

Syllabus for
HPE 402—Exercise Prescriptions for Special Populations
3 Credit Hours
Spring 2014

I. COURSE DESCRIPTION

A study of the aerobics concept of conditioning, with special emphasis upon the cardiorespiratory system and the relationship between lifestyle and the risk factors of heart disease. Students learn to write exercise prescriptions to maintain health and fitness for various populations (normal, young, rehabilitation, geriatric, etc).

Prerequisite: HPE 324—Physiology of Exercise.

II. COURSE GOALS

The purpose of this course is to enable the student to do the following:

- A. Obtain knowledge of the various factors that must be considered in planning and implementing a detailed exercise program, with special emphasis on the principles of an exercise prescription for persons with special needs or medical conditions.
- B. Study the most common medical conditions, their impact on the body, treatments, and the role that exercise plays in the rehabilitation process.

III. STUDENT LEARNING OUTCOMES FOR THIS COURSE

As a result of successfully completing this course, the student will be able to do the following:

- A. Define terminology related to metabolism, cardiorespiratory physiology, and coronary disease, especially as these are related to exercise.
- B. Explain general principles of an exercise prescription for special populations.
- C. List physiological effects of various types of acute and chronic exercise.
- D. Describe the importance of environmental factors for exercise testing and prescription.
- E. Identify the important differences between children and adults for exercise testing and an exercise prescription.
- F. List and discuss the factors that must be considered in planning and implementing an exercise program for persons with special needs or medical conditions.

IV. TEXTBOOKS AND OTHER LEARNING RESOURCES

- A. Required Materials
 - 1. Textbooks
Howley, Ed. T. (2012). *Fitness professional's handbook* (6th ed.). Champaign, IL: Human Kinetics.
 - 2. Other
None

B. Optional Materials

1. Textbooks
None
2. Other
None

V. POLICIES AND PROCEDURES

A. University Policies and Procedures

1. Attendance at each class or laboratory is mandatory at Oral Roberts University. Excessive absences can reduce a student's grade or deny credit for the course.
2. Students taking a late exam because of an unauthorized absence are charged a late exam fee.
3. Students and faculty at Oral Roberts University must adhere to all laws addressing the ethical use of others' materials, whether it is in the form of print, electronic, video, multimedia, or computer software. Plagiarism and other forms of cheating involve both lying and stealing and are violations of ORU's Honor Code: "I will not cheat or plagiarize; I will do my own academic work and will not inappropriately collaborate with other students on assignments." Plagiarism is usually defined as copying someone else's ideas, words, or sentence structure and submitting them as one's own. Other forms of academic dishonesty include (but are not limited to) the following:
 - a. Submitting another's work as one's own or colluding with someone else and submitting that work as though it were his or hers;
 - b. Failing to meet group assignment or project requirements while claiming to have done so;
 - c. Failing to cite sources used in a paper;
 - d. Creating results for experiments, observations, interviews, or projects that were not done;
 - e. Receiving or giving unauthorized help on assignments.By submitting an assignment in any form, the student gives permission for the assignment to be checked for plagiarism, either by submitting the work for electronic verification or by other means. Penalties for any of the above infractions may result in disciplinary action including failing the assignment or failing the course or expulsion from the University, as determined by department and University guidelines.
4. Final exams cannot be given before their scheduled times. Students need to check the final exam schedule before planning return flights or other events at the end of the semester.
5. Students are to be in compliance with University, school, and departmental policies regarding the Whole Person Assessment requirements. Students should consult the Whole Person Assessment handbooks for requirements regarding general education and the students' majors.
 - a. The penalty for not submitting electronically or for incorrectly submitting an artifact is a zero for that assignment.
 - b. By submitting an assignment, the student gives permission for the assignment to be assessed electronically.

B. Department Policies and Procedures

1. Completion of a Course

All assignments are due on the dates assigned by the professor and announced in class. Any assignment received after the scheduled due date is penalized one letter grade per day, including weekends, breaks, and holidays.

2. Incompletes

An incomplete is given only after the student establishes, with the instructor and the department chair by written petition, that his or her work is incomplete for good cause (i.e., lengthy illness, death in the family). A Petition for Incomplete Grade with all supporting documentation must be submitted for approval at least one week prior to final exam week.

3. Examinations

All late examinations will be assessed a late fee unless the student missed the exam due to an administratively excused absence. If the student has not made up the missed exam by the following class period, a grade of zero will be given for the missed examination.

4. Attendance

a. Each student is allowed to miss class the number of times per week a class meets. This allowance is for absences such as illness, personal business, and an emergency. If a student has absences in excess of this number, the earned grade for the course will drop by a letter grade.

b. Administratively excused absences for university-sponsored activities are considered absent unless the student has done the following:

- (1) Informed the professor before the event.
- (2) Presented an administrative excuse form with appropriate signatures upon returning to class.
- (3) Submitted any work due during the administratively excused absence.
- (4) Has not committed to class presentation on the date that the student will be gone. Makeup work is not permitted if the student voluntarily committed to a presentation during the excused absence.
- (5) Submitted work prior to the excused absence.

c. Coming late to class causes a disruption and an inconvenience to the other class members and the professor. Therefore, every two tardies equal one absence.

C. Course Policies and Procedures

1. Evaluation Procedures

a. Grading:

	Points
(1) Written tests (6)	Approx. 600
(2) Class presentation and outline (1)	100
(3) Class homework	50
(4) ePortfolio assignment	<u>50</u>

Total 800

b. Grading scale:

A=90%

B=80%

C=70%

D=60%

F=59% and below

2. Whole Person Assessment Requirements
None
3. Other Policies and/or Procedures
Guidelines for oral presentation
 - a. Each student writes a paper and makes a class presentation of his or her findings concerning an exercise prescription for a given specific population:
 - (1) Paper is 50 pts.
 - (2) Class presentation is 100 pts.
 - b. The paper and presentation must answer the following questions:
 - (1) What is the medical condition? Define it.
 - (2) What percent of the populations has this condition or special circumstance?
 - (3) How does this condition affect the body systems?
 - (4) How does it affect everyday tasks?
 - (5) What types of exercise (general) can be done by persons with this condition?
 - (6) What are the treatments for this condition?
 - (7) Is exercise testing appropriate for this condition?
 - (8) Prescribe an exercise program for an individual with this condition (intensity, duration, frequency, and type of exercise).

VI. COURSE CALENDAR

Week	Topic
1	Chapter 1—Health, Fitness, Performance
2	Chapter 2—Health Appraisal and RPE
3	Chapter 23—Behavior Change TEST #1
4-5	Chapter 22—Exercise Programming for Health and Fitness Chapter 27—Legal Considerations TEST #2
5	Chapter 5—Nutrition
6	Chapter 12—Exercise and Weight Management Chapter 19—Exercise and Obesity TEST #3
7	Exercise and Hypertension Chapter 17—Exercise and Women (pregnancy and osteoporosis) Chapter 14—Exercise Rx for Flexibility and Low Back Function TEST #4
8	Chapter 15—Exercise Children and Youth Chapter 16—Exercise and Older Adults

Week	Topic
9	Exercise and Cancer TEST #5
10	Chapter 20—Exercise and Diabetes Chapter 21—Exercise and Asthma Chapter 21—Exercise, Emphysema, and Bronchitis TEST #6

Course Inventory for ORU's Student Learning Outcomes
HPE 402—Exercise Prescriptions for Special Populations
Spring 2014

This course contributes to the ORU student learning outcomes as indicated below:

Significant Contribution – Addresses the outcome directly and includes targeted assessment.

Moderate Contribution – Addresses the outcome directly or indirectly and includes some assessment.

Minimal Contribution – Addresses the outcome indirectly and includes little or no assessment.

No Contribution – Does not address the outcome.

The Student Learning Glossary at <http://ir.oru.edu/doc/glossary.pdf> defines each outcome and each of the proficiencies/capacities.

	OUTCOMES & Proficiencies/Capacities	Significant Contribution	Moderate Contribution	Minimal Contribution	No Contribution
--	--	-------------------------------------	----------------------------------	---------------------------------	----------------------------

1	Outcome #1—Spiritually Alive Proficiencies/Capacities				
1A	Biblical knowledge				X
1B	Sensitivity to the Holy Spirit			X	
1C	Evangelistic capability				X
1D	Ethical behavior		X		

2	Outcome #2—Intellectually Alert Proficiencies/Capacities				
2A	Critical thinking	X			
2B	Information literacy			X	
2C	Global & historical perspectives				X
2D	Aesthetic appreciation			X	
2E	Intellectual creativity	X			

3	Outcome #3—Physically Disciplined Proficiencies/Capacities				
3A	Healthy lifestyle				X
3B	Physically disciplined lifestyle				X

4	Outcome #4—Socially Adept Proficiencies/Capacities				
4A	Communication skills	X			
4B	Interpersonal skills	X			
4C	Appreciation of cultural & linguistic differences			X	
4D	Responsible citizenship				X
4E	Leadership capacity	X			