KINE 330 (001) – Seminar in Kinesiology
3 Credits, Fall 2020
Online

Faculty
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Prerequisites/Co-requisites:
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 to 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

This course will be delivered online using asynchronous format via Blackboard Learning Management system (LMS) housed in the MyMason portal. You will log in to the Blackboard (Bb) course site using your Mason email name (name@masonlive.gmu.edu) and email password. The course site will be available on Monday, August 24th.

Under no circumstances, may candidates/students participate in online class sessions (either by phone or Internet) while operating motor vehicles. Further, as expected in a face-to-face class meeting, such online participation requires undivided attention to course content and communication.

TECHNICAL REQUIRMENTS

To participate in this course, students will need to satisfy the following technical requirements:

- High-speed Internet access with standard up-to-date browsers. To get a list of Blackboard's supported browsers see:
https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers

To get a list of supported operation systems on different devices see:
   https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems
- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.
- Students will need a headset microphone for use with the Blackboard Collaborate web conferencing tool. [Delete this sentence if not applicable.]
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements.
- The following software plug-ins for PCs and Macs, respectively, are available for free download: [Add or delete options, as desire.]
   o Adobe Acrobat Reader: https://get.adobe.com/reader/
   o Windows Media Player: https://support.microsoft.com/en-us/help/14209/get-windows-media-player
   o Apple Quick Time Player: www.apple.com/quicktime/download/

EXPECTATIONS

- Course Week: Because asynchronous courses do not have a "fixed" meeting day, our week will start on Monday and finish on Sunday.

- Log-in Frequency: Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least 3 times per week.

- Participation: Students are expected to actively engage in all course activities throughout the semester, which includes viewing all course materials, completing course activities and assignments, and participating in course discussions and group interactions.

- Technical Competence: Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.

- Technical Issues: Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.

- Workload: Please be aware that this course is **not** self-paced. Students are expected to meet *specific deadlines* and *due dates* listed in the **Class Schedule** section of this syllabus. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.

- Instructor Support: Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.

- Netiquette: The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words*. Remember that you are not competing with classmates, but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.

- Accommodations: Online learners who require effective accommodations to ensure accessibility must be registered with George Mason University Disability Services.

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.

LEARNING OBJECTIVES

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

1. Create a professional resume, cover letter, and develop professional interviewing and presentation skills.
2. Analyze factual information in order to clarify health issues.
3. Relate current health issues/problems to health education in the workplace, school or community setting.
4. Demonstrate sensitivity in dealing with opposing viewpoints.
5. Synthesize knowledge obtained through the literature, presentations, group leadership and membership, and scholarly writing.
6. Make educated decisions regarding different career paths following completion of their undergraduate work.
7. Develop professional skills needed when working with individuals in a health & fitness setting (e.g. Writing professional correspondence, customer service, professional dress codes, ethics)
8. Know the basic principles of working at and managing a health or fitness facility (e.g. Certifications, budgeting, hiring procedures, training staff, staff development)
9. Gain knowledge on how to create, market and evaluate health and fitness programs.
10. Identify risk management practices such as background checks, employment verifications, insurance coverage, etc.
11. Learn how to provide a safe facility for both patrons and employees as well as emergency procedures required at a health & fitness facility.

Professional Standards

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

ASSIGNMENT DESCRIPTIONS

1) Resume Draft #1: *(Course objectives 1&2)*: Create a resume draft using on-line templates or create a new template. 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. Additional details will be provided on Blackboard. 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.

2) Resume Draft #2: *(Course objectives 1&2)*
   Students MUST at least have written the following additional sections:
   Experience: Can include paid work, internships, related class projects, volunteer experience, Co-Curricular Activities: examples include intercollegiate athletics, fraternity/sorority officer.

3) Resume Final Draft: *(Course objectives 1&2)*
   Students MUST at least have written the following additional sections:
   Skills: list applicable skills.
   Extracurricular Activities: Employers like to know other facts, so create an "other" section if you've done these: Community service, sports, volunteer work, campus clubs, activities, certifications

   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. Additional details will be provided on Blackboard.

4) Cover Letter: *(Course objective 3)*: Create a professional cover letter for the position of your choice. Additional details will be provided on Blackboard.

5) Email Assignment: *(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. Additional details will be provided on Blackboard.

6) LinkedIn Assignment: *(Course objectives 1-3)*: Create an account on the professional networking site. Additional details will be provided on Blackboard.

7) Discussion Board Assignment: *(Course objective 7)*: Participate in the on-line discussion board regarding diversity in the workplace. Additional details will be provided on Blackboard.

8) Highly Effective Schedule Assignment: *(Course objective 4)*: Create a highly effective schedule. Additional details will be provided on Blackboard.

9) Position Stance Abstract: *(Course objectives 5-8)*: 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. Additional details will be provided on Blackboard.

10) Position Stance Presentation: *(Course objective 5-8)*: Students will record a video **presentation** on their position topic. 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, etc.) is a key part of the presentation. DO NOT READ THE SLIDES! 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 2010. Use a **minimum of 6 references and use APA guidelines for citation**. Additional details will be provided on Blackboard.

11) New Exercise Experience: *(Course objective 6):* Try (safely and in a safe environment) a new form of training, exercise (preferably do a fitness class) then report your experience.

12) Instruction Video: *(Course objective 6):* 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 educated clients by a variety of professionals.

13) ACSM / NSCA Practice Exam: *(Course objective 3):* You will be given access to a practice ACSM-EP / NSCA-CSCS exam to complete on **your own**. 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-EP / NSCA-CSCS exams.

14) Professionalism *(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 on-line setting professionalism generally consists of the following components:

Attendance – Frequently check the course content and stay current with due dates and assignments. If you unexpectedly miss an assignment due to something out of your control, contact the instructor within 24 hours to notify them what happened. No future assignments will be accepted when a deadline is missed unless make-up arrangements are made.

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. Please include your name with all email correspondence.

Participation – Participate in on-line 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.

Course performance evaluation on the following page…….

COURSE PERFORMANCE EVALUATION

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

This course will be graded on a point system, with a total of 700 possible points, with each assignment contributing its respective points as a percentage of the final grade.

Assignment:	Points:
1) Resume Draft #1	50
2) Resume Draft #2	50
3) Final Resume Draft	50
4) Cover Letter	50
5) Email Assignment	50
6) LinkedIn Assignment	50
7) Discussion Board / Diversity in the Workplace	50
8) H.E.S. Assignment	50
9) Position Stance Abstract	50
10) Position Stance Presentation	50
11) New Exercise Experience	50
12) Instructional Video	50
13) ACSM / NSCA Practice Exam	50
14) Professionalism	50
Total:	700 pts.

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

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		

TENTATIVE COURSE SCHEDULE

DATE	TENTATIVE TOPIC	ASSIGNMENTS DUE
8-24	Introduction / Syllabus	Resume Draft #1
8-31	Resume and Cover Letters	Resume Draft #2
9-7	Job Search	Final Draft Resume Due
9-14	Interviewing and Networking	Cover Letter Due
9-21	Communication, Learning, and Personality	Email Assignment Due
9-28	Research Methods and Presentation Skills	LinkedIn / Topic Approval Due
10-5	Diversity in the Workplace	Discussion Board Assignment Due
10-12	Time Management	H.E.S. Assignment Due
10-19	Position Stance Abstract	N/A
10-26	Research Presentations	Position Stance Abstract Due
11-2	Internship Presentation Video	N/A
11-9	Behavior Modification	New Exercise Experience Due
11-16	ACSM / NSCA Practice Exam	Instructional Video Assignment Due
11-23	Thanksgiving Break	N/A
11-30	Position Stance Presentations	ACSM / CSCS Exam Due
12-7	Finals Week	Position Stance Presentations Due

FINAL EXAM – No final exam.

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 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.

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

College of Education and Human Development

SAFE RETURN TO CAMPUS AND

REMOTE LEARNING GUIDANCE
FOR STUDENTS ENROLLED IN CEHD COURSES

Both a Safe Return to Campus and Successful Remote Learning Depend on YOU.

All students are required to take Safe Return to Campus Training prior to visiting campus: it is, however, recommended for all Mason students. Training is available in Blackboard.

Students are required to follow the university's public health and safety precautions and procedures outlined on the university Safe Return to Campus webpage.

All students in face to face and hybrid courses must also complete the Mason COVID Health Check daily, seven days a week.

You may not come to class if you receive a Yellow or Red email response to the Mason COVID Health Check.
You may only come to class if you receive a Green email response to the Mason COVID Health Check.

If you suspect that you are sick or have been directed to self-isolate, quarantine, or get testing do not go to class.
Faculty are allowed to ask you to show them that you have received a Green email and are thereby permitted to be in class.

Disability Services: Students unable to participate in a course in the manner presented, either due to existing disability or COVID comorbidity risk, should seek accommodations through the Office of Disability Services.

Campus Closure: If the campus closes or class is canceled due to weather or other concerns, students should check Blackboard, Mason email, or the Mason website for updates on how to continue learning and information about any changes to events or assignments.

Participation and Make-up Work: CEHD instructors will work with students to find reasonable opportunities to make up class work or assignments missed due to documented illness. Begin by

contacting your instructor for guidance. For further assistance, students may contact their program and the CEHD Office of Student and Academic Affairs (cehdsaa@gmu.edu).

Technology Requirements:

Activities and assignments in CEHD courses regularly use the Blackboard learning system. Students are required to have regular, reliable access to a computer with an updated operating system (recommended: Windows 10 or Mac OSX 10.13 or higher) and a stable broadband Internet connection (cable modem, DSL, satellite broadband, etc., with a consistent 1.5 Mbps [megabits per second] download speed or higher. Additionally, CEHD course activities and assignments may regularly use web- conferencing software (Blackboard Collaborate / Zoom). In addition to the requirements above, students are required to have a device with a functional webcam and microphone. In an emergency, students can connect through a telephone call, but video connection is the expected norm.

Course Materials and Student Privacy:

All course materials posted to Blackboard or other course site are private; by federal law, any materials that identify specific students (via their name, voice, or image) must not be shared with anyone not enrolled in this class.
Video recordings of class meetings that include audio or visual information from other students are private and must not be shared.

Live Video Conference Meetings (e.g. Collaborate or Zoom) that include audio or visual information from other students must be viewed privately and not shared with others in your household. Some/All of your CEHD synchronous class meetings may be recorded by your instructor to provide necessary information for students in this class. Recordings will be stored on Blackboard [or another secure site] and will only be accessible to students taking this course during this semester.

Testing with LockDown Browser:

CEHD courses may require the use of LockDown Browser and a webcam for online exams. The webcam can be built into your computer (internal webcam) or can be the type of webcam that plugs in with a USB cable (external webcam). Information on installing and using LockDown Browser may be found here.

You will need the following system requirements for online exams:

Windows: 10, 8, 7
Mac: OS X 10.10 or higher
iOS: 10.0+ (iPad only)
Must have a compatible LMS integration
Web camera (internal or external) & microphone
A reliable internet connection
Prior to your first exam, you must install LockDown Browser following the step-by- step instructions linked above.

To ensure LockDown Browser and the webcam are set up properly, do the following:

Start LockDown Browser, log into Blackboard and select your course.
Locate and select the Help Center button on the LockDown Browser toolbar.
Run the Webcam Check and, if necessary, resolve any issues or permissions your computer prompts.
Run the System & Network Check. If a problem is indicated, see if a solution is provided in the Knowledge Base. Further troubleshooting is available through the ITS Support Center.
Exit the Help Center and locate the practice quiz.
Upon completing and submitting the practice quiz, exit LockDown Browser.

When taking an online exam that requires LockDown Browser and a webcam, remember the following guidelines:

Ensure you're in a location where you won't be interrupted.
Turn off all other devices (e.g. tablets, phones, second computers) and place them outside of your reach.
Clear your desk of all external materials not permitted — books, papers, phones, other devices.
Before starting the test, know how much time is available for it, and that you've allotted sufficient time to complete it.
Remain at your computer for the duration of the test. Make sure that your computer is plugged into a power source, or that battery is fully-charged.
If the computer or networking environment is different than what was used previously with the Webcam Check and System & Network Check in LockDown Browser, run the checks again prior to starting the test.

To produce a good webcam video, do the following:

Do not wear a baseball cap or hat with a brim that obscures your face.
Ensure your computer or tablet is on a firm surface (a desk or table). Do NOT have the computer on your lap, a bed, or any other surface where the device (or you) are likely to move.
If using a built-in (internal) webcam, avoid tilting the screen after the webcam setup is complete.
Take the exam in a well-lit room and avoid backlighting, such as sitting with your back to a window.
Remember that LockDown Browser will prevent you from accessing other websites or applications; you will be unable to exit the test until all questions are completed and submitted.