

**MiraCosta College**  
**KINE210 Exercise Prescriptions for Special Populations**  
*Course Syllabus*

<b><u>Course Information:</u></b>	<b><u>Instructor Information:</u></b>
<b>Course Title:</b> KINE 210 Exercise Prescriptions for Special Populations	<b>Instructor:</b> Robert Fulbright, PhD (ABD)
<b>Units:</b> 2	<b>Office:</b> RM 4811
<b>Semester/Year:</b> spring 2011	<b>E-mail:</b> <a href="mailto:rfulbright@miracosta.edu">rfulbright@miracosta.edu</a>
<b>Location:</b> ONLINE	<b>Phone:</b> (760) 757-2121 ext. 6423
<b>Class Meets:</b> ONLINE	<b>Office Hours:</b> T/TH 8:30-9:30 a.m.

**Required Textbooks and Materials:**

Earle, R. & Baechle, T. (2010) *NSCA's Essentials of Personal Training*. (2<sup>nd</sup> ed.) Human Kinetics.  
**(Note: 1<sup>st</sup> ed. is OK)**

Armstrong, L., Balady, G. J., Berry, M. J., et al. (2008) *ACSM's guidelines for exercise testing and prescription* (8<sup>th</sup> ed.) Lippincott Williams & Wilkins.  
**(Note: 7<sup>th</sup> ed. is OK)**

**Course Description:**

This course is designed to study the exercise implications for special populations related to age, medical condition, and level of fitness. Topics include exercise prescription for cardiac conditions, diabetes, orthopedic, obese, neuromuscular, pregnant, athletic, and older adult populations. The role of exercise in risk factor modification will be addressed as well as contraindications to exercise.

**Course Objectives:**

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

1. Compare and contrast benefits and risks associated with exercise.
2. Analyze and evaluate the importance of physical activity in disease prevention.
3. Distinguish which risk factors may be favorably modified through physical activity.
4. Investigate the importance of a health/medical history.
5. Initiate and successfully implement fitness testing/assessment for individuals with special conditions.
6. Compare and contrast relative and absolute contraindications to exercise.
7. Analyze and evaluate intensity, frequency, duration and type of physical activity necessary for developing cardio-respiratory fitness in apparently healthy adults.
8. Formulate modifications of cardiovascular and resistance exercises based on client's age, physical condition and special medical concerns (i.e., cardiac, orthopedic, metabolic).

9. Recommend special precautions and propose modifications of exercise programming for participation in altitude, different temperatures, humidity and environmental pollution.
10. Evaluate and discuss the concept of Activities of Daily Living (ADL's) and its importance in overall health.
11. Formulate exercise programs based on age, physical condition and current health status.

**Course Concepts:**

1. Exercise benefits/risks
2. Disease prevention
3. Modifiable risk factors
4. Health/Medical history
5. Fitness Testing/Assessment
6. Exercise contraindications
7. Components of fitness/F.I.T.T. Principle
8. Exercise modifications/Individual differences
9. Environmental exercise factors
10. ADL's
11. Program design

**Student Learning Outcomes (SLO):**

1. Student will design a comprehensive fitness program to best meet the needs of clients who are pregnant, older, or preadolescent.
2. Student will design a comprehensive fitness program to best meet the needs of clients who have nutritional and metabolic concerns.
3. Student will design a comprehensive fitness program to best meet the needs of clients who have cardiovascular and/or respiratory conditions.

**Performance Requirements/Course Grade:**

Your grade for this course will be based upon mastery of course concepts as demonstrated by successfully completing the term modules. Following directions in the syllabus provides the best avenue for success. Read directions very carefully and follow all suggestions and requirements. The grading rubric standards apply to all written assignments. Your work will be evaluated as follows:

Module 1 (Due date Feb. 17)	20 pts.	<b><u>Grading Scale</u></b>	<b><u>Grades</u></b>
Module 2 (Due date Mar. 17)	20 pts.		
Module 3 (Due date Apr. 14)	20 pts.		
Module 4 (Due date May 05)	20 pts.		
Module 5 (Due date May 24)	20 pts.		
<b>Total Points</b>	<b>100 pts.</b>	A 90-100 pts. B 80-89 pts. C 70-79 pts. D 60-69 pts. F < 59 Pts.	A 90-100% B 80-89% C 70-79% D 60-69 % F < 59%
<b>Note:</b> each module is comprised of a 10 pt. assignment and a 10 pt. exam.			

<b>Module 1 Concepts</b>	Clients Who are Pregnant, Older, or Preadolescent
<b>Module 2 Concepts</b>	Clients With Nutritional and Metabolic Concerns
<b>Module 3 Concepts</b>	Clients With Cardiovascular and Respiratory Conditions
<b>Module 4 Concepts</b>	Clients With Orthopedic, Injury, and Rehabilitation Concerns
<b>Module 5 Concepts</b>	Clients With Spinal Cord Injury, Multiple Sclerosis, Epilepsy, and Cerebral Palsy

### **Dropping Policy:**

**It is ultimately your responsibility to officially drop this class if that is your intent. Failure to do so may result in an "F" grade on your transcript. Please consult the MiraCosta College class schedule and the office of admissions and records for official with drawl deadlines.**

### **Academic Integrity:**

All work submitted in each course must be the learner's own. This includes all assignments, exams, term papers, and other projects required by the faculty mentor. The submission of another person's work represented as that of the learner's without properly citing the source of the work will be considered plagiarism and will result in an unsatisfactory grade for the work submitted or for the entire course, and may result in academic dismissal. To help you avoid plagiarism, do not "copy and paste" into any assignments without using quotation marks and citing in APA format the source of the material. Your work may be submitted to TurnItIn.com for originality evaluation.

### **Requirements for Online Class Participation:**

- Internet access.
- Ability to submit assignments in one of two formats only: doc or rtf (if you use WordPerfect, save and submit as rtf.)
- Regularly check Bb a minimum of three times per week and to submit assignments.
- Have moderate experience with the Web, email, attachments, downloading, etc.
- Understand and apply appropriate email netiquette.

### **Create a Blackboard Account:**

The Blackboard (Bb) course management system will be used to submit assignments and record grades. Bb login: <http://blackboard.miracosta.edu/> Your username and password or your SURF ID and SURF Password. This is the **same** SURF ID and SURF Password you use to register for classes at MiraCosta College. If you do not have access to a computer or the internet you will find the MiraCosta College library has a large number of computers with internet access for your use. If you have questions, please contact the **MiraCosta student help desk Online Tech Support - OPEN 24 Hours - 7 days a week at Phone: (760) 795-6655, Email : [StudentHelp@miracosta.edu](mailto:StudentHelp@miracosta.edu), website: <http://www.miracosta.edu/apps/studenthelp/>.**

### **Electronic Learning Resource Center:**

The MiraCosta College library website can be accessed from the college home page at <http://www.miracosta.edu/> click on library. The library website provides access to academic databases (Online Research) with full-length professional journal articles, electronic books, reference materials, a host of web pages supporting coursework, and much more. In addition, you can obtain library research assistance from the library website under (Research Assistance - Ask-A-Librarian) as well as Citation Style Guides for proper APA formatting.

### **The Writing Center:**

The MiraCosta College Writing Center can be found in the library hub, which provides assistance and helpful tools for all stages of the writing process: Pre-writing, Focus, Development, Organization, Voice and APA Editorial Style, and Conventions (punctuation, mechanics, sentence-level issues, APA format). Within the Writing Center the lab offers consultations to offer personalized feedback on your writing. You are invited to visit the Writing Center and lab for all writing and research assignments.

### **Students With Disabilities:**

This instructor is committed to meeting individual differences in the classroom learning environment. If you feel you may need special accommodations to successfully complete this course please do not hesitate to contact me by telephone (760) 757-2121 ext. 6423 or by email [rfulbright@miracosta.edu](mailto:rfulbright@miracosta.edu). MiraCosta College is committed to upholding and maintaining all aspects of the federal Americans with Disabilities Act of 1990 (ADA) and Section 504 of the Rehabilitation Act of 1973. Students with disabilities, whether physical, learning, or psychological, who believe that they may need accommodations in this class, are encouraged to contact Disabled Students Programs & Services as soon as possible to ensure that such accommodations are implemented in a timely manner. **DSPS Phone: 760-795-6658, Email: [askdsps@miracosta.edu](mailto:askdsps@miracosta.edu), Hours of operation: (M-F 8:00-4:30 PM) and Location: DSPS office building 3000** (Northwest corner of campus). Any information regarding your disability will remain confidential.

### **Online Etiquette:**

This course is a completely online course. MiraCosta College supports the concept of academic freedom and there are no filters blocking Internet access to electronic content. Many Internet sites contain material that is not appropriate for the educational setting. If you should find yourself subjected to offensive content of any nature, you should inform your faculty mentor immediately. If the requirements of an assignment or legitimate educational research require you to access sites that could be considered offensive, please contact your faculty mentor or a librarian so that accommodations can be made to assist you.

The following are examples of the kind of use that the college has defined as inappropriate:

- Violating copyright law or software license agreements.
- Installing software without authorization.
- Seeking to gain or gaining unauthorized access to information resources.

- Damaging software or hardware owned by the college.
- Distributing "spam" e-mail, or other abuse of email accounts provided by the college.
- Intentionally disrupting network activity or attempt to hack into systems through the use of Mira Costa College equipment or networks.
- Violating college policies regarding sexual or racial harassment.

The last example requires explanation. One situation the college will not tolerate is the racial or sexual harassment of any of the members of the college community. Harassing e-mail, and the display or distribution of sexually explicit pictures acquired from the Internet, or otherwise, are not tolerated. The college will discipline this conduct pursuant to the harassment policies in place at the College.

Any activity that creates, downloads, or otherwise causes sexually explicit pictures to appear on computers under the control of an individual is taken by the college as an example of creating an intimidating, offensive, or hostile working/educational environment, and is certainly a misuse of the purposes for which such equipment was made available. The college requires members of its community to act in accordance with MiraCosta College policies, relevant laws and contractual obligations, and the highest standards of ethics.

## **Module 1: Clients Who Are Pregnant, Older, or Preadolescent (20 pts)**

Review Module 1 on Bb

**Required Reading:** *NSCA's Essentials of Personal Training* chaps. 1, 2, 9, 10, 18

(Reference chaps. 12-16 when developing programs)

**Required Reading:** *ACSM's guidelines for exercise testing and prescription* chaps 1, 2, 7, 8, 10 (pp. 256-258)

Review Module 1 PPT Presentations

Assignment 1: **(10 pts)**

Exam 1 **(10 pts)**

### **Assignment 1: Case Study Program Design for Pregnant, Older, and Preadolescent Clients (10 points)**

**Note: See example assignments on Bb.**

**Design (2)** comprehensive and progressive fitness training programs for clients or patients who are: pregnant, older, and pre-adolescent **(pick 2 of the 3)**. Use the case studies posted on Blackboard when designing your programs.

**Program design topics include:** exercise benefits/risks, disease prevention, modifiable risk factors, health/medical history, exercise testing, exercise contraindications, components/principles of fitness & the F.I.T.T principle, exercise modifications/individual differences, environmental factors and ADL's. You may make notes on the template for progressions you will include for your client in the future.

**Upload and submit your completed (Microsoft Word Document) via Bb before the module due date Feb. 17, 11:55 p.m.**

**Note:** to upload your assignments go to the Course Content tab on the left hand column of Bb, select the appropriate module, select the Assignment folder, select the link at the bottom of the assignment, then scroll to the bottom and select the Browse tab, select the assignment on your computer, and click the Submit bottom.

## **Module 2: Clients With Nutritional and Metabolic Concerns (20 pts)**

Review Module 2 on Bb

**Required Reading:** *NSCA's Essentials of Personal Training* chaps. 7, 8, 10, 19

(Reference chaps. 12-16 when developing programs)

**Required Reading:** *ACSM's guidelines for exercise testing and prescription* chaps 3, 4, 10 (pp. 232-236, 244-246, 248-255)

Review Module PPT Presentations

Assignment 2 (10 pts)

Exam 2 (10 pts)

### **Assignment 2: Exercise Concerns for Clients With Nutritional and Metabolic Concerns (10 points)**

**Note:** See example assignments on Bb.

**Design (1)** comprehensive and progressive fitness training program for a client or patient with nutritional and metabolic concerns including: obesity, diabetes, and hyperlipidemia (pick 1 of the 3). Use the case studies posted on Blackboard when designing your program.

**Program design topics include:** heat tolerance, posture, balance, weight-bearing stress, limited mobility, hyperpnea and dyspnea, exercise benefits/risks, disease prevention, modifiable risk factors, health/medical history, exercise testing, exercise contraindications, components/principles of fitness & the F.I.T.T principle, exercise modifications/individual differences, environmental factors and ADL's. You may make notes on the template for progressions you will include for your client in the future.

**Upload and submit your completed (Microsoft Word Document) via Bb before the module due date Mar. 17, 11:55 p.m.**

**Note:** to upload your assignments go to the Course Content tab on the left hand column of Bb, select the appropriate module, select the Assignment folder, select the link at the bottom of the assignment, then scroll to the bottom and select the Browse tab, select the assignment on your computer, and click the Submit bottom.

## **Module 3: Clients With Cardiovascular and Respiratory Conditions (20 pts)**

Review Module 3 on Bb

**Required Reading:** *NSCA's Essentials of Personal Training* chaps. 5, 6, 16, 20

(Reference chaps. 12-16 when developing programs)

**Required Reading:** *ACSM's guidelines for exercise testing and prescription* chaps 6, 9, 10 (pp. 248-249, 258-262)

Review Module PPT Presentations

Assignment 3 (10 pts)

Exam 3 (10 pts)

### **Assignment 3: Case Study Program Design for Clients with Cardiovascular and Respiratory Conditions (10 points)**

**Note: See example assignments on Bb.**

**Design (2)** comprehensive and progress fitness training program for a client or patient with cardiovascular and respiratory conditions including stroke, heart condition, and asthma (pick 2 of the 3). Use the case studies posted on Blackboard when designing your programs.

**Program design topics include:** exercise benefits/risks, disease prevention, modifiable risk factors, health/medical history, exercise testing, exercise contraindications, components/principles of fitness & the F.I.T.T principle, exercise modifications/individual differences, environmental factors and ADL's. You may make notes on the template for progressions you will include for your client in the future.

**Upload and submit your completed (Microsoft Word Document) via Bb before the module due date Apr. 14, 11:55 p.m.**

**Note: to upload your assignments go to the Course Content tab on the left hand column of Bb, select the appropriate module, select the Assignment folder, select the link at the bottom of the assignment, then scroll to the bottom and select the Browse tab, select the assignment on your computer, and click the Submit bottom.**

## **Module 4: Clients With Orthopedic, Injury, and Rehabilitation Concerns (20 pts)**

Review Module 4 on Bb

**Required Readings:** *NSCA's Essentials of Personal Training* chaps. 3, 4, 11, 21  
(Reference chaps. 12-16 when developing programs)

**Required Readings:** *ACSM's guidelines for exercise testing and prescription* chap. 5, Review chaps. 2, 4, 7

Review Module PPT Presentations

Review web sites: Arthritis Foundation <http://www.arthritis.org/default.asp>  
American Academy of Orthopedic Surgeons <http://www.aaos.org/>

Assignment 4 (10 pts)

Exam 4 (10 pts)

### **Assignment 4: Case Study Program Design for Clients With Orthopedic, Injury, and Rehabilitation Concerns (10 points)**

**Note: See example assignments on Bb.**

**Design (1)** comprehensive and progress fitness training program for a client or patient with an orthopedic, injury, and/or rehabilitative condition who has been cleared by their physician to begin exercising with a personal trainer. Use the case studies posted on Blackboard when designing your program.

**Program design topics include:** exercise benefits/risks, disease prevention, modifiable risk factors, health/medical history, exercise testing, exercise contraindications, components/principles of fitness & the F.I.T.T principle, exercise modifications/individual differences, environmental factors and ADL's. You may make notes on the template for progressions you will include for your client in the future.

**Upload and submit your completed (Microsoft Word Document) via Bb before the module due date May 05, 11:55 p.m.**

**Note: to upload your assignments go to the Course Content tab on the left hand column of Bb, select the appropriate module, select the Assignment folder, select the link at the bottom of the assignment, then scroll to the bottom and select the Browse tab, select the assignment on your computer, and click the Submit bottom.**



## **Module 5: Clients With Spinal Cord Injury, Multiple Sclerosis, Epilepsy, and Cerebral Palsy (20 pts)**

Review Module 4 on Bb

**Required Reading:** *NSCA's Essentials of Personal Training* chap. 22, Review chaps. 18-21  
(Reference chaps. 12-16 when developing programs)

**Required Reading:** *ACSM's guidelines for exercise testing and prescription* Review chaps. 8-10  
Review Module PPT Presentations

Assignment 5 (10 pts)

Exam 5 (10 pts)

### **Assignment 5: Case Study Program Design for Clients with Spinal Cord Injury, Multiple Sclerosis, Epilepsy, and Cerebral Palsy (10 points)**

**Note: See example assignments on Bb.**

**Design (2)** comprehensive, progressive fitness program for a client or patient with spinal cord injury, multiple sclerosis, epilepsy, and cerebral palsy (**pick 2 of the 4**). Use the case studies posted on Blackboard when designing your programs.

**Program topics include:** signs and symptoms of autonomic dysreflexia, precipitators of autonomic dysreflexia, clinical classifications and characteristics of MS, exercise benefits/risks, disease prevention, modifiable risk factors, health/medical history, exercise contraindications, components/principles of fitness & the F.I.T.T principle, exercise modifications/individual differences, environmental factors and ADL's.

**Upload and submit your completed (Microsoft Word Document) via Bb by the **module due date May 24, 11:55 p.m.****

**Note: to upload your assignments go to the Course Content tab on the left hand column of Bb, select the appropriate module, select the Assignment folder, select the link at the bottom of the assignment, then scroll to the bottom and select the Browse tab, select the assignment on your computer, and click the Submit bottom.**

**Example:** Course Calendar to help keep you on schedule

## *Course Calendar*

Wk	Date	Topic
1	01-25	<p style="text-align: center;"><b>Module 1: Clients Who are Pregnant, Older, or Preadolescent</b></p> <p style="text-align: center;">Review Module 1 on Bb Review Module 1 on Bb</p> <p style="text-align: center;"><i>NSCA's Essentials of Personal Training</i> chaps. 1, 2, 9, 10, 18 (Reference chaps. 12-16 when developing programs)</p> <p style="text-align: center;"><i>ACSM's guidelines for exercise testing and prescription</i> chaps 1, 2, 7, 8, 10 (pp. 256-258)</p> <p style="text-align: center;">Reference Module PPT Presentations Complete Case Studies (Program Designs)</p>
	01-27	<p style="text-align: center;"><b>Module 1: Clients Who are Pregnant, Older, or Preadolescent</b></p> <p style="text-align: center;">Review Module 1 on Bb Review Module 1 on Bb</p> <p style="text-align: center;"><i>NSCA's Essentials of Personal Training</i> chaps. 1, 2, 9, 10, 18 (Reference chaps. 12-16 when developing programs)</p> <p style="text-align: center;"><i>ACSM's guidelines for exercise testing and prescription</i> chaps 1, 2, 7, 8, 10 (pp. 256-258)</p> <p style="text-align: center;">Reference Module PPT Presentations Complete Case Studies (Program Designs)</p>
2	02-01	<p style="text-align: center;"><b>Module 1: Clients Who are Pregnant, Older, or Preadolescent</b></p> <p style="text-align: center;">Review Module 1 on Bb Review Module 1 on Bb</p> <p style="text-align: center;"><i>NSCA's Essentials of Personal Training</i> chaps. 1, 2, 9, 10, 18 (Reference chaps. 12-16 when developing programs)</p> <p style="text-align: center;"><i>ACSM's guidelines for exercise testing and prescription</i> chaps 1, 2, 7, 8, 10 (pp. 256-258)</p> <p style="text-align: center;">Reference Module PPT Presentations Complete Case Studies (Program Designs)</p>
	02-03	<p style="text-align: center;"><b>Module 1: Clients Who are Pregnant, Older, or Preadolescent</b></p> <p style="text-align: center;">Review Module 1 on Bb Review Module 1 on Bb</p> <p style="text-align: center;"><i>NSCA's Essentials of Personal Training</i> chaps. 1, 2, 9, 10, 18 (Reference chaps. 12-16 when developing programs)</p> <p style="text-align: center;"><i>ACSM's guidelines for exercise testing and prescription</i> chaps 1, 2, 7, 8, 10 (pp. 256-258)</p> <p style="text-align: center;">Reference Module PPT Presentations Complete Case Studies (Program Designs)</p>

3	02-08	<p><b>Module 1: Clients Who are Pregnant, Older, or Preadolescent</b>  Review Module 1 on Bb  Review Module 1 on Bb  <i>NSCA's Essentials of Personal Training</i> chaps. 1, 2, 9, 10, 18  (Reference chaps. 12-16 when developing programs)  <i>ACSM's guidelines for exercise testing and prescription</i> chaps 1, 2, 7, 8, 10 (pp. 256-258)  Reference Module PPT Presentations  Complete Case Studies (Program Designs)</p>
	02-10	<p><b>Module 1: Clients Who are Pregnant, Older, or Preadolescent</b>  Review Module 1 on Bb  Review Module 1 on Bb  <i>NSCA's Essentials of Personal Training</i> chaps. 1, 2, 9, 10, 18  (Reference chaps. 12-16 when developing programs)  <i>ACSM's guidelines for exercise testing and prescription</i> chaps 1, 2, 7, 8, 10 (pp. 256-258)  Reference Module PPT Presentations  Complete Case Studies (Program Designs)</p>
4	02-15	<p><b>Module 1: Clients Who are Pregnant, Older, or Preadolescent</b>  Review Module 1 on Bb  Review Module 1 on Bb  <i>NSCA's Essentials of Personal Training</i> chaps. 1, 2, 9, 10, 18  (Reference chaps. 12-16 when developing programs)  <i>ACSM's guidelines for exercise testing and prescription</i> chaps 1, 2, 7, 8, 10 (pp. 256-258)  Reference Module PPT Presentations  Complete Case Studies (Program Designs)</p>
	02-17	<p><b>Module 1: Clients Who are Pregnant, Older, or Preadolescent</b>  <b>Assignment 1 Due: Submit on Blackboard (Bb)</b>  <b>Complete Exam 1</b></p>
5	02-22	<p><b>Module 2: Clients With Nutritional and Metabolic Concerns</b>  Review Module 2 on Bb  <i>NSCA's Essentials of Personal Training</i> chaps. 7, 8, 10, 19  (Reference chaps. 12-16 when developing programs)  <i>ACSM's guidelines for exercise testing and prescription</i> chaps 3, 4, 10 (pp. 232-236, 244-246, 248-255)  Reference Module PPT Presentations  Complete Case Studies (Program Designs)</p>
	02-24	<p><b>Module 2: Clients With Nutritional and Metabolic Concerns</b>  Review Module 2 on Bb  <i>NSCA's Essentials of Personal Training</i> chaps. 7, 8, 10, 19  (Reference chaps. 12-16 when developing programs)  <i>ACSM's guidelines for exercise testing and prescription</i> chaps 3, 4, 10 (pp. 232-</p>

		<p>236, 244-246, 248-255)  Reference Module PPT Presentations  Complete Case Studies (Program Designs)</p>
6	03-01	<p><b>Module 2: Clients With Nutritional and Metabolic Concerns</b>  Review Module 2 on Bb  <i>NSCA's Essentials of Personal Training</i> chaps. 7, 8, 10, 19  (Reference chaps. 12-16 when developing programs)  <i>ACSM's guidelines for exercise testing and prescription</i> chaps 3, 4, 10 (pp. 232-236, 244-246, 248-255)  Reference Module PPT Presentations  Complete Case Studies (Program Designs)</p>
	03-03	<p><b>Module 2: Clients With Nutritional and Metabolic Concerns</b>  Review Module 2 on Bb  <i>NSCA's Essentials of Personal Training</i> chaps. 7, 8, 10, 19  (Reference chaps. 12-16 when developing programs)  <i>ACSM's guidelines for exercise testing and prescription</i> chaps 3, 4, 10 (pp. 232-236, 244-246, 248-255)  Reference Module PPT Presentations  Complete Case Studies (Program Designs)</p>
7	03-08	<p><b>Module 2: Clients With Nutritional and Metabolic Concerns</b>  Review Module 2 on Bb  <i>NSCA's Essentials of Personal Training</i> chaps. 7, 8, 10, 19  (Reference chaps. 12-16 when developing programs)  <i>ACSM's guidelines for exercise testing and prescription</i> chaps 3, 4, 10 (pp. 232-236, 244-246, 248-255)  Reference Module PPT Presentations  Complete Case Studies (Program Designs)</p>
	03-10	<p><b>Module 2: Clients With Nutritional and Metabolic Concerns</b>  Review Module 2 on Bb  <i>NSCA's Essentials of Personal Training</i> chaps. 7, 8, 10, 19  (Reference chaps. 12-16 when developing programs)  <i>ACSM's guidelines for exercise testing and prescription</i> chaps 3, 4, 10 (pp. 232-236, 244-246, 248-255)  Reference Module PPT Presentations  Complete Case Studies (Program Designs)</p>
8	03-15	<p><b>Module 2: Clients With Nutritional and Metabolic Concerns</b>  Review Module 2 on Bb  <i>NSCA's Essentials of Personal Training</i> chaps. 7, 8, 10, 19  (Reference chaps. 12-16 when developing programs)  <i>ACSM's guidelines for exercise testing and prescription</i> chaps 3, 4, 10 (pp. 232-236, 244-246, 248-255)  Reference Module PPT Presentations  Complete Case Studies (Program Designs)</p>

	03-17	<p align="center"><b>Module 2: Clients With Nutritional and Metabolic Concerns</b>  <b>Assignment 2 Due: Submit on Blackboard (Bb)</b>  Complete <u>Exam 2</u></p>
9	03-22	<b>SPRING BREAK!!!</b>
	03-24	<b>SPRING BREAK!!!</b>
10	03-29	<p align="center"><b>Module 3: Clients With Cardiovascular and Respiratory Conditions</b>  Review Module 3 on Bb  <i>NSCA's Essentials of Personal Training</i> chaps. 5, 6, 16, 20  (Reference chaps. 12-16 when developing programs)  <i>ACSM's guidelines for exercise testing and prescription</i> chaps 6, 9, 10 (pp. 248-249, 258-262)  Reference Module PPT Presentations  Complete Case Studies (Program Designs)</p>
	03-31	<p align="center"><b>Module 3: Clients With Cardiovascular and Respiratory Conditions</b>  Review Module 3 on Bb  <i>NSCA's Essentials of Personal Training</i> chaps. 5, 6, 16, 20  (Reference chaps. 12-16 when developing programs)  <i>ACSM's guidelines for exercise testing and prescription</i> chaps 6, 9, 10 (pp. 248-249, 258-262)  Reference Module PPT Presentations  Complete Case Studies (Program Designs)</p>
11	04-05	<p align="center"><b>Module 3: Clients With Cardiovascular and Respiratory Conditions</b>  Review Module 3 on Bb  <i>NSCA's Essentials of Personal Training</i> chaps. 5, 6, 16, 20  (Reference chaps. 12-16 when developing programs)  <i>ACSM's guidelines for exercise testing and prescription</i> chaps 6, 9, 10 (pp. 248-249, 258-262)  Reference Module PPT Presentations  Complete Case Studies (Program Designs)</p>
	04-07	<p align="center"><b>Module 3: Clients With Cardiovascular and Respiratory Conditions</b>  Review Module 3 on Bb  <i>NSCA's Essentials of Personal Training</i> chaps. 5, 6, 16, 20  (Reference chaps. 12-16 when developing programs)  <i>ACSM's guidelines for exercise testing and prescription</i> chaps 6, 9, 10 (pp. 248-249, 258-262)  Reference Module PPT Presentations  Complete Case Studies (Program Designs)</p>

12	04-12	<p><b>Module 3: Clients With Cardiovascular and Respiratory Conditions</b>  Review Module 3 on Bb  <i>NSCA's Essentials of Personal Training</i> chaps. 5, 6, 16, 20  (Reference chaps. 12-16 when developing programs)  <i>ACSM's guidelines for exercise testing and prescription</i> chaps 6, 9, 10 (pp. 248-249, 258-262)  Reference Module PPT Presentations  Complete Case Studies (Program Designs)</p>
	04-14	<p><b>Module 3: Clients With Cardiovascular and Respiratory Conditions</b>  <b>Assignment 3 Due: Submit on Blackboard (Bb)</b>  <b>Complete Exam 3</b></p>
13	04-19	<p><b>Module 4: Clients With Orthopedic, Injury, and Rehabilitation Concerns</b>  <i>NSCA's Essentials of Personal Training</i> chaps. 3, 4, 11, 21  (Reference chaps. 12-16 when developing programs)  <i>ACSM's guidelines for exercise testing and prescription</i> chap. 5, Review chaps. 2, 4, 7  Reference: Module PPT Presentations  Arthritis Foundation <a href="http://www.arthritis.org/default.asp">http://www.arthritis.org/default.asp</a>  American Academy of Orthopedic Surgeons <a href="http://www.aaos.org/">http://www.aaos.org/</a>  Complete Case Studies (Program Designs)</p>
	04-21	<p><b>Module 4: Clients With Orthopedic, Injury, and Rehabilitation Concerns</b>  <i>NSCA's Essentials of Personal Training</i> chaps. 3, 4, 11, 21  (Reference chaps. 12-16 when developing programs)  <i>ACSM's guidelines for exercise testing and prescription</i> chap. 5, Review chaps. 2, 4, 7  Reference: Module PPT Presentations  Arthritis Foundation <a href="http://www.arthritis.org/default.asp">http://www.arthritis.org/default.asp</a>  American Academy of Orthopedic Surgeons <a href="http://www.aaos.org/">http://www.aaos.org/</a>  Complete Case Studies (Program Designs)</p>
14	04-26	<p><b>Module 4: Clients With Orthopedic, Injury, and Rehabilitation Concerns</b>  <i>NSCA's Essentials of Personal Training</i> chaps. 3, 4, 11, 21  (Reference chaps. 12-16 when developing programs)  <i>ACSM's guidelines for exercise testing and prescription</i> chap. 5, Review chaps. 2, 4, 7  Reference: Module PPT Presentations  Arthritis Foundation <a href="http://www.arthritis.org/default.asp">http://www.arthritis.org/default.asp</a>  American Academy of Orthopedic Surgeons <a href="http://www.aaos.org/">http://www.aaos.org/</a>  Complete Case Studies (Program Designs)</p>
	04-28	<p><b>Module 4: Clients With Orthopedic, Injury, and Rehabilitation Concerns</b>  <i>NSCA's Essentials of Personal Training</i> chaps. 3, 4, 11, 21  (Reference chaps. 12-16 when developing programs)  <i>ACSM's guidelines for exercise testing and prescription</i> chap. 5, Review chaps. 2, 4, 7</p>

		<p>Reference: Module PPT Presentations  Arthritis Foundation <a href="http://www.arthritis.org/default.asp">http://www.arthritis.org/default.asp</a>  American Academy of Orthopedic Surgeons <a href="http://www.aaos.org/">http://www.aaos.org/</a>  Complete Case Studies (Program Designs)</p>
15	05-03	<p><b>Module 4: Clients With Orthopedic, Injury, and Rehabilitation Concerns</b>  <i>NSCA's Essentials of Personal Training</i> chaps. 3, 4, 11, 21  (Reference chaps. 12-16 when developing programs)  <i>ACSM's guidelines for exercise testing and prescription</i> chap. 5, Review chaps. 2, 4, 7</p> <p>Reference: Module PPT Presentations  Arthritis Foundation <a href="http://www.arthritis.org/default.asp">http://www.arthritis.org/default.asp</a>  American Academy of Orthopedic Surgeons <a href="http://www.aaos.org/">http://www.aaos.org/</a>  Complete Case Studies (Program Designs)</p>
	05-05	<p><b>Module 4: Clients With Orthopedic, Injury, and Rehabilitation Concerns</b>  <b>Assignment 4 Due: Submit on Blackboard (Bb)</b>  <b>Complete Exam 4</b></p>
16	05-10	<p><b>Module 5: Clients With Spinal Cord Injury, Multiple Sclerosis, Epilepsy, and Cerebral Palsy</b>  <i>NSCA's Essentials of Personal Training</i> chap. 22, Review chaps. 18-21  (Reference chaps. 12-16 when developing programs)  <i>ACSM's guidelines for exercise testing and prescription</i> Review chaps. 8-10</p> <p>Reference: Module PPT Presentations  Complete Case Studies (Program Designs)</p>
	05-12	<p><b>Module 5: Clients With Spinal Cord Injury, Multiple Sclerosis, Epilepsy, and Cerebral Palsy</b>  <i>NSCA's Essentials of Personal Training</i> chap. 22, Review chaps. 18-21  (Reference chaps. 12-16 when developing programs)  <i>ACSM's guidelines for exercise testing and prescription</i> Review chaps. 8-10</p> <p>Reference: Module PPT Presentations  Complete Case Studies (Program Designs)</p>
17	05-17	<p><b>Module 5: Clients With Spinal Cord Injury, Multiple Sclerosis, Epilepsy, and Cerebral Palsy</b>  <i>NSCA's Essentials of Personal Training</i> chap. 22, Review chaps. 18-21  (Reference chaps. 12-16 when developing programs)  <i>ACSM's guidelines for exercise testing and prescription</i> Review chaps. 8-10</p> <p>Reference: Module PPT Presentations  Complete Case Studies (Program Designs)</p>
	05-19	<p><b>Module 5: Clients With Spinal Cord Injury, Multiple Sclerosis, Epilepsy, and Cerebral Palsy</b>  <i>NSCA's Essentials of Personal Training</i> chap. 22, Review chaps. 18-21  (Reference chaps. 12-16 when developing programs)  <i>ACSM's guidelines for exercise testing and prescription</i> Review chaps. 8-10</p> <p>Reference: Module PPT Presentations</p>

		Complete Case Studies (Program Designs)
18	05-24	<p style="text-align: center;"><b>FINAL EXAM WEEK!</b></p> <p style="text-align: center;"><b>Assignment 5 Due: Submit on Blackboard (Bb)</b> <b>Complete Exam 5</b></p>

### Assignment Grading Rubric

Assignments	Outstanding (9-10 points)	Acceptable (8 points)	Needs Improvement (7 points)
	<p>Learner demonstrates a well-developed focus, thorough points of development, and a logical pattern of organization of ideas and concepts. The original posting covers the topic thoroughly, demonstrates substantial reflection and/or self-assessment, exhibits a broad integration of readings, and reveals conceptual knowledge and skills.</p> <p>Learner demonstrates exemplary accomplishment of task. ---Consistently appropriate and precise language for the assignment. --Consistently clear divisions between the writer's voice and the sources used to support claims. --Consistent and clear use of standard American English in grammar and punctuation.</p>	<p>Learner demonstrates noticeable focus, adequate points of development, and a noticeable pattern of organization of discussion ideas and concepts. Learner's original discussion posting partially covers the topic, demonstrates some reflection and/or self-assessment, exhibits a sporadic integration of readings, and reveals incomplete conceptual knowledge and skills.</p> <p>Learner demonstrates adequate accomplishment of task. --Somewhat precise language. --Irregular divisions between the writer's voice and the sources used to support claims. --Lapses in use of standard American English in grammar and punctuation.</p>	<p>Learner demonstrates no clear focus, no clear development, and no clear organizational pattern of discussion ideas and concepts. Learner fails to post or original posting demonstrates no reflection or self-assessment, did not exhibit integration of reading, is deficient in conceptual knowledge and/or skills.</p> <p>Learner demonstrates incomplete attempt to address the task. --Frequent lapses in concrete language. --Consistent irregularity in divisions between the writer's voice and the sources used to support claims. --Consistent lapses in use of standard American English in grammar and punctuation.</p>