

STUDENT WARNING: This course syllabus is from a previous semester archive and serves only as a preparatory reference. Please use this syllabus as a reference only until the professor opens the classroom and you have access to the updated course syllabus. Please do NOT purchase any books or start any work based on this syllabus; this syllabus may NOT be the one that your individual instructor uses for a course that has not yet started. If you need to verify course textbooks, please refer to the online course description through your student portal. This syllabus is proprietary material of APUS.

SPHS697

Course Summary

Course : SPHS697 **Title :** Sports and Health Sciences Capstone

Length of Course : 8 **Faculty :**

Prerequisites : N/A **Credit Hours :** 3

Description

Course Description:

This course requires students to complete a culminating research project based from theories, research methods and analytical skills, and substantive knowledge obtained through their master's curriculum in sports and health sciences. Research options involve concepts and applications covered throughout the student's learning experience in the master's curriculum; including bioenergetics of exercise and training, techniques in exercise, program design and prescription, and administration of testing and assessment of fitness, health, and wellness. NOTE: This course may not be taken until all other courses are COMPLETED and student has a 3.0 GPA.

Course Scope:

This course provides a creative project that will evaluate all the skills learned over the course of the entire Masters program in Sports and Health Science. This is a writing intensive course that will require optimal time management and investigation of specific field related topics. The creative project will reflect critical thinking, mastery of theory, graduate level writing and a creative way of presenting information obtained throughout each students coursework and investigation of current literature.

Policy Reminder: Final Course Requirements

For all capstone courses (2017 and later), master's students must earn a B- (80%) or better on their capstone thesis/project/paper and a B- (80%) or better in their capstone course to pass the course. This policy aligns with the comprehensive exam, which also requires a B- (80%) or better to pass. Master's students must have at least a 3.0 GPA in order to graduate. Please see the [End of Program Assessment Manual](#) for more information.

For more information regarding these final course requirements, please refer to the End of Program Assessment Manual for Graduate Studies found in the [Trefry Library](#) in the [Master's Studies Resource Center](#).

In addition, more information can be found in the [Student Handbook: Final Course \(End of Program\) Requirements](#).

Objectives

After successfully completing this course, you will be able to:

LO1: Apply qualitative and quantitative research practices to relevant issues and problems in sports and health sciences.

LO2: Assess scholarly research relevant to the field of sports and health sciences.

LO3: Culminate graduate-student experience through investigative properties of a research project relating to specific concepts in the discipline of sports and health sciences.

LO4: Illustrate the central role of the bodies energy systems with muscular activity.

LO5: Analyze principles of exercise test selection, implementation, and assessment.

Outline

Week 1: Forum - Introductions, and Biological vs. Chronological Age Assessment

Learning Objectives

LO2: Assess scholarly research relevant to the field of sports and health sciences.

Readings

Week 1 Lesson Readings:

Websites:

Biological (real) age vs. chronological (calendar) age assessment at <https://you.sharecare.com/you/real-age-test>

<https://www.today.com/health/what-your-real-age-quiz-dr-oz-determines-health-longevity-t148929>,
<https://www.doctoroz.com/videos/take-dr-ozs-realage-test-pt-1>

Assignment

Week 01 Forum - Introduction, and Biological (Real) vs. Chronological (Calendar) Age Assessment

<https://you.sharecare.com/you/real-age-test>

Week 2: Research Ethics - Selecting a Creative Project

Learning Objectives

LO-1: Apply qualitative and quantitative research practices to relevant issues and problems in sports and health sciences.

LO2: Assess scholarly research relevant to the field of sports and health sciences.

Readings

Week 2 Lesson Readings:

How to Identify a Creative Project (word doc.)

Websites:

<https://www.apus.edu/academic-community/research/institutional-review-board/research-ethics-training>

Developing Research Proposals: <http://srmo.sagepub.com.ezproxy.1.apus.edu/view/the-essential-guide-to-postgraduate-study/n2.xml>

Assignment

Forum - Collaborative Institutional Training Initiative (CITI) Social and Behavioral Research Investigators Course

<https://www.apus.edu/academic-community/research/institutional-review-board/research-ethics-training>

Assignment 1 - Capstone Project Creative Idea Selection

Week 3: Identifying a Creative Project

Learning Objectives

LO3: Culminate graduate-student experience through investigative properties of a research project relating to specific concepts in the discipline of sports and health sciences.

Readings

Week 3 Lesson Readings:

Lesson Section

PDF-JOURNAL OF AMERICAN COLLEGE HEALTH, VOL. 53, NO.

Physical Activity, Exercise, and Sedentary

Websites:

Qualitative and Quantitative research: <http://research-methodology.net/research-methods/>

"Inside the Mind of Champion Athletes" sports psychology lecture by Martin Hagger at TEDxPerth (https://www.youtube.com/watch?v=yG7v4y_xwzQ)

Assignment

Week 3 Forum

Please select the one option that aligns best with your capstone topic for your initial forum post, and thereafter feel free to reply to initial posts on any of the three options by your peer students.

Option 01 Quantitative vs. Qualitative Research

Option 02 Psychological Behaviors

Option 03 Physical Activities and Lifestyle Behaviors

Week 4: Literature Review

Learning Objectives

LO-1: Apply qualitative and quantitative research practices to relevant issues and problems in sports and health sciences.

Readings

Week 4 Lesson Readings:

Lesson Section

PDF-Undertaking a Structured Literature Review or Structuring a Literature Review: Tales from the Field

Websites:

A literature Review Guide: <http://guides.library.ucsc.edu/write-a-literature-review>

Sports Science-How to gather information for a lit review: http://www.sportsci.org/jour/990_1/wghreview.html

Assignment

Assignment 2 Capstone Project Literature Review

Week 5: Creative Project Outline

Learning Objectives

LO3: Culminate graduate-student experience through investigative properties of a research project relating to specific concepts in the discipline of sports and health sciences.

LO5: Analyze principles of exercise test selection, implementation, and assessment.

Readings

Week 5 Lesson Readings:

- [11 steps to structuring a science paper editors will take seriously](#)
- [End of Program Assessment Manual for Master's Programs](#)
- [Sports and Health Sciences Program Masters Capstone Guide](#)

Assignment

Assignment 3 Capstone Project Outline

Week 6: Position Stands, Energy Balance, and Energy Systems

Learning Objectives

LO4: Illustrate the central role of the bodies energy systems with muscular activity.

Readings

Week 6 Lesson Readings:

Lesson Section

Websites:

American College of Sports Medicine (ACSM) -

<https://www.acsm.org/acsm-positions-policy/official-positions/ACSM-position-stands>

National Athletic Trainers Association (NATA) -

<https://www.nata.org/news-publications/pressroom/statements/position>

National Strength and Conditioning Association (NSCA) -

<https://www.nsca.com/about-us/position-statements/>

Podcast: Berardi Macro/Micro nutrients- <http://meetinnovators.com/2012/06/11/john-berardi-precision-nutrition/>

Assignment

Week 6 Forum

Please select the one option that aligns best with your capstone topic for your initial forum post, and thereafter feel free to reply to initial posts on any of the three options by your peer students.

Option 01 Human Movement and Exercise Prescription

Option 02 Nutrition Recommendations for Disease Prevention

Option 03 Position Stand by Professional Organization

Week 7: Certification, Media, and 3-minute Thesis/project

Learning Objectives

LO2: Assess scholarly research relevant to the field of sports and health sciences.

LO3: Culminate graduate-student experience through investigative properties of a research project relating to specific concepts in the discipline of sports and health sciences.

Readings

Week 7 Lesson Readings:

Lesson Section

Websites:

National Academy of Sports Medicine (NASM) – <https://nasm.org/>

American College of Sports Medicine (ACSM) -

<https://www.acsm.org/get-stay-certified/get-certified>

National Strength and Conditioning Association (NSCA) -

<https://www.nsca.com/certification/certification-overview/>

Assignment

Week 7 Forum

Please select the one option that aligns best with your capstone topic for your initial forum post, and thereafter feel free to reply to initial posts on any of the three options by your peer students.

Option 01 Professional Certification

Option 02 Lay Article or Feature Film

Option 03 Three-Minute Capstone Project/Thesis Video Presentation

Week 8: Creative Project Manuscript

Learning Objectives

LO1: Apply qualitative and quantitative research practices to relevant issues and problems in sports and health sciences.

LO2: Assess scholarly research relevant to the field of sports and health sciences.

LO3: Culminate graduate-student experience through investigative properties of a research project relating to specific concepts in the discipline of sports and health sciences.

Readings

Week 8 Lesson Readings:

Lesson Section

PDF-End of Program Assessment Manual for Master's Programs

PDF-Sports and Health Sciences Program Masters Capstone Guide

Websites:

Exercise Administration/Assessments: <http://www.exrx.net/index.html>

Assignment

Assignment 4 Capstone Project Final Manuscript

Evaluation

Policy Reminder: Final Course Requirements

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Grading:

Name	Grade %
Discussions	25.00 %
Week 1: Introductions and Biological vs. Chronological Age Assessment	5.00 %
Week 2: Research Ethics	5.00 %
Week 3: Option 1) Quantitative vs. Qualitative Research 2) Psychological Behaviors or 3) Physical Activities and Lifestyle Beh	5.00 %

Week 6: Option 1) Human Movement and Exercise Prescription 2) Nutrition Recommendations for Disease Prevention or 3) Position	5.00 %
Week 7: Option 1) Professional Certification 2) Lay Article or Feature Film or 3) Three-Minute Capstone Project Thesis Video P	5.00 %
Assignments	25.00 %
Week 2 Capstone Project Creative Idea Selection	5.00 %
Week 4 Capstone Project Literature Review	10.00 %
Week 5 Capstone Project Outline	10.00 %
Final Project	50.00 %
Week 8 Capstone Project Final Manuscript	50.00 %

Materials

Book Title: Various resources from the APUS Library & the Open Web are used. Please visit <http://apus.libguides.com/er.php> to locate the course eReserve.

Author:

Publication Info:

ISBN: ERESERVE NOTE

Required Course Material: *Capstone Manual*

Required Readings

Open source material provided throughout course

Websites

In addition to the required course texts the following public domain Websites are useful. Please abide by the university's academic honesty policy when using Internet sources as well. Note web site addresses are subject to change.

Site Name	Website URL/Address
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APUS APA Style Guide How to Develop a Thesis Statement	http://apus.campusguides.com/content.php?pid=205954&sid=3202561 https://owl.english.purdue.edu/owl/resource/545/01/
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Course Guidelines

Academic Honesty & Personal Integrity

The University System supports and promotes academic honesty and personal integrity. Any form of academic dishonesty has no place in higher education. The University System does not tolerate dishonest efforts by its students. Students who are guilty of academic dishonesty can expect to be penalized. Any student who knowingly assists another student in dishonest behavior is equally responsible. An additional violation of the standards of academic honesty within a course may result in dismissal from the University System. [Click here for the full APUS policy.](#)

In addition to the [university's plagiarism policy](#), students who are found to have submitted materials plagiarized from any online source, such as Course Hero, etc., will be reported to both the [Plagiarism Office](#) and the [Student Conduct Office](#) with the possibility of [failing the course](#) and/or [expulsion](#) from APUS. Use of said materials is [academic dishonesty](#) and will not be tolerated.

Using Turn-It-In for Discussions

*Some instructors may require students to submit their initial **Discussion** posts to Turnitin via the "Assignments" tool in our Brightspace classroom--please check the Discussion Guidelines (Course Overview & Introduction Content area) and/or an Announcement from your faculty to determine if this step is required for this course.*

If this is a requirement in your class, before posting your initial Discussion, you must submit it in the assignment area in a Word file, so its originality can be checked by turnitin.com. Your similarity score will appear in the same place you submit your file. It can take up to 24 hours for a score to return, but usually, it is less than 30 minutes. So, plan ahead. Please see the Course Overview & Introduction module in the Content area of the classroom, as well as in the Discussion area for additional information on how to use Turnitin.

Writing Expectations

Students please review forum and assignment rubrics prior to completing each course requirement. As you work with student athletes, other athletic/fitness related personnel, clinical and other situations, you will frequently encounter challenging learning and behavioral situations. The solutions you find to these challenges will often determine success at a personal and program level. Your experiences have led you to certain beliefs; however, these beliefs may not lead to the correct solution in any given circumstance. In simple terms, theory is what generates the practical application you apply to your job. It is theory that helps us analyze our opponent and make determinations on what they are going to do in the future, and it is theory that has been turned into technology that helps us increase quality of life, performance, and competitiveness. Understanding what experts recommend is one very important strategy for you to use. The commitment to apply key theory to your ideas enhances the likelihood that sound judgment drives solutions, not just feelings and beliefs. The application of theory can also help protect you in cases of liability questions.

All written submissions should be submitted in a font and page set-up that is compatible with APA Style (7th Ed.) formatting. It is recommended that students adhere to this consistent format and follow all rules of APA formatting –here are some basics:

- Typewritten in double-spaced format with a readable style (Arial or Times New Roman fonts are best) and submitted inside the electronic classroom as instructed by the assignment details (unless classroom access is not possible and other arrangements have been approved by the professor).
- Best font sizes: Arial or Times New Roman 12-point font.
- 1" margins all around (no additional indenting –except 1st line of each paragraph)
- Double-spaced throughout paper
- Appropriate APA-style formatted in-text citations and reference list
- Paper should be written in 3rd person –this means no personal opinions, no sentences with "I" "my" or

other 1st person text. These are academic/scientific papers.

Citation and Reference Style

Attention Please: Students will follow the APA (7th Ed.). Format as the sole citation and reference style used in written work submitted as part of coursework to the University. Assignments completed in a narrative essay or composition format must follow the citation style cited in the APA Format.

Late Assignment Policy

All dates and times posted are for U.S. Eastern Standard time. It is your responsibility to know how that translates to your time zone and to submit/complete Assignments, Discussions and tests per these posted deadlines. All assignment due dates are posted on the Assignments page.

Students are expected to submit assignments by the due dates listed in the classroom. Late assignments, including but not limited to Assignments, Discussions, posts and responses, quizzes, and exams, may or may not be accepted after the course end date. Submitting an assignment after the due date may result in a penalty of up to 10% of the grade per day late, not to exceed a maximum 50% of the grade. The amount of the penalty is at the faculty member's discretion. Faculty recognize that students have limited time and may be more flexible if potential delays are communicated ahead of time. The University Late Policy can be found in the [Student Handbook here](#).

*Doctoral and Programs with specialty accreditation may have different late policies.

**Students with DSA accommodations may have different late policies applied. For more information regarding our DSA services, please contact DSA@apus.edu.

Netiquette

Online universities promote the advancement of knowledge through positive and constructive debate – both inside and outside the classroom. Forums on the Internet, however, can occasionally degenerate into needless insults and “flaming.” Such activity and the loss of good manners are not acceptable in a university setting – basic academic rules of good behavior and proper “Netiquette” must persist. Remember that you are in a place for the rewards and excitement of learning which does not include descent to personal attacks or student attempts to stifle the Forum of others.

Humor Note:

Despite the best of intentions, jokes and especially satire can easily get lost or taken seriously. If you feel the need for humor, you may wish to add “emoticons” to help alert your readers: ;-), :)

Disclaimer Statement

Course content may vary from the outline to meet the needs of this particular group.

Communications

Student Communication

To reach the instructor, please communicate through the MyClassroom email function accessible from the Classlist of the Course Tools menu, where the instructor and students email addresses are listed, or via the Office 365 tool on the Course homepage.

- In emails to instructors, it's important to note the specific course in which you are enrolled. The name of the course is at the top center of all pages.
- Students and instructors communicate in Discussion posts and other learning activities.
- All interactions should follow APUS guidelines, as noted in the [Student Handbook](#), and maintain a

professional, courteous tone.

- Students should review writing for spelling and grammar.
- [Tips on Using the Office 365 Email Tool](#)

Instructor Communication

The instructor will post announcements on communications preferences involving email and Instant Messaging and any changes in the class schedule or activities.

- Instructors will periodically post information on the expectations of students and will provide feedback on assignments, Discussion posts, quizzes, and exams.
 - Instructors will generally acknowledge student communications within 24 hours and respond within 48 hours, except in unusual circumstances (e.g., illness).
 - The APUS standard for grading of all assessments (assignments, Discussions, quizzes, exams) is five days or fewer from the due date.
 - Final course grades are submitted by faculty no later than seven days after the end date of the course or the end of the extension period.
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University Policies

Consult the [Student Handbook](#) for processes and policies at APUS. Notable policies:

- [Drop/Withdrawal Policy](#)
- [Extension Requests](#)
- [Academic Probation](#)
- [Appeals](#)
- [Academic Dishonesty / Plagiarism](#)
- [Disability Accommodations](#)
- [Student Deadlines](#)
- [Video Conference Policy](#)

Mission

The [mission of American Public University System](#) is to provide high quality higher education with emphasis on educating the nation's military and public service communities by offering respected, relevant, accessible, affordable, and student-focused online programs that prepare students for service and leadership in a diverse, global society.

Minimum Technology Requirements

- Please consult the catalog for the minimum hardware and software required for [undergraduate](#) and [graduate](#) courses.
- Although students are encouraged to use the [Pulse mobile app](#) with any course, please note that not all course work can be completed via a mobile device.

Disclaimers

- Please note that course content – and, thus, the syllabus – may change between when a student registers for a course and when the course starts.
- Course content may vary from the syllabus' schedule to meet the needs of a particular group.