This syllabus, posted on Blackboard, supersedes any and all other published syllabi for the same course for the Fall 2012 semester.

Texas A&M University-Corpus Christi
Exercise Testing-Prescription

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KINE 4340
Meeting Times: TR 1230-145

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I. COURSE DESCRIPTION

Exercise Testing and Prescription, KINE 4340.001: This course provides classroom and hands-on experience addressing all facets of exercise testing and prescription ranging from health appraisal, physical fitness testing, principles of exercise prescription, clinical exercise prescription, and special populations.

Prerequisites: 1. (Prerequisite course required-BIOL2401 or Prerequisite course required-KINE2325) and Prerequisite course required-KINE4312 and (Prerequisite course required-KINE1320 or Prerequisite course required-KINE2313);

II. RATIONALE

This course will provide the student with specialized knowledge pertaining to exercise testing and prescription. The course is designed to in part prepare the student for higher level certification in the area exercise science.

III. STATE ADOPTED PROFICIENCIES FOR TEACHERS AND/OR ADMINISTRATORS/COUNSELORS

A. LEARNER-CENTERED KNOWLEDGE: The teacher possesses and draws on a rich knowledge base of content, pedagogy, and technology to provide relevant and meaningful learning experiences for all students.

B. LEARNER-CENTERED INSTRUCTION: To create a learner-centered community, the teacher collaboratively identifies needs; and plans, implements, and assesses instruction using technology and other resources.

C. EQUITY IN EXCELLENCE FOR ALL LEARNERS: The teacher responds appropriately to diverse groups of learners.
D. LEARNER-CENTERED COMMUNICATION: While acting as an advocate for all students and the school, the teacher demonstrates effective professional and interpersonal communication skills.

E. LEARNER-CENTERED PROFESSIONAL DEVELOPMENT: The teacher, as a reflective practitioner dedicated to all students’ success, demonstrates a commitment to learn, to improve the profession, and to maintain ethics and personal integrity.

IV. TEXES COMPETENCIES & CAATE COMPETENCIES & PROFICIENCIES

A. TEXES COMPETENCIES

Competency 002 - Physical education teacher applies principles and concepts of fitness and fitness development/maintenance to evaluate, select, and adapt activities that help learners achieve and maintain appropriate fitness levels.

Competency 003 - The teacher appreciates human diversity, recognizes how diversity in the classroom and the community may affect learning and creating a classroom environment in which both the diversity of groups and the uniqueness of individuals are recognized and celebrated.

Competency 004 - Fitness-related health, nutrition, and safety. The physical education teacher knows health, nutrition, and safety principles and practices related to fitness/performance and encourages learners to apply these principles and practices.

Competency 011 - Legal, ethical, medical, and safety issues. The physical education teacher understands legal, ethical, medical, and safety issues relating to physical education programs and applies this understanding in a variety of contexts.

B. NATIONAL COMPETENCIES & PROFICIENCIES FOR ATHLETIC TRAINING (CAATE 4th Ed.)

Diagnosis Competencies Taught & Evaluated:

DI-C3: Describe the physiological and psychological effects of physical activity and their impact on performance.

Psychosocial Competencies Taught & Evaluated:

PS-C2: Explain the stress-response model and the psychological and emotional responses to trauma and forced inactivity.

PS-C3: Describe the motivational techniques that the athletic trainer must use during injury rehabilitation and reconditioning.
PS-C4: Describe the basic principles of mental preparation, relaxation, visualization, and desensitization techniques.

PS-C5: Describe the basic principles of general personality traits, associated trait anxiety, locus of control, and patient and social environment interactions.

PS-C6: Explain the importance of providing health care information to patients, parents/guardians, and others regarding the psychological and emotional well being of the patient.

PS-C9: Explain the basic principles of counseling (discussion, active listening, and resolution) and the various strategies that certified athletic trainers may employ to avoid and resolve conflicts among superiors, peers, and subordinates.

PS-C12: Describe the basic signs and symptoms of mental disorders (psychoses), emotional disorders (neuroses, depression), or personal/social conflict (family problems, academic or emotional stress, personal assault or abuse, sexual assault, sexual harassment), the contemporary personal, school, and community health service agencies, such as community-based psychological and social support services that treat these conditions and the appropriate referral procedures for accessing these health service agencies.

Nutrition Competencies Taught & Evaluated:

NU-C14: Describe disordered eating and eating disorders (i.e., signs, symptoms, physical and psychological consequences, referral systems).

V. COURSE OBJECTIVES/LEARNING OUTCOMES

Given lectures, discussions, videos and/or field experiences, the student will be able to;

A. Demonstrate knowledge of the structure and function of the body as it relates to physical activity.

B. Demonstrate proficiency in testing different systems in the body, both performance and health oriented.

C. State representative values of the various body systems at rest, sub-maximal exercise, and maximal exertion.

D. Identify proper functional changes, as they occur, in response to a session of exercise.

E. Identify laboratory procedures with respect to exercise testing and prescription.

F. Identify the scientific body of knowledge in exercise physiology.

E. To know basic and advanced premises as well as manipulation of exercise prescription for both healthy and special populations.
VI. COURSE TOPICS

The major topics to be considered are:

A. concepts and physical risk factors of diseases, and physical activity;
B. risk factor identification and screening; risk stratification;
C. assessment of basic and advanced fitness-related characteristics;
D. basic and advanced exercise prescription;
E. metabolic formulas to determine oxygen consumption and caloric expenditure for multiple modes of exercise;
F. prescription and assessment for clinical populations

VII. INSTRUCTIONAL METHODS AND ACTIVITIES

A. Traditional lecture via power point, classroom discussion, independent learning, and online instruction/readings.
B. Classroom participation activities

VIII. EVALUATION AND GRADE ASSIGNMENT

The method of evaluation and the criteria for grade assignment are:

A. Requirements and point values. The total number of quizzes and in-class point opportunities are tentative. Therefore, the point values listed may vary.

<table>
<thead>
<tr>
<th>Evaluation Component</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Three tests, 120-140 pts. each</td>
<td>380 points</td>
</tr>
<tr>
<td>Final Test</td>
<td>200 points</td>
</tr>
<tr>
<td>Literature Assignments</td>
<td>up to 100 points</td>
</tr>
<tr>
<td>Possible in-class presentations</td>
<td>25 points each</td>
</tr>
<tr>
<td>Full Fitness Evaluation</td>
<td>100 points</td>
</tr>
<tr>
<td>Final Special Pops Presentation</td>
<td>100 points</td>
</tr>
<tr>
<td>Skills Exam</td>
<td>50 points</td>
</tr>
</tbody>
</table>

Literature Assignments: Students will be provided with essential readings regarding exercisers in special classifications. Students will work independently to answer questions posed by the instructor. Questions and answers will be provided to the instructor in document form. Students will be responsible for this information for examination purposes.

Possible In-Class Presentations: Presentations may range from hot-topic, 5-minute PowerPoint presentation on exercise topic of choice to be followed with discussion
and questions to a more thorough presentation detailing special population needs with
exercise. This assignment may not be offered given time factors and the number of
students in the class.

Full Fitness Evaluation: A full fitness evaluation will be conducted on yourself, another
person in class, or a volunteer. You will test a subject in all areas of fitness with one or
more tests. You will interpret the tests and write a proper prescription based on results.

Skills Exam: Students are held accountable for skills learned in class and must present
their skills to an instructor at the end of the course. Student skills will be highly
scrutinized for competency and knowledge.

Final Special Pops Presentation: Students will choose an instructor approved special
population. Using instructor guidelines, students will design a professional poster
presentation to be presented at the "Exercise Is Medicine Symposium". Students will
be evaluated on knowledge of that special population, meeting requirements of the
assignment, and quality of presentation.

*Points, test values, and numbers of assignments may be altered to best reflect the
needs of the class

B. Grading Scale:

90-100% = A
80-89%  = B
70-79%  = C
60-69%  = D
59% and below = F

Exams: may constitute any material from the book or demonstrations by students or the
instructor.

YOUR EVALUATIONS IN THIS COURSE WILL DRAW ON NOT ONLY INFORMATION
PRESENTED IN THIS COURSE, BUT ALSO THE SUM TOTAL OF YOUR KINESIOLOGY-
BASED EDUCATION. DO NOT EXPECT A SPECIFIC REGURGITATION OF INFORMATION
ON YOUR EXAMS. I WILL PRESENT THE MORE DIFFICULT AREAS, YOU ARE IN
CHARGE OF ABSORBING (LEARNING) RELATED INFORMATION.

Skills Assessment: Depending on the size and timing of the class, the SA may be done
orally or as part of the final exam.

There will be an assessment of your skills/proficiency for the performance of a cross-section of
tests performed during the class. Skills to be assessed will include: blood pressure, 7 site body
composition site identification (verbal and physical) and caliper technique, muscular strength
and endurance testing, and cycle ergometer submaximal testing technique.

THE MAJORITY OF TESTING QUESTIONS ARE ACTUAL ACSM CERTIFICATION
QUESTIONs.

NOTE REGARDING YOUR GRADES: At the end of the semester, I will not even consider
rounding up your grade or passing you on a close grade unless you have done the
following: a) seen me (in person) for help on a regular basis, b) completed all point opportunities, and c) bothered to ask questions regularly in class.

**NOTE REGARDING QUALITY OF YOUR WORK:** If any work done on behalf of this class is not performed at a standard expected of a junior or senior in college, it either will not be graded or it will be severely penalized. I will not give partial credit for a partially completed assignment, a sloppy assignment, an assignment that was obviously completed in a big hurry to beat a deadline, or because you didn’t read the instructions. You will simply receive a zero. These assignments will not be allowed to be made up once the grade is assigned. You can avoid this problem by simply doing a quality job the first time. For class quizzes, which will be done at the beginning of class, your writing must be legible. If I can’t read something, it is wrong.

**NOTE REGARDING SUBMISSION OF YOUR ASSIGNMENTS:** All work in this class is to be submitted as an attached word document unless otherwise specified. It is your burden to work with the instructor during the first assignment to get your format correct and then use it consistently throughout the semester. Word Perfect (.wps) files, some Mac formats, and the newest Windows programs do not open on most university computers. We currently use Windows 2007. It is your job to save your documents in a format that can be opened by the instructor.

**IX. COURSE SCHEDULE AND POLICIES**

**Note:** course and test schedules may be altered to best fit the schedule.

A. If you forgotten the professors name, office, phone, class meeting place, and office hours, they are located at the beginning of the syllabus.

**Unit I;** Weeks 1-3

- Chapter 1: Physical Activity, Health, and Chronic Disease
- Chapter 2: Preliminary Health Classification and Screening
- Chapter 3: Principles of Assessment, Prescription, and Exercise Adherence

**Test # 1**

**Unit II;** Weeks 4-7

- Chapter 8: Assessing Body Composition
- Chapter 6: Assessing Muscular Fitness
- Chapter 10: Assessing Flexibility
- Chapter 7: Designing Resistance Training Programs

**Test # 2**
Unit III; Weeks 8-11

Chapter 4: Assessing Cardiorespiratory Fitness

Chapter 5: Designing Cardiorespiratory Exercise Programs

Test # 3

Unit IV

Final Cumulative Exam

Skills assessment performed

B. Class Policies

1. Lack of attendance, for any reason (legit or not), can hurt your grade. There is no credit for coming to class. If you must be absent or do have a conflict, take responsibility for yourself for all missed materials by obtaining notes and making arrangements as needed.

2. The highest level of professional decorum is expected in the classroom. Please conduct yourself accordingly. If you are tired and feel like sleeping, please stand and take your notes to the side of the class or excuse yourself if you must.

3. Please turn off your cell phones in class. Should you have a pending emergency, please tell me if you must leave it on. If you text message or send emails in class (computer, phone, or otherwise) I will ask you to leave. If you don’t or do it again, I will have you removed from the class. You may not use cell-phone calculators on any exams or quizzes.

4. You may not use a computer in class for anything other than taking notes. If you are not using the computers in the classroom for note-taking, please push them down into the desk. Use of computers for any other function during class will be considered disruptive. If you are one of those people who like taking notes on the computer during class and surfing elsewhere between notes, please cease this practice.

5. While most people know smoking is not allowed in class, too many haven’t figured out that smokeless tobacco is not allowed either, as per university policies. No smokeless tobacco in class. While not currently addressed by university policy, I do not allow the use of mechanical cigarettes in class, even if they only emit water vapor.
X. TEXTBOOK


I also recommend using the e-book version of this text. It is less than a used text and half as much of a new text. You keep it when the class is done.


Due to the urgency of providing the latest information in this changing area, I DO NOT recommend using any previous version of this text.

XI. BIBLIOGRAPHY


 XII. GRADE APPEALS

As stated in University Rule 13.02.99.C2, Student Grade Appeals, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Rule 13.02.99.C2, Student Grade Appeals, and University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures. These documents are accessible through the University Rules Web site at http://www.tamucc.edu/provost/university_rules/index.html. For assistance and/or guidance in the grade appeal process, students may contact the Office of Student Affairs.

Academic Honesty

University students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, forgery, or plagiarism. (Plagiarism is the presentation of the work of another as one’s own work.)

Disciplinary action for academic misconduct is the responsibility of the faculty member assigned to the course. The faculty member is charged with assessing the gravity of any case of academic dishonesty, and with giving sanction to any student involved. Penalties that may be applied to individual cases of academic dishonesty include one or more of the following:

A. Written reprimand;

B. Requirement to re-do work in question;

C. Requirement to submit additional work;

D. Lowering of grade on work in question;

E. Assigning grade of “F” to work in question;

F. Assigning grade of “F” for course;

G. Recommendation for more severe punishment.

If the faculty member determines that assigning a grade of “F” to the course is the appropriate penalty and this disciplinary action occurs prior to the deadline for dropping courses, the student forfeits his/her right to drop the course in question.
The faculty member may file a record of cases of academic dishonesty, including a description of the disciplinary action taken, along with any materials involved, with his or her college dean and the Office of Student Affairs. The office of the academic dean of the college in which the offense took place will maintain records of all cases of academic dishonesty reported for a period of not more than two years. Any student who has been penalized for academic dishonesty has the right to appeal the judgment or the penalty assessed (See XII above).

What is also considered dishonest with reference to this class?

A. using an assignment from a previous semester, no matter where it came from, to produce your own (my electronic checker will catch this)

B. file swapping with a partner to produce your work, loaning your work to another person to "model" as the borrower may take more than you think putting you both in trouble

C. failure to properly cite resources in your lab report or assignments

D. using any form of outside help other than your mind on any test or quiz, calculators without Internet or note-taking capabilities might be allowed at the professor’s discretion.

E. unethically obtaining copies of exams etc.

F. photographing or copying ANY quiz or test materials for any purpose with ANY device

G. anything else that falls under the umbrella of dishonest conduct that common sense would dictate as unethical

XIII. DISABILITIES AND ACCOMMODATIONS

Americans with Disabilities Act (ADA) -The ADA is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disability. If you believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in Corpus Christi Hall (CCH) 116.

If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.