

KES 4316
Exercise Programming for Special Population
Fall 2015

Sul Ross State University
Department of Education

Class Time: MWF 8:00 a.m. – 8:50 a.m.

Class Location: GPC 101

Instructor: Jim Hector, Ed.D.

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Office Hours: M-F: 2:00 a.m. – 4:00 a.m.

Office Location: GPC 202A

Office Phone: 432-837- 8213

COURSE RATIONALE: The purpose of this course is to provide an in-depth study of exercise programs for special populations.

RECOMMENDED TEXTBOOKS/READING MATERIAL:

Textbook(s): Williamson, P. (2011). *Exercise for special populations*. Philadelphia: Lippincott Williams & Wilkins.

Other Materials: There may be handouts from various sources and outside readings assigned periodically. Additional course materials may be posted on Blackboard.

PROGRAM LEARNING OUTCOMES:

1. The Kinesiology and Sport Science students will understand the principles of motor learning; understand the practice for developing motor skills; apply knowledge to biomechanical principles; apply knowledge of individual and teams sports and understand the principles of dance, personal performance activities, recreational activities and outdoor pursuits Movement Skills and Knowledge Domain).
2. The Kinesiology and Sport Science students will understand major body systems, principles of physical fitness and benefits of a healthy lifestyle; understand the principles and activities for developing cardiovascular endurance; understand principles and activities for developing and maintaining flexibility, muscular strength and endurance; and understand health and wellness concepts (Health-Related Physical Fitness Domain).
3. The Kinesiology and Sport Science students will know how to use effective instruction and assessment to prepare physically educated individuals; understand factors relevant to learning and performance in physical education in physical education and uses knowledge to promote students' development; understands the structure and purposes of physical education programs; and understand legal issues and responsibilities of physical education teachers (The Physical Education Program Domain).

STANDARD ALIGNMENT:

- Standard II: The physical education teacher understands principles and benefits of a healthy, physically active lifestyle and motivates students to participate in activities that promote this lifestyle.
 - ✓ *Competency 006:* The teacher understands major body systems, principles of physical fitness development and training and the benefits of a healthy, active lifestyle.
 - ✓ *Competency 007:* The teacher understands principles and activities for developing and maintaining cardiovascular endurance.
 - ✓ *Competency 008:* The teacher understands principles and activities for developing and maintaining flexibility, posture, and muscular strength and endurance.
 - ✓ *Competency 009:* The teacher understands health and wellness concepts including those related to nutrition, weight control and stress management, and analyzes ways in which personal behaviors influence health and wellness.

COURSE OBJECTIVES: Students will be able to:

1. Demonstrate knowledge of the structures, functions, components, and actions of major body systems and how various body systems produce movement, adapt to physical activity and contribute to fitness.
2. Analyze the physiological effects of moderate and vigorous physical activity during and after exercise and knows the risks associated with inactivity and the health benefits of regular participation in physical activity (e.g., decreased risk of illness, lowered resting heart rate).
3. Apply knowledge of the basic components of health-related fitness (e.g., cardiovascular endurance, muscular strength and endurance, flexibility, and body composition) and their significance in relation to physical activity, health and fitness.
4. Demonstrate an understanding of basic principles of physical fitness training (e.g., frequency, intensity, type, duration, progressive overload, specificity), and knows principles and benefits of warm-up and cool-down exercise procedures.
5. Analyze individual variation in levels of health and fitness and knows principles and techniques for designing, implementing and maintaining individualized health and fitness plans (e.g., setting realistic short-term goals, evaluating and selecting activities to achieve goals).

STYLE OF TEACHING: The objectives of this course will be met through an integrated teaching style that will include discussion via Blackboard and PowerPoint presentations. Students will be encouraged to remain actively involved in class discussions and will be responsible for reading all assigned material for this class.

GRADING:

450 total points possible

- Final Exam 100 points
- Quizzes (2 @ 25 points each) = 50 points
- In-Class Activities (10 @ 10 points each) = 100 points
- Group Presentations 50 points
- Outside Assignment 30 points
- Attendance/Participation 120 points

A = 405 – 450
B = 360 -404
C = 315 – 359
D = 270 – 314
F = ≤269

EVALUATION PROCEDURES:

✓ **Final Exam = 100 points**

- The final exam may consist of essay, fill-in, short answer, true/false, and/or multiple choice questions and could cover any material provided in the assigned readings.
- All students are expected to take the exam on the designated day and time assigned. If a student cannot take the exam during the scheduled time, it is the student's responsibility to approve the absence and request a make-up exam with the instructor at least one week PRIOR to the week of the exam.
- In the case of an unexpected emergency, proper documentation for the absence is required (e.g., physician's excuse) in order to be able to make-up the exam for full credit. Students who fail to take the final exam on the designated day and time (without proper documentation or prior notification) will be allowed to make up the exam for half credit only (i.e., 50 points maximum). The make-up exam may differ from the regularly scheduled exam (and will likely be more difficult).

✓ **Quizzes = 25 points each**

- Quizzes may consist of essay, fill-in, short answer, true/false, and/or multiple choice questions and could cover any material provided in the assigned readings.
- All students are expected to take quizzes on the designated day and time assigned. If a student cannot take the quiz during the scheduled time, it is the discretion of the instructor to allow the student to make-up a missed quiz.

✓ **In-Class Activities = 10 points each**

- Students will participate in in-class activities on the dates outlined in the syllabus.
- In-class activities will consist of various projects related to the topic area of discussion for the week.
- Each student will submit a "homework" assignment following the in-class activity. This will be done during the scheduled class time.
- The lowest activity score will be dropped by the instructor at the end of the semester.

✓ **Group Presentations = 50 points**

- Students will give a professional presentation demonstrating an exercise program for a special population of choice.
- Groups will be preselected by the instructor and consist of 3 to 5 students.
- A rubric with detailing the expectations of the group presentation assignment will be distributed by the instructor.

✓ **Outside Assignment = 30 points**

- Students will document (as discussed in class) (an) individual(s) they encounter that may benefit from a specialized exercise program.
- Students will report their findings to the class on the day designated to discuss the outside assignment (3/27/2015) and will include in their discussion:
 - The individual(s) condition(s) (i.e., pregnancy, senior, etc.)
 - Potential exercise programs that would benefit the individual
 - All Programs should be designed implementing the FITT Formula:
 - a. Frequency
 - b. Intensity

- c. Time
- d. Type

Note: All grading will be based on the quality of the assignment submitted; factors such as a student's ability and the effort put into an assignment will only be assessed to the extent that they influence the quality of the work submitted. All written work should be submitted in APA format.

✓ **Attendance/Participation = 120 points**

- Regular and punctual attendance is expected of all students.
- Each designated class meeting will be worth 3 points. Students will receive points for significant contributions to discussion.
- Emergencies will be handled on an individual basis.

Note: The first week of class will not count toward attendance

EXPECTATION OF STUDENTS:

- Students are responsible for keeping up with the reading and are expected to read the assigned chapters and/or other posted readings prior to class in order to contribute to online discussion.
- Handouts distributed through Blackboard and in class should be kept in a notebook in order to be referred to as necessary.

ADA Accommodations: The University is committed to equal access compliance with the American with Disabilities Act of 1990 (ADA) and Section 504 of the Rehabilitation Act of 1973. The Disability Services Coordinator in Counseling and Student Support Services has the responsibility to ensure students with disabilities the opportunities for full participation in programs, services, and activities. Students seeking disability services need to contact the Disability Services Coordinator:

Counseling Accessibility Services
Ferguson Hall Room 112
432-837-8203

ACADEMIC DISHONESTY OR MISCONDUCT: Sul Ross State University is committed to the highest standards of integrity and ethical conduct. Participating in behavior that violates academic integrity (plagiarism, etc.) will result in disciplinary action and may include: receiving a failing grade for the assignment, failing the course, and suspension and/or dismissal from the University.

DROP POLICY: Access information regarding schedule changes at:
<http://www.sulross.edu/page/967/schedule-changes-withdrawals>

Tentative Course Outline

This schedule is subject to revision. Please check Black Board for updates.

Date	Topic	Assignment Due
8/25	Class Introduction <i>Exercise for Special Populations: ACSM Fit Society Page</i>	Supplemental Reading
8/27	In-Class Activity (Game Day!!)	~No Points~
9/1	<i>The Impact of Exercise and Nutrition on Health & Fitness</i>	Chapter 1
9/3		Chapter 1
9/8	In-Class Activity 1	<i>Calculating VO_{2Max}</i>
9/10	<i>Anatomy & Physiology of Body Systems</i>	Chapter 2
		Chapter 2
9/15	In-Class Activity 2	<i>Assessing Flexibility</i>
9/17	<i>Exercise During Pregnancy</i>	Chapter 3
		Chapter 3
9/22	In-Class Activity 3	<i>Evaluating Percent Body Fat</i>
9/24	<i>Exercise for Youth</i>	Chapter 4
		Chapter 4
9/29	Quiz I In-Class Activity 4	<i>Measuring Muscular Strength & Endurance</i>
10/1	<i>Exercise for Senior Adults</i>	Chapter 5
		Chapter 5
10/6	In-Class Activity 5	<i>Creating an Exercise Program for a Peer Partner</i>
10/8	<i>Exercise for Overweight & Obese Individuals</i>	Chapter 6
		Chapter 6
10/13	In-Class Activity 6	<i>BMI Research Project</i>
10/15	<i>Exercise for Those with Cardiovascular Disease</i>	Chapter 7
		Chapter 7
10/20	Outside Assignment	

10/22	<i>Exercise for Those with Disorders of the Skeletal System</i>	Chapter 8
		Chapter 8
10/27	Quiz II Discuss Outside Assignment In-Class Activity 7	<i>Exercise Programming for a Client who is Obese</i>
10/29	<i>Exercise for People with Diabetes</i>	Chapter 9
		Chapter 9
11/3	In-Class Activity 8	<i>Exercise Programming for a Client with CVD</i>
11/5	<i>Exercise for People Recovering from Cancer</i>	Chapter 10
11/10		Chapter 10
11/12	In-Class Activity 9	<i>Exercise Programming for a client with osteoarthritis</i>
11/17	<i>Exercise for People with Asthma</i>	Chapter 11
		Chapter 11
11/19	In-Class Activity 10	<i>Exercise Programming for a Client with Asthma</i>
11/14	<i>Exercise for Those with Mental Disabilities</i>	Supplemental Reading
		Supplemental Reading
12/1	In-Class Activity 11	<i>Reassessing your Peer Partner's Fitness</i>
12/3	Group Presentations	
	Group Presentations	
	Group Presentations Review for Final Exam	
	Dead Day	
COMPREHENSIVE FINAL EXAM – TBA		