

GEORGE MASON UNIVERSITY
School of Recreation, Health, and Tourism

HEAL 430 – Seminar in Exercise Science and Health Promotion (3)
Spring 2011

DAY/TIME: T 7:20 – 10:00 PM LOCATION: PW: BRH 247
PROFESSOR: Dianna Purvis, MS, PhD EMAIL ADDRESS: dpurvis@gmu.edu
Candidate, PMP, ACSM
Sr. Scientist/USUHS
Human Performance
Resource Center
OFFICE LOCATION: PW: BRH 247 PHONE NUMBER: 703-993-2089
OFFICE HOURS: After class or by appointment

PREREQUISITES

Completion of 90 hours (print out degree audit/graduation status to validate credit hour completion).

COURSE DESCRIPTION

Provides overview of contemporary and often controversial health issues with analysis of selected problems of current concern to society.

COURSE OBJECTIVES

At the completion of this course, students will be able to:

1. Distinguish between health problems and health issues.
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.

COURSE OVERVIEW

The purpose of this course is to ensure that students understand evidence based principles and guideline development that ensure professional practices are safe, effective, and efficient. This basic principle is the foundation of many practices that include: medicine, physical therapy, athletic training, exercise science research, and the development of public health guidelines. Students will learn how to translate science for the lay public and develop actual web content for an online human performance resource center. This is an experiential class that further develops students to be prepared for an actual workplace environment. Following instructions, asking clarifying questions, and taking responsibility for all work products are key components. This class requires a high level of participation; students are expected to attend ALL class sessions. No exceptions will be given without prior arrangement or an official doctor's note. Students will be held to standards of the GMU Honor Code. Active participation is expected along with completion of all in-class exercises and assignments. Assignments must be turned in at the beginning of class on the specified date due or **no credit will be given**. Since all Powerpoint presentations slides will be provided, no laptops are allowed for use during class unless student special needs require such use and are previously discussed with professor.

REQUIRED READINGS

1. HRT Internship Manual <http://rht.gmu.edu> (CLICK: Current students, documents/forms/internship/internship manual)
2. Evidence Analysis Manual <http://www.adaevidencelibrary.com/topic.cfm?cat=1155>
3. Readings as directed
4. Strunk, W. and E. White (1999). The elements of style, Longman. GMU bookstore or www.amazon.com

EVALUATION

This course will be graded on a point system, with a total of 100 possible points.

Requirements	Points
Group Presentation #1	10
Group Presentation #2	10
Individual Presentation/Translational Summary (Q&A)	30
Research Brief	30
Quizzes/Assignments/Participation	15
Appendix 1	5
TOTAL	100

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

TOPIC			READINGS/ASSIGNMENT DUE
January	25	Introduction Review assignment guidelines Discuss primary sources	Primary source assignment due: Feb 8
February	1	Dr. Waddell Internship Overview	Appendix 1 due: 2/22/11
	8	Evidence analysis Writing, speaking, and presentation skills Assign topics	
	15	Out of class group work	<i>Out of Class Assignment: Read Evidence Analysis Manual</i> 1) Submit an example of each level of evidence (abstracts accepted if they clearly show type of study) http://gollum.lib.uic.edu/applied_health/files/images/Slide1.preview.gif due 2/22/10
	22	How to construct a message and talking points Writing for the public Quiz 1: Evidence analysis (manual/lectures)	In class assignment
March	1	Basic concepts: exercise science concepts, disease risks, ACSM guidelines	Group presentation: evidence based strategies to prevent disease/manage stress due: 4/5/11
	8	Out of class group work	Groups prepare evidence based presentation due 4/5/11
	15	Spring Break	

TOPIC			READINGS/ASSIGNMENT DUE
	22	Quiz 2: Exercise science concepts Review progress	In –class work
	29	Evidence-based performance programs	
April	5	Group presentation #1: evidence based strategies to prevent disease/manage stress	Reference list due
	12	Individual Translational Summary Presentations: 10 min PPT/5 min questions	Appendix 13 & 15 due
	19	Individual Translational Summary Presentations: 10 min PPT/5 min questions	
	26	Group Presentations #2: Present research paper	
May	3	Internship presentations	Research Brief/Translational Summary Due

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

Student Expectations

- Students must adhere to the guidelines of the George Mason University Honor Code [See <http://academicintegrity.gmu.edu/honorcode/>].
- Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See <http://ods.gmu.edu/>].
- Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/1301gen.html>].
- Students are responsible for the content of university communications sent to their George Mason University 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 must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- Students are expected to exhibit professional behaviors and dispositions at all times.

Campus Resources

- The George Mason University 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 George Mason University Writing Center staff 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/>].
- For additional information on the College of Education and Human Development, School of Recreation, Health, and Tourism, please visit our website [See <http://rht.gmu.edu>].

