

**George Mason University**  
**College of Education and Human Development**  
**[Program Name]**  
**KINE 360-004– Strength Training Concepts & Applications**  
3 Credits, Spring 2020  
M/W 12:00 pm - 1:15 pm, KGJ 248 – SciTech Campus

**Faculty**

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**Prerequisites/Corequisites**

BIOL 124, BIOL 125, ATEP 300, KINE 310

**University Catalog Course Description**

Provides students with an opportunity to develop an in-depth understanding of the principles of strength training and conditioning, including: anatomical and physiological considerations, lifting techniques, equipment selection, program development and evaluation, and weightlifting safety; thus enabling them to teach and train clients.

**Course Overview**

Emphasis will be placed upon assessment, description, and analysis of sport movement and designing training programs to enhance performance variables. While this course will assist those who desire to sit for the National Strength and Conditioning Association's (NSCA) Certified Strength and Conditioning Specialist (CSCS) Exam, it is NOT a preparation course for the NSCA-CSCS exam. Material for the course will be drawn from the required textbook and assigned readings. Class lectures will be presented in PowerPoint with handouts posted on BLACKBOARD in advance of class meetings.

**Course Delivery Method**

This course will be delivered using a lecture, online and laboratory instruction format.

## Learner Outcomes or Objectives

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

1. Demonstrate an understanding of the physiological adaptations to resistance training.
2. Explain the role of bioenergetics to metabolic specificity of training.
3. Evaluate and design programs for developing strength, power, speed, and conditioning.
4. Analyze the value of Olympic lifting to athletic performance.
5. Examine the difference between strength training and power training.

**Professional Standards** This course meets the Commission on Accreditation of Allied Health Education Programs (CAAHEP) requirements and covers the 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>
1.1.6	Knowledge of the curvatures of the spine including lordosis, scoliosis, and kyphosis.	Lecture
1.1.7	Knowledge of the stretch reflex and how it relates to flexibility	Lecture
1.1.10	Knowledge of the role of aerobic and anaerobic energy systems in the performance of various physical activities.	Lecture
1.1.14	Knowledge of the anatomical and physiological adaptations associated with strength training.	Lecture
1.1.15	Knowledge of the physiological principles related to warm-up and cool-down.	Lecture
1.1.20	Knowledge of the characteristics of fast and slow twitch muscle fibers.	Lecture
1.1.21	Knowledge of the sliding filament theory of muscle contraction.	Lecture
1.1.22	Knowledge of twitch, summation, and tetanus with respect to muscle contraction.	Lecture
1.1.23	Knowledge of the principles involved in promoting gains in muscular strength and endurance.	Lecture
1.1.24	Knowledge of muscle fatigue as it relates to mode, intensity, duration,	Lecture

	and the cumulative effects of exercise.	
1.1.32	Knowledge of the concept of detraining or reversibility of conditioning and its implications in exercise programs.	Lecture
1.1.33	Knowledge of the physical and psychological signs of overreaching/overtraining and to provide recommendations for these problems.	Lecture
1.1.35	Knowledge of the effect of the aging process on the musculoskeletal and cardiovascular structure and function at rest, during exercise, and during recovery.	Lecture
1.1.36	Knowledge of the following terms: progressive resistance, isotonic/isometric, concentric, eccentric, atrophy, hyperplasia, hypertrophy, sets, repetitions, plyometrics, Valsalva maneuver.	Lecture
	<b>GENERAL POPULATION/CORE: EXERCISE PRESCRIPTION AND PROGRAMMING</b>	
1.7.1	Knowledge of the relationship between the number of repetitions, intensity, number of sets, and rest with regard to strength training.	Lecture
1.7.3	Knowledge of the benefits and precautions associated with exercise training in across the lifespan (from youth to the elderly).	Lecture
1.7.11	Knowledge of and the ability to describe exercises designed to enhance muscular strength and/or endurance of specific major muscle groups	Both
1.7.13	Knowledge of the various types of interval, continuous, and circuit training programs.	Lecture
1.7.29	Ability to identify proper and improper technique in the use of resistive equipment such as stability balls, weights, bands, resistance bars, and water exercise equipment	Both
1.7.31	Ability to teach a progression of exercises for all major muscle groups to improve muscular strength and endurance	Both
1.7.42	Ability to design resistive exercise programs to increase or maintain muscular strength and/or endurance.	Lecture
1.7.44	Ability to design training programs using interval, continuous, and circuit training programs.	Lecture

1.7.45	Ability to describe the advantages and disadvantages of various commercial exercise equipment in developing cardiorespiratory fitness, muscular strength, and muscular endurance.	Lecture
<b>GENERAL POPULATION CORE: SAFETY, INJURY PREVENTION, AND EMERGENCY PROCEDURES</b>		
1.10.5	Knowledge of the physical and physiological signs and symptoms of overtraining and the ability to modify a program to accommodate this condition.	Lecture

### Required Texts

Haff, Gregory G. & Triplett, Travis N (ed.). *Essentials of Strength Training and Conditioning (4th edition)*. Human Kinetics, Champaign, 2016. ISBN-13: 978-1-4925-0162-6

### 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/or Examinations**

A. Written Examinations	
Unit #1 Exam (Midterm Exam)	25% (Objectives 1, 2)
Unit #2 Exam (Final Exam)	25% (Objectives 3, 4, 5)
B. Unannounced Quizzes	15% (Objectives 1 - 5)
C. Laboratory Sessions	10% (Objectives 1 - 5)
D. Project	15% (Objectives 1 - 5)
E. Professionalism	10%

- **Grading**

A = 93.5 - 100	B+ = 87.5 - 89.4	C + = 77.5 - 79.4	D = 59.5 - 69.4
A = 89.5 - 93.4	B = 82.5 - 87.4	C = 72.5 - 77.4	F = 0 - 59.4
	B - = 79.5 - 82.4	C - = 69.5 - 72.4	

**Final Grades:** Grades are final following 24 hours after posting date.

## **Professional Dispositions**

Students are expected to exhibit professional behaviors and dispositions at all times. Depending upon the setting professionalism may appear different, but typically consists of similar components. For Kinesiology students in a classroom setting, professionalism generally comprises the following components:

***Attendance*** – Students are expected to attend class, be on time, and pay attention. A grade of zero will be assigned to any missed assignment without prior permission from the instructor. Late assignments will receive a letter grade deduction for each 24-hour period past the deadline. If you cannot attend a class for a legitimate reason, please notify the instructor in advance via email. If you have to unexpectedly miss a class due to something out of your control, contact the instructor within 24 hours to notify them of what happened and to see if there is anything you need to do to make up for your absence. Students will not be allowed to make up quizzes that are missed due to unexcused absences, and students who arrive more than 5 minutes late on quiz days will forfeit the chance to take the quiz.

***Communication*** – When communicating with the instructor and classmates, either face-to-face or via email (see below), students should address the other person with respect, use appropriate language, and maintain a pleasant demeanor. Students who fail to do so may be asked to leave class and will receive a grade of zero for all assignments or activities missed during that class period. E-mail Correspondence - Messages must be in a professional format and originate from a Mason address:

Dear Mrs. Christensen (Beginning salutation),  
I have a question regarding one of the assignments. (Text body)  
Respectfully, (Ending Salutation)  
Student's name (Your name)

***Classroom Demeanor and Participation*** – Students are expected to attend all class sections, participate in class discussions and activities, complete in-class exercises, and fulfill all assignments. Demonstrate that you have an interest in the subject matter. Participation in lab activities is mandatory and will comprise the majority of the lab grade. Anyone exhibiting inappropriate behavior may be asked to leave (e.g. sleeping in class, texting, or using laptops/tablets for recreational use). University policy states that all sound emitting devices (e.g. cell phones) shall be turned off during class unless otherwise authorized.

***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. Late assignments will receive a letter grade deduction for each 24-hour period past the deadline.

**Academic Honesty/Integrity** – Kinesiology 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. Students are held to the standards of the George Mason University Honor Code. Students are expected to honestly represent their work. The possible situations when a student could violate these expectations range from incorrectly citing or failing to cite references/footnotes within papers and projects to cheating on an examination or assignment. Academic integrity is the responsibility a student assumes for honestly representing all academic work. This includes but is not limited to quizzes, examinations, projects, and other forms of oral and written endeavors. Students who are caught cheating on exams, quizzes, or assignments will receive a grade of zero and will be reported to the office of Academic Integrity.

**Self-Improvement/Self-awareness** – One should be aware of their strengths/weaknesses and constantly seek to improve. Professionals regularly seek opportunities to increase their knowledge and improve their current skill set.

## Class Schedule

<b>Date:</b>	<b>Instruction &amp; Assignments:</b>	<b>Notes &amp; Activities:</b>
Week 1   Wednesday 1/22	Course Introduction Review Quiz (Neuromuscular System)	<i>Project Info, Select Groups</i>
Week 2   Monday 1/27 & Wednesday 1/29	Bioenergetics (Ch. 3) Bioenergetics (Ch. 3)	<i>Confirm project groups and select sports</i>
Week 3   Monday 2/3 & Wednesday 2/5	Biomechanics (Ch. 2) <b>Lab 1:</b> Warm Up Development	<i>Group Activity; Warm Up Protocol (Lab Prep)</i>
Week 4   Monday 2/10 & Wednesday 2/12	Biomechanics (Ch. 2) Resistance Training (Ch. 15, 16, 17)	<i>Group Activity; Biomechanics of Big 5 Lifts</i>
Week 5   Monday 2/17 & Wednesday 2/19	Resistance Training (Ch. 15, 16, 17) <b>Lab 2:</b> Squat, Deadlift, Bench Progressions	<i>Group Activity; Coaching Cues Development (Lab Prep)</i>
Week 6   Monday 2/24 & Wednesday 2/26	Anaerobic Training Adaptations (Ch. 5) <b>Lab 3:</b> Olympic Lifts & Kettlebells	<i>Group Activity; Identifying Sport Specific Adaptations</i>
Week 7   Monday 3/2 & Wednesday 3/4	Periodization of CORE Lifts <b>MIDTERM EXAM</b>	

Week 8   Monday 3/9 & Wednesday 3/11	<b>SPRING BREAK</b>	
Week 9   Monday 3/16 & Wednesday 3/18	Performance Testing (Ch. 12) Performance Testing (Ch.13)	<i>Group Activity; Sport Specific Assessments (Address primary movements)</i>
Week 10   Monday 3/23 & Wednesday 3/25	Aerobic Training Adaptations (Ch. 6) <b>Lab 4:</b> Performance Assessment	<i>Group Activity; Sport Specific Conditioning Development</i>
Week 11   Monday 3/30 & Wednesday 4/1	Plyometrics (Ch. 18) <b>Lab 5:</b> Plyometrics	
Week 12   Monday 4/6 & Wednesday 4/8	Speed & Agility (Ch. 19) <b>Lab 6:</b> Speed & Agility Drills	
Week 13   Monday 4/13 & Wednesday 4/15	Periodization For Plyometrics, Speed & Agility Drills Periodization For Aerobic Training & Conditioning	<i>Group Activity; Plyometric &amp; SAC design</i>
Week 14   Monday 4/20 & Wednesday 4/22	Endocrine Response (Ch. 4) Age & Sex Related Differences (Ch. 7)	
Week 15   Monday 4/27 & Wednesday 4/29	Program Design & Project Review	<i>Group Activity; Programming for the Injured/adapted Athlete</i>
Week 16   Monday 5/4 & Wednesday 5/6	Final Project Presentations Final Project Presentations	
Week 17	<b>FINAL EXAMS</b>	

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 <https://catalog.gmu.edu/policies/honor-code-system/> ).
- Students must follow the university policy for Responsible Use of Computing (see <https://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 the 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 <https://ds.gmu.edu/>).
- Students must silence all sound emitting devices 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 <https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

### **Notice of mandatory reporting of sexual assault, interpersonal violence, and stalking:**

As a faculty member, I am designated as a “Responsible Employee,” and must report all disclosures of sexual assault, interpersonal violence, and stalking to Mason’s Title IX Coordinator per University Policy 1202. If you wish to speak with someone confidentially, please contact one of Mason’s confidential resources, such as Student Support and Advocacy Center (SSAC) at 703-380-1434 or Counseling and Psychological Services (CAPS) at 703-993-2380. You may also seek assistance from Mason’s Title IX Coordinator by calling 703-993-8730, or emailing [titleix@gmu.edu](mailto:titleix@gmu.edu).

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

