Mrs. Student (*Your name*)

*Note:* All email will be responded to in the order in which it is received. Students should allow 48 hours for a response.
- **Zotero**

- All students will have to use Zotero as their citation management software, and provide a digital copy of the library. Online tutorials, guides, and download of plugin is available at:  
<http://infoguides.gmu.edu/content.php?pid=23687&sid=170423>
- Zotero works best with Firefox browser, which is also free for download at:  
<http://www.mozilla.org/en-US/firefox/new/> There is also an extension for the google browser (Chrome).
- There is also a standalone version for windows and Mac that can be downloaded from <https://www.zotero.org/>.

• **Grading**

<i>Assignments</i>		<i>% of Final Grade</i>	<i>Due Dates</i>
#1	Participation & Online Assignments	15%	See Course Schedule
#2	Literature Review	70%	
	• Literature Review	<i>See Assignment Description</i>	
	• Final Synthesis Matrix		
	• References		
• Concept Map			
#3	Presentation	15%	
TOTAL		100%	

**Course Grading Scale**

The student's final letter grade will be earned based on the following scale:

<b>Grade</b>	<b>Percentage</b>
A	94 – 100%
A-	90 – 93%
B+	88 – 89%
B	84 – 87%
B-	80 – 83%
C	70 – 79%
F	0 – 69%

Note: Although a B- is a satisfactory grade for a course, students must maintain a 3.00 average in their degree program.

**Professional Dispositions**

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

## Class Schedule

Week / Date	Topic	Chapter/Assignment Due
1 / Aug 25	<b>Virtual Meeting: 8:30 to 10 am</b> Introduction to Course / Evidence Based Practice	Articles on Blackboard
1 / Aug 28	<i>Familiarizing yourself with EFHP program and George Mason University</i>	<i>Online assignment #1</i>
2 / Sept 1	<b>Virtual Meeting: 8:30 to 10 am</b> Searching the literature <i>Guest Speaker – Librarian Carl Leak</i>	Articles on Blackboard
2 / Sept 4	<i>Identifying a Topic and Searching the Literature</i>	<i>Online assignment #2</i>
3 / Sept 8	<b>Virtual Meeting: 8:30 to 10 am</b> Understanding & Synthesizing the literature; Types of Reviews	Articles on Blackboard
3 / Sept 11	<i>Concept mapping for clarity and progress</i>	<i>Online assignment #3</i>
4 / Sept 15	<b>Virtual Meeting: 8:30 to 10 am</b> Student Article Presentations	Articles on Blackboard
4 / Sept 18	<i>Work on synthesis matrix</i>	<i>None</i>
5 / Sept 22	<b>Virtual Meeting: 8:30 to 10 am</b> Student Article Presentations	Articles on Blackboard
5 / Sept 25	<i>Article critique</i>	<i>Online assignment #4</i>
6 / Sept 29	<b>Virtual Meeting: 8:30 to 10 am</b> Student Article Presentations	Articles on Blackboard
6 / Oct 2	<i>Synthesis Matrix #1</i>	<i>Online assignment #5</i>
7 / Oct 6	<b>Virtual Meeting: 8:30 to 10 am</b> Guest Speaker 1: Dr. Jatin Ambegaonkar	Articles on Blackboard
7 / Oct 9	<i>Speaker Reflection / One on One Meetings</i>	<i>Online assignment #6</i>
8 / Oct 13	<b>No Class – Columbus Day</b>	
8 / Oct 16	<i>Work on synthesis matrix</i>	
9 / Oct 20	<b>Virtual Meeting: 8:30 to 10 am</b> Outlining the Literature Review	<i>Online assignment #7</i>
9 / Oct 24	<i>Synthesis Matrix #2</i>	<i>Online assignment #8</i>
10 / Oct 27	<b>Virtual Meeting: 8:30 to 10 am</b> Guest Speaker 2: Dr. Shane Caswell	Articles on Blackboard
10 / Oct 30	<i>Speaker Reflection / One on One Meetings</i>	<i>Online assignment #9</i>

11 / Nov 3	<b>Virtual Meeting: 8:30 to 10 am</b> Guest Speaker 3: Dr. Nelson Cortes	Articles on Blackboard
11 / Nov 6	<i>Writing the literature review</i>	<i>Online assignment #10</i>
12 / Nov 10	<b>Virtual Meeting: 8:30 to 10 am</b> How to Write Scientifically / Writing Day	Articles on Blackboard
12 / Nov 13	<i>Speaker Reflection / One on One Meetings</i>	<b>1<sup>st</sup> Draft of Literature Review</b>
13 / Nov 17	<b>Virtual Meeting: 8:30 to 10 am</b> Giving Professional Presentations / Writing Day	Articles on Blackboard
13 / Nov 20	<i>Literature review revisions</i>	<i>Work on revisions to literature review</i>
14 / Nov 26	<b>No Class – Thanksgiving Recess</b>	
14 / Nov 29	<b>No Class – Thanksgiving Recess</b>	
15 / Dec 3	<b>Virtual Meeting: 7:30 to 10:10 am</b> Student Presentations	<b>Presentations Slides</b>
15 / Dec 6	<i>Online: Peer feedback / One on One Meetings</i>	
<b>Dec 12</b>	<b>Literature Review Due</b>	<b>Final Literature Review</b>

Notes:

- 1) Faculty reserves the right to alter the schedule as necessary, with notification to students.
- 2) Late submissions will not be accepted.
- 3) Online Assignments are due by Midnight on Friday of the week they are due. For example, Online Assignment #1 is due Midnight on August 30.

## 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 <https://catalog.gmu.edu/policies/honor-code-system/>).
- Students must follow the university policy for Responsible Use of Computing (see <https://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 <https://ds.gmu.edu/>).
- Students must silence all sound emitting devices 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 <https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

### **Notice of mandatory reporting of sexual assault, interpersonal violence, and stalking:**

As a faculty member, I am designated as a “Responsible Employee,” and must report all disclosures of sexual assault, interpersonal violence, and stalking to Mason’s Title IX Coordinator per University Policy 1202. If you wish to speak with someone confidentially, please contact one of Mason’s confidential resources, such as Student Support and Advocacy Center (SSAC) at 703-380-1434 or

Counseling and Psychological Services (CAPS) at 703-993-2380. You may also seek assistance from Mason's Title IX Coordinator by calling 703-993-8730, or emailing [titleix@gmu.edu](mailto:titleix@gmu.edu).

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

Assessment Rubric(s)

Presentation Assignment

<b>Standard</b>	<b>Exceeds Expectations (4)</b>	<b>Meets Expectations (3)</b>	<b>Below Expectations (2)</b>	<b>Unacceptable (1)</b>
<b><i>Preparedness</i></b>	Student was very well prepared	There were a few minor instances in which student could have been better prepared but overall they appeared prepared	There were numerous instances in which it was apparent that student was not prepared	Student was clearly not prepared for presentation
<b><i>Speaking and presence</i></b>	Student demonstrated good use of voice, spoke clearly w/ voice inflection, maintained eye contact with audience and did not read verbatim off slides or notes. Body posture, positioning and enthusiasm during presentation was appropriate.	With a few minor exceptions student demonstrated good use of voice, spoke clearly w/ voice inflection, maintained eye contact with audience and did not read verbatim off slides or notes. Body posture, positioning and enthusiasm during presentation needed minor improvements.	Numerous times student did not demonstrate good use of voice, spoke clearly w/ voice inflection, maintained eye contact with audience and did not read verbatim off slides or notes . Body posture, positioning and enthusiasm during presentation needed major improvements.	Student did not demonstrate good use of voice, spoke clearly w/ voice inflection, maintained eye contact with audience and did not read verbatim off slides or notes throughout the presentation
<b><i>Multimedia</i></b>	Student utilized visual aids and/or multimedia effectively	With a few minor exceptions student utilized visual aids and/or multimedia effectively	Numerous times student did not utilize visual aids and/or multimedia effectively	Student did not use visual aides and/or multimedia
<b><i>Presentation content</i></b>	Student presented content in a logical and organized manner	Minor improvements are needed in terms of presenting material in a logical and organized manner	Major improvements are needed in terms of presenting material in a logical and organized manner	The presentation content was not presented in a logical and organized manner



<b><i>Command of content</i></b>	Student demonstrated strong understanding of content presented	Student needs to make minor improvements in ability to demonstrate understanding of content	Student needs to make major improvements in ability to demonstrate understanding of content	Student did not understand content presented based on presentation
<b><i>Ability to respond to questions</i></b>	Student effectively and appropriately responded to audience questions	Minor improvements in responses to audience questions are needed	Major improvements in responses to audience questions are needed	Student did not respond effectively to audience questions

*Total Score:*    / 24

*Comments:*