

GEORGE MASON UNIVERSITY
School of Recreation, Health, and Tourism

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

DAY/TIME:	TTh 1:30 – 2:45 p.m.	LOCATION:	PW – BRH 246
PROFESSOR:	Dr. Jan Redmond	EMAIL ADDRESS:	jredmon2@gmu.edu
OFFICE LOCATION:	Bull Run Hall 210A	PHONE NUMBER:	703-993-7118
OFFICE HOURS:	T-TH 10:30–11:30 a.m. or by appointment	FAX NUMBER:	703-993-2025

PREREQUISITES

Completion of 90 hours

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 assist students in understanding 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. Following instructions, asking clarifying questions, and taking responsibility for all work products are key components. This class requires a high level of participation including completion of all in class exercises and assignments; students are expected to attend ALL class sessions. Assignments must be turned in on the specified date due or **no credit will be given**.

READINGS

1. HRT Internship Manual <http://rht.gmu.edu> (CLICK: Current students, documents/forms/internship/internship manual) (REQUIRED)
2. Evidence Analysis Manual <http://www.adaevidencelibrary.com/topic.cfm?cat=1155>
3. Readings as directed

CLASS POLICIES:

✓ Attendance is required for success in this class. The student is responsible for any information presented, discussed and assigned in class regardless of whether or not the student is present. Make-up tests, quizzes, assignments, or other grades will be granted for excused absences only:

- serious illness (doctor's note required)
- official university excused absences (with proper documentation **and** prior notification)

- extenuating circumstances (PRIOR approval should be obtained or direct contact made with the instructor **at least one class period** prior to the event)
- Please be aware that any student who does not attend the lecture during the initial drop/add phase and has not communicated with me is subject to being administratively dropped from the roster. Roll will be taken up until the last day to add a class only and will not be used in grade calculation.
- ✓ When contacting the instructor(s) in reference to class issues via e-mail or other method (for example a note in my mail box or on my office door), if you do not receive confirmation that I have received your message, project, etc., within a reasonable time period (**2 work days**), then I did not get it! **In other words, if you do not hear back from me, please follow up to make sure we are communicating effectively!**
- ✓ Please check Blackboard e-mail account prior to coming to class. If I am ill or there is a change in the class location, materials required, or meeting time, I will send an e-mail out via blackboard to all of your Mason student accounts.
- ✓ Students are always encouraged to come to office hours in order to ask additional questions on the material or to just check-in about anything.
- ✓ All students are expected to conduct their work for this class as spelled out in the George Mason University Honor Code. All class projects are subject to evaluation under plagiarism detection software such as “Turn It In” or “SafeAssign”.
- ✓ Student employment does not take priority over academic obligations. I recognize that many students need to work in order to meet living expenses, however, there are distinct guidelines for students in terms of the number of credit hours which should be attempted based on how many hours per week a student has outside employment. For additional information on this subject, please see the GMU student handbook.
- ✓ 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 lecture or lab sections. If the professor/instructor identifies any student using a sound emitting technology in any fashion (e.g., text message, phone calls, instant messaging services, or others) the student will be requested to leave the classroom, and it will count as an absence.
- ✓ Additionally, no laptop computers (e.g., netbooks, notebooks, etc.) will be permitted for use during class time; the only exception is for use during presentations and projects and only with instructor permission.

EVALUATION

ASSIGNMENTS	POINTS
Six Health Topics	10
Draft Resume	20
Internship Manual Appendix 1	20
Topic Thought Questions	10
Topic Presentation/Discussion Facilitation	75
Position Stance Paper	75
Degree Audits/Participation/Attendance/Peer Evaluation	10
Total Points Possible	220

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	

Assignment Details:

*Note: There is no single text for this course, but there will be **required** reading assignments to facilitate discussion of health/exercise topics. Your success in this class is hinged upon participation in discussion that will only be possible by completing all assigned reading. Be prepared for reading assignments for each class period. Thank you.*

Six Health Topics

Consider and research the vast array of health topics, especially those that are *controversial* in nature. Select and submit a total of six (6) “hot” topics that interest you. Since this seminar covers Exercise Science and Health Promotion, three (3) topics should deal with Exercise and three (3) should deal with other Health topics other than exercise. Submitted topics are to be specific (narrowed scope), and you must take a position stance. For example, if you have interest in Vaccines, you must streamline the topic and “choose a side of an issue”. For Example: “Influenza Vaccinations: You Should Not Do It”. You must select topics that have at least two opposing “schools of thought”. The point is for you to gain skills in researching and evaluating data to make an informed decision. All six topics are submitted as one assignment.

Draft Resume/Cover Letter

Create a rough draft resume. It does not have to be perfect—it is a *draft*. Bring a hard copy to class on the scheduled due date.

The following are resources for those who need to update their resumes or create them from scratch:

<http://careers.gmu.edu/movingon/document.pdf>

Read the brief resume writing section, pp. 25-32. Reviewing the Resume Contents sections that describe and give examples of an Objective, Education, Experience, etc. will help you create the rough draft of your resume. Students MUST at least have written the following sections:

Identifying information: name, address, email, phone number

Objective: make up a dream job or internship you would like to apply for

Education: Do not include high school

Experience: Can include paid work, internship, related class projects, volunteer experience

Skills: list applicable skills

Employers like to know other facts, so create an “other” section if you’ve done these:

Community service, volunteer work, campus clubs, activities, certifications (see list on p.28)

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

Internship Manual Appendix 1

You will need to review the internship manual and obtain a hard copy of **Appendix 1**. Appendix 1 will be due toward the end of the semester in *completed form*—see schedule. **Do NOT** delay. **START NOW!** You can print it from the RHT website: <http://rht.gmu.edu> (CLICK: undergraduate education, internship and field work, internship manual—embedded in first full paragraph of text) or the Copy Center may still sell hard copies for a minimal fee.

Topic Thought Questions

When an exercise/health presentation is scheduled, there will be corresponding reading assignments to be read prior to class. Students are free and encouraged to read supplemental research as well. **Submit two (2) insightful questions on the topic** Questions will be graded for their contemplative, insightful, perceptive nature. Go beneath the “surface” of the subject matter to get to the “meat” within the topic. Generalized questions will not suffice for this assignment.

These are questions that you could ask the presenter in class.

Presentation Topic & Reading Assignment

As soon as possible prior to your presentation date, select and submit your specific health/exercise topic via email. (This is the topic on which you will write a paper, as well as present and facilitate discussion during one class period). One week prior to your presentation date, you must email your instructor and class members **1** of your research sources—links work best so that students can simply click, open, and read. It is critical for you to keep your GMU email account cleared to receive reading assignments. If you do not receive readings, it is your responsibility to contact the instructor. Use **APA format** for referencing. The reading assignments should be from peer-reviewed scholarly journal sources—full articles—not reviews. For our purposes, do not use sources dated older than 2007.

Topic Presentation/Discussion Facilitation

Students will **present** his/her topic during one class period (quality trumps quantity here). Following the presentation, the students (not the instructor) will address questions (class will have completed required reading on topic prior to class). The presenters are encouraged to **facilitate** class discussion/involvement during the presentation. Instructor will be making note of those who actively participate. 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, eye contact, etc.) is a key part of the presentation. **DO NOT READ TO THE CLASS!** Talk and explain in your words. **Presentation outlines or slide note handouts (for each audience member and instructor) are required by presenters.** Again, references should be from peer-reviewed scholarly journal sources. For our purposes, do not use sources dated older than 2007. Use a **minimum of 6 references and use APA guidelines for citation** (same requirement for writing your paper).

What is the point and purpose of the presentation and paper assignments?

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.

Position Stance Paper

This is the written portion of your topic presentation. Students will submit a position paper, 10-12 pages in length. Resource guidelines are listed above. Papers are to be typed, double-spaced, with one-inch margin, and 12-point font. **Papers are due on student's presentation date.** Plagiarism is not an option.

The keys to a good position paper:

Pick an issue. Research the studies and data. Based on the evidence, take a stance on the issue. Clearly state your position. Construct your paper with your thesis in the introduction. Back up your position with the evidence. Present the main counter-arguments. What is the evidence to support your stance? Draw everything together to support your introductory thesis (your position on the issue). What implications do the results have on you, your community, etc.? Can you apply this in your profession? What are some future directions related to this topic that should be researched?

Participation & Peer Evaluation

Students are expected to attend all classes and actively engage in discussion. On student presentation days, an unexcused absence by any student will result in a -5 point deduction from that student's presentation grade (we need you to participate!). Students will anonymously evaluate the presentations of their peers. This assignment is to be taken seriously. Scores given by peers should be based on merit, not popularity. No one is well-served by erroneous/false scores. Peer and instructor scores will be combined at a certain percentage for a final total score. Note: 8 points of your total grade are influenced by your ability to evaluate your peers. If it was not a perfect presentation, do not give a perfect score.

TENTATIVE COURSE SCHEDULE

DATE			TOPIC	READINGS/ASSIGNMENT DUE
T	August	30	Introduction to HEAL 430	
TH	September	1	Overview fields of Kinesiology and Health Promotion	Internship Manual
T		6	Internships/Networking	Internship Manual
TH		8	Dr. Waddell	
T		13	Health Promotion/Kinesiology Topics	
TH		15	Resume/Cover Letters	Health Topics Due

DATE			TOPIC	READINGS/ASSIGNMENT DUE
T		20	Resume/Cover Letters	
TH		22	National Certifications/Organizations	Presentation Topic Due
T		27	Appendix 1 (Internship Manual) Workshop	Bring copy of Appendix 1
TH		29	Interviewing	Draft Resume & Cover Letter Due
T	October	4	Presentation Skills	
TH		6	Presentation Skills	
T		11	No Class	
TH		13	Preparation for Presentations – Group Work	
T		18	Presentations Begin	
TH		20	Presentation	
T	October	25	Presentation	
TH		27	Out of Class Assignment	
T	November	1	Presentation	
TH		3	Presentation	
T		8	Presentation	
TH		10	Out of Class Assignment	
T		15	Appendix 1 (Internship) Workshop	
TH		17	Presentation	
T		22	Presentation	
TH		24	Happy Thanksgiving!	
T		29	Presentation	
TH	December	1	Presentation Wrap-up	Appendix 1 Due
T		5	Beyond the Internship/Jobs	
TH		8	Class Wrap-up	

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/>].

