

SMG220 Principles of Athlete Development (3 credit hours) Syllabus

Course Description

This course explores physical, psychological, emotional, and behavioral characteristics promoting health, fitness, and wellness for athletes and the general population. Concepts will address self-management, self-planning, physical activity planning, nutrition, body composition, and stress management for optimum performance and general health. Issues will also address athlete development influenced by substance abuse and off-field behaviors.

Course Learning Outcomes (CLOs)

By the end of this course, the student will be able to do the following:

1. Identify related national health goals and show how meeting personal goals can contribute to reaching national goals.
 2. Distinguish contributions to psychological, physiological, and sociological development of athletes.
 3. Identify and explain the factors that influence strength and muscular endurance.
 4. Describe characteristics of high-level performance and the training necessary for high-level performance.
 5. Describe and apply nutrition guidelines for optimal sport performance.
 6. Identify physical, emotional, and behavioral consequences of stress in addition to techniques to manage stress.
 7. Understand how substance abuse and unhealthy choices adversely affect athletes.
-

Course Topics

HELP philosophy	Ligaments and tendons
HALE (Healthy Life Expectancy)	Benefits of stretching
Dimensions of health-related physical fitness	Static and dynamic stretches
Determinants of lifelong health, wellness, and fitness	Causes and consequences of back and neck pain
Making lifestyle changes: college students	Good sitting posture
Five different stages of lifestyle change	Environmental factors contribute to poor posture
Self-efficacy	Prevention of and rehabilitation from back and neck problems
Self-management skills for changing predisposing, enabling, reinforcing factors	What makes a healthy plate?
Metabolic equivalent or MET	Recommended dietary allowance (RDA)
Physical activity pyramid	Dietary reference intake (DRI)

Classifications of physical activity
FIT formula
Benefits of cardiovascular fitness
Maximum Oxygen Uptake – VO₂ Max
Tanaka formula
Guidelines for heart rate and exercise monitoring
Resting heart rate
Vigorous activity defined
Aerobic activity
Vigorous activity guidelines
Determining MET-minutes
Rates of participation in vigorous activity change during college years
Slow-twitch and fast-twitch muscle fibers
Good muscle fitness associated with reduced risk for injury
Good muscle fitness is associated with good posture and reduced risk for back problems
Free weights vs. machine weights
Range of motion

Adequate intake (AI)
Guidelines for losing body fat – starting out
Small changes in eating patterns can be effective in fat loss
Guidelines for how you eat
Managing stress
Major stressors create major emotional turmoil
Hypo stress and eustress
Hardiness
Positive Effects of physical activity on mental health
Coping
The three “Rs” of relaxation
Social support
Inherited risks and strengths
Effective use of health-care system
Environmental influences on your health
Adopt and maintain healthy lifestyles
Importance of personal actions and interactions

Course Prerequisites/Corequisites

None

Required Textbook(s) and Resources

These are the materials you will need to purchase for the course:

Corbin, C., Welk, G., Corbin, W., & Welk, K. (2013). *Concepts of Physical Fitness: Active Lifestyles for Wellness* (17th edition). NY, NY: McGraw-Hill. ISBN: 978-0-07-802257-9

Some lectures/activities may contain additional resources. See individual lectures/activities for those requirements. Where applicable, Tiffin University has obtained permission to use copyrighted material.

Visit the Tiffin University library to locate resources and writing tips. A link is also provided in the Course Home area.

- Link (website): [Tiffin University Library](#)

Register for a library webinar on library research, source evaluation, copyright, and other topics. (Note: If you register but cannot attend the live session, a recording of the session will be sent to you via email after the event.)

- Link (website): [Library Events - Upcoming Events](#)

Contact the librarian for assistance:

- Link (email): library@tiffin.edu
-

Minimum Student Technology Requirements

In order to have a quality learning experience in your online courses, the University requires that your primary computer (the computer used to access course materials and on which you will be required to install course-specific software) meets or exceeds certain specifications. Click on the following link to view the specifications:

- Link (website): [PC Recommendations](#)

Time Management

Time management is an important part of academic success. Please refer to the approximate (average) times noted below for readings and assignments to help plan your time accordingly.

Course Content

Please refer to individual activities for assessment guidelines.

WEEK 1			
Course Topics	HELP philosophy HALE (Healthy Life Expectancy) Dimensions of health-related physical fitness Determinants of lifelong health, wellness, and fitness Making lifestyle changes: college students Five different stages of lifestyle change Self-efficacy Self-management skills for changing predisposing, enabling, reinforcing factors		
Read/Review			Approx. Time
Textbook, Lectures, and Other Resources	Textbook: Chapter 1, 2 Presentation: Chapter 1, 2 Some lectures/activities may contain additional resources. See individual lectures/activities for those requirements.		1.50 hrs. 1.00 hrs.
Activity Type	Course Learning Outcomes	Due	Approx. Time
Introductory Discussion: Initial Post	CLO(s): n/a	Monday	0.50 hrs.
Discussion: Initial Post	CLO(s): 1, 3	Wednesday	3.00 hrs.
All Discussions: Secondary Posts	CLO(s): as noted	Saturday	1.00 hrs.
Quiz	CLO(s): 1, 2, 5	Saturday	3.00 hrs.
Assignment 1: Lab Reflection Paper	CLO(s): 1	Sunday	6.00 hrs.
Assignment 2: Presentation	CLO(s): 1, 2	Sunday	4.50 hrs.
Approximate Weekly Time on Task (includes resources and activities)			20.50 hrs.

WEEK 2			
Course Topics	Metabolic equivalent or MET Physical activity pyramid Classifications of physical activity FIT formula Benefits of cardiovascular fitness Maximum Oxygen Uptake – VO2 Max Tanaka formula Guidelines for heart rate and exercise monitoring Resting heart rate		
Read/Review			Approx. Time
Textbook,	Textbook: Chapter 6, 7		1.50 hrs.

Lectures, and Other Resources	Presentation: Chapter 6, 7 Some lectures/activities may contain additional resources. See individual lectures/activities for those requirements.		1.00 hrs.
Activity Type	Course Learning Outcomes	Due	Approx. Time
Discussion 1: Initial Post	CLO(s): 2, 3, 4	Wednesday	2.50 hrs.
Discussion 2: Initial Post	CLO(s): 2, 3, 4	Wednesday	3.00 hrs.
Discussion: Secondary Posts	CLO(s): as noted	Saturday	1.00 hrs.
Quiz	CLO(s): 2, 3, 4	Saturday	3.00 hrs.
Assignment 1: Lab Reflection Paper	CLO(s): 1	Sunday	6.00 hrs.
Assignment 2: Sport for Life Video	CLO(s): 1	Sunday	5.50 hrs.
Approximate Weekly Time on Task (includes resources and activities)			23.50 hrs.

WEEK 3			
Course Topics	Vigorous activity defined Aerobic activity Vigorous activity guidelines Determining MET-minutes Rates of participation in vigorous activity change during college years Slow-twitch and fast-twitch muscle fibers Good muscle fitness associated with reduced risk for injury Good muscle fitness is associated with good posture and reduced risk for back problems Free weights vs. machine weights		
Read/Review			Approx. Time
Textbook, Lectures, and Other Resources	Textbook: Chapter 8, 9 Presentation: Chapter 8, 9 Some lectures/activities may contain additional resources. See individual lectures/activities for those requirements.		1.50 hrs. 1.00 hrs.
Activity Type	Course Learning Outcomes	Due	Approx. Time
Discussion 1: Initial Post	CLO(s): 1, 4	Wednesday	3.50 hrs.
Discussion 2: Initial Post	CLO(s): 2, 4, 7	Wednesday	3.00 hrs.
Discussion: Secondary Posts	CLO(s): as noted	Sunday	1.00 hrs.
Quiz	CLO(s): 1, 2, 3, 4	Saturday	3.00 hrs.
Assignment: Lab Reflection Paper	CLO(s): 1, 3	Sunday	7.00 hrs.
Approximate Weekly Time on Task (includes resources and activities)			20.00 hrs.

WEEK 4			
Course Topics	Range of motion Ligaments and tendons Benefits of stretching Static and dynamic stretches Causes and consequences of back and neck pain Good sitting posture Environmental factors contribute to poor posture Prevention of and rehabilitation from back and neck problems		
Read/Review			Approx. Time
Textbook, Lectures, and Other Resources	Textbook: Chapter 10, 11 Presentation: Chapter 10, 11 Some lectures/activities may contain additional resources. See individual lectures/activities for those requirements.		1.50 hrs. 1.00 hrs.
Activity Type	Course Learning Outcomes	Due	Approx. Time
Discussion 1: Initial Post	CLO(s): 3	Wednesday	3.00 hrs.
Discussion 2: Initial Post	CLO(s): 3	Wednesday	3.00 hrs.

Discussion: Secondary Posts	CLO(s): as noted	Saturday	1.00 hrs.
Quiz	CLO(s): 2, 3, 4	Saturday	3.00 hrs.
Assignment: Lab Reflection Paper	CLO(s): 1, 3	Sunday	6.00 hrs.
Approximate Weekly Time on Task (includes resources and activities)			18.50 hrs.

WEEK 5			
Course Topics	What makes a healthy plate? Recommended dietary allowance (RDA) Dietary reference intake (DRI) Adequate intake (AI) Guidelines for losing body fat – starting out Small changes in eating patterns can be effective in fat loss Guidelines for how you eat		
Read/Review			Approx. Time
Textbook, Lectures, and Other Resources	Textbook: Chapter 14, 15 Presentation: Chapter 14, 15 Some lectures/activities may contain additional resources. See individual lectures/activities for those requirements.		2.00 hrs. 1.00 hrs.
Activity Type	Course Learning Outcomes	Due	Approx. Time
Discussion 1: Initial Post	CLO(s): 1, 5	Wednesday	3.00 hrs.
Discussion 2: Initial Post	CLO(s): 1, 5	Wednesday	3.00 hrs.
Discussion: Secondary Posts	CLO(s): as noted	Saturday	1.00 hrs.
Quiz	CLO(s): 1, 3, 5	Saturday	3.00 hrs.
Assignment 1: Lab Reflection Paper	CLO(s): 1, 5	Sunday	6.00 hrs.
Assignment 2: Paper	CLO(s): 1, 5, 7	Sunday	4.50 hrs.
Approximate Weekly Time on Task (includes resources and activities)			20.50 hrs.

WEEK 6			
Course Topics	Managing stress Major stressors create major emotional turmoil Hypo stress and eustress Hardiness Positive Effects of physical activity on mental health Coping The three “Rs” of relaxation Social support		
Read/Review			Approx. Time
Textbook, Lectures, and Other Resources	Textbook: Chapter 16, 17 Presentation: Chapter 16, 17 Some lectures/activities may contain additional resources. See individual lectures/activities for those requirements.		1.50 hrs. 1.00 hrs.
Activity Type	Course Learning Outcomes	Due	Approx. Time
Discussion 1: Initial Post	CLO(s): 6	Wednesday	2.50 hrs.
Discussion 2: Initial Post	CLO(s): 6	Saturday	3.00 hrs.
Discussion: Secondary Posts	CLO(s): as noted	Saturday	1.00 hrs.
Quiz	CLO(s): 6	Saturday	3.00 hrs.
Assignment: Lab Reflection Paper	CLO(s): 1, 6	Sunday	6.00 hrs.
Approximate Weekly Time on Task (includes resources and activities)			18.00 hrs.

WEEK 7	
Course	Inherited risks and strengths

Topics	Effective use of health-care system Environmental influences on your health Adopt and maintain healthy lifestyles Importance of personal actions and interactions		
Read/Review			Approx. Time
Textbook, Lectures, and Other Resources	Textbook: Chapter 19 Presentation: Chapter 19 Some lectures/activities may contain additional resources. See individual lectures/activities for those requirements.		1.00 hrs. 0.50 hrs.
Activity Type	Course Learning Outcomes	Due	Approx. Time
Discussion 1: Initial Post	CLO(s): 1, 4, 5, 6	Wednesday	2.50 hrs.
Discussion 2: Initial Post	CLO(s): 1, 2, 3 4, 5, 6, 7	Wednesday	3.00 hrs.
Assignment: Lab Reflection Paper	CLO(s): 1, 3, 4, 5, 6	Thursday	3.00 hrs.
Discussion: Secondary Posts	CLO(s): as noted	Saturday	1.00 hrs.
Quiz	CLO(s):1, 2, 3, 5	Sunday	3.00 hrs.
Approximate Weekly Time on Task (includes resources and activities)			14.00 hrs.
Approximate Time on Task for Entire Course			135.00 hrs.

Grading Structure

Activity	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Total
Introductory Discussion	n/a							0
Discussion 1	20	20	20	20	20	20	30	150
Discussion 2		20	20	20	20	20	20	120
Quiz	30	30	30	30	30	30	30	210
Assignment 1	50	50	50	50	50	50	50	350
Assignment 2	55	55			60			170
Total	155	175	120	120	180	120	130	1000

Activity Categories	Percentage of Total Points
Discussions	27%
Assignments	52%
Quiz	21%
Total	100%

Grading Scale	
Grade	Percentage
A	90-100%
B	80-89%
C	70-79%
D	60-69%
F	<60%

Please see the Academic Bulletin for grade appeal information.

FERPA

The Family Educational Rights and Privacy Act (FERPA) protects student information. Other than directory information, such as name, address, phone number, etc., students must give consent for individuals to gain access to a student's educational record, including grades, transcripts, and behavior reports (unless the student is under the age of 18). Students also have the right to review their educational records. For a more detailed explanation, please see the Student Handbook.

FROM THE OFFICE OF EQUITY, ACCESS, AND OPPORTUNITY

Nondiscrimination Policy

Tiffin University is committed to a policy of non-discrimination and equal opportunity for all students, applicants for admission, and is committed in policy and practice to ensuring equal access to educational opportunities for all regardless of the person's race, religion, personal appearance, color, sex, pregnancy, political affiliation, social-economic class, place of business, residence, religion, creed, ethnicity, national origin (including ancestry), citizenship status, physical or mental disability, age, marital status, family responsibilities, sexual orientation, gender, gender identity, gender expression, veteran or military status (including special disabled veteran, Vietnam-era veteran, or recently separated veteran), predisposing genetic characteristics, domestic violence victim status] or any other protected category under applicable local, state or federal law. <https://www.tiffin.edu/academics/calcat>

All complaints of sexual harassment/misconduct, domestic violence, dating violence, bullying, cyber-bullying, stalking, or discrimination should be reported to Dr. Perry-Fantini, Vice Provost for Equity, Access, & Opportunity/Title IX Coordinator, perryfantinis@tiffin.edu or 419-448-3504. You can report incidents or complaints at http://www.tiffin.edu/institutionaldiversity/titleix/Incident_Reporting.pdf.

The Office of Disability Services supports the institutional commitment to diversity by providing educational opportunities for qualified individuals with disabilities through accessible programs and services in compliance with Section 504 of the Rehabilitation Act of 1973 and Title III of the Americans with Disabilities Act (ADA) of 1990. If you need reasonable accommodations due to a documented disability, you are required to contact the Juliene Huston, Coordinator for Disability Services at hustonjr@tiffin.edu or 419-448-3021 or Kenneth Santos, Assistant Coordinator for Disability Services at santosken@tiffin.edu or 419-448-3028.

Veterans

Please refer to your Moodle Home page for services for veterans, service members, and their families.

Moodle and Non-Moodle Technical Support

Blackboard Student Services will provide 24x7 Moodle helpdesk support for all Tiffin University students and faculty. Locate contact information for Blackboard Student Services (Moodle-related issues) and for Tiffin University ITS helpdesk (non-Moodle related issues) on your Moodle Home page.

This syllabus is subject to change at the discretion of the University.