

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

KINE 350 DL1 -Exercise Prescription and Programming Lecture  
3 Credits, Fall 2020  
Online

**Faculty**

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**Prerequisites/Co-requisites**

KINE 200, ATEP 300, KINE 310, KINE 370

**University Catalog Course Description**

This course provides study of the design and implementation of exercise programs for the general population.

**Course Overview**

Students are held to the standards of the George Mason University Honor Code. 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. Assignments must be turned in at the beginning of class on the specified date due or **no credit will be given**. 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. Many of the concepts covered in this course will prepare the student to take the American College of Sports Medicine (ACSM) Certified Exercise Physiologist (EP-C) exam; however, this is NOT a preparation course for the ACSM-EP-C exam.

**Course Delivery Method**

This course will be delivered in a hybrid format with the lecture being 100% online and the lab section being 100% face to face. The lecture will be using an online 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 by August 23<sup>rd</sup>, 2021.

**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 will need a headset microphone for use with the Blackboard Collaborate web conferencing tool. [Delete this sentence if not applicable.]
- 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: [Add or delete options, as desire.]
  - 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: Our course week will begin on the day that our synchronous meetings take place as indicated on the Schedule of Classes.
- 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. In addition, students must log-in for all scheduled online synchronous meetings.
- 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. Implement the principles of specificity and progressive overload into exercise program design.
2. Apply the theories of behavior change and motivational strategies to exercise adherence.
3. Apply results of fitness assessments to create fitness programs.
4. Develop single session and long-term fitness training plans for apparently healthy, asymptomatic clients.
5. Recognize the importance of exercise session documentation.
6. Apply metabolic calculations to determine the intensity, duration and caloric expenditure of exercise.
7. Analyze the utility of wearable physical activity monitors.

### **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):

<b>KSA</b>	<b>Description</b>
	<b>GENERAL POPULATION/CORE: EXERCISE PHYSIOLOGY AND RELATED EXERCISE SCIENCE</b>
1.1.11	Knowledge of the following cardiorespiratory terms: ischemia, angina pectoris, tachycardia, bradycardia, arrhythmia, myocardial infarction, claudication, dyspnea and hyperventilation.
1.1.12	Ability to describe normal cardiorespiratory responses to static and dynamic exercise in terms of heart rate, stroke volume, cardiac output, blood pressure, and oxygen consumption.
1.1.13	Knowledge of the heart rate, stroke volume, cardiac output, blood pressure, and oxygen consumption responses to exercise.
1.1.18	Knowledge of the differences in cardiorespiratory response to acute graded exercise between conditioned and unconditioned individuals.
1.1.28	Knowledge of and ability to describe the implications of ventilatory threshold (anaerobic threshold) as it relates to exercise training and cardiorespiratory assessment.
1.1.31	Knowledge of how the principles of specificity and progressive overload relate to the components of exercise programming.
1.1.32	Knowledge of the concept of detraining or reversibility of conditioning and its implications in exercise programs.
1.1.33	Knowledge of the physical and psychological signs of overreaching/overtraining and to provide recommendations for these problems.
	<b>GENERAL POPULATION/CORE: HEALTH APPRAISAL, FITNESS AND CLINICAL EXERCISE TESTING</b>
1.3.1	Knowledge of and ability to discuss the physiological basis of the major components of physical fitness: flexibility, cardiovascular fitness, muscular strength, muscular endurance, and body composition.
1.3.2	Knowledge of the value of the health/medical history.
1.3.3	Knowledge of the value of a medical clearance prior to exercise participation.
1.3.4	Knowledge of and the ability to perform risk stratification and its implications towards medical clearance prior to administration of an exercise test or participation in an exercise program.
1.3.5	Knowledge of relative and absolute contraindications to exercise testing or participation.
1.3.20	Ability to analyze and interpret information obtained from the cardiorespiratory fitness test and the muscular strength and endurance, flexibility, and body composition assessments for apparently healthy individuals and those with controlled chronic disease.
	<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.

1.7.2	Knowledge of the benefits and precautions associated with exercise training in apparently healthy and controlled disease.
1.7.10	Knowledge of the recommended intensity, duration, frequency, and type of physical activity necessary for development of cardiorespiratory fitness in an
1.7.11	Knowledge of and the ability to describe exercises designed to enhance muscular strength and/or endurance of specific major muscle groups.
1.7.12	Knowledge of the principles of overload, specificity, and progression and how they relate to exercise programming.
1.7.13	Knowledge of the various types of interval, continuous, and circuit training programs.
1.7.14	Knowledge of approximate METs for various sport, recreational, and work tasks.
1.7.15	Knowledge of the components incorporated into an exercise session and the proper sequence (i.e., pre-exercise evaluation, warm-up, aerobic stimulus phase, cool-down, muscular strength and/or endurance, and flexibility).
1.7.17	Knowledge of the importance of recording exercise sessions and performing periodic evaluations to assess changes in fitness status.
1.7.18	Knowledge of the advantages and disadvantages of implementation of interval, continuous, and circuit training programs.
1.7.24	Skill in the use of various methods for establishing and monitoring levels of exercise intensity, including heart rate, RPE, and oxygen cost.
1.7.25	Ability to identify and apply methods used to monitor exercise intensity, including heart rate and rating of perceived exertion.
1.7.27	Ability to differentiate between the amount of physical activity required for health benefits and/or for fitness development.
1.7.28	Knowledge of and ability to determine target heart rates using two methods: percent of age-predicted maximum heart rate and heart rate reserve
1.7.33	Ability to design, implement, and evaluate individualized and group exercise programs based on health history and physical fitness assessments.
1.7.35	Ability to apply energy cost, VO <sub>2</sub> , METs, and target heart rates to an exercise prescription.
1.7.36	Ability to convert between the U.S. and Metric systems for length/height (inches to centimeters), weight (pounds to kilograms) and speed (miles per
1.7.37	Ability to convert between absolute (mL.min <sup>-1</sup> or L.min <sup>-1</sup> ) and relative oxygen costs (mL.kg <sup>-1</sup> .min <sup>-1</sup> , and/or METs).
1.7.38	Ability to determine the energy cost for given exercise intensities during horizontal and graded walking and running stepping exercise, cycle ergometry,
1.7.39	Ability to prescribe exercise intensity based on VO <sub>2</sub> data for different modes of exercise, including graded and horizontal running and walking, cycling, and
1.7.40	Ability to explain and implement exercise prescription guidelines for apparently healthy clients, increased risk clients, and clients with controlled disease.
1.7.43	Ability to evaluate flexibility and prescribe appropriate flexibility exercises for all major muscle groups.

1.7.44	Ability to design training programs using interval, continuous, and circuit training programs.
1.7.46	Ability to modify exercise programs based on age, physical condition, and current health status.
	<b>CARDIOVASCULAR: PATHOPHYSIOLOGY AND RISK FACTORS</b>
2.2.1	Knowledge of cardiovascular risk factors or conditions that may require consultation with medical personnel before testing or training, including

**Required Texts**

ACSM's Guidelines for Exercise Testing and Prescription. 10<sup>th</sup> Edition. Lippincott Williams & Wilkins (2017). ISBN-13: 9781496339065

ACSM's Resources for the Exercise Physiologist. 2<sup>nd</sup> Edition. Wolters Kluwer (2018). ISBN 9781496322869

**Course Performance Evaluation**

All assessments for this course will be submitted and graded in your lab section. These assessments will be discussed in lecture to make connections and ensure understanding of expectations.

**Grading Scale**

<b>A+</b>	<b>4.0</b>	<b>=</b>	<b>97 &amp; above</b>
<b>A</b>	<b>4.0</b>	<b>=</b>	<b>93.0 – 96.9%</b>
<b>A-</b>	<b>3.7</b>	<b>=</b>	<b>90.0 – 92.9%</b>
<b>B+</b>	<b>3.3</b>	<b>=</b>	<b>87.0 – 89.9%</b>
<b>B</b>	<b>3.0</b>	<b>=</b>	<b>83.0 – 86.9%</b>
<b>B-</b>	<b>2.7</b>	<b>=</b>	<b>80.0 – 82.9%</b>
<b>C+</b>	<b>2.3</b>	<b>=</b>	<b>77.0 – 79.9%</b>
<b>C</b>	<b>2.0</b>	<b>=</b>	<b>73.0 – 76.9%</b>
<b>C-</b>	<b>1.7</b>	<b>=</b>	<b>70.0 – 72.9%</b>
<b>D</b>	<b>1.0</b>	<b>=</b>	<b>60.0 – 69.9%</b>
<b>F</b>	<b>0.0</b>	<b>=</b>	<b>0.0 – 59.9%</b>

**Do I round up?** I only round up if your grade is over the xx.9%. Please do not email me at the end of the semester asking if I will found up your grade or for extra credit. Put your best effort into the assignments and quizzes during the semester.

**Professional Dispositions**

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

Students are expected to exhibit professional behaviors and dispositions at all times.

**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.

**Participation** – Participate in class discussions and activities. Demonstrate that you have an interest in the subject matter.

**Attendance and Participation Evaluation:** Attendance will be documented for all classes.

**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.

**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.

**Communication, Responsibility/Accountability, Honesty/Integrity, and Self-Improvement/Self-awareness Evaluation:** Violations will be documented and student will be notified. Each violation will result in the loss of 1 point from final grade

## Class Schedule

Learning Module	Lecture Topic	Readings/Assignments
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1 8/23-8/29	Class Introduction; Review of Fitness Assessments; Behavioral Theories & Strategies for Exercise	GETP Ch.12 Resources Ch. 11-13
2 8/30-9/5	Behavioral Theories & Strategies for Exercise Programming	GETP Ch. 12 Resources Ch. 11-13
3 9/6-9/12	Activity Counseling; Exercise Analysis, Design & Demonstration	Handouts
4 9/13-9/19	Principle of Program Design: FITT-VP	GETP Ch. 6
5 9/20-9/26	Rx – Cardiorespiratory Fitness	GETP Ch. 6 Resources Ch. 3
6 9/27-10/3	Exercise Rx – Cardiorespiratory Fitness & HIIT	GETP Ch. 6 Resources Ch. 3
7 10/4-10/10	Exercise Rx - Cardiorespiratory fitness	GETP Ch. 6 Resources Ch. 3
8 10/11-10/17	Exercise Rx – Resistance Training	GETP Ch. 6 Resources Ch. 4
9 10/18-10/24	Exercise Rx – Resistance Training	GETP Ch. 6 Resources Ch. 4
10 10/25-10/31	Exercise Rx – Flexibility & Neuromuscular	GETP Ch. 6 Resources Ch. 5
11 11/1-11/7	Exercise Rx – Weight Management	Resources Ch. 7
12 11/8-11/14	Environmental concerns for exercise programming	Handouts
13 11/15-11/21	Prevention of Injuries	Handouts
14 11/22-11/28	Leadership, Professional Behavior, & Ethics Happy Thanksgiving!	Resources Ch. 15, 18



15 11/29-12/5	General Health & Fitness Management	Resources Ch. 15, 16
12/6-12/15	Final Exams	

*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.
  - Cell Phones: Texting and use of phones during class will not be tolerated.
  - Laptops: Use of laptops are permitted for note taking however if frequent misuse of laptops is identified loss of this privilege for the whole class will occur.
  - Texting or use of Smart Watches during an exam is not permitted, and warrants immediate disciplinary action, and a zero grade for that exam.
  - If you have an emergency and your cell phone needs to be on please inform the professor at the beginning of the class.

### *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/> .**