

George Mason University
College of Education and Human Development
KINE 330- Seminar in Kinesiology
3 Credits
Fall 2019

Faculty:

Name: Meghan Magee

Office Hours: By appointment

Office Location: Katherin Johnson Hall, 220 A

Email: mmagee2@masonlive.gmu.edu

Prerequisites/Co-requisites

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:

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.

LEARNING OBJECTIVES: At the completion of the course, students should be able to:

1. Develop professional skills needed when working with individuals in a health & fitness setting (e.g. Writing professional correspondence, customer service, professional dress codes, ethics)
2. Create a professional resume, cover letter, and develop professional interviewing and presentation skills.

3. Know the basic principles of working at and managing a health or fitness facility (e.g. Certifications, budgeting, hiring procedures, training staff, staff development)
4. Gain knowledge on how to create, market and evaluate health and fitness programs.
5. Identify risk management practices such as background checks, employment verifications, insurance coverage, etc.
6. Learn how to provide a safe facility for both patrons and employees as well as emergency procedures required at a health & fitness facilities.
7. Give a professional presentation regarding various health issues.
8. Understand proper etiquette during a job interview.
9. Analyze factual information in order to clarify health issues.
10. Relate current health issues/problems to health education in the workplace, school or community setting.
11. Demonstrate sensitivity in dealing with opposing viewpoints.
12. Synthesize knowledge obtained through the literature, presentations, group leadership and membership, and scholarly writing.
13. Make educated decisions regarding different career paths following completion of their undergraduate work.

Professional Standards:

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

RECOMMENDED READINGS:

- 1) Hoffman, S.J. (2011). Careers in Sport, Fitness, and Exercise. Champaign, IL: Human Kinetics. ISBN-13: 978-0736095662
- 2) 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

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.

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). This course will be graded on a point system, with a total of 350 possible points, with each assignment contributing its respective points as a percentage of the final grade.

Assignment:	Points:
1) Resume and Cover Letter	50
2) Email Assignment	15
3) New Exercise Experience	25
4) Instructional Video	25
5) Abstract Submission and Presentation	25
6) Position Stance Paper	50
7) Position Stance Presentation	50
8) In-Class Assignments and Attendance	110
Total:	350

Note: Faculty reserves the right to alter the schedule as necessary

Grading Scale:

A	4.0	=	93.0 & above
A-	3.7	=	90.0 – 92.9%
B+	3.3	=	87.0 – 89.9%
B	3.0	=	83.0 – 86.9%
B-	2.7	=	80.0 – 82.9%
C+	2.3	=	77.0 – 79.9%
C	2.0	=	73.0 – 76.9%
C-	1.7	=	70.0 – 72.9%
D	1.0	=	60.0 – 69.9%
F	0.0	=	0.0 – 59.9%

ASSIGNMENT DESCRIPTIONS

- 1) 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.

The following are resources for those who need to update their resumes or create them from scratch: <http://careers.gmu.edu/student/resumes/>

- 2) Email Assignment (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 will 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 (3-5 minutes) 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.

- 5) Abstract Submission & Presentation: Prior to your presentation date, you will select and submit your specific health/exercise topic via email/blackboard. (This is the topic on which you will write a paper, as well as present and facilitate discussion) The reading assignments should be from peerreviewed scholarly journal sources—full articles—not reviews. For our purposes, do not use sources dated older than 2007. Students will provide a short presentation of their topic and provide discussion questions for review.

6) 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 also listed on blackboard. Papers are to be typed, double-spaced, with one-inch margin, and 12-point font. Use a minimum of 6 references and use APA guidelines for citation. 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.

7) Position Stance Presentation (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. 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).

8) In-Class Assignments & Attendance (Course objectives 1, 2, 3, 4, 5, 6, 7, 8 & 9): All in-class assignments are due prior to the start of class on the day they are due. They can be submitted via email/Blackboard. 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:

- 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.
- No future assignments will be accepted when a class is missed unless make-up arrangements are made.

TENTATIVE COURSE SCHEDULE

WEEK	TOPIC	ASSIGNMENT DUE
1	Introduction/Syllabus	
2	Resume and Cover Letters	Bring Resume Draft to class (hard copy)
3	Networking and Job Search	Draft resume and cover letter due
4	Interviews and job services	Final draft resume and cover letter due
5	Professional Communication	Email Assignment Due
6	Time Management; Creating a H.E.S.	Abstract (topic approval) due
7	Fitness Business Operations	
8	Diversity in the workplace	New exercise experience due
9	Marketing: Fitness technology	
10	Internship Presentation	
11	Risk Management; Fitness certifications	Abstract Presentations Due
12	Behavior modification; compliance; goal setting	Video Assignment Due
13	Position Stance Presentation	Position Stance Paper due
14	KINE 490 Internship Presentations	
15	Final	

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.

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

- 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://coursesupport.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.