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### **PED 121 Principles of Strength Training (0.5)**

This course will introduce general muscular endurance and general muscular strength training. Students will learn how to perform circuit weight training and traditional weight training techniques while utilizing both free weights and machines. Additionally, students will be introduced to training periodization, the Oxford training method (descending or reverse pyramid), the Delorme training method (incremental progression or ascending pyramid), and triangle pyramid training.

#### **Student Learning Outcomes**

*Students will:*

1. Receive an introduction to general muscular endurance and general muscular strength training
2. Learn how to perform traditional weight training techniques while utilizing both dumbbell and barbell movements.

#### **Course Topics**

1. Introduction/Handouts
2. Prehab
3. Rehab
4. Stretching
5. Myofascial Release
6. Squat Progressions
7. Bench Progression
8. Deadlift Progressions
9. Clean Progressions
10. Press Progressions
11. Programming
12. Periodization



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### **PED 124 Principles of Speed, Agility, and Quickness (0.5)**

This course will introduce several components of speed, agility, and quickness training. Students will learn how to utilize various assessments, various training apparatus and/or training equipment, and various activities to develop speed, agility, dynamic balance, quickness, and reaction-time training. Additionally, students will be introduced to training periodization.

#### **Student Learning Outcomes**

*Students will:*

1. Create a basic speed training program for athletic population.
2. Determine skill selection,
3. Determine volume, intensity, and load for their given athlete.
4. Correctly teach each of speed and agility skills and techniques

#### **Course Topics**

1. Definitions
2. Factors determining quickness
3. Training activities and considerations
4. Age and Sex Considerations
5. Testing and Administrating
6. Closed Drills
7. Open Drills Week
8. Final Case study



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### **PED 126 Advanced Strength Training (0.5)**

A half semester recreational activity class designed to introduce specific muscular development through the development of individual strength training programs. Students will learn how to utilize hypertrophy, strength, and power phases of strength training within a training program that is designed specific to the individual student. Techniques utilized within the program may involve the utilization of free weights, machines, and other functional strength training equipment.

#### **Student Learning Outcomes**

*Students will:*

1. Understand specific techniques used in the athletic development of advanced trainees.
2. Learn how to utilize technical cues, increases in force development, as well as introduction into triphasic training of long term athletic development. Techniques utilized within the program may involve the utilization of free weights, exercise machines, bands, chains, and advanced technology.

#### **COURSE TOPICS**

1. Techniques
2. Accommodating Resistance
3. Advanced Trainees
4. Eccentric Training
5. Isometric Training
6. Reactive Training



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## **PED 157 Foundations of Health Professions (3)**

This course is designed to introduce the student to professional employment within the broad field of healthcare professions. Concepts pertaining to the subset fields of health, physical education, exercise science, and recreation through discussion of historical, philosophical, sociological, and professional issues will be presented. Presentation and discussion on communication, professional memberships, licensure/certification requirements, employment requirements, ethical, legal, and decision-making skills required in healthcare professions will be explored. This course will also develop a basic understanding of the function of private and public instruction in physical education and the elements involved in the professional preparation of teachers.

### **Student Learning Outcomes**

*Students will:*

1. Compare and contrast different career options within the health professions
  - a. Use the web to locate different healthcare professional organizations (membership, certification and/or licensing requirements)
  - b. Understand and demonstrate appropriate communication skills
  - c. Organize and prepare a resume
  - d. Comprehend the ethical and legal requirements for healthcare professionals
  - e. Define Professionalism and identify purpose of professional memberships
  - f. Recognize state, national, and global initiatives to support the diverse needs of individuals working in health professions

### **Course Topics**

1. Introduction and Syllabus Review
2. Overview of health professions
3. Guest Speaker (Dr. Katy Gayford)
4. Personality traits What Health Profession do you want to be and why
5. Jennifer Pickerell – Director Career Services - Resume
6. Personality traits & Self-Assessment
7. Guest Speaker (Kendra Taylor)
8. Guest speaker (Melissa McHenry-Assistant Director of Health and Counseling Services);
9. Mental Health in Healthcare
10. Communication Skills & Self-Assessment
11. Active Listening; Leadership in Healthcare
12. Industrial healthcare guest speakers
13. Professionalism in Healthcare
14. Ethics and Legal Issues in Healthcare
15. Professional Memberships/Certifications Professional membership
16. Healthcare Administration Considerations



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### **PED 206 First Aid (2)**

This is an American Red Cross Certification Course. Successful completion will qualify the student to receive the following certifications: Basic Life Support for Healthcare Providers, First Aid, Administering Emergency Oxygen, and Epinephrine Auto-Injector. A certification fee is charged for this course.

#### **Student Learning Outcomes**

*Students will:*

1. Identify and demonstrate the CPR/AED Professional Rescuer's Duty to Respond
2. Identify and demonstrate appropriate steps necessary for a CPR/AED Professional Rescuer to Act
3. Identify Breathing Emergencies and demonstrate proficiency in knowledge and skills necessary for a CPR/AED Professional Rescuer to care for Breathing Emergencies, including Giving Ventilations, Airway Obstructions, and Administration of Emergency Oxygen Training
4. Identify Cardiac Emergencies and demonstrate proficiency in knowledge and skills necessary for a CPR/AED Professional Rescuer to care for Cardiac Emergencies, including Cardiac Arrest, CPR, and AEDs
5. Identify First Aid Emergencies (injury and sudden illness) and demonstrate proficiency in knowledge and skills necessary for First Aid, including Bleeding (including Controlling Bleeding); Shock; Soft Tissue Injuries; Musculoskeletal Injuries; Injuries to the Extremities (including Splinting); Injuries to the Head; Neck and Spine; Injuries to the Chest, Abdomen and Pelvis; Sudden Illnesses; Poisoning; Anaphalaxis and Epinephrine Auto Injector Training; Bites and Stings; Substance Abuse and Misuse; Heat-Related Illnesses and Cold-Related Emergencies

#### **Course Topics**

1. Course Introduction and Syllabus
2. Professional Rescuers,
3. Standard Precautions
4. Taking Action & Before Giving Care BS
5. Caring for Breathing Emergencies
6. Caring for Cardiac Emergencies & Using an Automated External Defibrillator
7. Practice all Skills for CPR/AED for Professional Rescuer
8. CPR/AED Skills Testing and Written Test BS
9. Administering Emergency Oxygen (AEO) and Epinephrine Auto Injector Training
10. AEO and Epinephrine Skills Testing and Written Tests BS
11. First Aid BS



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### **PED 349 Physiology of Exercise (3)**

An examination of the effects of muscular activity on the various systems of the body. Special emphasis on nutrition, energy expenditure, training, performance, environmental stress, and body composition.

#### **Student Learning Outcomes**

*Students will:*

1. Describe current guidelines for proper hydration and explain the consequences of improper fluid/electrolyte replacement for pre-activity, activity, and recovery.
2. Describe the role of exercise in maintaining a healthy lifestyle and preventing chronic disease.
3. Administer and interpret fitness tests to assess a client's/patient's physical status and readiness for physical activity.
4. Explain how changes in the type and intensity of physical activity influence the energy and nutritional demands placed on the client/patient.
5. Assess body composition by validated techniques to determine a client's/patient's health status and to monitor changes related to weight management, strength training, injury, disordered eating, menstrual status, and/or bone density status.
6. Design a fitness program to meet the individual needs of a client/patient based on the results of standard fitness assessments and wellness screening.

#### **Course Topics**

1. The Warm Up
2. Energy Production Sample Scenario due in Class
3. Anaerobic Metabolism during Exercise and Wingate Anaerobic Test Calculation
4. Aerobic Metabolism during Exercise, caloric cost of activity, METs and walking calculations
5. Metabolic Training Principles & Adaptations Ch. 5 assignment due on Brightspace
6. Nutrition for Fitness and Athletics
7. Body Composition
8. Weight Loss
9. Body fat calculations, body composition and weight loss
10. Fitness Plan
11. Respiration
12. Respiratory Exercise Response, Training Adaptations & Special Considerations
13. Cardiovascular System
14. Responses to Exercises
15. Training Principles and Adaptations
16. Treadmill, upper arm ergometer, leg cycle
17. Thermoregulation
18. Muscular Training Principles & Adaptations
19. Neuroendocrine Control of Exercise and Kahoot Review
20. Immune System, Exercise Training and Illness



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## **PED 453 Pharmacology for Athletic Trainers (3)**

This course will introduce students to the general principles of pharmacology. Indications, contraindications, allergies, precautions of use, adverse side effects as they relate to physical exercise, dose information, and information for prescription and non-prescription drugs will be addressed.

### **Student Learning Outcomes**

*Students will:*

1. Recognize signs and symptoms of toxic drug overdose
2. Recognize general concepts and differences in legal regulation of non-prescription, prescription and classified pharmaceuticals
3. Recall and access laws regulations and procedures that govern storage, transportation, dispensation and recording of prescription and non-prescription medications
4. Administer medications or therapeutic agents through appropriate route of administration
5. Identify role of FDA in approving and recalling drugs
6. Identify appropriate terminology
7. Identify common resources, as well as, identification of common methods used to administer medication
8. Educate patients regarding appropriate pharmacological agents for the management of their condition, include indications, contraindication, dosing, interactions and adverse reactions.
9. Describe how physical activity may influence a drug's therapeutic effect
10. Illustrate general concepts of dissolution, bioavailability, and bioequivalence
11. Describe general indications, contraindications, and adverse reactions of prescription and non-prescription anti-inflammatory, antiarthritic, analgesics, local anesthetics, bronchodilators, antibiotics, anaphylaxis, gastrointestinal, beta-blockers, and antihypersensitives and topical applications
12. Identify usage pattern, general effects and adverse short and long term reactions of performance enhancing drugs
13. Educate patients about the effects and risks of alcohol, tobacco, performance-enhancing drugs, OTC, prescription and recreational drugs

### **Course Topics**

1. Historical and legal Issues / Pharmacokinetics & Pharmacodynamics/ Recognition and Rules
  - a. Anti-Inflammatory Medications / Skeletal Muscle-Relaxant drugs
  - b. Drugs for diabetes Mellitus / Drugs for Cardiovascular Arrhythmias/Hypertension
  - c. Respiratory Drugs / Drugs for Gastrointestinal Disorders
  - d. Drugs for Bacterial, Viral and Fungal Infections/ Analgesics & Local Anesthetics
2. Muscle Building agents
3. Stimulants
4. Natural and Ergogenic
5. Supplements
6. Social Drugs



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### **PED 356 Instruction for Exercise and Lifetime Activity (4)**

This course is designed to prepare students to provide instruction in different activity venues including physical education and recreational settings. Special emphasis will be placed on the understanding and creation of activity and/or learning objectives and activity and educational planning. Organization and activity safety will also be emphasized, as well as teaching modifications for individuals with disabilities.

#### **Student Learning Outcomes**

*Students will:*

1. Create unit and lesson plans
2. Write behavioral objectives in all three domains
3. Demonstrate teaching skills
4. Select, design, and teach drills
5. Design handouts, study sheets, rubrics, and test construction
6. Recognize and use appropriate evaluation techniques
7. Select and apply appropriate safety procedures and class organization
8. Perform reflective evaluation of personal teaching
9. Understand multiple planning strategies for coaching/training athletes

#### **Course Topics**

1. Introduction
2. Gym/Rubrics
3. Performance Objectives in all 3 domains
4. Assessment and Skills Test rubric and examples
5. Micro Teaching – order and list of activities responsibilities for reserving space and obtaining equipment
6. Organization and Expectations for Gym/ Intro to UP requirements
7. Teaching application groups





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## **PED 357 Administration and Development of Physical Activity Programming (W) (3)**

Theory, practice, and examination of the administrative program requirements for elite sports performance, educational and recreational settings. Organizational structure, facility design, budget, risk management, human resources and programming will be discussed.

### **Student Learning Outcomes**

*Students will:*

1. Access information and manage data (word processing, injury tracking, e-mail, spreadsheet)
2. Demonstrate the ability to develop basic athletic/PE floor plans, facility design, evaluation, treatment, and rehabilitation areas
3. Demonstrate the ability to develop administrative plans, risk management, policies, and procedures for all EAP's, budget and facility hazards
4. Develop and submit a professional vacancy notice, job description, resume and cover letter
5. Demonstrate the knowledge needed to develop and evaluate a physical education curriculum, athletic programs, or recreational activity programs.
6. Apply knowledge of Blooms three learning domains through writing program goals and objectives.
7. Develop and use professional interpersonal communication skills (written & oral).
8. Increase professional writing skills through policy development for administrative guidance in Physical Education, and Athletic programs

### **Course Topics**

1. Information and manage data (word processing, injury tracking, e-mail, spreadsheet)
2. Basic athletic/PE floor plans,
3. Facility design,
4. Evaluation,
5. Treatment,
6. Rehabilitation areas
7. Develop administrative plans,
8. Risk management,
9. Policies and procedures for all EAP's,
10. Budget
11. Facility hazards
12. Professional vacancy notice,
13. Job description,
14. Resume and cover letter
15. Physical education curriculum,
16. Athletic programs
17. Recreational activity programs.
18. Blooms three learning domains
19. Professional interpersonal communication skills.



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### **PED 365 Motor Development Across Lifespan (3)**

This course is designed to introduce the student to the phases of human development including cognitive, affective and psychomotor movement skills. The student will acquire and demonstrate knowledge of developmental benchmarks across the lifespan for motor skill acquisition and motor skill proficiency.

#### **Student Learning Outcomes**

*Students will:*

1. Recognize the domains of human development
2. Recognize stages of human development
3. Recall theories of cognitive and motor development
4. Recognize social and motor development milestones & relationships
5. Identify prenatal development factors
6. Identify effects of early stimulation and deprivation
7. Identify common growth and maturation markers
8. Describe physiological changes due to health-related physical fitness
9. Describe infant, child, adult and geriatric specific motor development
10. Illustrate general concepts of youth sports and movement in adulthood
11. Understand Assessment of movement

#### **Course Topics**

1. Introduction to Motor Development
2. Cognitive and Motor development
3. Social and Motor Development
4. Prenatal Development Factors
5. Effects of Early Stimulation and Deprivation & Question Packet6 – Growth and Maturation
6. Physiological Changes from Health-related Physical Fitness
7. Movement and The Changing senses
8. Infant Reflexes and stereotypies
9. Voluntary Movements of Infancy
10. Fine Motor Development
11. Fundamental Locomotion Skills of Childhood
12. Fundamental Object-control Skills of Childhood
13. Youth Sports
14. Movement in Adulthood



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### **PED 403 Kinesiology (W) (3)**

Analysis of human motion based on anatomic and mechanical principles and the application of these principles in the teaching of physical education activities, including body mechanics.

#### **Student Learning Outcomes**

*Students will:*

1. Develop an understanding of basic physiological and mechanical principles as they apply to human movement.
2. Build and apply skills and knowledge necessary to analyze human performance.
3. Increase awareness of current research in human performance.
4. Demonstrate an understanding of basic biomechanical principles and musculoskeletal anatomy. (This course aligns with the Exercise Science and Sports Performance Program Outcome #1)

#### **Course Topics**

1. Kinesiology terminology
2. Osteokinematics
3. Arthrokinematics
4. Mechanical principles: Kinetics
5. Forces
6. Levers
7. Torque
8. Force applications to the body
9. Clinical applications of concepts
10. Movement systems – nerve/muscle
11. Nervous system anatomy
12. Muscular system
13. Joint, tendon, and muscle receptors
14. Movement or motor control
15. Functional applications and clinical considerations
16. Common pathological conditions affecting movement system function



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### **PED 404 Motor Learning (2)**

An examination of the process of motor skill acquisition from psychological, biomechanical, and physiological perspectives; skill and motor acquisition across the lifespan will be presented.

#### **Student Learning Outcomes**

*Students will:*

1. Understand the theoretical approaches that drive motor control and learning research.
2. Describe and explain the principles and processes underlying skilled performance.
3. Know the ways in which the human motor system supports the acquisition and retention of complex movement skills.
4. Understand how instructional situations can be varied in order to better achieve maximum performance and retention of taught skills.

#### **Course Topics**

1. Theoretical approaches that drive motor control and learning research.
2. Principles of skill performance
3. Processes underlying skilled performance.
4. Human motor system supports
5. Acquisition and retention of complex movement skills.
6. Instructional situations
7. Achieve maximum performance
8. Retention of taught skills



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## **PED 405 Evaluation and Research in Sport and Exercise Science (3)**

This course will investigate research methods and designs applicable to Sport Performance and Exercise Science. Discussion will include selection and development of valid and reliable measures, use of appropriate statistical procedures as well as interpretation of results.

### **Student Learning Outcomes**

*Students will:*

1. Identify research methodologies and designs applicable to Sport Performance and Exercise Science.
2. Identify valid and reliable measures to inform their professional practices.
3. Identify the purposes of research and evaluation used by practitioners/professionals in health-related fields.
4. Read/discuss research using the library data bases, professional reports, exercise science journals, athletic training journals and the World Wide Web.
5. Conduct a review of Literature Search using library data bases.
6. Review the Code of Ethics for American psychological Association: Ethical Principles of Psychologists and code of conduct and/or the American Educational Research Association: Code of Ethics.
7. Review/summarize a minimum of 3-5 peer reviewed articles from professional journals in the field of Health Professions for Poster Session at Academic Excellence

### **Course Topics**

1. Research methodologies
2. Designs applicable to Sport Performance and Exercise Science.
3. Valid and reliable measures
4. EBP to inform their professional practices.
5. Purposes of research and evaluation used by practitioners/professionals in health-related fields.
6. Library data bases,
7. Professional reports,
8. Exercise science journals,
9. Athletic training journals
10. Review of Literature Search
11. Code of Ethics for American psychological Association
12. Ethical Principles of Psychologists and code of conduct and/or the American Educational Research Association: Code of Ethics.



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## **PED 455 Concepts of Resistance Training (3)**

Study of the application of principles of anatomy, physiology, and exercise physiology in the recommended resistance exercises for the improvement in health and athletic performance. This course also serves as preparation for those students interested in sitting for the CSCS exam given by the NSCA Certification Commission. Students must register and take either an ACSM and/or the NSCA-CSCS exam (additional cost for each exam registration). Successfully passing the exam leads to certification. Same as ATH-455.

### **Student Learning Outcomes**

*Students will:*

1. Apply scientific knowledge to train athletes and clients for the primary goals of improving athletic performance and fitness.
2. Learn how to conduct sport-specific testing sessions.
3. Learn how to demonstrate and teach proper exercise techniques.
4. Learn how to design and implement safe and effective strength training and conditioning and personal training programs.
5. Learn how to provide guidance regarding nutrition and performance-enhancing substances.
6. Apply exercise prescription principles for training variation, injury prevention, and reconditioning.

### **Course Topics**

1. Movement practice.
2. Strength plan
3. Equipment
4. Scientific knowledge to train athletes and clients
5. Primary goals of improving athletic performance and fitness.
6. Sport-specific testing sessions.
7. Teach proper exercise techniques.
8. Design and implement safe and effective strength training and conditioning and personal training programs.
9. Provide guidance regarding nutrition
10. Performance-enhancing substances.
11. Exercise prescription principles for training variation,
12. Injury prevention
13. Reconditioning



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## **PED 460 First Aid/CPR/AED Instructor (2)**

Designed to train individuals to become Red Cross Instructors who can teach First Aid/CPR/AED courses. Students are required to complete an online component through the Red Cross for this course during the first two weeks of the class. Students must present current certification in First Aid and CPR for the Professional Rescuer and Healthcare Provider or Basic Life Support for Healthcare Providers to take this class. Students are responsible for paying additional Red Cross fees related to this course. Prerequisite: Minimum age 17 and successful completion of a pre-course session including a written exam. A pass is a minimum of 80% and demonstrated competency in the pre-course skills evaluation.

### **Student Learning Outcomes**

*Students will:*

1. Demonstrate the characteristics required of an American Red Cross representative and role model.
2. Teach courses in a manner that helps participants stay engaged in the learning process.
3. Ensure participants' health and safety during training
4. Demonstrate applicable first aid, CPR and AED skills at an appropriate level of performance.
5. Maintain complete and accurate records and reports.
6. Plan, organize and conduct the first aid, CPR and AED courses in accordance with the requirements of the specific program they will be teaching.
7. Evaluate participants according to American Red Cross requirements for each course.
8. Monitor participants' practice and provide corrective feedback and encouragement consistent with the critical skill performance steps.
9. Choose the appropriate course and materials to meet the specific training needs of participants or groups.

### **Course Topics**

1. Pre-course skills training for BLS, FA/CPR/AED
2. Online American Red Cross BLS Instructor Course
3. American Red Cross BLS Instructor Online
4. BLS instructor Course Introduction and Conducting Effective Skill Practice and Team Response Scenarios
5. Assign Practice Teaching Assignments
6. Practice Teaching 1
7. Chest Compression Fraction Team Challenge
8. Practice Teaching II
9. Practice Teaching II
10. Review and Challenge Courses, Reporting Teaching Activity, Course Completion Certificates and BLS Instructor Exam, Online American Red Cross FA/CPR/AED Instructor Course Opens
11. Online American Red Cross FA/CPR/AED Instructor Course Closes at 11:59 pm and FA/CPR/AED Skill Practice and Polish, Program Material Review, Conducting Effective Skill Practice and Assessment Scenarios and Assign Practice Teaching Assignments
12. Practice Teaching I
13. Practice Teaching I
14. Practice Teaching II



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### **PED 465 Sport and Health Psychology (3)**

This course will cover primary theories and applications in sport and health behaviors. Theories will be drawn from social psychology, health psychology, cognitive psychology, exercise psychology, and sport psychology. Specific topics will include personality characteristics, motivation, goal- setting, attributions, concentration, imagery, aggression, group dynamics, communication and counseling techniques, research methodologies, and behavior modification. Same as PED 465.

Prerequisite: PSY 153

#### **Student Learning Outcomes**

*Students will:*

1. Have an understanding of the research methods of health and sports psychologists.
2. Learn basic applications including goal setting, imagery, relaxation, concentration, and motivation.
3. Successfully work in teams and will be able to analyze these group experiences.
4. Identify current events in the news that have psychological content and make connections to the book information.
5. Become an engaged thinker, responsible citizen and lifelong learner.

#### **Course Topics**

1. Personality
2. Attribution
3. Stress
4. Teams
5. Leadership
6. Motivation
7. Communication
8. Your sports
9. Exercise





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### **PED 492 Seminar in Exercise Science and Sports Performance (2)**

A capstone course in Exercise Science and Sports Performance designed to review and integrate knowledge, principles, and skills related to certification exams.

#### **Student Learning Outcomes**

*Students will:*

1. Demonstrate knowledge and comprehension of various topics and concepts that are delivered through the course curriculum.
2. Write weekly analysis reports of these topics.
3. Deliver a final professional development project.

#### **Course Topics**

1. Resume
2. Cover letter
3. Social media
4. LinkedIn
5. Professional certifications
6. Continuing education
7. State licensing
8. Practice insurance
9. Legal safety
10. Business development