

KES 4316

# Exercise Programming for Special Population

Fall 2016

Sul Ross State University

Department of Education

**Class Time:** MWF 8:00 a.m. – 8:50 a.m.

**Class Location:** GPC 106

**Instructor:** Mrs. Liz Beam

**Email:**

**Office Hours:**

**Office Location:**

**Office Phone:**

**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.

## STUDENT LEARNING OUTCOMES:

- Create and implement health and physical activity principles of performance within diverse populations.
- Prepare, instruct, and assess developmentally appropriate physical education and/or exercise prescription based on students'/clients' needs.

## 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.

<b>A = 725-790</b>
<b>B = 660-724</b>
<b>C = 595-659</b>
<b>D = 529-594</b>
<b>F = &lt;528</b>

**GRADING:**

790 total points possible

- Final Exam 100 points
- Midterm 100 points
- Quizzes 12 @ 20 points each = 240 points
- In-Class Activities (10 @ 10 points each) = 100points
- Presentations = 100 points
- Attendance/Participation = 150 points

**EVALUATION PROCEDURES:**

- **Midterm & Final = 200 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 = 20 points each (240 total)**
  - 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.
  - Total of 100 points
- **Individual Presentations = 100 points**
  - Students will give a professional presentation demonstrating an exercise program for a special population of choice.
  - Students will be given an outline of presentations

**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 = 150 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

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**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:** Sul Ross State University is committed to equal access in compliance with the Americans with Disabilities Act of 1973. It is the student's responsibility to initiate a request for accessibility services. Students seeking accessibility services must contact Mary Schwartz, M. Ed., L.P.C., in Counseling and Accessibility Services, Ferguson Hall, Room 112. The mailing address is P.O. Box C-122, Sul Ross State University, Alpine, Texas 79832. Telephone: 432-837-8691. E-mail: mschwartz@sulross.edu

**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
8/22	Class Introduction	Supplemental Reading
8/24	<b>Chapter 1</b> slideshow In-Class Activity	Chapter 1-10 points
8/26	<i>sit &amp; reach, article review</i>	Chapter 1- 20 points
8/29	<b>Chapter 2</b> slideshow -Anatomy & physiology of Body systems	Chapter 2
8/31	Chapter 2 in class handout	<i>chapter 2- 10 points</i>
9/2	<i>Chapter 2 Quiz</i>	Chapter 2- 20 points
9/5	NO CLASS	
9/7	<b>Chapter 3</b> slideshow- exercise during pregnancy	slideshow
9/9	<i>Chapter 3 in class handout</i>	Chapter 3-10 points

9/12	Chapter 3 Quiz	Chapter 3- 20 points
9/14	<b>Chapter 4</b> slideshow - exercise for youth	<i>Slideshow</i>
9/16	<i>Chapter 4 in class handout</i>	Chapter 4- 10 point
9/19	Chapter 4 Quiz	Chapter 4- 20 points
9/21	<b>Chapter 5</b> slideshow	<i>slideshow</i>
9/23	<i>Chapter 5 in class handout</i>	Chapter 5- 10 points
9/26	Chapter 5 Quiz	Chapter 5-20 points
9/28	<b>Chapter 6-</b> Slideshow	<i>Slideshow</i>
9/30	<i>Chapter 6 in class handout</i>	Chapter 6- 10 points
10/3	Chapter 6 Quiz	Chapter 6- 20 points
10/5	<b>Chapter 7-</b> Slideshow	<i>Slideshow</i>
10/7	<i>Chapter 7 in class handout</i>	Chapter 7- 10 points
10/10	Chapter 7 Quiz- midterm review	Chapter 7- 20 points
10/12	<b>Chapter 8-</b> Slideshow	Slideshow
10/14	<b>MIDTERM</b>	
10/17	<i>Chapter 8 Quiz</i>	Chapter 8- 20 points
10/19	<b>Chapter 9-</b> Slideshow	Chapter 9
10/21	<b>Discuss final project</b>	Discuss final project
10/24	<i>Chapter 9- Quiz</i>	Chapter 9- 20 points
10/26	<b>Chapter 10-</b> Slideshow	Chapter 10
10/28	Chapter 10 in class handout	<i>Chapter 10- 10 points</i>
10/31	<i>Chapter 10-quiz</i>	Chapter 10- 20 points
11/2	<b>Chapter 11-</b> Slideshow	slideshow
11/4	Chapter 11- in class handout	<i>Chapter 11- 10 points</i>
11/7	<i>Chapter 11- Quiz</i>	Chapter 11- 20 points
11/9	<b>Chapter 12</b> slideshow	Chapter 12
11/11	Chapter 12 in class handout	<i>Chapter 12-10 points</i>
11/14	<i>Chapter 12 Quiz</i>	Chapter 12- 20 points
11/16	presentations	
11/18	presentations	
11/21	presentations	
11/28	presentations	
11/30	<b>Presentations Review for Final Exam</b>	
	<b>*Dead Day*</b>	

**COMPREHENSIVE FINAL EXAM – TBA**