

**George Mason University**  
**College of Education and Human Development**  
**Kinesiology**

KINE 200.001 – Introduction to Personal Training  
3 Credits, Spring 2017  
Mon/Wed, 12:00-1:15pm, RAC2203 (Mon) / RAC2227 (Wed) – Fairfax

**Faculty**

Name: Jennifer Fields  
Office Hours: By Appointment  
Office Location: Bulls Run Hall, Room 220A  
Phone: 914-420-4659  
Email Address: jfields8@gmu.edu

**Prerequisites/Corequisites**

BIOL 124, BIOL 125, ATEP 300, KINE310

**University Catalog 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 Overview**

Lecture and lab experiences are used to introduce the following topics: relationship between fitness and quality of life; health related components of physical fitness; principles of exercise prescription and physical training; relationship between exercise, and healthy body composition; basic musculoskeletal anatomy and corresponding training exercises, planes of movement, basic biomechanical principles; lifting techniques; and fitness testing.

**Course Delivery Method**

This course will be delivered using a lecture and lab format.

**Learner Outcomes or Objectives**

This course is designed to enable students to do the following:

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.

**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). Upon completion of this course, students will have met the following professional standards:

<b>KSA</b>	<b>Description</b>	<b>Lecture, Lab, or both</b>
	<b>GENERAL POPULATION/CORE: EXERCISE PHYSIOLOGY AND RELATED EXERCISE SCIENCE</b>	
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
	<b>GENERAL POPULATION/CORE: HEALTH APPRAISAL, FITNESS AND CLINICAL EXERCISE TESTING</b>	
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
	<b>GENERAL POPULATION/CORE EXERCISE PRESCRIPTION AND PROGRAMMING</b>	
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 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
	<b>GENERAL POPULATION/CORE: SAFETY, INJURY PREVENTION, AND EMERGENCY PROCEDURES</b>	
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

## Required Texts

Coburn, J.W. & Malek, M.H. (2011). *NCSA's Essentials of Personal Training*. Champaign, IL: Human Kinetics.

## Course Performance Evaluation

- **Assignments and/or Examinations**

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

- **Exam 1 – 15%**
- **Exam 2 – 15%**
- **Exam 3 – 15%**
- **Needs Analysis – 15%**
- **Lab practical – 15%**
- **Labs – 15%**
- **Participation – 10%**

- **Other Requirements**

**Students will be deducted 10% for each day that the assignment is turned in late.**

**Attendance is mandatory. Students will be deducted 1% for each time he/she misses class without an excused absence.**

- **Grading**

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	

## Professional Dispositions

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

## Class Schedule

<b>Week # Dates</b>	<b>Monday Lecture</b>	<b>Wednesday Lab</b>	<b>Readings/Assignments</b>
Week 1 1/23, 1/25	Introductions, Course Overview	Proper Lifting & Spotting Techniques Lab	Lecture: No readings due Lab: NSCA ch. 13
Week 2 1/30, 2/1	Musculoskeletal System	Speed, Agility, & Quickness Lab	Lecture: NSCA ch. 1 Lab: NSCA ch. 17
Week 3 2/6, 2/8	Bioenergetics	Cardio Equipment/VO2 Lab	Lecture: NSCA ch. 3 Lab: NSCA pg. 332-341
Week 4 2/13, 2/15	Bioenergetics, Cardiovascular system	Review/study day	Lecture: NSCA ch. 3 Lab: Review all readings
Week 5 2/20, 2/22	Exam 1	Cardio Training Lab	Lecture: No readings due Lab: NSCA ch. 14
Week 6 2/21, 3/1	Cardiorespiratory Training	Guest speakers: Eccentric Training Lab	Lecture: NSCA ch. 14 Lab: Reading posted to BB
Week 7 3/6, 3/8	Strength Training	1 RM Lab	Lecture: NSCA ch. 5 & 15 Lab: NSCA pg. 225-227
Week 8 3/13, 3/15	SPRING BREAK ☺	SPRING BREAK ☺	Enjoy your spring break!
Week 9 3/20, 3/22	Strength Training	Muscular Endurance Lab	Lecture: NSCA ch. 5 & 15 Lab: NSCA pg. 227-229
Week 10 3/27, 3/29	Review, Flexibility	Flexibility Lab	Lecture: NSCA ch. 12 Lab: NSCA pg. 229-231
Week 11 4/3, 4/5	Exam 2	SB Exercise Lab	Lecture: No readings due Lab: NSCA ch. 12
Week 12 4/10, 4/12	Special Populations	TBD	Lecture: NSCA ch. 18 Lab: TBD
Week 13 4/17, 4/19	Special Populations	Exercise Demonstrations Lab	Lecture: NSCA ch. 18, 19, 20 Lab: Exercise expertise
Week 14 4/24, 4/26	Orthopedic Concerns	Fitness Assessments Lab	Lecture: NSCA ch. 18, 19, 20 Lab: NSCA ch. 10
Week 15 5/1, 5/3	Nutrition	Nutrition "At-home" Lab	Lecture: NSCA ch. 19 Lab: Posted to BB

### **Final Exam: TBA**

Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

### **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 Mason 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](mailto:tk20help@gmu.edu) or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursesupport.gmu.edu/>.
- The Writing Center 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 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 Student Support & Advocacy Center staff helps students develop and maintain healthy lifestyles through confidential one-on-one support as well as through interactive programs and resources. Some of the topics they address are healthy relationships, stress management, nutrition, sexual assault, drug and alcohol use, and sexual health (see <http://ssac.gmu.edu/>). Students in need of these services may contact the office by phone at 703-993-3686. 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://ssac.gmu.edu/make-a-referral/>.

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