

George Mason University
College of Education and Human Development
Kinesiology

KINE 330 (002) - Seminar in Kinesiology
3 Credits, Fall 2016
Thrs 4:30 – 7:10 PM RAC 2203- Fairfax Campus

Faculty

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Prerequisites/Corequisites

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

University Catalog 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 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. Outside speakers in different areas will come in and discuss the steps they had to go to in order to reach their current position. 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.

Course Delivery Method

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.

Learner Outcomes or 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 issues.
4. Understand proper etiquette during a job interview.

5. Analyze factual information in order to clarify health issues.
6. Relate current health issues/problems to health education 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.

Professional 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 increase their physical activity.	Lecture
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

Additional Readings (not Required):

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*, 7th Ed., Lippincott Williams & Wilkins, 2013. ISBN-13: 978-1609139568

Additional readings/articles may be assigned. These will be posted on Blackboard

Course Performance Evaluation

All assignments must be typed unless specifically told not to. A loss of points will occur for improper grammar and spelling. It is recommended students save all assignments on their personal computers and/or a back-up device.

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, Tk20, hard copy).

• Assignments and Examinations

1) Job Discovery (Course objective 9)

Investigate a career path /occupation you are considering after you graduate. Discuss the career path /job, requirements, continuing education, degree requirements, why you are interested in this career

path. If you are looking at an advanced degree what type/ how much schooling is required. Find potential schools that offer this advanced training/degree.

2) Email (Course objective 9)

Send an email to someone who is accomplished in a field/career you think you want to enter after you graduate. In the email you should ask them what their educational and career path was, what they like most and least about the career, and for any career advice they are willing to offer. You should state that you are a student in the kinesiology program at George Mason. Please bcc your instructor on the email. Please forward the response from the person to your instructor at the email provided above. The responses will be shared and discussed in class. A more detailed description of the assignment will be discussed in class.

3) New Exercise Experience & Report (Course objective 6)

Try (safely and in a safe environment) a new form of training, exercise (preferably do a class) then report to the class about your experience.

Report needs to include: an overview of the form of exercise, detailed account of the experience – outline of what occurred during the class, how it felt, difficulty of the exercise(s), where they did it, what equipment was used, typical cost, certifications needed to instruct and any other relevant information needed to describe the experience.

4) Instructional Video (Course objective 3)

Make a short (5-7 minute) YouTube video explaining a concept or demonstrating proper exercise technique for a movement/lift of your choice. These educational/instructional videos are commonly used to educated clients by a variety of professionals.

5) Resume and Cover Letter (Course objective 1 & 2)

Create a resume and cover letter. If you already have a resume use this assignment as an opportunity to update and improve it. Reviewing the Resume Content 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: job, 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

Co-Curricular Activities: examples include intercollegiate athletics, fraternity/sorority officer

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

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

<http://infoguides.gmu.edu/CareerResources>

6) Topic Presentation/Discussion Facilitation (Course objectives 3, 6, 7 & 8)

Students will **present** a 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. 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).

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.

7) Position Stance Paper (Course objectives 5, 6, 7 & 8)

This is the written portion of your topic presentation. Students will submit a position paper, greater than 5 pages in length. Resource guidelines are listed above. Papers are to be typed, double-spaced, with one-inch margin, and 12-point font. Plagiarism will result in a **0** for your paper grade.

The keys to a good position paper

Pick an issue that you are interested in. Research the studies and data. Based on the evidence, take a stance on the issue. Clearly state your position. Construct your paper with your opinion/hypothesis 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?

What is the point and purpose of the position 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.

- **Other Requirements**

8) Professionalism and Attendance (Course objectives 1, 2, 3, 4, 5, 6, 7, 8 & 9)

Students are expected to behave in a professional manner. Depending on the setting professionalism may look slightly different but generally consists of similar components. For undergraduate Kinesiology students in a classroom setting professionalism generally consists of 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 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 email, 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.

Attendance and Participation

Attendance is required for this class. Arriving to class late or leaving early will be counted as an absence. Students are expected to show up prepared to class and participate during class activities. Students who know they will need to miss a class for a legitimate reason should contact the instructor before the class. Students who unexpectedly miss a class for an excused reason should contact the instructor within 24 hours of missing the class. Make-up tests, quizzes, assignments, or other grades will be granted for excused absences only. Excused absences include: serious illness, official university excused absences and extenuating circumstances. It is the student's responsibility to contact the instructor in order to obtain the make-up work.

Academic Load

In addition to attending the lectures there will be regular assignments that may require up to 15 hours of work per week. Additionally, regular readings will be assigned to students. Students are expected to complete all outside work on time. Extensions will not be granted on assignments unless an extenuating circumstance arises. The purpose of the assignments is to aid students in learning the material.

- **Course Performance Evaluation Weighting**

This course will be graded on a point system, with a total of 500 possible points.

Assignment	Points
1) Email Assignment	50
2) New Exercise Experience & Report	50
3) Instructional Video	50
4) Resume and Cover Letter	100

5) Job/Career Discovery Presentation/Paper	50
6) Position Presentation	50
7) Position Paper	50
8) Networking	25
9) Equipment Assignment	25
10) Professionalism and Attendance	50
TOTAL	500

Note – All assignments will be due prior to the start of class on the day they are due. They can be submitted via email/Blackboard.

- **Grading Policies**

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	

Honor Code

Students are held to the standards of the George Mason University Honor Code (see <http://honorcode.gmu.edu> for details). Violations, including cheating and plagiarism, will be reported to the Honor Committee. Student assignments may be put through plagiarism detecting software.

Professional Dispositions 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: <http://cehd.gmu.edu/values/>.

GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the University Honor Code (see <http://oai.gmu.edu/the-mason-honor-code/>).
- 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 Mason 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 with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. 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 stating that all sound emitting devices shall be silenced during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or <https://cehd.gmu.edu/api/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursesupport.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/>).
- 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/>).

Template Revision Date: August 2016 3

- The George Mason University Office of Student Support staff helps students negotiate life situations by connecting them with appropriate campus and off-campus resources. Students in need of these services may contact the office by phone (703-993-5376). Concerned students, faculty and staff may also make a referral to express concern for the safety or well-being of a Mason student or the community by going to <http://studentsupport.gmu.edu/>, and the OSS staff will follow up with the student.

For additional information on the College of Education and Human Development, please visit our website <https://cehd.gmu.edu/>.

TENTATIVE COURSE SCHEDULE

Date			Topic	Reading/Assignment Due
Th	Sept	1	<i>Introduction/Syllabus</i>	
Th	Sept	8	<i>Job/ Career Discovery Presentations Resume and Cover Letters</i>	Assignment #1 Job/Career Discovery Due Bring Resume and Cover Letter Draft
Th	Sept	15	<i>Guest Speaker – Job Services Charlotte Strauss</i>	Assignment #2 Due Bring Resume Draft with updates to class Bring laptop, tablet, or other device;
Th	Sept	22	<i>Job Search, Networking, Interview Techniques</i>	Assignment #3 Equipment Review Due Final Resume and Cover Letter Due
Th	Sept	29	<i>Communication, Learning and Personality/Position Stance</i>	Assignment #4 Networking Due

Date			Topic	Reading/Assignment Due
Th	Oct	6	<i>Time Management/Position Stance</i>	Assignment #5 Email Assignment Due via email- present inclass
Th	Oct	13	<i>Diversity in the Workplace</i>	Topic for Position StanceApproval Due
Th	Oct	20	<i>Dr. Robison and Internships Making an Instructional Video</i>	
Th	Oct	27	<i>SAPT field trip</i>	
Th	Nov	3	<i>Guest Speakers- Pulmonary Rehab PT- Concussion Clinic?</i>	Assignment #6 New Exercise Experience Due
Th	Nov	10	<i>Position Stance Presentations & Peer Evaluations</i>	Assignment #7 & 8 Position Stance Papers/Presentations Due
Th	Nov	17	<i>Position Stance Presentations & Peer Evaluations</i>	
Th	Nov	24	<i>NO CLASS HAPPY THANKSGIVING</i>	
Th	Dec	1	<i>Position Stance Presentations & Peer Evaluations;</i>	Assignment #9 Video Assignments Due
Th	Dec	8	<i>490 Student Presentations with Dr. Miller</i>	

*Note: Faculty reserves the right to alter the schedule as necessary, with notification to students. **NO FINAL EXAM***



