

COLLEGE OF EDUCATION



Faculty, staff and students
strive to prepare and be professionals who are:

Competent

equipped with the knowledge, skills
and technological expertise to help
all individuals learn and develop

Committed

dedicated to the ethical practices and collaboration
that serve as the foundation of a diverse
and intellectually vibrant society

Reflective

devoted to analyzing their own past practices
in ways that fuel ongoing learning
and improve future practices

A Keystone in Building a Better Future for All



AUBURN
UNIVERSITY

Auburn University is an equal opportunity educational institution/employer.

KINE 5550 & 6550

EXERCISE TECHNOLOGY II

COURSE DESCRIPTION

This course continues to develop the knowledge, skills and abilities (KSAs) for exercise testing and prescription that were introduced in Exercise Technology I (KINE 5500/6500). Course topics will address special considerations for pre-exercise health evaluations, fitness testing techniques and procedures, data collection, and data interpretation in healthy and clinical populations. Course material will prepare students to pass internationally recognized certification examinations and to attain entry-level jobs in clinical exercise settings and the health & fitness industry. In addition, students in Exercise Technology II will refine their KSA competencies by conducting health & fitness assessments as part of the **TigerFit Program**. **The TigerFit Program** has been developed to serve our community by providing comprehensive health & fitness assessments for Auburn University faculty and staff, alumni, members of local running and cycling clubs, and citizens in the surrounding communities.

COURSE OBJECTIVES

After this course, students will be able to:

1. Demonstrate the ability to identify contraindications for exercise testing and participation, stratify individuals based on their cardiovascular disease risk and select appropriate assessment strategies from pre-exercise health appraisal instruments
2. Demonstrate the ability to measure and interpret heart rate, blood pressure, ECGs, RPE, at rest and during exercise
3. Demonstrate the ability to conduct a graded exercise test, including knowing when to appropriately terminate the test and monitor an active cool down.
4. Demonstrate the ability to assess and interpret measures of pulmonary function, cardiovascular fitness, body composition and musculoskeletal fitness in healthy and clinical adult populations
5. Explain how major classes of cardiovascular and metabolic drugs influence heart rate and blood pressure responses to exercise
6. Identify abnormal ECGs, particularly common dysrhythmias and conduction disturbances
7. Develop individualized exercise prescriptions from health and fitness assessment results
8. Discuss results and exercise prescription recommendations with clients undergoing health and fitness assessments in the **TigerFit Program**
9. Demonstrate an understanding of program administration fundamentals, including: 1) a basic knowledge of the health & fitness industry; 2) how to develop, measure, and assess program outcomes, and; 3) how to develop, maintain and evaluate program quality

COURSE REQUIREMENTS

Preparation:

You are expected to keep up with all of the assigned readings and course notes in order to be prepared to discuss class topics and practice skills. You must provide Dr. Grandjean with a copy of your current CPR certification card by **February 9th** in order to participate in the **TigerFit Program**.

Presentation:

You are expected to come to class appropriately dressed for the daily assignment. This means wearing appropriate attire for review and practice (e.g., shorts, t-shirt - ladies wear or bring a sport bra, jogging shoes) and bringing a calculator, texts, and the appropriate data collection forms to every class.

You are expected to wear khaki slacks, a casual dress shirt (with collar) and shoes for each of the scheduled health & fitness assessments. In the case that inappropriate attire is worn on a **TigerFit** testing date, you will be asked to leave and return only after you change into appropriate attire.

Attendance & Punctuality:

It is critical that you attend each class session and are punctual. Your attendance in this class is mandatory. During the first few weeks of this course you will be developing and practicing the skills you will need to competently perform the health & fitness assessments in the **TigerFit Program**. During the last several weeks of the semester, your presence in each class is required because you will be responsible for collecting data in some aspect of the assessment process (e.g., serving as a client's host, conducting GXTs, measuring body composition, strength, endurance & flexibility, etc). Everyone involved with these assessments is counting on you to do your job. If you have to miss class for any reason, you are required to inform Dr. Grandjean at least 24 hours in advance. If the absence is due to an emergency, I expect you to inform me as soon as possible. If the absence is a documented excused absence it will not count against your grade. Excused absences are defined in the Tiger Cub Student Handbook. Thirty points (-30 pts), ¼ letter grade, will be deducted from your course point total for an unexcused absence from class – unless it is a scheduled **TigerFit** date. Sixty points (-60 pts), ½ of a letter grade, will be deducted from your course point total for an unexcused absence from a **TigerFit** session. Twenty points will be deducted from your course point total for arriving late to class unless it is a scheduled **TigerFit** date. Thirty points (-30 pts), ¼ of a letter grade, will be deducted from your course point total for arriving late to a **TigerFit** session. Arriving late for class is defined as entering the classroom more than 5 minutes after the scheduled class time. *If you are late to class – no matter the reason – it is common courtesy to personally contact the instructor at the earliest available and appropriate opportunity to acknowledge the incident and, if necessary, to explain your circumstances.*

Accommodations:

Students who need accommodations are asked to arrange a meeting with me during my office hours the first week of classes, or as soon as possible if accommodations are needed immediately. If you have a conflict with my office hours, an alternative time can be arranged. To set up this meeting, please contact me by e-mail. Bring a copy of your *Accommodation Memo* and an *Instructor Verification Form* to the meeting. If you do not have an Accommodation Memo but need accommodations, make an appointment with the Program for Students with Disabilities at 1244 Haley Center, 844-2096.

Professionalism in the Academic Setting:

As faculty, staff, and students interact in professional settings, they are expected to demonstrate professional behaviors as defined in the College's conceptual framework. These professional commitments or dispositions are listed below:

1. Engage in responsible and ethical professional practices
2. Contribute to collaborative learning communities
3. Demonstrate a commitment to diversity
4. Model and nurture intellectual vitality

Honesty Code:

The University Academic Honesty Code and the Tiger Cub Rules and Regulations pertaining to cheating will apply to this class.

CORE CONCEPTS FOR OPTIMAL LEARNING

These concepts are adopted from Thomas H. Benton's article in the June 9, 2006 *Chronicle of Higher Education*. I adopted these concepts because it is my responsibility to help you become an educated, disciplined graduate willing to work hard and become a productive citizen. This is basically a list of concepts that will help structure our teacher-student relationship.

Students and professors have obligations to each other.

Here is what I expect from students: You will treat everyone in class, including the professor, with respect due to all human beings. You will attend every class, give your full attention to the material, and conduct yourself in a manner appropriate for a learning environment. You will agree to do the work outlined in the syllabus on time. You will acknowledge that previous academic preparation (e.g., writing, scientific, and mathematical skills) will affect your performance in this course. You will acknowledge that your perception of effort, by itself, is not enough to justify a distinguished grade. You will not plagiarize or otherwise steal the work of others. You will not make excuses for your failure to do what you should do in order to succeed. You will accept the rewards or consequences of your actions.

Here is what students can expect from me: I will treat you with the respect due all human beings. I will know your name and treat you as an individual. I will not discriminate against you on the basis of your identity or well-informed viewpoints. I will be honest with you. I will manage the class in a professional manner. I will prepare carefully for every class. I will begin and end class on time. I will teach you in areas of my professional expertise. If I do not know something, I will say so. I will conduct scholarly research and publication with the aim of making myself a more informed teacher. I will return your assignments with feedback. I will pursue the maximum punishment for plagiarism, cheating, and other violations of academic integrity. I will maintain careful records of your attendance, performance, and progress. I will investigate every excuse for non-attendance of classes and non-completion of assignments. I will make myself accessible to you for course-related advising. I will maintain confidentiality concerning your performance. Your grade will reflect the quality of your work and nothing else. At the end of the semester, I will be interested in your feedback about the class, but I will be most interested in what you learn rather than how you feel.

It is my goal to provide you with a fantastic learning experience that will prepare you to compete favorably in the marketplace of health and fitness professionals. It is my hope that your experience in this class and in this major will impact you such that you will want to maintain contact with myself and other faculty in the Department of Kinesiology.

EVALUATION

Overview:

Your course grade will be determined from the total number of points you earn relative to the 1200 total points available to earn in the course. An "A" means you demonstrated excellence in your knowledge of the material covered in class, professionalism, teamwork, and competencies. In order to receive an "A", you must earn $\geq 90\%$ of the total points available in the course. A grade of "B" means you are above average in your knowledge of the material covered in class, professionalism, teamwork, and competencies. In order to receive a "B", you must earn between 80 - 89% of the total points available in the course. In order to receive a "C", you must earn between 70 - 79% of the total points available in the course. A grade of "C" means you demonstrated the minimum required knowledge, skills and competencies needed to function as an exercise professional in a clinical, corporate or commercial setting. A grade of "D" indicates that you are not yet ready to function competently as an exercise professional. Additional descriptions for grades in this course are found below:

Grade Descriptions:

A (90.0-100%): Excellent: A full "A" grade reflects superior knowledge and understanding of the material covered in this course. This grade also reflects demonstrated excellence in all of the skills and abilities outlined and covered in coursework and the outreach program. In order to receive an "A" you must go beyond simply fulfilling your role in conducting health and fitness assessments or repeating material covered in lecture and your assigned reading. There is a distinct difference between "repetition" and "understanding." To get an "A" answer you must go beyond this, showing that you understand and can integrate all of the material by adding further content, linkages to additional concepts, and similar material not directly covered in the lecture and assigned readings. You must also be able to develop an excellent rapport with clients in our outreach program. You must be able to confidently explain and demonstrate procedures and concepts to clients in technically correct, clear, and concise terms. It must be noted that grades of 100 percent are very rare, and reflect perfection - that is, such an answer could not be improved in any way, there are no factual errors in your answers or the information you provide to clients, nothing important has been left out, and you have done an incredible job of demonstrating an understanding of the material covered in this class. A grade of 90 percent reflects work that has achieved all of the assigned goals, without any notable omissions or factual errors and has demonstrated a level of understanding beyond that required of the assignment. A grade of 90 percent is still considered a full "A" and reflects superior understanding - above and beyond the repetition of lecture notes and assigned readings - and the ability to demonstrate excellence in all of the skills and abilities included in coursework and the outreach program.

B Range (80.0-89.9%): Good – Above Average: A "B" grade reflects work that is good and above average, but that is not good enough to reach the "A" range. Typical reasons include important omissions in an assignment, explanation, demonstration, etc. (leaving out concepts or ideas that really need to be there), factual errors, perhaps from following the "shotgun approach" (write down everything you think you know about the client, in the hope that the instructor will find what he is looking for), and/or demonstrating skills and abilities that are very good but not perfected. Remember, even if your effort includes the correct material that the instructor is looking for, also including incorrect or inappropriate material indicates that you do not understand the material at the "A" level. A grade of 80 to 89.9 percent reflects work that has achieved all of the assigned goals, but has not adequately demonstrated a level of understanding or performance beyond that required of the assignment(s).

C Range (70.0-79.9%): Average: A grade of "C" reflects work that is average at best. Such a grade typically indicates work that reflects a basic understanding of many of the concepts involved in the

assignment, but does not address or integrate these concepts in a very satisfactory manner. "C" assignments are generally not very well organized or written, often contain important errors of fact, important omissions from an answer, and/or demonstrated skills and abilities that may pass review but; otherwise, will not distinguish you as an exceptional health practitioner. Just doing what is expected or required as part of the outreach program is indicative of a "C" grade.

D Range (60.0-69.9%): Below Average: A "D" grade reflects work that is below average. In general, such a grade reflects performance that is not worthy of credit toward graduation with a kinesiology degree. A grade of "D" indicates that that you do not possess a basic understanding of the assigned material, and often reflects a very poorly organized and written argument or repeated lack of professional skills and abilities. In addition to common errors of fact and frequent omissions of relevant material, and poor performance of skills and abilities, assignments rarely reflect much independent thought beyond simply trying to repeat – and often incorrectly - material from the lecture, assigned readings, and laboratory work. This grade may also reflect an inability to contribute adequately to the outreach program because of excessive tardiness or unexcused absences.

F (below 60.0%): Unacceptable: An "F" grade reflects work that is completely unacceptable. Such work usually shows little resemblance to the assignment, whether because you left out large parts of the assignment, didn't bother to complete the assignment, acquired information from some other source that was written for a different assignment, and/or you fail to demonstrate the professional skills and abilities required for basic competency. This grade may also reflect an inability to contribute adequately to the outreach program because of excessive tardiness or unexcused absences.

Your knowledge, skills and abilities will be evaluated by written and practical examinations. You will be evaluated on your contributions to the development of a procedures manual that is used as a resource for our TigerFit assessments. You will be evaluated on your professionalism, competency, and teamwork while conducting health & fitness assessments as part of the TigerFit Program. These evaluations are described in more detail below.

Review of Knowledge, Skills and Abilities - 600 points:

Your knowledge, skills and abilities (KSAs) will be assessed using written and practical examinations. There will be 3 exams worth 200 points each (600 points total) and will cover one or more content areas. The exams are listed in chronological order below:

Exam 1: Pre-Exercise Health Appraisal, Body Composition, Pulmonary Function

Exam 2: Musculoskeletal Assessment, Data Reduction & Interpretation, Emergency Procedures

Exam 3: Clinical Exercise Programming and Exercise Testing (including ECG interpretation)

HSF Exam: You may earn no less than a "B" grade for the course by participating in all TigerFit assessment dates and passing the ACSM Health & Fitness Specialist (HFS) examination and providing proof of your passing the exam *PRIOR to the date scheduled for the 3rd exam*. Please see Dr. Grandjean to receive an *ACSM University Endorsed Program Discount Code* if you are planning to take the HFS exam. You will need this code when you register for the exam in order to receive a 50% discount on the cost of the exam. Please visit www.pearsonvue.com/acsm or call 1-888-883-2276 to schedule a time to take the ACSM certification exam. The exam is only available via computer-based testing at Pearson VUE testing sites.

Professionalism, Competency, Teamwork, and Data Management – 600 points:

TigerFit testing dates are scheduled on 6 weeks throughout the fall semester. Each weekly evaluation will be worth 100 points. You will be evaluated on 4 areas - professionalism, competency, teamwork, and data management - outlined below. You will be evaluated using a standardized evaluation form posted on *Blackboard*. These forms are designed to document your perceptions and constructive feedback from the instructor regarding how well you demonstrated the KSAs in each of the 4 areas during **TigerFit** sessions. You should recognize that the grading for each of these areas is somewhat subjective. Therefore, you will have the opportunity to review and discuss your current weekly evaluation form during the week following each evaluation. Weekly evaluation scores will be counted towards your overall course grade one week after the evaluation date (immediately after you have been able to review and discuss your scores with the instructor).

Professionalism:

You are expected to be punctual, come to class prepared, dress appropriately and interact professionally with the **TigerFit** clients. Your ability to explain testing procedures (e.g., explaining why the test is being performed, instructions for completing the tests, what you expect from the client, what they can expect from you during the test, importance of their test results and how they will be used in exercise prescription) will be evaluated. In addition, you should work with clients in a friendly, appropriate and courteous manner. This includes greeting clients and helping clients with any questions or concerns they might have.

Competency (Health & Fitness Assessment Data Collection):

It is imperative that you accurately record all client data necessary for optimizing client safety and determining their health and fitness status. The data you record will be used to generate individualized reports and develop exercise prescriptions. Therefore, your ability to operate the equipment and instrumentation, record data accurately, clearly and in the proper format will be evaluated after each test date.

Teamwork (Your ability to work with your peers):

You will be evaluated on their ability to work with their peers. Special attention will be given to your ability to work with classmates assigned to or working at the same testing station. This includes preparing the station for client assessment, collecting and recording client data and station clean-up.

Data Management (Your ability to accurately record and interpret data):

You will be responsible for accurately recording and interpreting client results during data reduction and report generation. You will be graded on their ability to manage data, calculate and record health estimates from physiologic measurements (e.g., pulmonary function results, skin fold, hydrostatic weighing results, musculoskeletal assessment scores, cardiovascular responses to exercise, blood sample reports) and accurately record the results on client report forms.

COURSE TOPICS and RESOURCES

PRE-EXERCISE HEALTH SCREENING, RISK STRATIFICATION, and EMERGENCY PROCEDURES

RESOURCES:

ACSM's Guidelines (8th Edition):

- Chapter 1: Benefits and Risks Associated with Physical Activity
- Chapter 2: Pre-Participation Health Screening and Risk Stratification
- Chapter 3: Pre-Exercise Evaluation
- Appendix A: Common Medications
- Appendix B: Medical Emergency Management

ACSM's Resource Manual (6th Edition):

- Chapter 6: Pathophysiology and Treatment of Cardiovascular Disease
- Chapter 7: Pathophysiology and Treatment of Pulmonary Disease
- Chapter 8: Pathophysiology and Treatment of Metabolic Disease
- Chapter 10: General Overview of Pre-participation Health Screening & Risk Assessment
- Chapter 34: Exercise Prescription and Medical Considerations
- Chapter 42: Behavioral Strategies to Enhance Physical Activity Participation
- Chapter 50: Exercise Program Safety and Emergency Procedures
- Chapter 51: Legal Considerations for Exercise Programming

ACSM's Health-Related Physical Fitness Manual (2nd Edition):

- Chapter 1: Introduction
- Chapter 2: Pre-Activity Screening
- Appendix B: Forms

ACSM's Certification Review (3rd Edition): *The chapters in this text should serve as an outline for reviewing the material covered in this content area.*

- Chapter 4: Pathophysiology and Risk Factors
- Chapter 5: Human Behavior and Psychosocial Assessment
- Chapter 6: Health Appraisal and Fitness Testing
- Chapter 7: Safety, Injury Prevention, and Emergency Care

BODY COMPOSITION, OBESITY, and WEIGHT CONTROL

RESOURCES:

ACSM's Guidelines (8th Edition):

- Chapter 4: Health-Related Physical Fitness Testing & Interpretation, pp. 60 - 70
- Chapter 10: Exercise Prescription for Other Clinical Populations, pp. 250 - 255

ACSM's Resource Manual (6th Edition):

- Chapter 4: Nutrition
- Chapter 13: Nutritional Status and Chronic Disease
- Chapter 14: Assessment of Nutritional Status
- Chapter 17: Body Composition Status and Assessment
- Chapter 33: Weight Management

ACSM's Health-Related Physical Fitness Manual (2nd Edition):

Chapter 4: Body Composition

ACSM's Certification Review (3rd Edition): *The chapters in this text should serve as an outline for reviewing the material covered in this content area.*

Chapter 8: Exercise Programming (Parts I – III)

Chapter 9: Nutrition & Weight Management

Chapter 11: Metabolic Calculations

PULMONARY FUNCTION ASSESSMENT

RESOURCES:

ACSM's Guidelines (8th Edition):

Chapter 3: Pre-Exercise Evaluation

Chapter 5: Clinical Exercise Testing, pp. 121 - 122

Chapter 6: Interpretation of Clinical Test Data, pp. 144

Chapter 10: Exercise Prescription for Other Clinical Populations, pp. 260 - 264

ACSM's Resource Manual (6th Edition):

Chapter 23: Diagnostic Procedures in Patients with Pulmonary Disease

Chapter 36: Exercise Prescription in Patients with Pulmonary Disease

ACSM's Health-Related Physical Fitness Manual (2nd Edition):

NONE

ACSM's Certification Review (3rd Edition): *The chapters in this text should serve as an outline for reviewing the material covered in this content area.*

Chapter 6: Health Appraisal & Fitness Testing (Part I: Pretest Considerations)

MUSCULOSKELETAL HEALTH and FUNCTION

RESOURCES:

ACSM's Guidelines (8th Edition):

Chapter 4: Health-Related Physical Fitness Testing & Interpretation, pp. 85 - 101

Chapter 7: General Principles of Exercise Prescription, pp. 165 - 174

Chapter 10: Exercise Prescription for Other Clinical Populations, pp. 225 – 227, 237 – 241, and 256 – 257

ACSM's Resource Manual (6th Edition):

Chapter 1: Functional Anatomy

Chapter 2: Biomechanics

Chapter 20: Musculoskeletal Fitness and Assessment

Chapter 25: Occupational and Functional Assessments

Chapter 29: Musculoskeletal Exercise Prescription

Chapter 31: Adaptations to Resistance Training

Chapter 39: Exercise Prescription for People with Osteoporosis

Chapter 40: Exercise Prescription for People with Arthritis

ACSM's Health-Related Physical Fitness Manual (2nd Edition):

Chapter 5: Muscular Fitness: Muscular Strength, Endurance & Flexibility

Chapter 6: Postural Analysis and Body Alignment

ACSM's Certification Review (3rd Edition): *The chapters in this text should serve as an outline for reviewing the material covered in this content area.*

Chapter 1: Anatomy & Biomechanics

Chapter 6: Health Appraisal & Fitness Testing (Part I)

ELECTROCARDIOGRAPHIC and HEMODYNAMIC RESPONSES TO EXERCISE

RESOURCES:

ACSM's Guidelines (8th Edition):

Chapter 3: Pre-Exercise Evaluation

Chapter 5: Clinical Exercise Testing

Chapter 6: Interpretation of Clinical Test Data

Appendix A: Common Medications

Appendix C: Electrocardiogram (ECG) Interpretation

ACSM's Resource Manual (6th Edition):

Chapter 18: Pre-Exercise Testing Evaluation

Chapter 27: Electrocardiography

Chapter 28: Cardiorespiratory Exercise Prescription

Chapter 30: Adaptations to Cardiorespiratory Exercise Training

ACSM's Health-Related Physical Fitness Manual (2nd Edition):

Chapter 3: Resting and Exercise Blood Pressure and Heart Rate

Chapter 7: Cardiorespiratory Fitness Management

ACSM's Certification Review (3rd Edition): *The chapters in this text should serve as an outline for reviewing the material covered in this content area.*

Chapter 6: Health Appraisal & Fitness Testing (Section I: Pretest Considerations)

Chapter 12: Electrocardiography

CARDIORESPIRATORY FITNESS and EXERCISE TESTING

RESOURCES:

ACSM's Guidelines (8th Edition):

Chapter 4: Health-Related Physical Fitness Testing and Interpretation

Chapter 5: Clinical Exercise Testing

Chapter 6: Interpretation of Clinical Exercise Test Data

Chapter 7: General Principles of Exercise Prescription, pp. 152 – 165

Chapter 10: Exercise Prescription for Other Clinical Populations, pp. 248 – 250, pp. 258 - 260

ACSM's Resource Manual (6th Edition):

Chapter 19: Cardiorespiratory and Health-Related Physical Fitness Assessments

Chapter 21: Clinical Exercise Testing Procedures

Chapter 34: Exercise Prescription and Medical Considerations

Chapter 35: Exercise Prescription in Patients with Cardiovascular Disease

ACSM's Health-Related Physical Fitness Manual (2nd Edition):

- Chapter 7: Cardiorespiratory Fitness Management
- Chapter 8: Laboratory Sub-Maximal Exercise Testing
- Chapter 9: Maximal Exercise Testing
- Chapter 10: Interpretation of Assessment Results

ACSM's Certification Review (3rd Edition): *The chapters in this text should serve as an outline for reviewing the material covered in this content area.*

- Chapter 6: Health Appraisal & Fitness Testing

KSAs FOR HFS CERTIFICATION EXAM (not covered in this course)

KSAs remaining to be studied and reviewed prior to taking the HFS Certification Exam:

- GPC: Exercise Prescription and Programming 1.7.4, 1.7.6, 1.7.14, 1.7.19, 1.7.22, 1.7.27, 1.7.34, 1.7.46
- GPC: Safety, Injury Prevention, and Emergency Procedures 1.10.13, 1.10.17,
- GPC: Program Administration, Quality Assurance, and Outcome Assessment 1.11.1 – 1.11.13 (ALL)

ACSM's Certification Review (3rd Edition): *The chapters listed below should serve as an outline for reviewing the remaining material.*

- Chapter 7: Safety, Injury Prevention, and Emergency Care
- Chapter 8: Exercise Programming
- Chapter 10: Program Administration/Management
- Appendix B: Clinical Comprehensive Exam

TEXTBOOKS

ACSM. ACSM's Guidelines for Exercise Testing and Prescription. Lippincott, Williams & Wilkins, 8th Edition, 2009, ISBN 0-7817-6903-7

ACSM. ACSM's Resource Manual for Guidelines for Exercise Testing & Prescription. Lippincott, Williams & Wilkins, 6th Edition 2009, ISBN 0-7817-6906-8

ACSM. ACSM's Health-Related Physical Fitness Assessment Manual. Lippincott, Williams & Wilkins, 2nd Edition, 2007, ISBN 0-7817-7549-6

C. Dunbar & B. Saul. ECG Interpretation for the Clinical Exercise Physiologist. Lippincott, Williams & Wilkins, 1st Edition, 2009, ISBN 0-7817-7865-4

ACSM. ACSM's Certification Review. ACSM, Lippincott, Williams & Wilkins, 3rd Edition, 2009, ISBN 0-7817-6901-3

Exercise Tech II Daily Course Schedule

Summer 2010

May

Week 1	20	8:45 AM Pre-Exercise Health Appraisal	
Week 2	25	8:00 AM Pulmonary Function Assessment / Body Composition	
	27	8:00 AM Musculoskeletal Fitness Assessment Electrocardiography & Exercise Testing	

June

Week 3	1	<i>ACSM Meeting – Baltimore, MD</i>	
	3	<i>ACSM Meeting – Baltimore, MD</i>	
Week 4	8	7:00 AM TigerFit	
	10	8:00 AM Data Reduction & Interpretation	Exam 1
Week 5	15	7:00 AM TigerFit	
	17	8:00 AM Data Reduction & Interpretation	
Week 6	22	7:00 AM TigerFit	
	24	8:00 AM Data Reduction & Interpretation	
Week 7	29	8:00 AM <i>Issues in Clinical Exercise Programming</i>	

July

	1	8:00 AM <i>Issues in Clinical Exercise Programming</i>	Exam 2
Week 8	6	7:00 AM TigerFit	
	8	8:00 AM Data Reduction & Interpretation	
Week 9	13	8:00 AM <i>Issues in Clinical Exercise Programming</i>	
	15	8:00 AM <i>Issues in Clinical Exercise Programming</i>	
Week 10	20	7:00 AM TigerFit	
	22	8:00 AM Data Reduction & Interpretation	
Week 11	27	8:00 AM <i>Issues in Clinical Exercise Programming</i>	
	29	8:00 AM <i>Issues in Clinical Exercise Programming</i>	Exam 3