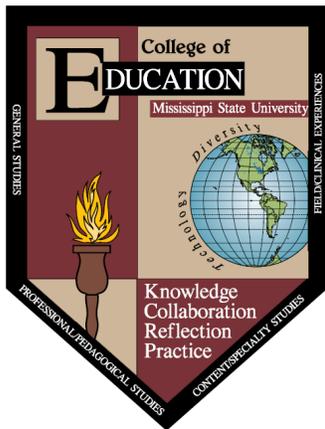


**MISSISSIPPI STATE UNIVERSITY  
COLLEGE OF EDUCATION**

**DEPARTMENT of KINESIOLOGY  
COURSE SYLLABUS**

<b>Course Prefix &amp; Number:</b>	EP 4803
<b>Course Title:</b>	Professional Seminar in Exercise Science
<b>Credit Hours:</b>	Three (3) semester hours
<b>Course Type:</b>	Seminar
<b>Catalog Description:</b>	Prerequisites: senior standing. Practice requirements of exercise professionals in clinical and fitness/wellness settings and preparation for successful entry into professional school and job market.

**College of Education Conceptual Framework:**



The faculty in the College of Education at Mississippi State University are committed to assuring the success of students and graduates by providing superior learning opportunities that are continually improved as society, schools, and technology change. The organizing theme for the conceptual framework for the College of Education at Mississippi State University is educational professionals - dedicated to continual improvement of all students' educational experiences. The beliefs that guide program development are as follows:

1. **KNOWLEDGE** - Educational professionals must have a deep understanding of the organizing concepts, processes, and attitudes that comprise their chosen disciplinary knowledge base, the pedagogical knowledge base, and the pedagogical content knowledge base. They must also know how to complement these knowledge bases with the appropriate use of technology.
2. **COLLABORATION** - Educational professionals must continually seek opportunities to work together, learn from one another, forge partnerships, and assume positions of responsibility.
3. **REFLECTION** - Educational professionals must be willing to assess their own strengths and weaknesses through reflection. They must also possess the skills, behaviors, and attitudes necessary to learn, change, and grow as life-long learners.
4. **PRACTICE** - Educational professionals must have a rich repertoire of research-based strategies for instruction, assessment, and the use of technologies. They must be able to

focus that array of skills on promoting authentic learning by all students or clients, while exhibiting an appreciation and commitment to the value and role of diversity.

### **Course Objectives:**

Upon completion of this course, students should be able to demonstrate the following competencies:

1. Complete and submit a professional resume. CFPO # 1, 3, 5, 8
2. Develop professional goals and objectives. CFPO # 1, 3, 5, 8, 12
3. Perform a critical assessment of one's own health and fitness parameters. CFPO # 1, 3, 4, 5, 8, 12
4. Become cardiopulmonary resuscitation (CPR) certified. CFPO # 1, 3, 5
5. Complete field trips to sites relevant to the course within the community. CFPO # 1, 3, 5, 7, 10
6. Complete a professional interview with a professional in your field of choice. CFPO # 1, 3, 5, 12
7. Successfully complete personal finance lessons. CFPO #1, 3, 5
8. Become well-versed in current issues in professional practice in this field of study. CFPO # 1, 3, 5

### **Topics to Be Covered:**

Class Intro/Discussion of Individual Projects (1 hour)

Professional Challenges (2 hours) CFPO 1, 2, 3

Money Management (3 hours) CFPO 1, 3, 9

    Saving (1 hour)

    Investing (1 hour)

    Other financial issues (1 hour)

Patient/Client Care CFPO (2 hours) # 1, 2, 3

Changing Technology (2 hours) CFPO # 1, 2, 3, 7

Transition from student to professional (2 hours) CFPO # 1, 3, 5, 8

Workplace etiquette (2 hour) CFPO # 1, 3

Developing short-term and long-term professional goals (2 hours) CFPO # 1, 3, 5, 8

Curriculum Vita (CV) development (3 hours) CFPO # 1, 3, 5, 8

    Instruction (2 hours)

    Peer-review (1 hour)

Cover letter development (1 hour) CFPO # 1, 3, 5, 8

Implementing research into everyday practice (2 hours) CFPO # 1, 2, 3, 7, 12

Pain and motion connection (1 hour) CFPO # 1, 2, 3, 7, 8

Chronic conditions management (2 hour) CFPO # 1, 2, 3, 9

First responder skills (3 hours) CFPO # 1, 3

    First aid (1 hour)

    CPR & AED (2 hours)

Autism spectrum disorders (2 hours) CFPO # 1, 2, 3

Cardiac/stroke rehabilitation (2 hour) CFPO 1, 2, 3

Taking care of the healthcare provider (3 hours) CFPO # 1, 2,3  
Balancing work and private life (2 hour)  
Caring for your own health (1 hour)  
Nutrition for the one giving nutritional advice (1 hour) CFPO # 1, 3, 4, 5, 9  
Technology's Impact on Patient Interactions (2 hours) CFPO # 1, 3, 7  
Technology's Impact on Health and Fitness Assessment (2 hour) CFPO # 1, 3, 7  
Sports Injuries (1 hour) CFPO # 1, 2, 3  
Geriatric Care (2 hour) CFPO # 1, 2, 3  
Review of Diseases of the Elderly (2 hours) CFPO # 1, 2, 3

**Required Text:**

No traditional texts are required, but the following is a list of the course requirements that may cost the students money.

*Foundations in Personal Finance* on-line access code  
CPR Certification

**Methods of Instruction:**

Lecture.

**Suggested Student Activities:**

Students will take field trips to at least 3 clinically oriented sites within the Starkville community to tour these facilities and observe what all types of work activities occur there on a daily basis.

Students will develop and complete 2 interviews with professionals in their top two career choices. Students will develop and complete 1 interview with an individual that has a chronic health condition.

Students will complete a 3-day food journal and a nutritional assessment

Students will complete and perfect over the course of the semester, their professional resume.

Students will demonstrate to the instructor current CPR certification.

Students will develop professional and educational goals.

Students will complete a course in money management.

Students will attend at least 2 field trips at appropriate community health/medical/fitness facilities.

Students will develop and present a PowerPoint presentation on an assigned special topic related to the course.

### **Honor Code:**

**Academic Honesty and Student Conduct:** Mississippi State University has and approved Honor Code that applies to all students. The code is as follows:

**“As a Mississippi State University student I will conduct myself with honor and integrity at all times. I will not lie, cheat, or steal, nor will I accept the actions of those who do.”**

Upon accepting admission to Mississippi State University, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning, and to follow the philosophy and rules of the Honor Code. Students will be required to state their commitment on examinations, research papers, and other academic work. Ignorance of the rules does not exclude any member of the MSU community from the requirements or the processes of the Honor Code. For additional information please visit: <http://www.msstate.edu/dept/audit/1207A.html>.

Honesty and integrity are expected of every student. All occurrences of academic misconduct will be dealt with in accordance with the guidelines and procedures outlined in the Academic Misconduct Policy.

Additional university policies related to students can be accessed at: [http://www.msstate.edu/web/student\\_policies.html](http://www.msstate.edu/web/student_policies.html).

Academic misconduct includes, but is not limited to, deceptive acts such as the following:

- Using unauthorized materials (crib notes, books, etc.) as an aid during an examination.
- Looking at or using information from another person’s examination, report, or assignment.
- Providing assistance to, or receiving assistance from, another person in any manner prohibited by the instructor.
- Possessing or providing an examination or assignment, or any part thereof, at any time or in any manner not authorized by the instructor.
- Taking a quiz, examination, or similar evaluated assignment for another person; or utilizing another person to take a quiz, examination, or similar assignment in place of oneself.
- Submitting any course materials or activities not the student’s own, allowing such a submission to be made for oneself, or making such a submission for another.
- Using the ideas, organization, or words of another from a book, article, paper, computer file, or other source in any assignment without giving proper credit following accepted citation rules (plagiarism).

- Altering, stealing, and/or falsifying research data used in research reports, theses, or dissertations.
- Disregarding policies governing use of human subjects or animals in research.

Student must sign a copy of the honor code at the beginning of the course.

**Technology:**

Students will need to access MyCourses to obtain files such as the syllabus and assignments. Student grades will be posted through MyGrades in the MyCourses environment and the calendar and announcements areas within MyCourses will be used to send student reminders and to keep students on task throughout the semester. Also, students will do assignments on-line through the Foundations in Personal Finance on-line access. This course is Moodle-based.

**Diversity:**

This issue will not specifically be discussed within the scope of this course.

**Disability:**

Appropriate accommodations will be made for students with disabilities. For example, for those with physical disabilities, a classroom with wheelchair access will be provided. Students with learning disabilities will be given accommodations, as suggested, by Student Support Services (662-325-3335).

Students will also be made aware of and advised of ways to appropriately handle patients that they may encounter with disabilities.

**Evaluation of Student Progress:**

Participation	20%
Weekly Assignments	50%
Portfolio	30%

**A = 90 - 100%, B = 80 - 89%, C = 70 - 79%, D = 60 - 69%, F = 0 - 59%**

Weekly Assignments: There will be assignments due each week regarding the topics covered.

Portfolio: The final product from several assignments and your finished Curriculum Vita (CV) will make up the portfolio to be turned in at the end of the semester.

Grading: Weekly assignments as well as the portfolio will be graded on both content and grammar.

Late Assignments: Failure to complete an assignment on time will result in a zero for the assignment unless an acceptable written excuse is submitted to the instructor on or before the first day of return. Failure to submit a written excuse with proper documentation, or failure to make up the assignment will result in a zero for the assignment. Acceptable excuses are discussed in the *Academic Operating Policy and Procedure Manual*, and are listed below in the section labeled "Attendance."

**Field Component:**

1. Total amount of time spent in field experience: 40 hours/credit hour  
(6 credit hours required in degree, thus, 240 total hours)
2. Days of week students attend field experience: To be arranged between student and on-site supervisor.
3. Site of field experience: An appropriate fitness facility within the United States, as approved by the departmental internship coordinator and the student's academic advisor.
4. Purpose of field experience and activities:

Students apply knowledge accrued from classroom experience to hands-on experiences in the chosen fitness facility.

5. Culminating or capstone experience
6. Expected Outcomes:

Students will be able to perform job-like skills in a fitness facility with competency.

7. How is field performance assessed?

See Evaluation of Student Progress below.

**Evaluation of Student Progress:**

Grades are assessed based on successful completion of the requisite number of hours, completion and submission of assignments on time, and most importantly, evaluations of student work completed by the on-site supervisor.

Completion of Requisite Number of Hours: The student will receive an F if he or she fails to complete the number of internship hours (usually 240 hours) required by the set deadline for the semester.

Completion and Submission of Assignments on Time: Students make weekly reports regarding the previous week's activities to the departmental internship coordinator.

Failure to complete and submit these reports on time will result in a lowering of the intern's final grade in keeping with the number of reports missed. The student's letter grade will drop by 1 per 4 weekly reports missed. Students must turn in monthly log sheets of the hours completed, affixed with the on-site supervisor's signature. Also, a final report is submitted at the completion of the internship. Failure to complete these tasks on time results in the lowering of the intern's final grade, again, in proportion to the degree of tardiness in this task. If the student is more than a week late with more than 1 of the reports, the letter grade will drop. If the student fails to complete this assignment, he/she will receive an F since that means the requisite number of hours are not appropriately documented.

Evaluations of Student Work: Both a midterm and final evaluation of the student's work are completed by the on-site supervisor and submitted to the departmental internship coordinator. The vast majority of the student's grade will be derived from these evaluations. The students are ranked according to many different aspects of job performance. An average is taken of the scores received on those aspects. Also, the on-site supervisor can provide additional comments where warranted. When needed, the departmental coordinator speaks directly with the on-site supervisor to help clear up any ambiguity in the evaluations.

Usually the student grade is totally derived from the evaluations. Only in the rare cases, where the student fails to complete the requisite number of hours or a significant proportion of the assignments on time, will those factors come into play. For example, if a student received the highest scores possible on the evaluations, but failed to submit 5 of the weekly reports, the student's grade would be lowered to a B.

### **Bibliography:**

American association for cardiovascular and pulmonary rehabilitation. (2004).

*Guidelines for cardiac rehabilitation and secondary prevention programs – 4<sup>th</sup> ed.* Champaign, IL: Human Kinetics.

American college of sports medicine. (2001). *ACSM's resource manual for guidelines for exercise testing and prescription.* Baltimore: Lipincott, Williams & Wilkins.

American college of sports medicine. (2003). *ACSM's worksite health promotion manual – a guide to building and sustaining healthy worksites.* Champaign, IL: Human Kinetics.

Dwyer, G.B. & Davis, S.E. (2001). *ACSM's health-related physical fitness assessment manual.* Baltimore: Lipincott, Williams & Wilkins.

Isaacs, L.D. & Pohlman, R.L. (2004). *Preparing for the ACSM health/fitness instructor certification examination-2<sup>nd</sup> ed.* Champaign, IL: Human Kinetics.