

**George Mason University**  
**College of Education and Human Development**  
**Exercise, Fitness and Health Promotion**

EFHP 611.002- Movement & Fitness Assessment  
3 Credits, Spring 2018  
T-Online / R-10:30-11:45 am  
204 Colgan Hall– Science and Technology Campus

**Faculty**

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**Prerequisites/Corequisites**

Admission to the Exercise, Fitness and Health Promotion graduate program or approval of course instructor.

**University Catalog Course Description**

Covers common movement and fitness assessments that can be used to develop an individualized exercise program for various populations.

**Course Overview**

The course covers common movement and fitness assessments used by professionals in the field. The fitness testing guidelines utilized are those set by the American College of Sports Medicine (ACSM) and the National Strength and Conditioning Association (NSCA). Upon completion of the course students will be able to perform a thorough movement and fitness assessment of a healthy client. This course will include both lecture and laboratory instruction. Students are expected to attend all class sections, actively participate in class discussions, complete in-class exercises, and fulfill all assignments.

**Course Delivery Method**

This course will be delivered using classroom instruction (face to face), and online assignments (hybrid). A variety of teaching methods will be used. These include: lectures, class discussions, videos, demonstrations and in-class activities.

**Learner Outcomes or Objectives**

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

1. Assess the following components of fitness:
  - I. cardiorespiratory endurance
  - II. muscular fitness
  - III. body weight and composition
  - IV. flexibility and balance

2. Perform a basic assessment of an individual's movement capabilities for the purpose of prescribing exercises that would be appropriate to include in an exercise program.
3. Utilize current American College of Sports Medicine (ACSM) guidelines and National Strength and Conditioning Association (NSCA) recommendations for testing.
4. Evaluate test values according to current norms.
5. Explain the difference between performance and health-related fitness testing.
6. Demonstrate the successful employment of a variety of methods for assessment.
7. Prepare and present research findings on a topic related to a specific area of assessment.
8. Demonstrate the ability to critically review current research and connect findings to topics discussed in class.

### **Required Text**

Cook, G. *Movement*. On Target Publications, Aptos, CA, 2015. ISBN-13: 978-1905367337

### **Recommended Text**

Miller, T. *NSCA's Guide to Tests and Assessments*. Human Kinetics, Champaign, IL, 2012. ISBN-13: 9780736083683

### **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**

#### **○ Mid-Term Exams**

- There will be 2 mid-term exams. The exams will consist of multiple choice, True/False, fill in the blank, and short essay problems. Examinations represent inquiries regarding student knowledge of fact regarding course content.

#### **○ Critically Appraised Manuscript & Presentation**

- Critically Appraised Topics (CATs) are brief reviews and critiques of the literature. They are used to summarize the best available patient-oriented evidence to answer a specific clinical question. For a CAT, a clinical question is posed—a question that is both specific and answerable. Health and exercise professionals caring for patients/clients need to be aware of the evidence about the benefits and harms of preventive methods, diagnostic strategies, treatments, and rehabilitation techniques in order to provide optimal care to their patients/clients. For this assignment students will write a Critically Appraised Topic manuscript and make a presentation on this paper in class. Additional guidelines will be provided.

#### **○ Quizzes and HW**

- Unannounced quizzes and HW assignments will be utilized to assess content knowledge throughout the semester. Quizzes may be on Blackboard and/or in class. No late homework will be accepted.

### **• Other Requirements**

#### **○ Attendance & Participation**

- Students are expected to be on time, attend all class meetings and be prepared for in class assignments and projects. Excused absences include the following: illness

(must bring a receipt or note from a doctor), family death, athletic/academic event, and others at the discretion of the instructor. For known upcoming absences, students must contact the instructor at least one week in advance to the missed class to make up work. In the case of illness or some other unforeseen absence, the student must contact the instructor via e-mail or telephone. At the next attended class meeting the student will discuss material that is to be completed. It is the student's obligation to pursue any make-up work. Since this course requires significant active participation, students must be dressed in appropriate fitness wear during some class sessions. Notification will be given when active dress is required

○ **Academic Load**

- Although many students must work to meet living expenses, employment and personal responsibilities are not acceptable reasons for late arrivals, missed classes, or incomplete assignments. Employment must not take priority over academic responsibilities. For additional information on this subject, please see the GMU Academic Catalog ([http://catalog.gmu.edu/content.php?catoid=5&navoid=104#Registration\\_attendance](http://catalog.gmu.edu/content.php?catoid=5&navoid=104#Registration_attendance)). Students failing to observe these guidelines should expect no special consideration for academic problems arising from the pressures of employment.

○ **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.

○ **Written Assignments**

- All assignments must be typed in Microsoft Word, and formatted as follows (*unless otherwise specified- see CAT*): double spaced, 12 point Times New Roman font, 1 inch margins, your name and title in the running header at top left had corner, continuous line numbers on left margin, and page numbers centered in footer. Failure to comply with any or all parts of this format will result in an unacceptable assignment, which corresponds to zero (0) points.
- Pay close attention to spelling and grammar as these will count towards your grade on written assignments. American Medical Association Manual (AMA) of Style (10<sup>th</sup> edition) format must be used for all written work in this class (e.g., in referencing, creation of tables, and formatting headers for paper sections).
- Assignments must be turned in on Blackboard/MyMason Portal by the beginning of class on the specified date due (*unless otherwise specified*). No late assignments will be accepted and will result in a 0 (zero) grade. It is recommended that students keep copies of all submitted work.

○ **Technology Use During Class**

- As per GMU policy, all sound emitting technology is required to be turned off during the class meeting time. No sound emitting technology (e.g., cell phones, smart phones, iPads, Tablets, pagers, etc.) is allowed at any time during the class period.

Students who are observed using any form of technology inappropriately (e.g., sending text messages from cell phones, visiting social networking sites from laptops, etc) will be dismissed from class for the day, counted as an absence, and not permitted to make up missed assignments. Additionally, no laptop computers (e.g., netbooks, notebooks, etc.) will be permitted for use during class time unless with permission from the instructor.

- **E-mail Correspondence**

- Only messages that originate from a George Mason University address will be accepted. *Emails with no subject or no text in the body will not be acknowledged.* All email will be responded to in the order in which it is received. Students should allow 48 hours for a response.

- **Grading**

| Assignments  | % of Total Grade | Course Objectives       |
|--|------------------|-------------------------|
| Mid-term Exam 1  | 20%              | 1, 2, 3, 4, 5, 6, 7 & 8 |
| Mid-term Exam 2  | 20%              | 1, 2, 3, 4, 5, 6, 7 & 8 |
| Critically Appraised Topic Manuscript - Draft                | 10%              | 7 & 8                   |
| Critically Appraised Topic Manuscript & Presentation - Final | 25%              | 7 & 8                   |
| Quizzes & Online Assignments                                 | 20%              | 1, 2, 3, 4, 5, 6, 7 & 8 |
| Class Participation & Professionalism                        | 5%               | 1, 2, 3, 4, 5, 6, 7 & 8 |
| <b>Total</b>   | 100%             |                         |

| Grade | Percentage | Quality Points | Grade | Percentage | Quality Points |
|-------|------------|----------------|-------|------------|----------------|
| A     | 93%        | 4.00           | B-    | 80%        | 2.67*          |
| A-    | 90%        | 3.67           | C     | 73%        | 2.00           |
| B+    | 87%        | 3.33           | F     | <73%       | 0.00           |
| B     | 83%        | 3.00           |       |            |                |

Note: \* Although a B- is a satisfactory grade for a course, students must maintain a 3.00 average in their degree program and present a 3.00 GPA on the courses listed on the graduation application.

**Professional Dispositions**

See <https://cehd.gmu.edu/students/polices-procedures/>

## Class Schedule

| Week / Date | Topic  | Chapter/Assignment Due   |
|-------------|--|--|
| 1 / Jan 23  | <i>Online: Critically Appraised Topic<br/>ACSM Position Stand on Quantity and Quality of Exercise<br/>for Healthy Adults</i>   | Articles on Blackboard   |
| 1 / Jan 25  | 1) Overview of Course<br>2) Basic Concepts in Movement & Fitness Testing<br>ACSM vs. NSCA Guidelines – what is different? What is missing?<br>3) What is a CAT??? Why are CATs important for clinical practice<br><i>Instructors: Dr. Fyock &amp; Dr. Martin</i> | <b>Movement &amp; Fitness Self-Reflection #1 Due</b>           |
| 2 / Jan 30  | <i>Online: Regional Interdependence<br/>Movement Screening</i>   | PPT/Articles<br>Movement Text Ch 1-4                           |
| 2 / Feb 1   | Regional Interdependence / Janda Theory<br>CAT Manuscript Format<br><i>Instructor: Dr. Fyock</i>   | Articles on Blackboard   |
| 3 / Feb 6   | <i>Online: Assessing Movement Videos</i>   | <b>Reflection Quiz</b>   |
| 3 / Feb 8   | NASM Movement Screens<br>In-Class Assessment<br><i>Instructor: Dr. Fyock</i>   | <b>CAT Topic Due</b>   |
| 4 / Feb 13  | <i>Online: What is the FMS/SFMA</i>  | Movement Text Ch 5-8<br><b>Corrective Exercise Program Due</b> |
| 4 / Feb 15  | FMS/SFMA In-class Assessments<br><i>Instructor: Dr. Fyock</i>  |  |
| 5 / Feb 20  | <i>Online: Understanding Corrective Strategies</i>   | Movement Text Ch 10-14   |
| 5 / Feb 22  | Designing Corrective Exercise Programs<br><i>Instructor: Dr. Fyock</i>   | <b>CAT Articles Due</b>  |
| 6 / Feb 27  | <i>Online: Breathing Assessment</i>  | Articles   |
| 6 / Mar 1   | Review of Movement Assessment Theory and Concepts<br><i>Instructor: Dr. Fyock</i>  | PPTs/Articles/Movement text                                    |
| 7 / Mar 6   | <i>Online: CAT Manuscript writing</i>  | <b>CAT Outline Due</b><br>Articles on Blackboard               |

|             |   |  |
|-------------|---|--|
| 7 / Mar 8   | CAT Workday<br><i>Instructor: Dr. Fyock</i>   | <b>Mid-Term 1 Due</b>  |
| 8 / Mar 13  | <i>SPRING BREAK</i>   |  |
| 8 / Mar 15  | <i>SPRING BREAK</i>   |  |
| 9 / Mar 20  | <i>One on One Meetings for CAT</i><br><i>Online: Body Composition</i>   | Articles on Blackboard   |
| 9 / Mar 22  | Flexibility, Anthropometry and Body Composition<br><i>Location: Freedom Center Lab</i><br><i>Instructor: Dr. Martin</i>   | <b>1<sup>st</sup> Draft of CAT Due</b>   |
| 10 / Mar 27 | <i>Online: Cardiorespiratory Fitness</i>  | Articles on Blackboard   |
| 10 / Mar 29 | Cardiorespiratory Fitness – VO2 Max Testing<br><i>Location: Freedom Center Lab</i><br><i>Instructor: Dr. Martin</i>   |  |
| 11 / Apr 3  | <i>Online: Anaerobic Power and Capacity</i>   | Articles on Blackboard   |
| 11 / Apr 5  | Anaerobic Power and Capacity – Wingate Testing<br><i>Location: Freedom Center Lab</i><br><i>Instructor: Dr. Martin</i>  | <b>Cardiorespiratory Assignment Due</b>  |
| 12 / Apr 10 | <i>Online: Muscular Fitness</i>   | Articles on Blackboard   |
| 12 / Apr 12 | Muscular Fitness – Advanced Testing Principles<br><i>Instructor: Dr. Martin</i>   | <b>Anaerobic Assignment Due</b>  |
| 13 / Apr 17 | <i>Online: Speed, Agility, Power</i>  | Articles on Blackboard   |
| 13 / Apr 19 | Speed, Agility & Balance<br><i>Location: Freedom Center Gymnasium</i><br><i>Instructor: Dr. Martin</i>  | <b>Muscular Fitness Assignment Due</b>   |
| 14 / Apr 24 | <i>Online: Special Populations</i>  |  |
| 14 / Apr 26 | Special Populations<br><br><i>Special Topic: Data Analytics – What to do with all these measures of fitness? How do we make sense of it?</i><br><i>Instructor: Dr. Martin</i> | <b>Movement &amp; Fitness Self-Reflection #2 Due</b><br>Articles on Blackboard |
| 15 / May 1  | <i>Work on take home Mid-Term 2</i>   | <b>Data Analysis Assignment Due</b>  |
| 15 / May 3  | Special Topic: Using fitness assessments to predict injury – what does the literature tell us?<br><i>Instructor: Dr. Martin</i>   | <b>Mid-Term 2 Due</b><br>Articles on Blackboard                                |

**May 15**

**CAT Presentations: 10:30 am – 1:15 pm**  
**CAT Manuscript & Slides Due by 5 pm**

**CAT Presentation Slides Due**  
**Final CAT Due**

**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://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/> .**