

George Mason University
College of Education and Human Development
Kinesiology

KINE 330 – Seminar in Kinesiology

6/25/18 – 7/28/18

3 Credits, Summer 2018

M/T/W/R 10:30am-12:35pm – Bull Run Hall 212 – Science & Technology Campus

Faculty

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PREREQUISITES

Junior standing (60 credit hours) KINE 100, KINE 200, ATEP 300, KINE 310, KINE 370.

COURSE CATALOG DESCRIPTION

Prepares students for the fieldwork experience in KINE 341: Kinesiology Internship I. Topics covered include: professionalism, review of evidence-based position papers, and discussion of contemporary issues in kinesiology.

COURSE OBJECTIVES

Upon successful completion of this course students should be able to:

1. Create a professional resume.
2. Write a professional cover letter.
3. Understand proper etiquette during a job interview and practice in preparation for first internship.
4. Make educated decisions regarding different career paths following completion of their undergraduate work.
5. Analyze research in order to apply evidence based practice clinically.
6. Synthesize knowledge obtained through the literature, presentations, group leadership and membership, and scholarly writing.
7. Exposure to professionals from a wide spectrum of careers within kinesiology.
8. Give a professional presentation regarding a health or fitness topic.

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.

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 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

NATURE OF COURSE DELIVERY

The course is primarily a lecture course. However, other approaches may be used to facilitate learning. These include: class discussions, videos, demonstrations and in-class activities.

CORRESPONDANCE

The preferred method of communication outside of class is email. Emails should originate from a George Mason email account and be in a professional format (i.e. emails should not look like a text message!). Emails with no text in the body will not be acknowledged.

Example email with instructor:

Professor Lindsey,

I have a question regarding....

Regards,
Student's Name

EVALUATION

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, hard copy). Once your FINAL GRADE, at the end of the semester is posted on mymasonportal/blackboard, you will have 24 hours to inquire about it. After that period, your grade will be posted as final on Patriot Web.

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

Assignment	Points
Job Research	5
Resume	10
Cover Letter	10
Linked in	5
Interview Stream	5
ACSM HFS / CSCS Practice Exam	5
SMART Lab Assignment	10
Critical Article Appraisal	10
Instructional Video	5
Position Presentation	10
Position Paper	20
Professionalism	5
TOTAL	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	

Job Research Assignment (*Course objective 4*)

Find a job posting that you would be interested having in the future and research the requirements necessary to be a competitive applicant.

Resume/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 Contents 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: 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

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://careers.gmu.edu/student/resumes/>

LinkedIn Assignment:

Students will be required to create a fully updated LinkedIn page including the resume they created the prior week. Once their page is complete you must invite the professor as a friend to receive full credit.

ACSM HFS / CSCS Exam (*Course objective 4*)

Students will be given a practice ACSM HFS / CSCS exam to take home and complete on **your own**. This is a take home exam and thus open book (including internet). This grade will not count as your grade for the ACSM HFS / CSCS assignment but will count towards your attendance and participation grade, however, students are expected to attempt to score as highly as possible on the exam. The purpose of this exam is to: 1) review knowledge you have learned in the past and 2) give you an idea of how much you need to study before taking the actual ACSM HFS / CSCS exams, one of which will take as a graduating senior.

InterviewStream (*Course objective 3*)

Students will be required to conduct a practice interview online using InterviewStream accessed through GMU career services website (<https://careers.gmu.edu/career-resources>). Using InterviewStream you will create a custom list of at least 10 interview questions and then record yourself being interviewed. To complete the assignment, the video of your interview will be e-mailed through InterviewStream to the professor and one classmate. An evaluation form will be completed by yourself and a fellow classmate.

Based on your self-evaluation and feedback from your classmate, you will write a short reflection (1 page) on what you learned about your interviewing skills and how they can be improved in the future. Both evaluation forms and your reflection will be submitted to Blackboard.

SMART Lab Assignment (*Course objective 7*)

Students will be given a tour of the SMART lab at the Freedom Aquatic and Fitness Center where they will be familiarized with the services and research performed. Students will be split into groups and complete a lab assignment. The assignment will include data collection using the various measurement tools as well as assigned readings.

Critical Appraisal of Research (*Course objective 5*)

Students will be given the option to choose one peer-reviewed scientific article in one of the following four fields: general exercise and health, strength and conditioning, physical therapy, and exercise physiology. You will be required to read the article using the process outlined in lecture and answer a set of questions that will help you critically evaluate the article and the level of evidence it presents.

Instructional Video (*Course objective 3*)

Make a short (4-8 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 educate clients by a variety of professionals.

Position Statement Assignment:

Presentation Topic

Your final specific health/exercise topic proposal must be submitted on Blackboard via the posted discussion board by July 17 at 12:35pm, however, the discussion board will be open at the beginning of the class for you to start posting ideas and thinking about topics. Your proposal must include a brief description of the topic, why you are interested in learning about it, and at least one peer-reviewed article demonstrating that you have started to perform research on the topic. The professor must approve the topic before it can be used for your paper and presentation.

Position Stance Paper (*Course objectives 5 & 6*)

This is the written portion of your topic presentation. Students will submit a position paper, 8-12 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 thesis 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.

Position Statement Presentation (*Course objectives 6 & 8*)

Students will **present** his/her topic during one class period (quality trumps quantity here). 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 AMA guidelines for citation** (same requirement for writing your paper).

Professionalism

Kinesiology students are expected to behave in a professional manner. Depending upon the setting professionalism may appear different, but typically consists of similar components. For undergraduate Kinesiology students in a classroom setting professionalism generally comprises 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 to 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 the assigned George Mason University email address, 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.

TENTATIVE COURSE SCHEDULE

DATE			TOPIC	READINGS/ASSIGNMENT DUE
M	June	25	Online: Review syllabus and complete job research assignment Guest lecture (11:30-12:35)	Job research assignment due June 26th at 10:30am
T	June	26	Discussion of job research assignment and career paths Resumes and cover letters	
W	June	27	Student Internship Presentation Internships; applying to graduate school Work on resume/cover letters in remainder of class	Bring resume & cover letter drafts to class Final resume & cover letter due July 1st at 11:59pm
R	June	28	Guest Lecture (10:30-11:30) Online: LinkedIn assignment	LinkedIn assignment due June 29th at 11:59pm
M	July	2	National Organizations; Certifications; Continuing Education & Conferences; ACSM HFS/CSCS Exam	Graded exam attempt assignment due July 8th 11:59pm
T	July	3	No class	
W	July	4	No class	
R	July	5	No class	
M	July	9	Career Services presentation: Interviewing Online assignment: Interview stream	InterviewStream assignment due July 10th at 11 :59pm
T	July	10	SMART Lab tour and demonstration: Meet at Freedom Aquatic and Fitness Center	SMART Lab assignment due July 12th at 11:59pm
W	July	11	Reading and interpreting research and applying to real world situations Critical appraisal of research assignment	
R	July	12	Latest trends in exercise and fitness; Contemporary issues & position stance papers. Position presentation and paper assignment	Critical appraisal due July 15th at 11 :59pm
M	July	16	No class	

DATE			TOPIC	READINGS/ASSIGNMENT DUE
T	July	17	Online discussion board assignment; final position paper topic due	
W	July	18	Guest lectures – Nelson Min DPT, Thomas Mayhugh CSCS, Patrick Carr CSCS	
R	July	19	Watch instructional videos; Work on position papers and presentations	Instructional videos due in class
M	July	23	No class	
T	July	24	Workday for position papers and presentations	
W	July	25	Position Paper Presentations	Presentation slides due
R	July	26	Position Paper Presentations Internship Presentation – Jonathan Neddo	Position paper due by 11:59 pm on July 28th

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, at the beginning of the semester [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.

