George Mason University
College of Education and Human Development
Kinesiology

KINE 200 (001) — Introduction to Personal Training
3 Credits, Fall 2017
M, W 1:30PM – 2:45PM, RAC 2227A M; RAC 2203 W– Fairfax Campus

Faculty
Name: Dr. Jason White
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PREREQUISITES/COREQUISITES
BIOL 124, BIOL 125, ATEP 300, KINE 310

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; fitness testing.

COURSE DELIVERY
The course is a mix of a lecture, laboratory 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.

LEARNING 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.

PROFESSIONAL/ACCREDITATION STANDARDS
This course meets the Commission on Accreditation of Allied Health Education Programs (CAAHEP) requirements and upon completion of this course, students will have met the following American College of Sports Medicine’s Knowledge-Skills-Abilities (KSA's):
<table>
<thead>
<tr>
<th>KSA</th>
<th>Description</th>
<th>Lecture, Lab, or both</th>
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<tbody>
<tr>
<td>1.1.37</td>
<td>Knowledge of and skill to demonstrate exercises designed to enhance muscular strength and/or endurance of specific major muscle groups.</td>
<td>Both</td>
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<tr>
<td>1.1.38</td>
<td>Knowledge of and skill to demonstrate exercises for enhancing musculoskeletal flexibility.</td>
<td>Both</td>
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<tr>
<td>1.3.1</td>
<td>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.</td>
<td>Lecture</td>
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<tr>
<td>1.3.16</td>
<td>Ability to instruct participants in the use of equipment and test procedures.</td>
<td>Lab</td>
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<tr>
<td>1.3.21</td>
<td>Ability to identify appropriate criteria for terminating a fitness evaluation and demonstrate proper procedures to be followed after discontinuing such a test.</td>
<td>Both</td>
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<tr>
<td>1.7.4</td>
<td>Knowledge of specific group exercise leadership techniques appropriate for working with participants of all ages.</td>
<td>Lecture</td>
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<td>1.7.5</td>
<td>Knowledge of how to select and/or modify appropriate exercise programs according the age, functional capacity and limitations of the individual.</td>
<td>Lecture</td>
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<tr>
<td>1.7.6</td>
<td>Knowledge of the differences in the development of an exercise prescription for children, adolescents, and older participants.</td>
<td>Lecture</td>
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<tr>
<td>1.7.7</td>
<td>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.</td>
<td>Lecture</td>
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<td>1.7.8</td>
<td>Knowledge of common orthopedic and cardiovascular considerations for older participants and the ability to describe modifications in exercise prescription that are indicated.</td>
<td>Lecture</td>
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<tr>
<td>1.7.15</td>
<td>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).</td>
<td>Lecture</td>
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<tr>
<td>1.7.19</td>
<td>Knowledge of the exercise programs that are available in the community and how these programs are appropriate for various populations.</td>
<td>Lecture</td>
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<tr>
<td>1.7.20</td>
<td>Knowledge of and ability to describe &quot;Activities of Daily Living&quot; (ADLs) and its importance in the overall health of the individual.</td>
<td>Lecture</td>
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<tr>
<td>1.7.21</td>
<td>Skill to teach and demonstrate the components of an exercise session (i.e., warm-up, aerobic stimulus phase, cool-down, muscular strength/endurance, flexibility).</td>
<td>Both</td>
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<tr>
<td>1.7.23</td>
<td>Skill to teach and demonstrate appropriate exercises for improving range of motion of all major joints.</td>
<td>Both</td>
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<td>1.7.33</td>
<td>Ability to design, implement, and evaluate individualized and group exercise programs based on health history and physical fitness assessments.</td>
<td>Lecture</td>
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<tr>
<td>1.7.43</td>
<td>Ability to evaluate flexibility and prescribe appropriate flexibility exercises for all major muscle groups.</td>
<td>Lab</td>
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<tr>
<td>1.10.8</td>
<td>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, forceful back hyperextension, and standing bent-over toe touch.</td>
<td>Lecture</td>
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REQUIRED TEXTS/READINGS:

SUGGESTED TEXTS/READINGS:

COURSE PERFORMANCE EVALUATION
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:

- **Needs Analysis or Lesson Plan 10%**
  Students will design an initial one-week fitness program for an assigned fictional client

- **Exam 1 20%**
  The mid-term exam will cover material through week 3.

- **Final Exam 25%**
  The final exam will cover material primarily from weeks 3-5.

- **Quizzes (unannounced) 15%**

- **Labs & After Class Questions 30%**

**Total 100%**

Grading Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>94 – 100</td>
</tr>
<tr>
<td>B+</td>
<td>88 – 89</td>
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<tr>
<td>C+</td>
<td>78 – 79</td>
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<tr>
<td>D</td>
<td>60 – 69</td>
</tr>
<tr>
<td>A-</td>
<td>90 – 93</td>
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<tr>
<td>B</td>
<td>84 – 87</td>
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<tr>
<td>C</td>
<td>74 – 77</td>
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<tr>
<td>F</td>
<td>0 – 59</td>
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<tr>
<td>B-</td>
<td>80 – 83</td>
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<tr>
<td>C-</td>
<td>70 – 73</td>
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PROFESSIONAL DISPOSITIONS
See [https://cehd.gmu.edu/students/polices-procedures/](https://cehd.gmu.edu/students/polices-procedures/)

Students are held to the standards of the George Mason University Honor Code. You are expected to attend all class sections, actively participate in class discussions, complete in-class exercises and fulfill all assignments. 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. Assignments must be turned in at the beginning of class on the specified date due or no credit will be given.
TENTATIVE COURSE SCHEDULE*
(*Schedule may change, but students will be notified in class)

AUG 28  Lecture:  Course Overview, Policies, Orientation to Blackboard, Anatomical Terms

AUG 30  Lab:  No Lab first week of class

SEPT 6  Lecture:  Intro to movement and motor control

Lecture:  Biomechanical factors of movement

Lab:  Movement Terminology – The Game

Lecture:  Biomechanical factors of movement

Lab:  Muscles, levers and joints

Lecture:  Anatomical systems: Bioenergetics

OCT 2  Lab:  Leverage, projection, balance and impact

Lecture:  Anatomical systems: Bioenergetics

Lab:  Pre-testing

Lecture:  Anatomical systems: Nervous

Lab:  Flexibility, body weight & stability ball exercises (over two labs if necessary)

Lecture:  Anatomical systems: Musculoskeletal

Lecture:  Anatomical systems: Cardiorespiratory

OCT 25  Lecture:  **Midterm Exam I**

Lab:  Cardiovascular/Aerobic Assessment

Lecture:  Test review and Fitness Principles

Lab:  Predicting VO2 and applying submaximal testing

Lecture:  Flexibility

Lecture:  Body Composition

Lab:  Skinfolds

Lecture:  CRE

Lab:  Anaerobic testing
Lecture: CRE

Lecture: Resistance Training

Lab: Lift Technique; Alignment and Resistance and 1RM

Lecture: Resistance Training

Lab: Muscular Endurance Assessment; Speed, agility and quickness

Lecture: Complete Fitness

Lab: No lab (Record food intake/take pics of meals for nutrition lab)

Lecture: Complete Fitness

Lab: Understanding Nutrient Intake (bring laptops to class)

Lecture: Nutrition

Lecture: Review

FINAL EXAM – See online for final exam schedule and policy:
http://registrar.gmu.edu/calendars/fall-2017-semester/final-exams/

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

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 or https://cehd.gmu.edu/aero/tk20. Questions or concerns regarding use of Blackboard should be directed to http://coursessupport.gmu.edu/.
- For information on student support resources on campus, see https://ctfe.gmu.edu/teaching/student-support-resources-on-campus

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

Academic Integrity
GMU is an Honor Code University; please see the University Catalog for a full description of the code and the honor committee process. The principle of academic integrity is taken very seriously and violations are treated gravely. What does academic integrity mean in this course? First, it means that when you are responsible for a task, you will be the one to perform that task. When you rely on someone else’s work in an aspect of the performance of that task, you will give full credit in the proper, accepted form. Another aspect of academic integrity is the free play of ideas. Vigorous discussion and debate are encouraged in this course, the firm expectation that all aspects of the class will be conducted with civility and respect for differing ideas, perspectives and traditions. When in doubt, please ask for guidance and clarification.