

GEORGE MASON UNIVERSITY
 School of Recreation, Health, and Tourism
 Division of Health and Human Performance
 KINE 200-A01: Principles of Health-Related Fitness (2)
 Summer 2015

DAY/TIME:	MTWR 12:30 – 2:45 pm	LOCATION:	RAC 2203 & RAC 1001
PROFESSOR:	Dr. Joel Martin	EMAIL ADDRESS:	jmarti38@gmu.edu
OFFICE LOCATION:	207 Bull Run Hall	PHONE NUMBER:	703-993-9257
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Dept. Website	rht.gmu.edu	Class Website:	mymasonportal.gmu.edu

PREREQUISITES/COREQUISITES
 BIOL 124, BIOL 125, ATEP 300 / KINE 310

COURSE 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 or other clothing that limits movement). 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 musculoskeletal flexibility.	Both

	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.

CORRESPONDANCE

The preferred method of communication is email. Emails should originate from a George Mason email account and be in a professional format (i.e. emails should not look like a text message!). Emails with no text in the body will not be acknowledged.

REQUIRED READINGS

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

SUGGESTED READINGS

1. Delavier, F. (2010). *Strength Training Anatomy* (3rd ed.). Champaign, IL: Human Kinetics.
2. 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.

Assignment	Percentage
Participation	15%
Quizzes	5%
Practicals	20%
Program Design	15%
Exam 1	20%
Exam 2	20%
Professionalism	5%

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	TASKS	READINGS/ASSIGNMENT DUE
Week 1 May 18-21	<p>Week Theme: <i>Intro to Personal Training and Client Assessment</i></p> <p>Monday: Intro to KINE 200, Personal Fitness, Components of Fitness</p> <p>Tuesday: Adaptations to Exercise /Warm-up/Cool-down / Flexibility & Mobility – Be Scared!</p> <p>Wednesday: Anatomy Review, Resistance Technique Cueing, Client Consultations/Assessment</p> <p>Thursday: Fitness Testing</p>	<p>Monday: Read syllabus</p> <p>Tuesday: NSCA Chapters 5, 6, 12 pp 251 - 260</p> <p>Wednesday: Review book on Blackboard – “Bodyweight Strength Training Anatomy”, NSCA Chapters 4, 9, 10</p> <p>Thursday: NSCA Chapter 11</p>

DATE		TASKS	READINGS/ASSIGNMENT DUE
Week 1	May 22-24	Blackboard Quiz #1	Review Article on Blackboard
Week 2	May 25-28	Week Theme: Cardio and Core Training Monday: Measures of exercise intensity / Continuous & Mono-structural cardio training Tuesday: Personal Training Certifications / HIIT cardio training Wednesday: Study Day Thursday: Exam 1 / Practical 1	Monday: NSCA Chapter 14 Tuesday: Article on Blackboard Wednesday: None Thursday: None
Week 2	May 29-31	Blackboard Quiz #2	Review Article on Blackboard
Week 3	June 1-4	Week Theme: Resistance Training Monday: Main lifts Tuesday: Machines & Accessory lifts Wednesday: Circuit Training / Resistance Bands / Kettlebells Thursday: Bodyweight & Gymnastics	Monday: NSCA Chapter 13 Tuesday: TBD Wednesday: TBD Thursday: Book on Blackboard – “Overcoming Gravity”, NSCA Chapter 12 pp 260-264
Week 3	June 5-7	Blackboard Quiz #3	Review Article on Blackboard
Week 4	June 8-11	Week Theme: Program Design Monday: Aerobic training program design Tuesday: Resistance training program design Wednesday: Special training goal program design Thursday: Active Recovery / Deload Day (i.e. no Class!)	Monday: NSCA Chapter 16 Tuesday: NSCA Chapter 15 Wednesday: Presentations Due Thursday: None
Week 4	June 12-14	Blackboard Quiz #4	Review Article on Blackboard
Week 5	June 15-18	Week Theme: Special Populations and Non-Traditional Training Methods Monday: Children, Senior, Pregnant, Weight loss, and Injured Clients / Plyometric, Speed Training & Agility Training Tuesday: Emergency Responders / Tactical Athletes / Multi-modal Conditioning Wednesday: Corrective/Preventative Exercise Thursday: Exam 2 / Practical 2	Monday: NSCA Chapters 17, 18, 19, 20, 21, 22 Tuesday: CrossFit Manual on Blackboard Wednesday: TBD Thursday: None

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

ASSIGNMENT DESCRIPTIONS

Practical (*Course objectives 1, 4, & 5*)

Students will be assessed twice on their ability to instruct others to 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.

Quizzes (*Course objective 3*)

Students are required to read five articles and take quizzes on Blackboard.

Program Design (*Course objectives 2 & 4*)

Students are required to submit a resistance program based on a client case study. Program includes proper selection of exercises and appropriate loading schemes for resistance exercises, plus flexibility and aerobic conditioning programming.

Exams (*Course objectives 2, 3, 4, & 5*)

Students will take a mid-term and final exam. The exams will assess the student's factual knowledge of the course content. The questions will consist of multiple choice, T/F, and short answer questions.

Professionalism (*Course objectives 1, 2, 3, 4, & 5*)

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.

