

**George Mason University**  
**College of Education and Human Development**  
**Kinesiology**

KINE 330.A01 – Seminar in Kinesiology (3)  
Summer 2021  
MTWR: 10:30 AM – 12:35 PM  
ONLINE

**Faculty**

Name: Dr. Joel Martin  
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**Prerequisites/Corequisites**

Junior standing (60 credit hours) 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, 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 Method**

This course will be delivered online (76% or more) using an asynchronous format via Blackboard Learning Management system (LMS) housed in the MyMason portal. You will log in to the Blackboard (Bb) course site using your Mason email name (everything before @masonlive.gmu.edu) and email password. The course site will be available on May 25, 2020 @ 7 am.

**Under no circumstances, may candidates/students participate in online class sessions (either by phone or Internet) while operating motor vehicles. Further, as expected in a face-to-face**

**class meeting, such online participation requires undivided attention to course content and communication.**

### *Technical Requirements*

To participate in this course, students will need to satisfy the following technical requirements:

- High-speed Internet access with standard up-to-date browsers. To get a list of Blackboard's supported browsers see:

[https://help.blackboard.com/Learn/Student/Getting\\_Started/Browser\\_Support#supported-browsers](https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers)

To get a list of supported operation systems on different devices see:

[https://help.blackboard.com/Learn/Student/Getting\\_Started/Browser\\_Support#tested-devices-and-operating-systems](https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems)

- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements.
- The following software plug-ins for PCs and Macs, respectively, are available for free download:
  - Adobe Acrobat Reader: <https://get.adobe.com/reader/>
  - Windows Media Player:  
<https://support.microsoft.com/en-us/help/14209/get-windows-media-player>
  - Apple Quick Time Player: [www.apple.com/quicktime/download/](http://www.apple.com/quicktime/download/)

### *Expectations*

- Course Week:  
Because asynchronous courses do not have a “fixed” meeting day, our week will start on Monday, and finish on Sunday.
- Log-in Frequency:  
Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least 3 times per week.
- Participation:  
Students are expected to actively engage in all course activities throughout the semester, which includes viewing all course materials, completing course activities and assignments, and participating in course discussions and group interactions.
- Technical Competence:  
Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.
- Technical Issues:

Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.

- Workload:

Please be aware that this course is **not** self-paced. Students are expected to meet *specific deadlines* and *due dates* listed in the **Class Schedule** section of this syllabus. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.

- Instructor Support:

Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Those unable to come to a Mason campus can meet with the instructor via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.

- Netiquette:

The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words.* Remember that you are not competing with classmates, but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.

- Accommodations:

Online learners who require effective accommodations to insure accessibility must be registered with George Mason University Disability Services.

## **Learner Outcomes or Objectives**

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

1. Create a professional resume.
2. Write a professional cover letter.
3. Give a professional presentation regarding various health issues.
4. Understand proper etiquette during a job interview.
5. Analyze factual information in order to clarify health issues.
6. Relate current health issues/problems to health education in the workplace, school or community setting.
7. Demonstrate sensitivity in dealing with opposing viewpoints.
8. Synthesize knowledge obtained through the literature, presentations, group leadership and membership, and scholarly writing.
9. Make educated decisions regarding different career paths following completion of their undergraduate work.

## Professional 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

## Required Texts

None

## 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**

- **Resume/Cover Letter** (*Course objective 1 & 2*)
  - Create a resume and cover letter. If you already have a resume and cover letter use this assignment as an opportunity to update and improve it.
- **Search Committee Matrix & Recommendation** (*Course objective 1, 2, 4 & 9*)
  - You will be provided resumes & cover letters of 6 individuals who applied to a fictitious job. Your task is to review and rate the application materials then provide a recommendation as to who would recommend that your company hires.
- **Discussion Board Posts** (*Course objective 1, 2, 5, 6, 7, 8 & 9*)
  - Throughout the semester you will be required to make discussion board posts on various topics related to the field of Kinesiology and professional development. These are intended to expose students to a variety of issues
- **Mentor/Professional Interview** (*Course objective 9*)
  - Interview someone in your future field of interest. They should be in a position where they have 'hiring authority'. You will need to develop a list of interview questions. Following the interview submit a written reflection of what you learned from the experience.
- ~~**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.~~
- **Clinical Question Paper** (*Course objectives 5, 6, 7 & 8*)
  - This is the written portion of your topic presentation. Students will submit a paper addressing a focused clinical question, 4-6 pages in length. 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.
- **Clinical Question Poster Presentation** (*Course objective 3, 7*)
  - Students will make a video poster presentation that presents the clinical question paper.
- **Professionalism** (*Course objectives 1, 2, 3, 4, 5, 6, 7, 8 & 9*)
  - 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 or online 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. Students missing more than 30% of the classes will not receive a passing grade. Attendance is taken at the start of class.
    - **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.

- **Other Requirements**

- **Due Dates**
  - Late assignments will not be accepted unless students are able to provide evidence of legitimate reason(s) for not being able to submit the assignment on time. The instructor will use their discretion to determine if the reasons provided are valid.
- **Attendance**
  - 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.
- **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*): 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. 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 text in the body will not be acknowledged.*** *Note:* All email will be responded to in the order in which it is received. Students should allow 48 hours for a response.
- **Grading**

This course will be graded on a point system, with a total of 1000 possible points.

<b>Assignment</b>	<b>Points</b>
Resume and Cover Letter ( <i>50 points each</i> )	100
Discussion Board Posts ( <i>50 points each</i> )	250
Mentor/Professional Podcast Interview	150
Clinical Question Paper	300
Clinical Question Poster Presentation	100
Professionalism & Virtual Session Attendance*	100
<b>Total</b>	<b>1000</b>

### Grading Scale

A = 94 – 100	B+ = 87 – 89	C+ = 77 – 79	D = 60 – 69
A- = 90 – 93	B = 84 – 86	C = 74 – 76	F = 0 – 59
	B- = 80 – 83	C- = 70 – 73	

### Grading Notes:

1) 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.

2) Any student asking for their grade to be rounded up, increased a letter grade, extra credit only for themselves at the end of the semester, etc. may have their final average reduced by up to 2 points at the discretion of the instructor.

3) \*Students attending less than 70% of the required synchronous sessions will receive an F for the final grade.

## Professional Dispositions

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

## Class Schedule

*\*See group assignments on Blackboard*

WEEK / DATE			TOPIC	ASSIGNMENT DUE
<b>Week 1 Theme: Job Search &amp; Interviewing</b>				
1	May	17	<b>Introduction to KINE 330 – 10:30 to 11:30 am – Entire Class</b> Office hours – 11:30 am to 12:30 pm	
1	May	18	Career Paths & Job Searches – <i>Watch Video Lecture</i> Resumes and Cover Letters	<b>Discussion Board Post #1: Introduction</b>
1	May	19	Job Interview Process & Mock Interviews <b>Group 1: 10:30 am to 11:30 am</b> <b>Group 2: 11:35 am to 12:35 pm</b>	
1	May	20	Job Interview Process & Mock Interviews <b>Group 3: 10:30 am to 11:30 am</b> <b>Group 4: 11:35 am to 12:35 pm</b>	
1	May	21-23	Catch-up or Work ahead	<b>Discussion Board Post #2: Job Search</b>



WEEK / DATE			TOPIC	ASSIGNMENT DUE
<b>Week 2 Theme: Current Trends in Kinesiology &amp; Evidence Based Practice</b>				
2	May	24	<b>Weekly Overview – 10:30 to 11:30 am</b> Office hours – 11:30 am to 12:30 pm <b>Internships- Dr. Matt Andre</b>	
2	May	25	National Organizations; Certifications; Continuing Education & Conferences <i>Watch Video Lecture</i>	<b>Discussion Board Post #3: Job Interview Question Reflection</b>
2	May	26	Graduate School & Bachelor into Acceleration MS program; Current Trends in Exercise, Fitness and Health <b>Group 1: 10:30 am to 11:30 am</b> <b>Group 2: 11:35 am to 12:35 pm</b>	Read article on Blackboard
2	May	27	Graduate School & Bachelor into Acceleration MS program; Current Trends in Exercise, Fitness and Health <b>Group 3: 10:30 am to 11:30 am</b> <b>Group 4: 11:35 am to 12:35 pm</b>	Read article on Blackboard
2	May	28-30	Catch-up or Work ahead	<b>1. Discussion Board Post #4: Current Trends in the Field – part 1</b> <b>2. Final Resume &amp; Cover Letter Due</b>
<b>Week 3 Theme: Evidence-Based Practice</b>				
3	May	31	<b>Weekly Overview – 10:30 to 11:30 am</b> Office hours – 11:30 am to 12:30 pm Evidence Based Practice How to Read a Research Article – <i>Watch Video Lecture</i>	
3	June	1	Focused Clinical Questions: PICO Format – <i>Watch Video Lecture</i>	<b>Discussion Board Post #4: Current Trends in the Field – part 2</b>

WEEK / DATE			TOPIC	ASSIGNMENT DUE
3	June	2	Searching and Evaluating the Literature – Implementing a search strategy / Developing your PICO <b>Group 1: 10:30 am to 11:30 am</b> <b>Group 2: 11:35 am to 12:35 pm</b>	
3	June	3	Searching and Evaluating the Literature – Implementing a search strategy / Developing your PICO <b>Group 3: 10:30 am to 11:30 am</b> <b>Group 4: 11:35 am to 12:35 pm</b>	
3	June	4-6	Catch-up / Work ahead	<b>1. Clinical Question Paper Topic Due</b> <b>2. Discussion Board Post #5: Certifications</b>
<b>Week 4 Theme: Scientific Writing</b>				
4	June	7	<b>Weekly Overview – 10:30 to 11:30 am</b> Office hours – 11:30 am to 12:30 pm Scientific Writing 101: Outlining Before You Write & Sections of a Research Paper	
4	June	8	Off-Day – Rest up!	<b>Clinical Question Paper Outline Due</b>
4	June	9	Synthesizing the Literature / Evidence quality assessment <b>Group 1: 10:30 am to 11:30 am</b> <b>Group 2: 11:35 am to 12:35 pm</b>	
4	June	10	Evidence quality assessment <b>Group 3: 10:30 am to 11:30 am</b> <b>Group 4: 11:35 am to 12:35 pm</b>	
4	June	11-13	Catch-up / Work ahead	<b>1. Synthesis Matrix</b> <b>2. Mentor / Professional Podcast Interview Due</b>

WEEK / DATE		TOPIC	ASSIGNMENT DUE	
<b>Week 5 Theme: Finishing Paper, Poster and Research Symposium</b>				
5	June	14	<b>Weekly Overview – 10:30 to 11:30 am</b> Office hours – 11:30 am to 12:30 pm Table for Characteristics of Studies & Summary of Findings; Clinical Bottom Line & Implications for Practice	
5	June	15	Clinical Question Paper Revisions: Higher & Lower Order Concerns	<b>Clinical Question Poster Presentation Due by Midnight</b>
5	July	16	<b>Research Symposium: Poster Presentations: 10:30 to 12:30</b>	
5	July	17	Finalize paper and submit	<b>Clinical Question Paper Due by Midnight</b>
5	July	18	<b>End of Semester!</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 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/>.**