

**STATE UNIVERSITY OF NEW YORK  
COLLEGE OF TECHNOLOGY  
CANTON, NEW YORK**



**MASTER SYLLABUS**

**COURSE NUMBER – COURSE NAME  
HEFI 404 – ORGANIZATION AND ADMINISTRATION IN HEALTH & FITNESS  
PROFESSIONS**

**Created by: Janet L. Parcell Mitchell, PT, DPT, ATC, CSCS**

**Updated by:**

**School of Science, Health, and Criminal Justice**

**Department: HEALTH & FITNESS PROMOTIONS**

**Semester/Year: SPRING 2020**

A. **TITLE:** ORGANIZATION & ADMINISTRATION IN HEALTH & FITNESS PROFESSIONS

B. **COURSE NUMBER:** HEFI 404

C. **CREDIT HOURS:** (Hours of Lecture, Laboratory, Recitation, Tutorial, Activity)

# Credit Hours: 3

# Lecture Hours: 3 per week

# Lab Hours:            per week

Other:            per week

Course Length: 15 Weeks

D. **WRITING INTENSIVE COURSE:** Yes  No

E. **GER CATEGORY:** None:  Yes: GER  
*If course satisfies more than one:* GER

F. **SEMESTER(S) OFFERED:** Fall  Spring  Fall & Spring

G. **COURSE DESCRIPTION:**

Students learn and discuss the current standards and guidelines that help health and fitness establishments provide high-quality service and program offerings in a safe environment. Students learn the high standards of care to satisfy fitness facility certification. They also learn standards and guidelines for pre-activity screening, orientation, education, and supervision; risk management and emergency procedures; facility design and construction; facility equipment; operating practices; signage; other client contact fundamental skills; as well as history taking and effective documentation of client information.

H. **PRE-REQUISITES:** None  Yes  If yes, list below:

JUNIOR LEVEL STATUS OF PERMISSION OF INSTRUCTOR

**CO-REQUISITES:** None  Yes  If yes, list below:

**I. STUDENT LEARNING OUTCOMES: (see key below)**

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

<u>Course Student Learning Outcome</u> [SLO]	<u>Program Student Learning Outcome</u> [PSLO]	<u>GER</u> [If Applicable]	<u>ISLO &amp; SUBSETS</u>	
a. Identify phases and components of planning and designing a health/fitness facility	4. Capably communicate, orally and in writing, as a health and fitness professional within various health and fitness settings  8. Utilize knowledge of foundational science and/or business principles to guide decision making in the health and fitness setting.		1- Communication skills  2-Critical Thinking  4 – Social Responsibility  5- Industry, Professional, Discipline Specific Knowledge and Skills	O  CA IA PS  T
b. Describe key elements for assessing space requirements and equipment needs in the health/fitness facility	4. Capably communicate, orally and in writing, as a health and fitness professional within various health and fitness settings  8. Utilize knowledge of foundational science and/or business principles to guide decision making in the health and fitness setting.		1- Communication skills  2-Critical Thinking  4 – Social Responsibility  5- Industry, Professional, Discipline Specific Knowledge and Skills	O  IA PS  T
c. Explain key aspects of facility and equipment maintenance and cleaning and identify tools and supplies necessary for maintaining the health/fitness facility and equipment	4. Capably communicate, orally and in writing, as a health and fitness professional within various health and fitness settings  8. Utilize knowledge of foundational science and/or business principles to guide decision making in the health and fitness setting.		1- Communication skills  2-Critical Thinking  5- Industry, Professional, Discipline Specific Knowledge and Skills	O  CA IA
d. Recognize and evaluate common areas of potential litigation in the health/fitness facility	4. Capably communicate, orally and in writing, as a health and fitness professional within various health and fitness settings		1- Communication skills  2-Critical Thinking  4 – Social Responsibility  5- Industry, Professional,	O  IA  ER

	8. Utilize knowledge of foundational science and/or business principles to guide decision making in the health and fitness setting.		Discipline Specific Knowledge and Skills	
e. Develop or clarify goals and objectives of a health/fitness facility	4. Capably communicate, orally and in writing, as a health and fitness professional within various health and fitness settings  8. Utilize knowledge of foundational science and/or business principles to guide decision making in the health and fitness setting.		1- Communication skills  2-Critical Thinking  4 – Social Responsibility  5- Industry, Professional, Discipline Specific Knowledge and Skills	W  CA IA  IK T
f. Create a policies and procedures manual for a health/fitness facility	4. Capably communicate, orally and in writing, as a health and fitness professional within various health and fitness settings  8. Utilize knowledge of foundational science and/or business principles to guide decision making in the health and fitness setting.		1- Communication skills  2-Critical Thinking  4 – Social Responsibility  5- Industry, Professional, Discipline Specific Knowledge and Skills	W  CA IA PS  T

KEY	<b><u>Institutional Student Learning Outcomes [ISLO 1 – 5]</u></b>
ISLO #	<b>ISLO &amp; Subsets</b>
1	<b>Communication Skills</b> Oral [O], Written [W]
2	<b>Critical Thinking</b> <i>Critical Analysis [CA], Inquiry &amp; Analysis [IA], Problem Solving [PS]</i>
3	<b>Foundational Skills</b> <i>Information Management [IM], Quantitative Lit./Reasoning [QTR]</i>
4	<b>Social Responsibility</b> <i>Ethical Reasoning [ER], Global Learning [GL], Intercultural Knowledge [IK], Teamwork [T]</i>
5	<b>Industry, Professional, Discipline Specific Knowledge and Skills</b>

J. **APPLIED LEARNING COMPONENT:** Yes  No

If YES, select one or more of the following categories:

- Classroom/Lab
- Internship
- Clinical Placement
- Practicum
- Service Learning
- Community Service

- Civic Engagement
- Creative Works/Senior Project
- Research
- Entrepreneurship  
(program, class, project)

**K. TEXTS:**

Kaufmann, Mark. History and Physical Examination: A Common Sense Approach. Burlington, MA: Jones and Bartlett, 2014.

American College of Sports Medicine. ACSM's Health/Fitness Facility Standards and Guidelines. Champaign, IL: Human Kinetics, 2012.

**L. REFERENCES:**

Bates, M., Health Fitness Management, 2nd Ed. Human Kinetics, Champaign, IL, 2007.

**M. EQUIPMENT: None  Needed: Technology enhanced classroom.**

**N. GRADING METHOD: A-F**

**O. SUGGESTED MEASUREMENT CRITERIA/METHODS:**

Exams

Quizzes

Written assignments

Final paper/project

Participation

**P. DETAILED COURSE OUTLINE:**

**I. Clinical Competencies**

- a. Interpersonal and communication skills
- b. Client interview and history taking
- c. Verbal skills
- d. Listening skills
- e. Respect
- f. Empathy
- g. Professionalism

**II. Client Encounter Documentation**

- a. SOAP note/other documentation
- b. Complete history and objective documentation

**III. Pre-Activity Screening**

- a. Standards
- b. Guidelines

**IV. Orientation, Education, and Supervision**

- a. Standards
- b. Guidelines

**V. Risk Management and Emergency Policies**

- a. Standards
- b. Guidelines
- VI. Developing an Policies and Procedures Manual
  - a. Mission statement and program goals
  - b. Program objectives
  - c. Job titles, descriptions, and duties of staff
  - d. Staff policies and activities
  - e. Facility administration
- VII. Professional Staff and Independent Contractors for health/fitness facilities
  - a. Standards
  - b. Guidelines
- VIII. Health/Fitness Facility Operating Practices
  - a. Standards
  - b. Guidelines
- IX. Health/Fitness Facility Design and Construction
  - a. Standards
  - b. Guidelines
- X. Health/Fitness Facility Equipment
  - a. Standards
  - b. Guidelines
- XI. Signage in Health/Fitness Facilities
  - a. Standards
  - b. Guidelines

Q. LABORATORY OUTLINE: None  Yes