Syllabus – Summer 2017

Excluding materials for purchase, syllabus information may be subject to change. The most up-to-date syllabus is located within the course in HuskyCT.

Course and Instructor Information

**Course Title:**  KINS 5507 - Fundamentals of Exercise Prescription  
**Credits:**  3  
**Format:**  Online  
**Prerequisites:**  An undergraduate course in exercise prescription and/or exercise science/kinesiology is recommended.  
**Professor:**  Dr. Linda S. Pescatello  
**Office:**  Gampel Pavilion, Room 206  
**Email:**  linda.pescatello@uconn.edu  
**Telephone:**  860-486-0008  
**Fax:**  860-486-1123  
**Office Hours/Availability:**  Mondays 4:00-5:00 PM during which time I will be in my Gampel Pavilion office, Room 206; Wednesdays 2:00-4:00 PM online; or by appointment. I will make every effort to respond to all inquiries within 24 hours.

Course Materials

Required course materials should be obtained before the first day of class.

Texts are available through a local or online bookstore. The UConn Bookstore carries the required and supplemental texts, which can be shipped (fees apply). For more information, see Textbooks and Materials on our Enrolled Students page.

**Required Materials:**  

KINS 5507 HuskyCT Online Course Materials, accessed with your NetID and password. Please note all course communications via email should occur within HuskyCT.


Relevant American College of Sports Medicine position stands.

**Supplemental Recommended Texts:**  

*Additional course readings and media are available within HuskyCT, through Internet link or Library Resources.*
Course Description

Catalog Course Description: KINS 5507 is an examination and application of the principles of exercise prescription in primary disease prevention. Students will advance their knowledge in the exercise preparticipation health screening and preexercise evaluation processes. Students will develop exercise prescriptions for healthy adults and adults with multiple cardiovascular disease risk factors and/or special considerations. Student will learn how to adjust an exercise prescription for clients taking common medications that affect the exercise response and learn behavioral strategies to improve exercise adherence.

Instructor’s Course Description: This course is designed to provide students with a “hands-on” case study approach to examine and apply the American College of Sports Medicine principles of exercise testing and prescription for healthy adults and adults with multiple cardiovascular disease risk factors and/or special considerations. Students will: 1) actively participate in HuskyCT discussions on topics presented in class; 2) complete, participate in, present, and write-up case studies on the exercise preparticipation health screening and preexercise evaluation processes, and adults with multiple cardiovascular disease risk factors and/or special considerations; and 3) complete reflective essays periodically throughout the semester related to topics covered in class.

Course Goals

By the end of the semester, students should be able to:

1. Examine and apply the American College of Sports Medicine (ACSM) the principles of exercise testing and prescription to healthy, adult populations.
2. Examine and apply the American College of Sports Medicine (ACSM) principles of exercise testing and prescription to adults with multiple cardiovascular disease risk factors and/or special considerations.
3. Complete self-assessments of your state of overall health as part of the exercise preparticipation health screening process.
4. Complete, participate in, present, and write-up case studies on: 1) the exercise preparticipation health screening process; 2) the preexercise evaluation process; 3) an exercise prescription for a healthy adult; and 4) an exercise prescription for an adult with multiple cardiovascular disease risk factors and/or special considerations.
5. Learn how to adjust the principles of exercise prescription to optimize health in the presence of multiple cardiovascular disease risk factors and their special considerations, and medications that affect the exercise response.

Course Outline and Objectives

May 30-June 2
Orientation Module 1 & Course Introduction Module 2
1. Participate in class introductions.
2. Examine the course syllabus.
3. Overview the on-line graduate exercise prescription certificate.
5. Recognize the reasons why the ACSM instituted their Exercise is Medicine Initiative.
6. Discuss Healthy People 2020 in the context of the physical activity objectives for the nation.

June 5-7
Module 3 – Principles of Exercise PreParticipation Health Screening
1. Discuss the current ACSM exercise preparticipation health screening recommendations.
2. Discuss the new ACSM exercise preparticipation health screening recommendations.
3. Discuss and apply the new ACSM exercise preparticipation health screening recommendations to a case study.
4. Complete the Physical Activity Questionnaire for Everyone (PAR-Q+).
June 8-13

MODULE 4 – THE COMPONENTS OF THE PREEXERCISE EVALUATION
1. Complete the American Heart Association My Life Check.
2. Identify the major cardiovascular disease risk factors.
3. Discuss and apply the major cardiovascular disease risk factors to a case study.
4. Identify the health-related fitness components, testing procedures, and interpretation.
5. Apply, interpret, and write up a health-related physical fitness assessment to a case study.

June 14-20

MODULE 5 – EXERCISE PRESCRIPTION FOR APPARENTLY HEALTHY ADULTS
1. Identify the FITT-VP principle of exercise prescription.
2. Recognize the various methods for prescribing exercise intensity and the distinctions among them.
3. Discuss and apply the FITT-VP principle of exercise prescription to a case study.
4. Apply, interpret, and write up a health-related fitness physical assessment to a case study.

June 21-27

MODULE 6 – EXERCISE PRESCRIPTION FOR CARDIOVASCULAR DISEASE RISK FACTORS
1. Identify the FITT-VP principle of exercise prescription for the major cardiovascular disease risk factors.
2. Discuss and apply the FITT-VP principle of exercise prescription for the major cardiovascular disease risk factors to a case study.
3. Apply, interpret, and write-up the FITT-VP principle of exercise prescription for the major cardiovascular disease risk factors to a case study.

June 28-30

MODULE 7 – COMMON MEDICATIONS THAT AFFECT THE EXERCISE RESPONSE
1. Recognize common medication classes likely to be encountered by health/fitness professionals, and how they may influence the exercise responses.
2. Identify medication resources used by health professionals and exercise specialists.
3. Apply medication concepts and resource management to a case study.

Course Requirements and Grading

Course Requirements/Evaluations: (Detailed descriptions of requirements follow this listing)

<table>
<thead>
<tr>
<th>Course Components</th>
<th>Weight</th>
<th>Due Date</th>
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<tbody>
<tr>
<td>Reflective Essays</td>
<td>10%</td>
<td>6/13/2017, 6/16/2017, 6/22/2017</td>
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<tr>
<td>Weekly Exercise Journal</td>
<td>5%</td>
<td>Varies</td>
</tr>
<tr>
<td>Module 3: The New ACSM Exercise Preparticipation Health Screening Recommendations Applied to a Case Study Interpretation &amp; Write Up</td>
<td>10%</td>
<td>6/7/2017</td>
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<tr>
<td>Module 4: Health-related Physical Fitness Assessment Applied to a Case Study Interpretation &amp; Write Up</td>
<td>15%</td>
<td>6/13/2017</td>
</tr>
<tr>
<td>Module 5: The FITT-VP Principle of Ex Rx, Applied to a Healthy Adult Case Study Interpretation &amp; Write Up</td>
<td>15%</td>
<td>6/20/2017</td>
</tr>
<tr>
<td>Module 6: The FITT-VP Principle of Ex Rx, Applied to a Case Study with Multiple CVD Risk Factors Interpretation &amp; Write Up</td>
<td>15%</td>
<td>6/27/2017</td>
</tr>
<tr>
<td>Module 7: Common Medications as They Influence the FITT-VP Principle of Ex Rx, Applied to a Case Study Interpretation &amp; Write Up</td>
<td>10%</td>
<td>6/30/2017</td>
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<tr>
<td>Participation in HuskyCT &amp; Class Discussions</td>
<td>20%</td>
<td>Varies</td>
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REFLECTIVE ESSAYS (10%)

There will be three graded reflective essays during the course: 1) Module 4- What Are Your Reactions to the American Heart Association's Live Better With Life's Simple 7 Heart Health Assessment? What Major CVD Risk Factor Do Each of Life's Simple 7 Represent?; 2) Module 5- Name Three Considerations You Would Take to Develop a Realistic Exercise for Your Client and/or Patient?; and 3) Module 6- What Strategies Should be Employed to Design a FITT-VP Exercise for an Adult with Multiple CVD Risk Factors?

The format of your reflective essay should be as follows: 1-2 double spaced pages with 1 inch margins, using Times New Roman or Arial font size of 12, and no longer in length than 500 words or two typed pages. These essays should include your reactions to the related topic for that particular essay: lecture(s), posted readings and resources on HuskyCT, class discussions, and overall experience with how this topic relates to class material covered to date. These essays are private exchanges between the instructor and student and are treated this way by the instructor. Following are suggested prompts that can be used to construct your reflective essay(s), however, do not feel limited to these prompts in the reactions that you share with the instructor:

What did you learn in class about this topic? What particularly caught your attention about this topic? What insights did you gain about yourself as related to this topic? What did you learn about the importance of this topic related to the public health of the community, our country, and/or the world?

WEEKLY EXERCISE JOURNALS (5%)

Starting with Module 3 (Week 2) of the course, a weekly exercise journal will be submitted in which you describe your exercise program in terms of the FITT-VP principle of Exercise. The weekly exercise journal should reflect class material covered to date, e.g., did you take the Surgeon General's walking pledge?, and how are you doing meeting the federal recommendations?. Other questions that can be addressed are: how is your exercise program going?, and what challenges are you encountering?. These journals are private exchanges between the instructor and student and are treated this way by the instructor.

CASE STUDY WRITE-UPS (60%)

There will be five Case Study Interpretation and Write Ups during the course that will total 60% of your grade: 1) Module 3 The New ACSM Exercise Preparticipation Health Screening Recommendations Applied a Case Study Write Up (5%); 2) Module 4 Health-related Physical Fitness Assessment Applied to a Case Study Interpretation & Write Up (10%); 3) Module 5 The FITT-VP Principle of Exercise Applied to a Healthy Adult Case Study Interpretation & Write Up (10%); 4) Module 6 The FITT-VP Principle of Exercise Applied to a Case Study with Multiple CVD Risk Factors Interpretation & Write Up (15%); and 5) Module 7 Common Medications as They Influence the FITT-VP Principle of Exercise Applied to a Case Study Interpretation & Write Up (5. See HuskyCT for additional details and the rubrics that should be completed.

PARTICIPATION IN HUSKYCT CLASS DISCUSSIONS (20%)

Discussions on HuskyCT replace in-class discussions. It is a place for you to demonstrate your mastery of the course content and your ability to think critically about the material. Each discussion forum will require you at minimum to make an “initial” post and at least two “follow-up” or “response” posts. Pay particular attention to the schedule posted on HuskyCT for when initial and response posts are due which allows time to read and respond to your classmates’ posts. You are required to read all posts and to respond to two (2) of your classmates’ initial posts at minimum. Responses are not simply agreements/disagreements. They should further the discussion in some way based upon class material and/or relevant literature that should be referenced and hyperlinked within the discussion. Some possibilities include: seeking clarification, providing additional information from your professional experiences, references, resources, examples, or posing questions, etc. Please remember to respond to the response posts made to your own initial post. See HuskyCT for further details.
Grade Allocations:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Letter Grade</th>
<th>GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>98-100</td>
<td>A+</td>
<td>4.3</td>
</tr>
<tr>
<td>93-97</td>
<td>A</td>
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<tr>
<td>90-92</td>
<td>A-</td>
<td>3.7</td>
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<tr>
<td>87-89</td>
<td>B+</td>
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<tr>
<td>83-86</td>
<td>B</td>
<td>3.0</td>
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<tr>
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<td>2.7</td>
</tr>
<tr>
<td>77-79</td>
<td>C+</td>
<td>2.3</td>
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</tbody>
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**Due Dates and Late Policy**
All course due dates are identified in the course schedule. Deadlines are based on Eastern Standard Time; if you are in a different time zone, please adjust your submittal times accordingly. *The instructor reserves the right to change dates accordingly as the semester progresses. All changes will be communicated in an appropriate manner.*

You are expected to complete all assignments on time. Late submissions will not be accepted. Please contact the professor if you are unable to meet a deadline *prior to* that deadline.

**Feedback and Grades**
I will make every effort to provide feedback and grades within one week’s time. To keep track of your performance in the course, refer to My Grades in HuskyCT.

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**Student Responsibilities and Resources**

As a member of the University of Connecticut student community, you are held to certain standards and academic policies. In addition, there are numerous resources available to help you succeed in your academic work. Review these important *standards, policies and resources*, which include:

- The Student Code
  - Academic Integrity
  - Resources on Avoiding Cheating and Plagiarism
- Copyrighted Materials
- Netiquette and Communication
- Adding or Dropping a Course
- Academic Calendar
- Policy Against Discrimination, Harassment and Inappropriate Romantic Relationships
- Sexual Assault Reporting Policy

**Students with Disabilities**

Students needing special accommodations should work with the University's Center for Students with Disabilities (CSD). You may contact CSD by calling (860) 486-2020 or by emailing csd@uconn.edu. If your request for accommodation is approved, CSD will send an accommodation letter directly to your instructor(s) so that special arrangements can be made. (Note: Student requests for accommodation must be filed each semester.)

Blackboard measures and evaluates accessibility using two sets of standards: the WCAG 2.0 standards issued by the World Wide Web Consortium (W3C) and Section 508 of the Rehabilitation Act issued in the United States federal government. (Retrieved March 24, 2013 from [Blackboard's Accessibility Information](https://blackboard.com/accessibility))
Software Requirements and Technical Help

- Microsoft Word
- Microsoft PowerPoint
- Adobe Acrobat Reader
- Reliable internet access
- Presentation software (Mediasite Desktop Recorder) and web cam

All students are provided access to Microsoft Office (2010 Windows/2011 Mac) as part of their tuition. For information and download instructions, go to the UITS Help Center or login to uconn.onthehub.com with your NetID and password.

All students will be provided access to Mediasite's Desktop Recorder for recording your presentations. Students will need a web cam for use with Mediasite. Details are provided in HuskyCT.

This course is completely facilitated online using the learning management platform, HuskyCT. If you have difficulty accessing HuskyCT, online students have 24x7 access to live chat, phone and support documents through HuskyCT 24/7 Course Support.

Accessibility and Privacy Statements, if applicable:
Microsoft Accessibility
Adobe Accessibility
Mediasite Accessibility; Mediasite Privacy Statement
WebEx Accessibility

Minimum Technical Skills

To be successful in this course, you will need the following technical skills:

- Use electronic mail with attachments.
- Save files in commonly used word processing program formats.
- Copy and paste text, graphics or hyperlinks.
- Work within two or more browser windows simultaneously.
- Open and access PDF files.
- Download, install, and run necessary programs (i.e., Mediasite).

University students are expected to demonstrate competency in Computer Technology. Explore the Computer Technology Competencies page for more information.

Evaluation of the Course

Students will be provided an opportunity to evaluate instruction in this course using the University's standard procedures, which are administered by the Office of Institutional Research and Effectiveness (OIRE).

Additional informal formative surveys will be administered within the course as an optional evaluation tool.