

College of Micronesia-FSM
PO Box 159
Pohnpei, FM 96941

COURSE OUTLINE

Sport Fitness: Fundamentals of Softball
 Course Title

ESS102s Exercise Sport Science
 Department & Number

Course Description:

This is a semester-long course designed to improve power, speed, agility and flexibility through the team sport of softball, and to give students an appreciation of the role regular physical activity plays in the quality of life. Students will learn basic skills necessary to play softball, including scorekeeping, hitting, pitching, catching, throwing, base-running and fielding. Course topics also include injury prevention specific to softball. Physical fitness levels will be measured at the beginning and end of the course, allowing students to notice the improvements regular exercise produces.

Course Prepared by: Rachel Hollingsworth

State Pohnpei/National Campus

	Hours per week		No. of week		Total Hours		Semester Credits
Lecture	_____	x	_____	x	_____	=	_____
Laboratory	<u>3</u>	x	<u>16</u>	=	<u>48</u>	=	<u>1</u>
Workshop	_____	x	_____	x	_____	=	_____

Purpose of Course:

Degree Requirement	_____
Degree Elective	_____x_____
Certificate	_____
Other	_____x_____

Prerequisite Courses: None.

 Signature, Chairperson, Curriculum Committee

 Date Approved by Committee

 Signature, President, COM-FSM

 Date Approved by President

I. Course Objectives

A. General/Program Outcomes

1. Explain physical fitness and wellness, as well as their importance to overall health, disease prevention, and athletic performance.
2. Demonstrate the physical skills necessary to perform a variety of physical activities.
3. Design and demonstrate exercise regimes appropriate to improve health, physical fitness, and athletic performance.
4. Compare and contrast the education and skills needed to gain employment in wellness, physical education (K-12), kinesiology and coaching.
5. Describe and demonstrate beginning coaching skills.
6. Value regular physical activity and its contribution to a healthful lifestyle.

B. Student Learning Outcomes

Upon successful completion of this course, the student will be able to:

1. [Core] List and explain the five factors of physical fitness.
2. [Core] Define power, speed and agility.
3. [Core] Identify and correctly name the nine player positions on the softball field.
4. [Core] Correctly keep score during a game.
5. [Core] Explain the basic concepts of offense and defense in softball.
6. [Core] Participate actively in softball drills/activities for 30 – 40 minutes.
7. [Core] Perform flexibility exercises for each of the major muscle groups.
8. [Core] Given their pre- and post-semester measurements on resting heart rate, blood pressure, power (via Vertical jump test), agility & speed (via T-test), erector spinae/hamstrings flexibility (via a sit and reach test), and percent body fat, accurately describe the changes in their fitness from the beginning of the course to its end.
9. [Core] Correctly perform an overhand throw, sidearm release throw, and an underhand toss.
10. [Core] Correctly field *ground balls*, and *fly balls*, using a variety of catches.
11. [Core] Use a softball glove and bare hands to field ground balls, by diving, kneeling, and sliding.
12. [Core] Correctly handle fly balls and ground balls in a game-like situation (communicate with team members, choose appropriate type of catch).
13. [Core] Perform the basic skills of a catcher in a game-like situation (squatting, blocking, signaling intentional walks, fielding, etc.).
14. [Core] Perform the basic skills of a pitcher in a game-like situation (fastball, change-up, curve-ball or drop-ball; picking of base-runners, etc.).
15. [Core] Use a softball bat to make contact with the softball, and lay down a bunt.
16. [Core] Run the bases in a game-like situation, using skills such as sprinting, sliding, leading off, and watching the progression of the game.
17. [Core] Communicate effectively with teammates in a game-like situation (in-field defensive communication, outfield defensive communication, base-running, etc.).
18. [Core] Identify the symptoms of common softball injuries (e.g. contusions, abrasions, strains & sprains, overuse injuries of shoulder and knee & heat exhaustion), preventative measures, and basic treatment in a written format.
19. [Core] Identify diseases and illnesses inversely related to physical activity level.
20. [Core] Express how regular physical activity makes them feel (in a written, oral, or visual format).
21. [Peripheral] Use a softball glove to field fly balls, using a diving catch.
22. [Peripheral] Correctly keep score using a softball score tablet

II. Course Content

A. Introduction to Exercise Science/Fitness

- i. Five Factors of Physical Fitness
 1. Cardiovascular
 2. Muscular Strength
 3. Muscular Endurance
 4. Flexibility
 5. Body Composition
- ii. Skill Factors
 1. Power
 2. Speed
 3. Agility
- iii. Pretests
 1. Heart rate/blood pressure
 2. Sit and reach test
 3. Percent body fat
 4. Power test - Vertical jump <http://www.exrx.net/Calculators/VerticalJump.html> & <http://www.topendsports.com/testing/tests/vertjump.htm>
 5. Agility & speed T test http://www.fitness4rugby.com/indexjs.html?/speed_agility/drill_speed_agility_test.htm
- iv. Softball player positions

B. Baserunning & Hitting

- i. Rules of game
- ii. Making contact
- iii. Leading off
- iv. Tagging up
- v. Rounding the bases
- vi. Injury prevention: warm-up, flexibility
- vii. Review previous concepts

C. Catching & Throwing

- i. Team defense (in-field)
- ii. Fielding Ground Balls
- iii. Throwing In-field Passes
- iv. Communication to teammates
- v. Injury prevention: shoulder impingement syndrome
- vi. Review previous concepts

D. Catching & Throwing

- i. Team defense (out-field)
- ii. Fielding Fly Balls
- iii. Throwing From Outfield
- iv. Hitting the "Cut-off" person
- v. Double plays
- vi. Injury prevention: Sprains and Strains
- vii. Review previous concepts

E. Pitching & Catching

- i. Importance of Pitcher & Catcher
- ii. Communication between Pitcher & Catcher
- iii. Squatting/blocking
- iv. Fielding pop-ups
- v. Injury prevention: Importance of hydration
- vi. Review previous concepts

- F. Pitching & Catching
 - i. Slow-pitch & Fast-pitch Softball
 - ii. Drive through legs
 - iii. Major Pitches: Fastball, Change Up, Curve ball
 - iv. Review factors of physical fitness, skill factors
 - v. Injury prevention: prevention/treatment of heat exhaustion/stroke
 - vi. Review previous concepts
- G. Pitching & Hitting
 - i. Pitch placement/control
 - ii. Bunting
 - iii. Hitting Major Pitches: Fastball, Change Up, Curve ball
 - iv. Review previous concepts
- H. Hitting
 - i. Team communication
 - ii. Advancing runners: types of bunts, hits, sacrifice flies
 - iii. Injury: treating shoulder impingement, sprains & strains
 - iv. Review previous concepts
- I. Baserunning & Sliding
 - i. Team offense
 - ii. Feet first slide
 - iii. Injury prevention & treatment: abrasions
 - iv. Review previous concepts
- J. Baserunning & Sliding
 - i. Stealing a base
 - ii. Headfirst slide
 - iii. Running/sliding decision-making
 - iv. Injury prevention & treatment: contusions
 - v. Review previous concepts
- K. Game Strategy: Offense
 - i. Benefits of regular physical activity: Cardiovascular disease, type II diabetes
 - ii. Game drills
 - iii. Review previous concepts
- L. Game strategy: Defense
 - i. Player specialization
 - ii. Benefits of regular physical activity: Longevity, morbidity
 - iii. Game drills
 - iv. Review previous concepts
- M. Safety
 - i. Common softball injuries
 - 1. Abrasions, Contusions
 - 2. Sprains/strains knee, ankle
 - 3. Overuse injuries of shoulder/knee
 - 4. Heat exhaustion/stroke
 - ii. Cross-training for prevention of injuries
 - iii. RICE (rest, ice, compression, elevation)
 - iv. Game drills
 - v. Review previous concepts
- N. Game Rules/Review
 - i. Modified Game drills
 - ii. Review previous concepts
- O. Softball games
 - i. Skill practice/assessment
 - ii. Review previous concepts

- P. Softball games
 - i. Skill practice/assessment
 - ii. Review previous concepts
- Q. Fitness assessments – post-tests
 - i. Skill assessment
 - ii. Heart rate/blood pressure
 - iii. Sit and reach test
 - iv. Percent body fat
 - v. Power Vertical Jump
 - vi. Agility & speed T test
 - vii. Rockport test
 - viii. Review

III. Textbooks

This course requires no textbook.

Required Course Materials

Athletic footwear, exercise towel, bottled water, appropriate attire (loose-fitting, comfortable clothing that allows a full range of motion around all of the joints of the body, pants/socks to decrease injury risk), Cups (for all male students) and a wire-bound notebook. Students who come to class without water or appropriate footwear will NOT be allowed to participate in activity.

Reference Materials

American College of Sports Medicine. “ACSM Position Stand on The Recommended Quantity and Quality of Exercise for Developing and Maintaining Cardiorespiratory and Muscular Fitness, and Flexibility in Adults.” *Medicine and Science in Sports and Exercise* 30(6): 975–991, 1998.

Nissan, Carl W., MD. “Baseball and Softball Injuries.” *Patient Information* (University of Connecticut Health Center), March 16, 2006
http://uconnsportsmed.uchc.edu/patientinfo/articles/baseball_softball/index.html

Noren, Rick. *Softball Fundamentals: A better way to learn the basics*. Champaign, IL: Human Kinetics 2005. **(STRONGLY RECOMMENDED)**

Sharkey, Brian J. *Fitness & Health: 5th Edition*. Champaign, IL: Human Kinetics 2001.

Verstegen, Mark, and Pete Williams. *The Core Performance: The Revolutionary Workout Program to Transform Your Body & Your Life*. USA: Joxy, LLC 2004.

Amateur Softball Association of America <http://www.softball.org/default.asp>

American College of Sports Medicine <http://www.acsm.org/index.asp>

International Softball Federation <http://www.internationalsoftball.com/>

National Athletic Trainers’ Association Injury Information page
<http://www.nata.org/publications/otherpub/injuryinformation.htm#Baseball/Softball>

Softball Australia http://www.softball.org.au/powered_by_Interfuse/

Instructional Cost

Regulation size softball field, with three breakaway bases, pitcher's mound and home base. Indoor practice facility (with portable indoor bases) for rain days & assessments. Cost for both: variable. 10 catcher's mitts (@ \$50-\$80/each), 10 softball catcher's masks/throat protectors/chest protectors (@ \$80-\$100/each), 10 softball batting helmets (@\$30-\$50/each), 20 softball fielder's gloves (@\$50-\$100/each), 1 pitching machine (\$300 - \$1000+), 10 softball bats (@\$80-\$200/each), Automatic Blood Pressure monitor (@ \$90), Bodyfat measurement/body water scale, (@ \$75).

Methods of Instruction

Demonstration, participation, lecture, individual assignments, team work. Assessment will be in the form of attendance/participation in class exercises, individual assignments, homework and quizzes given throughout the semester.

A	90 – 100%
B	80 – 89%
C	70 – 79%
D	60 – 69%
F	0 – 59%

Evaluation

No credit by evaluation. Course is participatory.

Attendance Policy

The College attendance policy shall be applied.

Academic Honesty Policy

The College academic honesty policy shall be applied.

Appendices

- A. Health History Form
 - i. All students must complete the Physical Activity Readiness Questionnaire - **PAR-Q**, from the Canadian Society for Exercise Physiology prior to participating in any physical activity
 - ii. Instructor may require students to provide a signed physician consent form as a pre-requisite to ESS102s.
 - iii. PAR-Q is available online and may be reproduced if used in its entirety
www.csep.ca/pdfs/par-q.pdf
- B. Release Form
 - i. All students must read and sign the following statement in order to participate in ESS102s:

As per College policy or as follows in the absence of such policy language:

I, _____, wish to participate in the following College of Micronesia-FSM course or program, ESS102s Fundamentals of Softball, as a student. I understand that this

class is a voluntary program and is not required for my graduation. I agree to abide by all safety rules and regulations in effect during this course or program.

I wish to participate in the above-described course or program at the College of Micronesia -FSM, and agree that the College of Micronesia-FSM, and their employees are not responsible for my participation in this program, or for any injuries that may occur during my participation in this program, or by the utilization of their equipment.

Further, the instructor of this course or program in the event that he or she believes, with or without medical evidence, that I may not participate in this course or program, or that I have physical limitations that may prevent me from participating in this course or program, has absolute discretion, and may terminate my continued participation in the course or program, at any time, with or without a valid reason. However, this discretion is not an obligation of the College of Micronesia-FSM, or its employees, nor a duty, and any failure to prevent participation on my behalf, or to limit the amount of activities involved in the course or program on my behalf, does not give rise to a renunciation of or exception to this knowing and voluntary waiver.

As a result, I agree, and voluntarily assume all responsibility for my own safety and well-being, while participating in the course or program, and agree to waive any claims for liability, injury, or other damages as a result of injury or death, against the College of Micronesia-FSM or their employees. I enter into this waiver knowingly and in advance of my participation in the course or program. By signing this waiver I will forever release any future claims against the College of Micronesia-FSM and their employees, arising out of any accident, injuries, death or other damages, on behalf of myself or my heirs or dependents, due to any accident, or other mishap, including acts of god, that may arise upon my participation in the course or program.

Dated: _____ Print Name

_____ Signature

- C. Adapted Instruction
 - i. Students who are unable to (or who should not) perform specific exercises due to injury, pregnancy, or other condition(s), will be assigned alternate exercises and/or assignments by the instructor with no detriment to final grade/status in the course
 - ii. Students who require a physician's consent to participate in physical activity (as identified on a PAR-Q questionnaire) at term start will be required to complete physical fitness examination by a medical doctor and receive physician's consent on the Physical Activity Readiness Medical Examination form -- PARmed-X – (from the Canadian Society for Exercise Physiology, available online at <http://www.csep.ca/pdfs/parmedx.pdf>) prior to commencing the course.
- D. Conditions and definitions
 - i. Core refers to an outcome that must be attained in order to pass the course.
 - ii. Peripheral refers to an outcome that ought to be attained but non-attainment will not cause the student to fail the course.
- E. Typical class structure
 - i. Two days per week
 - 1. 10 - 15 minutes travel to locker rooms, change into exercise clothes
 - 2. 5 – 10 minute warm up (some light cardiorespiratory exercise, plus “pre-hab” exercises – exercises designed to decrease risk of common softball injuries), with verbal instruction
 - 3. 65 – 75 minutes softball drills/instruction/games
 - 4. 5 - 10 minutes of flexibility/relaxation exercises
 - 5. 10 – 15 minutes change out of exercise clothes/shower
 - ii. Three days per week
 - 1. 10 - 15 minutes travel to locker rooms, change into exercise clothes
 - 2. 5 – 10 minute warm up up (some light cardiorespiratory exercise, plus “pre-hab” exercises – exercises designed to decrease risk of common softball injuries), with verbal instruction
 - 3. 35 – 45 softball drills/instruction/games
 - 4. 5 - 10 minutes of flexibility/relaxation exercises
 - 5. 10 – 15 minutes change out of exercise clothes/shower
- F. Recommended course materials
 - i. Human anatomy coloring book
 - ii. Female students – appropriately sized sports bra
Male students – appropriately sized jock strap
- G. Safety procedures
 - i. CPR certification strongly recommended for instructors of this course
 - ii. Students should be instructed on the first day of class and on their syllabus:
 - 1. STOP exercising if you experience any of the following symptoms:
 - a. Severe breathlessness
 - b. Severe Joint Pain
 - c. Nausea/dizziness
 - d. Extreme chest pain
 - e. Light headedness
 - 2. NOTIFY the instructor immediately. Do NOT isolate yourself by seeking privacy