SDSU Adaptive Fitness Clinic - Rehabilitation Lab
(619) 594-2017
ENS 388
1 unit

Spring 2016

Meeting Location: SDSU Adaptive Fitness Clinic 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 4:30 pm - 5:45 pm
11. Tues/Thurs 6:00 pm – 7:15 pm
12. Friday 9:00 am-11:45 am
13. Friday 12:00 pm-2:45 pm

Mandatory Training (Must attend one “A”, “B”, “C” training):

“A”
1. Thu, January 21, 9:00am-1030am
2. Fri, January 22, 10:00am-11:30am
3. Fri, January 22, 12:30pm-2:00pm

“B”
1. Mon, January 25, 9:00am - 12:00pm
2. Mon, January 25, 1:00pm – 4:00pm
3. Tue, January 26, 8:00am - 11:00am
4. Tue, January 26, 12:30pm - 3:30pm

“C”
1. Wed, January 27, 9:00am – 12:00pm
2. Thur, January 28, 12:30pm – 3:30pm
3. Fri, January 29, 10:00am - 1:00pm
4. Fri, January 29, 2:00pm - 5:00pm
Open Lab (meet in FC, PG 150)

1. Mon, February 1, 10:00am - 12:00pm
2. Mon, February 1, 1:00pm - 3:00pm
3. Tue, February 2, 9:00am - 11:00am
4. Tue, February 2, 3:00pm - 5:00pm

Contact Information
Matt Soto, BS, RKT
E-mail: matt.soto@mail.sdsu.edu
MW 8-9:00am and TTH 12:30-1:30pm, ENS Building Rm 317/PG 151C
Clinic hours: MW 9:00-11:45am, TTH 8:00-12:15pm

Melissa Diek, MS
E-mail: mdiek@mail.sdsu.edu
Office hours to be arranged, PG 151-C
Clinic hours: MW 12-1:15pm, 2:00-3:15pm, TTH 1230-3:15pm, 4:30-7:15pm

Kathy McCarty-Baker
E-mail: kmccarty.baker@gmail.com
Office hours to be arranged, PG 151-C
Clinic hours: TBD

Course prerequisites (bring proof to class)
Senior Standing or Instructor’s Consent

Required course materials (All Available at Aztec Shops)
Aaron Mattes' Active Isolated Stretching by Aaron L. Mattes

2 Mattes videos are also required (1 for active stretching, 1 for assisted stretching)

Prior to training session C, read pages 1-21 in the Mattes text and print out copies of the ROM sheets (on Blackboard).

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
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 client's 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 weeks of training within the facility during above mentioned times and during a 3 hour ROM, transfers, and equipment training session. Clients participate February 3rd through May 6th.

Due dates:
Pop Quiz
This is a pop quiz taken online via Blackboard, post training. We will post most specific details on blackboard, but pay attention to information in the course packet, the required reading, and to the rest of training.

AIS Practice Assignment
M/W sections: Wednesday, February 17, 2016
T/TH sections: Thursday, February 18, 2016
Friday section: Friday, February 19, 2016

Exercise Program Assignment
M/W sections: Wednesday, March 9, 2016
T/TH sections: Thursday, March 10, 2016
Friday section: Friday, March 11, 2016

Progress Report Assignment
M/W sections: Wednesday, May 4, 2016
T/TH sections: Thursday, May 5, 2016
Friday section: Friday, May 6, 2016

Attendance policy:
Tardiness and unexcused 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. Please sign in on attendance sheet immediately upon arrival. Keep in mind we are keeping track of these minutes and they add up quickly!

Acceptable reasons for missing the lab section may include but not limited to:
1. An illness or injury with a doctor’s excuse.
2. Emergency events or situations.
3. 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 include but not limited to:
1. Student knew client wasn’t coming to class
2. Personal Leave if not cleared by instructor at least one week prior to absence
3. Team participation if not cleared by instructor at least one week prior to absence and accompanied by a coach’s letter.
4. Other class conflicts
5. Meeting other professor(s)/student(s)
6. Employment issues

Professionalism:
The grade for professionalism is subjective and purely up to the instructor’s discretion. Its evaluation is multi-faceted including the following components:

1. The student’s ability to work with and interact with the clients, caregivers, family members, staff members, and other students.
2. The student’s clinical skill.
3. A combination of all student responsibilities (clean up, attendance, documentation, etc.).
4. Being consistently late or not attending your registered class time is considered unprofessional behavior and points will be deducted according to evaluation tool.
5. If you are sick during your class time, you must contact your instructor as soon as possible to inform her/him of your absence. Failure to do so will result in point deduction.
6. If circumstances (i.e. personal or family emergency, illness, injury) make it necessary for you to be absent from your class for more than 2 classes, please communicate need for extended absence to your instructor.
7. It is expected that personal time for doctor’s appointments, job interviews etc. will be scheduled outside of class hours. Any personal time off from your class must be cleared with your instructor.
8. Failure to store wireless devices (cell phones, laptops, tablets, etc.) away and refrain from usage during class time will result in immediate point deduction.

Documentation (DO NOT USE PENCIL - USE ONLY BLACK INK):
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.

High School Interns
Throughout the semester interns from surrounding high schools will be interning with our facility. Their internship is strictly observational. Below is a list of items to remember when working with interns. The list is not exhaustive but covers key rules:

1. Interns are not allowed to perform any hands-on treatments with clients, including but not limited to range of motion, transfers, manual exercises, assistance with walking and balance exercises.
2. Interns are not allowed to be informed of or view client's medical history unless given authorization by client.
3. Interns are not allowed to sign any documentation used in conjunction with client treatment.
4. Interns are not allowed to leave clinic premises during internship hours.
5. Interns should never be left to independently supervise clients.
6. Any concerns or issues with your High School Intern, please communicate with clinic staff to resolve problem.

**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 Programming:**
For each client, you will suggest 3 new exercises to add to their current exercise program or create a home exercise program for client use. 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.
### Professionalism Grading Criteria

<table>
<thead>
<tr>
<th>Infraction</th>
<th>Points Deducted</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dress Code</td>
<td>1 per incident</td>
</tr>
<tr>
<td>Attitude</td>
<td>1 per incident</td>
</tr>
<tr>
<td>Communication</td>
<td>5 per incident</td>
</tr>
<tr>
<td>Tardy</td>
<td>5 per 10 minutes late</td>
</tr>
<tr>
<td>Attendance</td>
<td>5 per unexcused absence</td>
</tr>
</tbody>
</table>

### Assessment & Grading

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance</td>
<td>100</td>
</tr>
<tr>
<td>Professionalism</td>
<td>50</td>
</tr>
<tr>
<td>Documentation</td>
<td>40</td>
</tr>
<tr>
<td>Pop quiz (online post training)</td>
<td>25</td>
</tr>
<tr>
<td>AIS Practice Assignment</td>
<td>25</td>
</tr>
<tr>
<td>Exercise Program Assignment</td>
<td>25</td>
</tr>
<tr>
<td>Progress Report Assignment</td>
<td>35</td>
</tr>
<tr>
<td><strong>Total Points Possible</strong></td>
<td><strong>300</strong></td>
</tr>
</tbody>
</table>

### Overall Grading Criteria

<table>
<thead>
<tr>
<th>Points</th>
<th>Grade</th>
<th>Points</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>278 – 300</td>
<td>A</td>
<td>224 – 232</td>
<td>C</td>
</tr>
<tr>
<td>269 – 277</td>
<td>A-</td>
<td>215 – 223</td>
<td>C-</td>
</tr>
<tr>
<td>260 – 268</td>
<td>B+</td>
<td>206 – 214</td>
<td>D+</td>
</tr>
<tr>
<td>251 – 259</td>
<td>B</td>
<td>197 – 205</td>
<td>D</td>
</tr>
<tr>
<td>242 – 250</td>
<td>B-</td>
<td>188 – 196</td>
<td>D-</td>
</tr>
<tr>
<td>233 – 241</td>
<td>C+</td>
<td>0 – 187</td>
<td>F</td>
</tr>
</tbody>
</table>
Expectations and class policies
You are expected to ask questions and for help when needed! Safety is crucial for everyone, so it is important to put all cell phones away and give 100% of your attention to your client.

Apparel choice is up to each student, with the following exceptions:

1. **No ball caps**
2. **No flip flops or any sandal**
3. **Nothing revealing**

Most students dress comfortably in loose fitting clothes such as professional looking shorts or slacks, a collared shirt, jeans, and nice t-shirts. You are expected to follow the dress code. Infractions of the dress code are considered unprofessional behavior and will be graded accordingly.

Change in Health Status
You must notify your instructor should you become pregnant or sustain a function altering change in your health before or during ENS 388 experience so that appropriate personal safety precautions can be implemented.

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/turnit/in/pdf/Plagiarism_AcadSen.pdf"
This syllabus and schedule are subject to change in the event of extenuating circumstances.