

GEORGE MASON UNIVERSITY
 School of Recreation, Health, and Tourism
 KINE 200 – 002: Principles of Health-Related Fitness (2)
 Fall 2014

DAY/TIME:	Tue/Thu 1:30-2:45pm	LOCATION:	Tue– RAC - Cage Gym Thu – RAC 2203
INSTRUCTOR:	Kathleen K. Friend, MS, HFS	EMAIL:	kfriend@gmu.edu
OFFICE LOCATION:	220A, Bull Run Hall	ADDRESS:	
OFFICE HOURS:	By appointment	PHONE NUMBER:	N/A
		FAX NUMBER:	703-992-2025

PREREQUISITES:
 BIOL 124, BIOL 125, ATEP 300 (formerly KINE 300)

COREQUISITES:
 KINE 310

COURSE CATALOG DESCRIPTION:

Provides students with basic knowledge and skills associated with exercise training methods, lifting techniques, and health-related fitness testing procedures. Selection of developmentally appropriate exercises emphasized. Participation in fitness tests required.

COURSE OBJECTIVES:

Upon completion of this course, students should be able to:

1. Demonstrate appropriate technique when performing resistance training exercises;
2. Select developmentally appropriate exercises;
3. Discuss principles associated with resistance training;
4. Administer tests associated with health-related fitness,
5. Perform health-related fitness tests.

COURSE OVERVIEW:

Students are held to the standards of the George Mason University Honor Code. Students are expected to come to class ready to actively participate and be dressed accordingly (no jeans on lab days). Students will be working in groups and will be expected to administer and perform fitness tests, develop and implement appropriate program design based on test results, and teach and demonstrate proper exercise training technique.

ACCREDITATION STANDARDS

This course meets 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
	GENERAL POPULATION/CORE: EXERCISE PHYSIOLOGY AND RELATED EXERCISE SCIENCE	
1.1.37	Knowledge of and skill to demonstrate exercises designed to enhance muscular strength and/or endurance of specific major muscle groups.	Both
1.1.38	Knowledge of and skill to demonstrate exercises for enhancing	Both

	musculoskeletal flexibility.	
	GENERAL POPULATION/CORE: HEALTH APPRAISAL, FITNESS AND CLINICAL EXERCISE TESTING	
1.3.1	Knowledge of and ability to discuss the physiological basis of the major components of physical fitness: flexibility, cardiovascular fitness, muscular strength, muscular endurance, and body composition.	Lecture
1.3.16	Ability to instruct participants in the use of equipment and test procedures.	Lab
1.3.21	Ability to identify appropriate criteria for terminating a fitness evaluation and demonstrate proper procedures to be followed after discontinuing such a test.	Both
	GENERAL POPULATION/CORE EXERCISE PRESCRIPTION AND PROGRAMMING	
1.7.4	Knowledge of specific group exercise leadership techniques appropriate for working with participants of all ages.	Lecture
1.7.5	Knowledge of how to select and/or modify appropriate exercise programs according to the age, functional capacity and limitations of the individual.	Lecture
1.7.6	Knowledge of the differences in the development of an exercise prescription for children, adolescents, and older participants.	Lecture
1.7.7	Knowledge of and ability to describe the unique adaptations to exercise training in children, adolescents, and older participants with regard to strength, functional capacity, and motor skills.	Lecture
1.7.8	Knowledge of common orthopedic and cardiovascular considerations for older participants and the ability to describe modifications in exercise prescription that are indicated.	Lecture
1.7.15	Knowledge of the components incorporated into an exercise session and the proper sequence (i.e., preexercise evaluation, warm-up, aerobic stimulus phase, cool-down, muscular strength and/or endurance, and flexibility).	Lecture
1.7.19	Knowledge of the exercise programs that are available in the community and how these programs are appropriate for various populations.	Lecture
1.7.20	Knowledge of and ability to describe "Activities of Daily Living" (ADLs) and its importance in the overall health of the individual.	Lecture
1.7.21	Skill to teach and demonstrate the components of an exercise session (i.e., warm-up, aerobic stimulus phase, cool-down, muscular strength/endurance, flexibility).	Both
1.7.23	Skill to teach and demonstrate appropriate exercises for improving range of motion of all major joints.	Both
1.7.33	Ability to design, implement, and evaluate individualized and group exercise programs based on health history and physical fitness assessments.	Lecture
1.7.43	Ability to evaluate flexibility and prescribe appropriate flexibility exercises for all major muscle groups.	Lab
	GENERAL POPULATION/CORE: SAFETY, INJURY PREVENTION, AND EMERGENCY PROCEDURES	
1.10.8	Knowledge of hypothetical concerns and potential risks that may be associated with the use of exercises such as straight leg sit-ups, double leg raises, full squats, hurdlers stretch, yoga plough, forceful back hyperextension, and standing bent-over toe touch.	Lecture

NATURE OF COURSE DELIVERY:

This course will include both lecture and laboratory instruction.

REQUIRED READINGS:

- Coburn, J.W. & Malek, M.H. Essentials of Personal Training, National Strength and Conditioning and Association. Champaign, IL: Human Kinetics.
- Other readings, posted on Blackboard

SUGGESTED READINGS:

- Delavier, F. & Gundill, M. (2011). *The Strength Training Anatomy Workout*. Champaign, IL: Human Kinetics.
- Rippetoe, M. (2012). *Starting Strength* (3rd ed.). Wichita Falls, TX: The Aasgaard Company.

EVALUATION:

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

Requirements	Points
Exam	
#1 Weeks 1- 7	25
#2 Weeks 8-12	25
Resistance Training Practicals - Students will be assessed twice on their ability to instruct others to properly perform resistance exercises using a variety of equipment. Knowledge of the exercise and the joints/muscles involved, plus proper cueing of movement, will be graded.	15
<i>Research Presentation</i> - Students will be assessed on their ability to deliver a 5-7 minute powerpoint presentation on a fitness/exercise topic of their choice. Proper attire, practiced, confident delivery and visually appealing slides are expected. Topic must be researched and include three references, one from a peer-reviewed journal.	10
Homework - Students are required to read five articles and take quizzes on Blackboard.	5
Program Design - Students are required to submit a resistance program based on a client case study. Program includes proper selection of exercises and appropriate load schemes for resistance exercises, plus flexibility and aerobic conditioning programming.	15
Participation -Students must attend class in order to participate in classroom discussions and labs. Proper dress for labs (exercise clothing) is required!	5
TOTAL	100

Grading Scale

A = 94 – 97	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

Week/Date	Tuesday Activity	Thursday Lecture	ASSIGNMENTS
1 8/26, 8/28	Intro to KINE 200, Personal Fitness	Components of Fitness, Adaptations	Review syllabus; Review NSCA Chpts 5 & 6
2 9/2, 9/4	Warm up/mobility	Anatomy Review, Resistance Techniques, Cueing	View Warmup/Cooldown video on Blackboard; Review Table 4.2, Chpt 12 pg 266-276; HOMEWORK: read articles/questions
3 9/9, 9/11	Free weight resistance exercises	Client Consultations/Assessment	Review Chapter 13; Read NSCA Chapter 9; read Chpt 10 pg 191-195, and Chpt 11 pg 203-213, 221-224, 228, 230, HOMEWORK: Read waist circumference articles/questions
4 9/16, 9/18	Fitness testing	Cardio techniques/programming	Read NSCA Chpt 14 & 16. HOMEWORK: HIIT articles/questions
5 9/22, 9/25	Cardio/RPE	Core/UST/Body weight exercise/Flexibility	Read NSCA Chapters 12, (pg 251-264, 277-283); HOMEWORK: UST journal articles/questions
6 9/30, 10/2	Core/UST/Body weight exercise	NO CLASS	
7 10/7, 10/9	Warm up/cool down/myofascial release	EXAM	Bring scantron
8 10/14, 10/16	No class (Monday classes meet Tues)	Exercise selection	Read NSCA Chapter 15
9 10/21, 10/23	RAC orientation	Resistance Programming	
10 10/28, 10/30	Weight Circuit	Resistance Programming	
11 11/4, 11/6	Core/UST/BW circuit practice	Special Populations	Read Chpts 18 & 19; HOMEWORK: journal articles/questions
12 11/11, 11/13	Senior fitness	Presentations	
13 11/18, 11/20	Weight circuit practice	Presentations	
14 11/25, 11/27	Resistance Practical	NO CLASS (THANKSGIVING)	
15 12/2, 12/4	Resistance Practical	Final Exam	
Tues, 12/16@	RAC Practical		

1:30-4:15			
-----------	--	--	--

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. PRIOR approval should be obtained or direct contact made with the instructor **at least 24 hours** of the event.
- 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.
- You must be able to access Blackboard to download articles, complete homework assignments, and to check Blackboard e-mail. Please check your Blackboard 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.
- Communication: Students are always encouraged to email me to ask additional questions on the material. If necessary, we can communicate by phone or meet before class. However, please attempt to get information/clarification from a fellow student before emailing me with your questions. Do tell me in advance if you are not able to make it to class. If you do email me, I should respond within 2 working days. If you don't hear from me, then I did not get your email - **please follow up!**
- Professionalism: Refine your professional skills by corresponding professionally! All email should begin with "Dear Mrs. Friend" and end with an appropriate closing: "thank you", respectfully", "sincerely", etc.
- 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.
- 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 UNLESS it is used for note-taking. Students using a sound emitting technology for something other than note-taking (e.g., text message, phone calls, instant messaging services, or others) will be requested to leave the classroom.

Professionalism

Kinesiology students are expected to behave in a professional manner. Depending upon the setting professionalism may appear different, but typically consists of similar components. For undergraduate Kinesiology students in a classroom setting professionalism generally comprises the following components:

Attendance – Show up on time to class and pay attention. If you cannot attend a class for a legitimate reason please notify the instructor ahead of time. If you have to unexpectedly miss a class due to something out of your control, contact the instructor within 24 hours to notify them what happened and to see if there is anything you need to do to make up your absence.

Communication – When communicating with the instructor and classmates, either face-to-face or via the assigned George Mason University email address, students should address the other person appropriately, use appropriate language and maintain a pleasant demeanor.

Participation – Participate in class 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.

Honesty/Integrity – Students are expected to be honest with the instructor, classmates and themselves. Professionals keep their word when committing to something and act in an ethical manner.

Self-Improvement/Self-awareness – One should be aware of their strengths/weaknesses and constantly seek to improve. Professionals regularly seek out opportunities to increase their knowledge and improve their current skill set.

Student Expectations

- Students must adhere to the guidelines of the George Mason University Honor Code [See <http://oai.gmu.edu/honor-code/>].
- 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/policies/responsible-use-of-computing/>].
- 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.

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/>].

PROFESSIONAL BEHAVIOR: Students are expected to exhibit professional behaviors and dispositions at all times.

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.

