Fall 2013

Meeting Location: SDSU Fitness Clinic for Individuals with Disabilities PG 151-C

Meeting Times:
1. Mon/Wed 9:00 am – 10:15 am
2. Mon/Wed 10:30 am – 11:45 am
3. Mon/Wed noon – 1:15 pm
4. Mon/Wed 2:00 pm-3:15 pm
5. Tues/Thurs 8:00 am-9:15 am
6. Tues/Thurs 9:30 am – 10:45 am
7. Tues/Thurs 11:00 am – 12:15 pm
8. Tues/Thurs 12:30 pm – 1:45 pm
9. Tues/Thurs 2:00 pm - 3:15 pm
10. Tues/Thurs 4:30pm-5:45pm
11. Tues/Thurs 6:00 pm – 7:15 pm
12. Friday 9:00am–11:45 am
13. Friday 10:30 - 1:15 pm

Mandatory ROM Training (Must attend one of the five options):
1. Wed, Aug 28, 3:30-6:30pm
2. Fri, Aug 30, 1:30-3:30pm
3. Tue, Sept 3, 3:30-6:30pm
4. Wed, Sept 4, 3:30-6:30pm
5. Fri, Sept 6, 1:30-4:30pm

Contact Information
Jan Thurman, MPH, RKT, LMT
E-mail: jthurman@projects.sdsu.edu
Office hours to be arranged, PG 151-C
Clinic hours: MW 9:00-11:45pm, T TH 8:00-12:15pm

Matt Soto, BS, RKT
E-mail: sdsusoto@gmail.com
Office hours to be arranged, PG 151-C
Clinic hours: MW 12- 1:15pm, 2:00-3:15pm, TTH 12:30-3:15pm, 6-7:15pm, & Fri 9-1:15pm

Course prerequisites (bring proof to class)
ENS 363

Required course materials (Available at Aztec Shops)
- Aaron Mattes’ Active Isolated Stretching by Aaron L. Mattes
Purpose of the Course
This course is designed to offer students a culminating experience in a fitness clinic specializing in prescribed exercise programming for clients with varying disabilities. Due to the wide variety of disabilities represented in the client base, the ability of the lab students to adapt to the individual client’s needs is a necessity.

Course overview or description
This is a supervised clinical experience working in an adapted fitness center on campus assisting clients through a fitness program.

School of ENS learning goals and objectives met by ENS 388:
Learning Goal 1. Demonstrate core critical thinking skills and dispositions to ask and answer questions relevant to exercise and nutritional science
Objective 1.2: Evaluate alternative solutions to a discipline-based problem.
Objective 1.4: Critically evaluate current trends and practices using disciplinary knowledge.
Objective 1.5: Actively seek out discipline-based questions as opportunities to apply core critical thinking skills.

*Learning Goal 2: Demonstrate effective oral, written, and other interpersonal skills to help communicate knowledge and promote health and wellbeing in diverse communities.
Objective 2.1: Use effective technical writing skills to communicate information about exercise and nutritional science.
Objective 2.2: Use effective oral presentation skills to present information to peers and other professionals.
Objective 2.3: Use effective interpersonal skills as part of an ongoing and guided dialogue with individuals who may benefit from modifying their health behavior.

*Learning Goal 4. Use an array of technologies to support inquiry and professional practice
Objective 4.1: Use the internet and e-mail to communicate with others and find valid information.
Objective 4.2: Use various technology instrumentations to measure phenomena of interest.

*Learning Goal 5. Demonstrate ethical decision making, cultural competency, and civic responsibility when applying knowledge of exercise and nutritional science.
Objective 5.2: Use non-discriminatory/inclusive language when working with peers and clients in on-campus and off-campus settings.

Objective 5.3: Design an exercise/nutrition prescription or lesson plan that considers cultural differences that may influence implementation.

Objective 5.4: Participate in a student/professional organization or community service activity related to exercise and nutritional science.

*Learning Goal 6. Use biological, behavioral, psychosocial, and ecological theory-based perspectives to design and evaluate behavior change interventions in exercise and nutritional science.

Objective 6.3: Integrate multilevel determinants into behavior change interventions for individuals, communities, and populations.

Objective 6.4: Evaluate the efficacy and effectiveness of behavior change interventions in exercise and nutritional science.

*Learning Goal 8. Demonstrate the ability to integrate and apply knowledge and skills through experiential learning opportunities.

Objective 8.1: Implement a physical activity, rehabilitative, or nutritional plan in an applied setting and assess its effectiveness.

Objective 8.2: Administer assessments in a variety of special populations, including children/adolescents, young adults, and older adults.

Objective 8.3: Organize and structure learning and research environments to maximize their quality and safety.

Course learning objectives
1. Assess clients resting vitals (HR & BP)
2. Assess clients ongoing progression towards goals
3. Write quality documentation including short-term and long-term SMART goals for each client
4. Support clients through their individually prescribed exercise program
5. Demonstrate interpersonal skills to help communicate information about exercise, nutrition, and general wellness
6. Illustrate the ability to design and modify exercise programming for clients specific needs
7. Illustrate knowledge of disease and disability
8. Perform AIS with clients
**Course Outline**

Attendance: Regular attendance is expected and critical to achieve success in this course. If you are unable to attend class please email your instructor at least one week PRIOR to the class session (or ASAP).

Class begins with two and a half weeks of training within the facility during scheduled class periods and an additional 3 hour ROM, transfer, and equipment training session. Clients participate September 11 through December 13. The semester officially ends December 11th, but we expect you to complete the week. Let us know very early if you have a final conflict.

**Assessment & Grading**

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<thead>
<tr>
<th>Component</th>
<th>Points</th>
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<tbody>
<tr>
<td>Attendance</td>
<td>100</td>
</tr>
<tr>
<td>Documentation</td>
<td>40</td>
</tr>
<tr>
<td>Professionalism</td>
<td>40</td>
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<tr>
<td>Pop quiz (online post training)</td>
<td>25</td>
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<tr>
<td>AIS Practice Assignment</td>
<td>30</td>
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<tr>
<td>Exercise Program Assignment</td>
<td>30</td>
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<td>Progress Report Assignment</td>
<td>35</td>
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**Total Points Possible** 300

**Due dates:**

**Pop Quiz**
This is a pop quiz taken online via Blackboard, post training. The specific date/time the quiz will open will be emailed to you. Review information in the course packet, the Mattes text, and to the rest of training.

**AIS Practice Assignment**
M/W sections: Wednesday, September 25, 2013
T/TH sections: Thursday, September 26, 2013
Friday section: Friday, September 27, 2013

**Exercise Program Assignment**
M/W sections: Wednesday, October 9, 2013
T/TH sections: Thursday, October 10, 2013
Friday section: Friday, October 11, 2013

**Progress Report Assignment**
M/W sections: Wednesday, December 11, 2013
Attendance policy:
Tardiness and un-excused absences are not acceptable.

Unexcused absences result in a point deduction of 50 points for each 75 minute class missed, so those students missing two 75 minute classes, back to back, lose 100 points from the attendance grade for that day. Absences are excused only through your instructor, at least one week prior to pending absence, and only under extreme circumstances. Documented proof of necessary absence is mandatory. For each excused missed attendance two classes must be made up in other sections of the class that are cleared by the instructor.

Tardiness or leaving class early results in a one point grade deduction for each minute lost. Keep in mind we are keeping track of these minutes and they add up quickly!

Acceptable reasons for missing the lab section may include:
- An illness with a doctor’s excuse.
- SDSU team participation if cleared by instructor at least one week prior to absence and accompanied by a coach’s letter.

Unacceptable reasons for missing the lab section:
- Student knew client wasn’t coming to class
- Team participation if not cleared by instructor at least one week prior to absence and accompanied by a coach’s letter.
- Other class conflicts
- Meeting other professor(s)/student(s)
- Employment issues

Documentation:
Documentation points include all record keeping. During the semester, each session you will document the client’s exercise program and progress. Additionally, you are responsible for reporting any abnormal condition the client may communicate (i.e., pain, illness, muscle soreness, etc.), changes in the exercise program, and how the client tolerated exercise each session.

Professionalism:
The grade for professionalism is subjective and purely up to the instructor’s discretion. Its evaluation is multi-faceted including the following components:
- The student’s ability to work with and interact with the clients, caregivers, family members, staff members, and other students.
- The student’s clinical skill.
- A combination of all student responsibilities (clean up, attendance, documentation, etc.)

Active Isolated Stretching:
Practice assisted AIS with 2 volunteers (spending only 30 minutes each, one the hip routine, and one a combination shoulder and cervical routine) and active AIS on yourself (spending an hour+ on the routine). The assignment will be posted on Blackboard under assignments.
**Exercise Program:**
For each client, you will suggest 3 new exercises to add to their current exercise program at the clinic. The exercises should help the client achieve their overall fitness goals while maintaining a balanced program. The detailed description of the assignment will be posted on Blackboard under assignments.

**Progress Report/Summary:**
For each client, you will write a final report detailing each individual’s disability, their overall general semester goal, ongoing treatment plan, progression over the semester, and any suggested changes. Follow the following format and instructions in the assignment sheet posted on Blackboard under assignments. Points are deducted for not following specific instructions.

**Grading Criteria**

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<td>224 – 232</td>
<td>C</td>
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<tr>
<td>269 – 277</td>
<td>A-</td>
<td>215 – 223</td>
<td>C-</td>
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<tr>
<td>260 – 268</td>
<td>B+</td>
<td>206 – 214</td>
<td>D+</td>
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<td>B</td>
<td>197 – 205</td>
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<tr>
<td>242 – 250</td>
<td>B-</td>
<td>188 – 196</td>
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<tr>
<td>233 – 241</td>
<td>C+</td>
<td>0 – 187</td>
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**Expectations and class policies**
You are expected to ask questions and for help when needed! Safety is crucial for everyone, so give 100% of your attention to your client.

Also, you are expected to check out a locker through the ENS administration in the PG locker room for all your personal effects. No cell phones are allowed in the clinic! If we see you texting during class, we will ask you to leave and you will not get credit for the day.

To prevent the spread of illness, wash your hands before and after class. Don't come to campus if you are ill. Contact us immediately.

Apparel choice is up to each student, with the following exceptions:
- No ball caps
- No flip flops or any sandal
- Nothing revealing
- Nothing tight

Most students dress comfortably in loose fitting cloths such as professional looking shorts or slacks, a collared shirt, jeans, and nice t-shirts.
Student add policy
1st: Graduating ENS majors for whom the course is required, conditionally classified ENS graduate students, and international students.
2nd: ENS majors for whom the course is required for the major and in order of total number of units completed in the major.

Students with disabilities
“If you have a documented disability and anticipate needing accommodations in this course, please make arrangements to meet with me soon. Please request that the Counselor for Students with Disabilities send a letter verifying your disability. You will receive the appropriate accommodations from the day that you provide me with the necessary documentation. Course accommodations will not be applied retroactively (e.g., after an examination”).

Academic Integrity
“All work submitted in this course must be your own and produced exclusively for this course. The use of sources (ideas, quotations, and paraphrases) must be properly acknowledged and documented. If in doubt, you are encouraged to review guidelines for the proper use of sources (e.g., http://www.hamilton.edu/academics/resource/wc/usingsources.html), as well as the University guidelines (including definition and policy) regarding cheating and plagiarism http://its.sdsu.edu/resources/turnitin/pdf/Plagiarism_AcadSen.pdf