

**GEORGE MASON UNIVERSITY**  
**School of Recreation, Health, and Tourism**  
**KINE 330 C01 Seminar in Kinesiology**  
**Summer 2016**

DAY/TIME: M-R 10:30 am - 12:35 pm

LOCATION: Bull Run Hall 258

PROFESSOR: Rich Miller, Ed.D

EMAIL: emiller@gmu.edu

OFFICE LOCATION: SciTech BRH 220

PHONE NUMBER: 703-993-2066 or 571-366-0700

OFFICE HOURS: Before and after class or by appointment

**PREREQUISITES**

60 credits and KINE 100, KINE 200, ATEP 300, KINE 310, KINE 370

**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 OBJECTIVES**

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

1. Create a professional resume.
2. Write a professional cover letter.
3. Give a professional presentation regarding various health and fitness issues.
4. Understand proper etiquette during a job interview.
5. Analyze factual information in order to clarify health and fitness issues.
6. Explain how current health and fitness issues are being addressed by specialists in kinesiology in the workplace, school or community setting.
7. Demonstrate sensitivity in dealing with opposing viewpoints.
8. Synthesize knowledge obtained through the literature, presentations, group leadership and membership, and scholarly writing.
9. Make educated decisions regarding different career paths following completion of their undergraduate work.

**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. 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.

**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 |
|-------|--|-----------------------|
| 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                                  | Lecture               |

|       |  |         |
|-------|--|---------|
|       | increase their physical activity.  |         |
| 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 |

### Class Delivery

The course is a mix of a lecture and discussion course. However, other approaches may be used to facilitate learning. These include: videos, demonstrations and in-class activities. Overall this will be a highly interactive class and students will be encouraged to participate.

### Required Readings

Ten short-paper readings are posted on Blackboard

### 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*, 7<sup>th</sup> Ed., Lippincott Williams & Wilkins, 2013.

ISBN-13: 978-1609139568

### Evaluation

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

| <u>Requirements</u>                              | Points    |
|--|-----------|
| Bb Discussion Board responses to 4 weekly forums | 12        |
| Test on Readings                                 | 20        |
| Resume, cover letter and internship paperwork    | 13        |
| Issue paper and presentation                     | 20        |
| <i>My Favorite Exercise</i> webcam video         | 10        |
| Health and Fitness Wiki pages                    | 10        |
| Participation in seminar activities              | <u>15</u> |
| Total Points Possible                            | 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 |             |

**Bb Discussion board responses to five weekly forums** involves posting a comment to a weekly discussion question and then replying to another student's comment. Guidelines are at Blackboard.

**Test on Readings** involves each student completing an online 50-item multiple choice test that covers material from the 10 assigned. The student will be allowed two test attempts with the higher score factored into overall grade.

**Resume, cover letter and internship paperwork** involves drafting a resume and cover letter applicable to the student's intended internship placement(s). The student also needs to complete forms applicable KINE 331, 441 and 490.

**Issue paper and presentation** involves preparing, submitting and presenting a paper that relates to a current issue in exercise, health and fitness. Guidelines as well as a sample issue paper are provided at Blackboard.

**My Favorite Exercise webcam video** involves producing and posting a 2-3 minute webcam video recoring of the student demonstrating a 'favorite' exercise using Bb Kaltura. The course instructor will demonstrate in class and guidelines are provided at Blackboard.

**Health and Fitness Wiki pages** involves each student creating two different (unique) wiki pages. The wiki pages should be based upon the content of the student's issue paper. Each student must also make edits/contributions to two Wiki pages that were created by other students in the class. Guidelines are provided at Blackboard.

**Participation in seminar activities** involves being in full attendance during each scheduled class day and actively involved in class activities. Absence\* [ABSE] results in no credit. Arriving late [LATE], taking an extended break [BRK] or leaving early [LEFT] from class results in partial credit. Student non-course computer use or cell use [NCCS] is not active involvement in class activities and, therefore, results in partial credit.

\*Although medical excuses are not accepted, each student is entitled to two excused [EXCU] absences during the semester.

## Course Schedule

| Date   | Topic   | Readings/Assignments   |
|--------|---|--|
| Jun 27 | Course introduction   | <i>What Are You Going to Do?</i> (Resumes/letters)   |
| Jun 28 | Being a professional in the field   | <i>What is a Profession?</i> (Resumes/letters)   |
| Jun 29 | Qualifications and traits   | <i>Are You Qualified?</i> (Resumes/letters)  |
| Jun 30 | Health and fitness issues   | <i>What's the Issue?</i> (Discussion forum 01 due Tues. Jul 5th 10:30 AM)                    |
| Jul 5  | Educating as a common competency  | <i>Can You Educate?</i> (Resumes/letters)  |
| Jul 6  | Rehabilitative science  | <i>What's Rehabilitative Science?</i> (Resumes/letters)                                      |
| Jul 7  | Liability   | <i>What is Liability?</i> (Resumes/letters) (Discussion forum 02 due Tues. Jul 5th 10:30 AM) |
| Jul 11 | Health and fitness communication  | <i>What's a Production?</i> (Resumes/letters)  |
| Jul 12 | Addressing English proficiency  | <i>Do You Understand?</i> (Resumes/letters)  |
| Jul 13 | Preparing for the internship  | <i>Ready for the Internship?</i><br>RHT Internship Manual (Permission forms completion)      |
| Jul 14 | Class demonstrations of issue paper presentation, <i>Favorite Exercise</i> webcam recording, and Wiki pages | Discussion forum 03 due Mon. Jul 14th 10:30 AM   |
|        | <b>Test on Readings</b> due Mon. Jul 18 at 10:30 AM   |  |
| Jul 18 | Issue paper and "Favorite Exercise" presentations   | Wiki page creations and edits  |
| Jul 19 | Issue paper and "Favorite Exercise" presentations   | Wiki page creations and edits  |
| Jul 20 | Issue paper and "Favorite Exercise" presentations   | Wiki page creations and edits  |
| Jul 21 | Issue paper and "Favorite Exercise" presentations   | Wiki page creations and edits (Discussion forum 04 due Mon. Jul 25th 10:30 AM)               |
| Jul 25 | Issue paper and "Favorite Exercise" presentations   | Wiki page creations and edits  |
| Jul 26 | Issue paper and "Favorite Exercise" presentations   | Wiki page creations and edits  |
| Jul 27 | Intern presentations  | Wiki page creations and edits  |
| Jul 28 | Intern presentations  | Wiki page creations and edits  |

*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://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, as soon as possible. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor [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.

