



COURSE OUTLINE

Course Number	Course Title	Credits	HPE 243
EXERISE SCIENCE	FIELD EXPERIENCE	3	

<u>0</u>	<u>0</u>	<u>0</u>	<u>3</u>	<u>14 week</u>
Class or Lecture Hours	Laboratory Work Hours	Clinical or Studio Hours	Practicum, Co-op, Internship	Course Length

NONE

Performance on an Examination/Demonstration
(Placement Score; minimum CLEP score)

**Internship/Clinical
Delivery Methods**
(Traditional, Online, Hybrid,
Tele-course)

Course Description:

Provides essential experiences and networking opportunities for 225 hours in a supervised exercise science setting suitable to student interests. Emphasizes career planning and the application of anatomy and physiology, basic nutrition, exercise measurement and prescription, exercise physiology, program management and promotion, and safety.

Prerequisites:

HPE151, 134, & 241, CPR & First Aid for the Professional

Co-requisites:

HPE242 & PTA105

Last Revised:

August 2020

Required Text/Other Materials:

None

Course Coordinator:

Mike DeAngelis MS, CSCS deangelm@mccc.edu 609-570-3758

Information Resources: *Web*

Sites:

www.acsm.org – American College of Sports Medicine

www.aahperd.org – American Alliance for Health, Physical Education, recreation & Dance

www.fitnessbusiness-pro.com www.healthpromotionjournal.com

www.ihrsa.org – International Health, Racquet, and Sports Clubs Association

www.isapa.org – International Society for Aging and Physical Activity

www.jap.physiology.org - Journal of Applied Physiology

www.nasca-lift.org – National Strength and Conditioning Association www.nasm.org –
National Academy for Sports Medicine

www.naspem.org – North American Society for Pediatric Exercise Medicine

www.nata.org – National Athletic Training Association

www.physsportsmed.com – The Physician and Sportsmedicine

www.specialolympics.org – Special Olympics

www.sportsnutritionociety.org – International Society for Sports Nutrition

www.ymca.com

Other Journals (not found on the above web sites):

American Journal of Health Behavior
Clinical Exercise Physiology

Other Organizations/Associations:

American Association for Active Lifestyles & Fitness
American Association for Health Education
American Association for Leisure & Recreation
National Association for Girls & Women in Sport
National Association for Sport & Physical Education
National Dance Association

Course Goals- The student will be able to...

1. state the mission and objectives of their chosen organizational/institutional;
2. describe the organizational structure (including the roles and responsibilities) and identify possible career opportunities within their chosen organization;
3. describe of the roles and responsibilities for their exercise science profession of interest;
4. analyze and identify the future growth of their chosen organization/institution, and their profession of interest;

5. initiate, develop, promote, implement and manage an approved term project that will benefit their chosen institution/organization/program, and/or their profession;
6. identify and assess the strengths and weakness of their chosen organization/institution, and recommend areas of improvement that would benefit their chosen organization/institution; and
7. assess and depict their five year career plan.

Course-specific Institutional Learning Goals (ILGs)/General Education Goals:

Institutional Learning Goal 1. Written and Oral Communication in English. Students will communicate effectively in both speech and writing.

Institutional Learning Goal 2. Mathematics. Students will use appropriate mathematical and statistical concepts and operations to interpret data and to solve problems.

Institutional Learning Goal 3. Science. Students will use the scientific method of inquiry, through the acquisition of scientific knowledge.

Institutional Learning Goal 4. Technology. Students will use computer systems or other appropriate forms of technology to achieve educational and personal goals.

Institutional Learning Goal 5. Social Science. Students will use social science theories and concepts to analyze human behavior and social and political institutions and to act as responsible citizens.

Institutional Learning Goal 6. Humanities. Students will analyze works in the fields of art, music, or theater; literature; philosophy and/or religious studies; and/or will gain competence in the use of a foreign language.

Institutional Learning Goal 7. History. Students will understand historical events and movements in World, Western, non-Western or American societies and assess their subsequent significance.

Institutional Learning Goal 8. Diversity and Global Perspective: Students will understand the importance of a global perspective and culturally diverse peoples

Institutional Learning Goal 9. Ethical Reasoning and Action. Students will understand ethical frameworks, issues and situations.

Institutional Learning Goal 10. Information Literacy: Students will recognize when information is needed and have the knowledge and skills to locate, evaluate, and effectively use information for college level work.

Institutional Learning Goal 11. Critical Thinking: Students will use critical thinking skills understand, analyze, or apply information or solve problems.

Units of Study in Detail.

UNIT #1

1. log, evaluate, interpret, and discuss daily experiences and observations;
2. initiate, justify the purpose of, and hypothesize the results and impact that their proposed project will have on their chosen organization/institution and/or the population serviced;
3. design/ illustrate the particular details, collaborate, and implement their proposed/approved project,
4. assess, analyze, and interpret the outcomes of their project;
5. propose/recommend areas of improvement and/or course of action based project analysis/interpretation.

Course Goals: 1-6; ILG: 1,2,4,5,8,10, & 11.

UNIT #2

1. describe, examine, and assess their experience over the fifteen weeks;
2. describe and discuss the type of organization/institution, the organizational structure, the population serviced, and the services offered;
3. illustrate and assess the student's roles and responsibilities;
4. evaluate, describe, and discuss of how the MCCC Exercise Science curriculum prepared the student for these roles and responsibilities;
5. evaluate, describe, and discuss what areas of organizational/institutional excellence the student observed;
6. evaluate, describe, and discussion of what areas of organizational/institutional improvement the student observed;
7. hypothesize the future (5 yr.) growth of the chosen organization/institution;
8. summarize, describe, and discuss how the experience influenced the students knowledge, skills, ability, and interest in the field of exercise science.

Course Goals: 1-7; ILG: 1,2,3,4,8,10, & 11.

Evaluation of Student Learning

Achievement of the course objectives will be evaluated through the use of the following tools:

- Daily Journal – (20pts) 20%
- Field Experience (Term)Project – (25pts) 25%
- Term Paper (Experience Summary) – (25pts) 25%

- Supervisor's Evaluation – (20pts) 20% ○ Each site supervisor will be required to write an evaluation on the student's progress. This will include an assessment of the student's professionalism, their impact on the staff; their impact on the programs/services offered; their impact on the population serviced; their impact on the business; areas of excellence; and areas of improvement for professional growth and/or to be hired by the organization/institution.
- Exit Interview with Instructor/ Exercise Science Coordinator – (10pts) 10% ○ The student will be required to schedule an appointment with their Instructor to submit all required course work and to discuss and summarize their experience.