

HP/W 430: Advanced Practicum in Health Promotion/Wellness (3 cr.)

Section 2 – Exercise & Nutrition Practicum

Spring 2018

A. General Information

Instructor: Corey J. Huck, Ph.D., C.S.C.S.
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Phone: x2515
Email: corey.huck@uwsp.edu (preferred method of contact)
Office Hours: by appt.

Class Times: Th 10:00 a.m. - 11:50 a.m.

Location: HEC 033 (Health and Human Performance Lab)

Cardio Center Membership: ½ cost covered by HPHD dept., ½ discounted from Cardio Center

B. Texts & Other Print Materials

Required

- **No textbook required** for this course, but several documents/tools/handouts posted on D2L!
- USDA's Nutrition Resources for Professionals
(<http://www.choosemyplate.gov/professionals/index.html>)
- SuperTracker homepage for Nutrition Analysis
(<https://www.choosemyplate.gov/SuperTracker/default.aspx>)

Optional – Although they are optional, the following books may be useful

- American College of Sports Medicine. Guidelines for Exercise Testing and Prescription.
- Active Living Every Day – Blair, Dunn, Marcus, Carpenter & Jaret.
- A number of recent texts on personal training and exercise prescription are at the library; see Appendix B

C. Objectives

- Provide an opportunity to establish and develop a professional relationship with a client(s); perform and evaluate dietary and physical fitness assessments; develop, implement, and oversee an appropriate exercise and eating program for that client.
- Gain experience using the stages of change model for physical activity- and diet-related behaviors and behavior change techniques.
- Create a case study of the client by compiling a record of client outcome measures, goals, and progress, and evaluate and reflect upon the experience.
- Utilize an electronic portfolio format to present the results of your case study.
- Become comfortable with the ACSM's competencies for Health/Fitness Instructor certification or other organizations' personal training certification criteria.
- Become familiar with the diversity of individual needs and barriers (environmental, financial, sociocultural, physical) to physical activity and how to respond appropriately to people seeking help from health promotion professionals.

D. Competencies

- On Thursday, Feb. 8th, students will take a written exam on basic nutrition and physical assessment knowledge. You will be expected to draw on knowledge and understanding gained in FN253, HPW 312, and HPW 300; information reviewed in class, government documents, and handouts posted on D2L. This material will test you on how well you understand the ACSM guidelines. In order to continue in this practicum, you must get $\geq 80\%$ of the answers correct on the exam. If you fail the first time, you will have the opportunity to retake the exam the following Monday. A passing grade on the retake is $\geq 90\%$ of the answers correct. Failure to pass the exam the 2nd time will result in the student being dropped from the course.
- By Friday, Feb 16th, you must complete and pass ($\geq 80\%$) a practice physical assessment on another student (this assessment will be identical to the one you will perform on your client). You will be required to demonstrate proficiency of the assessment skills, calculations and interpretation of the data. – **For a list of skills see Appendix C.** Those who do not pass will need to retake the practical and score $\geq 90\%$ or will be dropped from the practicum.

E. Evaluation

1. Written test on fitness assessment and nutrition will be graded as follows: $\geq 90\%=A$, $\geq 80\%=B$, $<80\%$ with passing retake= C (15% of total grade)
2. Practical test on fitness assessment testing methodology, technique, and procedures: $\geq 90\%=A$, $\geq 80\%=B$, $<80\%$ with passing retake= C (15%)
3. Participation & outside-of-class activity. ≤ 1 absence= A , 2= B , 3= C , 4= D (10%)
4. Student Presentation (instructions in Appendix A). Graded A-F. (15%)
5. Discussion Board reflections on D2L. Graded A-F. (10%)
6. Nutrient Analysis (Appendix A). Graded A-F. (15%)
7. e-portfolio **Case Study** Graded A-F. (20%)

F. About this practicum

- Client testing will begin on the week of Feb. 19th (see schedule). Therefore, you do not have much time to be prepared, tested, and ready to work with your client. It is your responsibility to get prepared. Keep in mind that you are not expected to be perfect; however, you should be competent with your assessment and behavior change skills.
- Quality practice makes you a better professional, therefore the more practice you have the better you will be. Class meetings are mandatory (after 1 absence your grade will be affected). In addition, the lab may be open at other times during the first 4 weeks for more time to practice; arrange this with the instructor.
 - After the testing period, you will be working with your client every week for 7 weeks. In addition, we will meet on **Thursdays** to discuss various topics. There are no excused absences; to determine if any accommodations might be possible discuss this with me *in advance*.
 - I expect this class to be an interesting and rewarding class for everyone involved and expect you to conduct yourself in a professional and competent manner. If you need help, ask. You may check out equipment overnight, provided you return it promptly.
 - Please maintain your client confidentiality and follow the professional Code of Conduct, provided.

G. Code of Conduct

1. Adhere to the fitness center code of conduct: Cardio Center, Sentry Insurance, Adventure 212, Pacelli High School, and/or Anytime Fitness.
2. Adhere to this course's code of conduct, especially as it pertains to client confidentiality.
3. Regardless of the location/environment, remember you are an agent of UWSP and this course, so please act in a respectful and professional manner.

H. Attire It is expected that during any contact with your client that you are dressed in a professional manner.

1. Jeans, cut offs, bike pants, t-shirts, baseball caps, etc. are not acceptable professional attire.
2. During testing, you should be dressed with clean and neat slacks, shirt, socks and a presentable appearance.
3. When training your client, attire that allows you to be active with your client is expected.

I. Suggestion for keeping records

It will be helpful to create a **THREE RING BINDER** or some other organizational system for this class, bring it each day to class and put every handout in it. You should also keep all your client related materials in it including your clients medical history forms, informed consent, goals, stages of change, all testing data, dietary intake or assessment sheets, logs of your client's workouts, information that you created or gave to your client and any other interactions with your client.

J. Case Study (e-portfolio)

The **CASE STUDY** is a narrative of your experience with your client (identified by first name or code name only). The case study gives me (and future employers) an idea of what you accomplished and a picture of what happened with your client. It will be completed as a professional piece of work in the form of an e-portfolio presentation.

• **Ideas of what (artifacts) to include in the e-portfolio presentation:**

1. Introduction to the case study experience, the environment, the class objectives, etc.
 2. A general description of your client and the interaction at your first meeting; include medical or physical concerns, client goals, where they were along the stages of change continuum.
 3. The pre and post-test results (tables and/or graphs are strongly suggested) and a discussion of whether the changes were significant or rather limited (speculate on limitations; for example measurement error, what happened with stages of change, client adherence to the program, etc.).
 4. A summary of the training program you designed for your client and how this was intended to meet their goals and how the client responded to that program; what changes did you make along the way, etc. (**save all of the daily training logs!**)
 5. What goals were met or not met by your client and a discussion of this.
 6. What you did for an exit strategy.
 7. Your overall reflection of your experience including specifics on what you learned, what you wish to further work on.
 8. Expand on posts and feedback from the discussions on D2L!
- This case study is for my eyes only; however, you may or may not choose to share it with your client or future employers. Therefore, please **remove all personal identifiers**. Please take your time with it, as it is an excellent reflection tool. E-portfolio instructions and rubric will be provided.

J. Tentative Course Schedule, Spring 2018

Week	Date	Client Contact	Expectations
1	Jan 25	First Journal Entry due Jan 25 th	The first 4 weeks will be devoted to mastering basic exercise and nutrition knowledge and the competency skills for measuring heart rate, blood pressure, girth, skinfold body composition, flexibility, strength, aerobic capacity with a YMCA cycle ergometry or step test. In addition we will discuss medical screening. During this time, you will contact your client(s) for an initial meeting.
2	Feb 1 Feb 8	Exercise & Nutrition Exam (Feb 8 th) Cardio Center Sign-up by 2/9	
3	Feb 15	Practical exams E-mail Presentation Topic (Feb 16 th)	Pass both the written and practical skills tests with $\geq 80\%$, retake test(s) pass with $\geq 90\%$. Complete Practical skills test M-F (Feb 12-16th).
4	Feb 22		PRE-TESTING professional clients (Sentry, Pacelli, or HEC 033). The lab is usually available unless there is an exercise physiology lab. The lab times for exercise physiology are posted in "news" section of D2L so you can plan accordingly. Please post your client(s) testing time on the D2L DB!
5	Mar 1	Exercise Week 1 D2L reflection due	During these 7 weeks, you will meet with your client(s) for training at least once every week. In addition, every Tuesday we will meet during class time unless otherwise notified, to discuss various topics including goal setting, exercise prescription principles, and stages of behavior change. We'll discuss the progress you are making with your clients and troubleshoot obstacles that are encountered. <u>Students will also make and give their presentations during these weeks.</u>
6	Mar 8	Exercise Week 2	
7	Mar 15	Exercise Week 3 Initial Diet Analysis Due	
8	Mar 22	Exercise Week 4 NO CLASS D2L reflection due	
9	Mar 29	Exercise Week 5 NO CLASS	
10	Apr 5	Exercise Week 6	
11	Apr 12	Exercise Week 7 D2L Exit Strategy	
12	Apr 19	No classes this week	POST –TESTING, schedule a time in the lab. Meet with client(s) for discussion of results and exit strategy. Need to get this post-testing done early enough to allow adequate time for the development of the case study.
13	April 26	Reflection Assignment DUE	Reflection on experience, class wrap-up. work on e-portfolio case study and nutrient analysis!!!
14	May 3	Final journal reflection entry DUE	5-min presentation of updated e-portfolio on the case study & nutrient analysis (receive class comments), class evals, review expectations/rubric for final case study e-portfolio presentation
May 10th by 5:00pm – Final e-portfolio case study and final nutrient analysis projects due			

K. Academic Integrity:

This course is part of the UW-Stevens Point academic community, an academic community that is bound together by the traditions and practice of scholarship. Honest intellectual work – on examinations and on written assignments is essential to the success of this community of scholars. Using classmates' responses to answer exam questions or disguising words written by others as your own undermines the trust and respect on which our course depends. The work in this course is challenging and will demand a good deal from each of you. I have every confidence that each of you can succeed. Doing your own work will enhance your sense of accomplishment when the semester comes to a close.

Additionally, the classroom environment is a unique opportunity for students to share ideas, opinions, discuss classroom and course content. As each student is entitled to contribute in class, specific expectations are necessary to ensure a thriving classroom environment. Expectations include: arriving to class on time, being prepared for class, and keeping cell phones silenced or turned off and put away. Behaviors such as loud shouting, excessive side conversations, arriving to class under the influence of any alcohol or drugs, profane language, and verbal or physical threats, intimidation of any kind, or any other behavior that may be disruptive to the instructor or other students are considered unacceptable. If any of this behavior is exhibited, you may be asked to leave the class for the day. Any continued disruptive behavior may result in a referral to the Dean of Students Office.

For additional information, please refer to the statements on Academic Standards as outlined by the Office of Student Rights and Responsibilities. You can read the full text of Chapter 14 on "Student Academic Standards & Disciplinary Procedures" at <http://www.uwsp.edu/stuaffairs/Documents/RightsRespons/SRR-2010/rightsChap14.pdf>

L. Electronic Devices:

The use of cell phones, except in occasional cases of emergency, will not be allowed during class. All other electronic devices are not permitted during class time or exams unless prior approval has been granted by the instructor.

M. Desire2Learn (D2L):

This class uses Desire2Learn (D2L), UWSP's Online Learning Management System. Your course syllabus, readings, grades, and other materials will always be found here. You can log into D2L at, <https://uwsp.courses.wisconsin.edu/>, with your UWSP logon. D2L can also be found on your MyPoint Portal, <https://mypoint.uwsp.edu>, on the Academics tab.

After you have logged in to D2L, look below "My Stevens Point Courses" in the middle of the screen. Click the plus sign in front of the current semester to access the link to our class.

Appendix A: Instructions for HPW 430 – Exercise/Nutrition Programming Projects

- I. In-class presentation
- II. Detailed food and nutrient analysis of client 3-day diet record (3-DDR)

I. Presentation (40 total points, 15% of overall grade)

Presentation should be ~ 20 minutes long (less than 15 min or more than 25 min may result in a drop in your score for the presentation) – out of 33 points

Students will make a presentation handout available to the rest of the students in the class. Following the presentation I will post the handout on D2L. – out of 7 points

You may use your textbook for the material (if applicable) but you should also obtain **at least 3 other RELIABLE resources** to draw material from (samples of what I mean by reliable resources will be posted on D2L). The sources that you use should be listed on your presentation **and** your handout.

The information that you present should be directed to the level of your peers (fellow personal trainers and health promotion students). However, you should also **provide information that is relevant for use with their clients** (by this I mean you should provide at least one example of how the material can be used with a client). Incorporating physical demonstrations, role playing, or problem solving using case studies would be especially useful.

WHAT IS THE APPLICATION OF YOUR INFORMATION???

Both peers and the instructor will critique your presentation (50:50)

II. Dietary recommendations: based on nutrient analysis of 3 Day Diet Record (15% of grade)

Step 1:3-DDR

If your client desires to have a detailed nutrient analysis of their usual diet, you will offer this service. If they object to having this done **you will need to find another for whom you will provide this service** (parent, roommate, teammate, friend, etc.).

You will provide your client with detailed instructions on how to write down everything they consume (eat and drink) for 3 days (documents posted on D2L). Since this process is tedious and cumbersome, clients may choose to do 2 days (1 weekday + 1 weekend day), although you must explain that the estimate of nutrient intake is more accurate when more days are analyzed.

Choose My Plate SuperTracker (<https://www.choosemyplate.gov/SuperTracker/default.aspx>) to enter their food intake and obtain an estimate for the level of nutrients provided by the diet. It is your responsibility to be assured that it will provide analyses of 3-day AVERAGE. You are NOT allowed to have 3 separate nutrient analyses (one for each day).

What to hand in for this assignment?

- 1) Copy of the actual diet record
- 2) SuperTracker analysis printouts
- 3) Nutrition summary (complete the 3-Day Average Analysis template provided on D2L)
Highlight 3-4 target nutrients you would recommend for changes!

This initial analysis is due in class for review on March 15th. You will be graded on completeness and accuracy.

Other tools are provided under the content section of D2L.*

Step 2: (posting recommended changes on the D2L discussion board)

Should your client need to make any changes to their diet, you will choose up to 3 (no more) nutrients that need addressing. You will outline a small number of practical, actionable changes to their **FOOD** choices. These small changes should:

- 1) bring greater balance to their diet
- 2) begin to correct the nutrient issues you identified
- 3) take into account client food preferences and other lifestyle habits that impact eating patterns

You will **NOT** make recommendations on supplement use. The goal of this exercise is to strive to meet nutrient DRI's via balanced and varied food choices

What to post on D2L? (see D2L discussion board forum for details and due date)

Step 3: (1-Day Sample Modified Diet)

You will then suggest making those changes to their diet in a 1-day sample menu. Re-analyze your version of the modified diet, and print out the nutrient summary, and present these documents to your client. Be prepared to explain, in a simplified manner, the information on the printouts along with their significance. Illustrate how changes in diet alter the composition of nutrients, which should result in improving which health indices? Compare the results from the 3-DDR to the 1-Day Sample Modified Diet analysis and illustrate the differences!!

Submit evidence of completion of this step with your final listed below:

Attach to your final e-portfolio presentation for your CASE STUDY?

Your written report of dietary analysis will consist of 6 sections:

- 1) Introduction – discuss client's thoughts on diet record, any concerns, interests, needs, etc.
- 2) Handouts for Step 1
- 3) Recommendations from step 2 – why you chose those foods
- 4) Analysis of modified diet from step 3 – how did your small handful of recommended changes impact their nutrient intake
- 5) Reflections on client response to your suggestions, and what you learned from the experience

Please note that for both the case study and diet analysis, you will not be graded on the success of your client but on the processes, analyses, recommendations, and evaluation of your personal training experience.

Step 3 is due along with rest of the e-portfolio case study, May 10th.

Appendix B: Books in library
 (* indicated on reserve at front desk)

Strength Training

Specialized Strength Training – Wayne Westcott

Strength Workouts for special populations (Normal, Weight loss, seniors, youth, golf, advanced, cardiac rehab, wheelchair; pictures and descriptions of Nautilus equipment)

* Building Strength and Stamina – Wayne Westcott

More pictures than the above book; includes circuit training, 2 and 6 month programs and some physiology

* Resistance Training Instruction – Everett Aaberg

Principles and design and many pictures of specific exercises and muscles used.

Designing Resistance Training Programs – Steven J. Fleck

Comprehensive physiology of resistance training, designing programs, sections on women, children and seniors

Strength Training for Women – Lori Incledon

Programs specifically geared to women, models are all women, section on competitive lifting for women.

Strength Ball Training, 2nd Edition – Lorne Goldenberg, Peter Twist

Publisher: Human Kinetics, Inc., 2007 (ISBN: 0736066977)

Strength Training – Lee E. Brown

Publisher: Human Kinetics, Inc., 2007 (ISBN: 0736060596)

Strength Training Anatomy, 2nd Edition – Frederic Delavier

Publisher: Human Kinetics, Inc., 2006. (ISBN: 0736063684)

Women, Older Adults, Disease and Disability

Women's Fitness Program Development – Ann F. Cowlin

Comprehensive sections on women's adolescence, pregnancy (pre and post), and menopause.

* Exercise for Older Adults (ACE's guide for fitness professionals) – Richard Cotton editor

Sections on physiology, motivation, common health challenges, screening and assessment, techniques, and programming for older adults.

Physical Activity Instruction of Older Adults – Jones and Rose editors

More comprehensive text than the one listed above.

ACSM's exercise management for persons with chronic diseases and disabilities – ACSM
 (RM725 .A3 2003)

Strength Training Past 50 – Wayne Westcott, Thomas Baechle

Publisher: Human Kinetics, Inc., 1998 (ISBN: 0880117168)

Strength Training for Seniors: IG for Developing Safe & Effective Programs – Wayne Westcott,
 Thomas Baechle

Publisher: Human Kinetics, Inc., 1999. (ISBN: 0873229525)

Women's Strength Training Anatomy- Frederic Delavier
 Publisher: Human Kinetics, Inc., 2003 (ISBN: 0736048138)

Books on Personal Training

* NSCA's Essentials of Personal Training – Earle and Baechle editors
 Textbook for NSCA Personal Trainer certification

The Complete Book of Personal Training – Douglas Brooks
 Text of personal training with more client focus and business sections

Exercise Prescription

Client Centered Exercise Prescription – John Griffin
 How to talk to your client about exercise, takes a much different approach than most texts.

Successful Fitness Motivation Strategies – Barbara Brehm
 How to motivate your client. Good question and answer examples

Exercise prescription: a case study approach to the ACSM guidelines – David Swain
 (RM725.S92 2002)

Nutrition

Endurance Sports Nutrition- Suzanne Girard Eberle

Sports Nutrition- Maughan & Burke

Sports Nutrition: a guide for the professional working with active people- Benardot

Sports Nutrition for the 90's: the health professional's handbook- Berning & Steen

Nancy Clark's sports nutrition guidebook- Nancy Clark

Others

Applied Body Composition Assessment – Heyward and Wagner
 Standard reference text for body comp assessment.

Physiological Aspects of Sport Training and Performance – Jay Hoffman
 Exercise physiology text geared to athletes with an emphasis on training adaptations

Concepts in Fitness Programming – Robert McMurray

Useful Journal (in current and bound periodical section 2nd floor)

ACSM's Health and Fitness Journal

Video (IMC)

American College of Sports Medicine certification [video recording]: how to be better prepared –
 Walt Thompson (RC1210.A44 1999)

Appendix C: Physical Assessment Skill Competency Checklist

Before you perform assessments on your client, you will run through and be graded on a complete assessment done on one of your fellow classmates (or other person). You must perform the below skills accurately. Failure to complete 80% of them accurately results in a failing mark. You must then redo the assessment at a level of 90% accuracy.

Administer a Medical History Questionnaire ____
Administer and explain the importance of Informed Consent ____

Administer the following correctly (includes telling the client what you are going to do, asking about any safety issues, and explaining the significance of the measure).

Height ____
Weight ____
Resting heart rate ____
Resting blood pressure ____

Skinfold caliper body composition ____
Girth ____

Cardiorespiratory fitness tests

- YMCA submaximal cycle ergometer test ____
 during test: measure HR, BP and RPE ____
 explain termination criteria ____
- know about other CR fitness tests (YMCA 3-min step test) ____

Flexibility test (sit and reach) ____

Muscular strength tests

- handgrip dynamometer ____
- isometric biceps curl ____
- 1 Rep Max ____

Calculations

Max heart rate ____
85% of max heart rate ____
body density ____
percent body fat ____
BMI ____
Predicted max workrate ____
Predicted max VO₂ ____

Interpretation, Explanation, and Prescription

- based on results be able to classify individuals using percentile scores or categories ____
- explain to client the importance of the fitness components ____
- give advice/programming for improving the fitness components ____