

**HP/W 430: Advanced Practicum in Health Promotion and Wellness (3 cr.)**  
Section 2 – Exercise & Nutrition Practicum  
Spring 2022

**A. General Information**

Instructor: Thomas Wetter, Ph.D.  
Office: CPS 224  
Phone: 346-3659  
Email: [twetter@uwsp.edu](mailto:twetter@uwsp.edu)  
Office Hours: T & R 10:00-11:30, and by appt.

Class Time: Wed 1-2:50; Additional hours for Healthy American health and fitness assessment times will be assigned; client assessment and programming times will be scheduled mutually between you and your client. Additional hours of assessment technique training may be required in the first 4 weeks of the semester.

Location: MCCH 33 (Health and Human Performance Lab)

**CPR certification is required:** you need to have proof of current certification prior to working with clients or Healthy American students.

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

**B. Texts & Other Resources**

**Text Rental**

- American College of Sports Medicine. Guidelines for Exercise Testing and Prescription. 9th ed.; 2014. *You can also purchase from outside vendor the most recent version (11<sup>th</sup> ed) if you plan to use this for your career*
- Optional: ACSM's Certification Review. 4<sup>th</sup> ed. 2014 –

**Online Resources**

- Printable resources at <https://www.choosemyplate.gov/> especially <https://www.choosemyplate.gov/browse-by-audience/view-all-audiences/professionals>
- <https://health.gov/>

**Optional**

- Dr. Wetter has additional texts; the library does as well (ask Dr. Wetter to see a list of titles)

**C. Objectives**

- Through the testing of Healthy American students, you will be able to:
  - Demonstrate technically accurate health/fitness testing skills.
  - Explain the physiologic rationale for each test and its relationship to health.
  - Explain individual test results and suggest strategies for improvement.
  - Demonstrate an awareness of diversity and be respectful of individual differences.

- Provide an opportunity to establish and develop a professional relationship with a client(s); perform and evaluate dietary and physical fitness assessments; and 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.
- Become comfortable with the competencies for ACSM's Certified Personal Trainer certification.
- 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.

### **Course Requirements and Assignments:**

1. Attendance and Participation - For optimal learning to occur in this course you will need to attend **required classes** (we will decide how many and the dates of these classes) and participate. Therefore, please be prepared to engage in weekly class sessions, ask questions, share experiences, contribute to discussion, participate with an open mind and challenge yourself. *For every class missed after one, you will lose 20 points.*

2. Experiential learning- The goal is 100 hours of exercise and nutrition related work in the health and human performance lab and with your clients at their training site. Tom will supervise you as you refine your health and fitness assessment skills to prepare you to test and work with the Healthy American students and your clients. The first several weeks of the semester will involve practice in the lab and mastering content in the first few chapters of the ACSM guidelines. You will be given a client or clients that you will work with during the semester to help them achieve their exercise/nutrition related goals. You will work as a Lab Assistant to perform health and fitness assessments on students in the Healthy American class. Other activities may be included depending on interest of the student. These may include: ACSM personal trainer exam study, research into a specific exercise related topic, developing presentation skills on an exercise/nutrition related topic, specific lectures/discussion of exercise-related topics.

3. Weekly log sheets - Record the number of hours worked per week, cumulative semester hours, and progress on projects and assigned tasks. **Log sheets must be submitted in Canvas by 11:59 p.m. each Sunday for work completed the week before.** *There are 12 log sheet submissions, labeled by due date. Please submit only one log sheet per week, on the correct date. Submit a log sheet for all 12 weeks, even if you didn't have work to record that week. Simply state, "no hours completed this week" on the log sheet. If you begin accumulating hours before the week the first log sheet is due, include all hours worked to date on the first log sheet.* A master copy of the log sheet is available in Canvas.

4. Practicum binder - Develop a course binder that contains an accumulation of all materials created and utilized during the practicum experience. For exercise and nutrition practicum students this most likely will be:

- A client case report that indicates what your clients goals were, the pre and post test results, a general description/summary of the program that you created for your client, summary of whether goals were met and the plan for how the client would continue in the future. You can also include thoughts on what you learned, what you would do differently in the future. (I will give further suggestions on this in class)

**Binders are submitted electronically in Canvas by the due date designated on the course calendar.**

5. Reflection paper: Write a one-page paper about your practicum experience to include the following: your honest thoughts about what you learned from your practicum experience, concerns you had about your placement/experience, suggestions for improvement and your success stories about things that went really well. Please do not describe what you did in great detail as you report this in your log sheets and your self-evaluation. Submit your reflection paper in Canvas by the due date indicated on the course calendar.

6. Self-evaluation: Complete the student self-evaluation found in Canvas and submit by the due date indicated on the course calendar.

7. Presentations: Create a Power Point presentation on a topic you researched or project you completed. We will discuss this to make it something that is useful to you. **Submit the Power Point for your presentation in Canvas prior to class on the day of your presentation.** To be decided

### **Grading**

Log Sheets – 10 points each, 12 weeks	120 points
Quality of Work (supervisor evaluation)	400 points
Binder	30 points
Reflection paper	25 points
Self-Evaluation	25 points
Presentation	100 points
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TOTAL	700 points

### **Grading Scale:**

96-100% = A	80- 83% = B-
90- 95% = A-	76- 79% = C+
86- 89% = B+	74- 75% = C
84- 85% = B	

**HPW 430 Tentative Course Calendar- for exercise and nutrition students  
Spring 2022**

Date	Topic/Assignments
1/26	Course Introduction/Syllabus Review/Professionalism Review of practicum placement and expectations – placement ideas posted in Canvas
2/2, 9, 16	Begin training in HHPLAB. (may schedule on different day so not overlap with community students)
2/23	Practical skills test with practice client (by Friday the 25 <sup>th</sup> )
week of Feb 28 <sup>th</sup>	Begin Healthy American testing. Develop goals with client, pretesting
2/28-5/11	testing HA and working with clients. Will determine weeks when we want to meet as a group
end of semester	Post-testing of clients, discuss goal attainment and exit strategy
5/11	Presentations (or maybe before this)
5/18	<b>Reflection paper due</b> <b>Self-evaluation due</b> <b>Binders due</b>

**This syllabus and course calendar are tentative and subject to change at the discretion of the instructor. Students will be notified if changes occur.**

**Other important information**

**Professionalism:** As students in the College of Professional Studies, you are earning a degree that prepares you to enter the workforce as a professional. The classroom can and should be a training ground for learning and practicing professional behaviors. The values and attitudes that make you a successful student transfer to the workplace and are highly valued by employers. These values and attitudes include:

1. Commitment to excellence
2. Honesty and integrity
3. Respect
4. Accountability
5. Compassion

As a class, you will engage in an exercise that allows you to define specific classroom behaviors that you all agree to, that reflect these values and attitudes. We will adopt these values, attitudes and behaviors to develop a culture of professionalism in HPW 430.

**Lecture materials and recordings**

Lecture materials and recordings for HPW 430, Community Practicum, are protected intellectual property at UW-Stevens Point. Students in this course may use the materials recordings for their

personal use related to participation in this class. Students may also take notes solely for their personal use. If a lecture is not already recorded, you are not authorized to record my lectures without my permission unless you are considered by the university to be a qualified student with a disability requiring accommodation. [Regent Policy Document 4-1] Students may not copy or share lecture materials and recordings outside of class, including posting on internet sites or selling to commercial entities. Students are also prohibited from providing or selling their personal notes to anyone else or being paid for taking notes by any person or commercial firm without the instructor's express written permission. Unauthorized use of these copyrighted lecture materials and recordings constitutes copyright infringement and may be addressed under the university's policies, UWS Chapters 14 and 17, governing student academic and non-academic misconduct.

### **Face Coverings:**

- At all UW-Stevens Point campus locations, the wearing of face coverings is mandatory in all buildings, including classrooms, laboratories, studios, and other instructional spaces. Any student with a condition that impacts their use of a face covering should contact the [Disability and Assistive Technology Center](#) to discuss accommodations in classes. Please note that unless everyone is wearing a face covering, in-person classes cannot take place. This is university policy and not up to the discretion of individual instructors. Failure to adhere to this requirement could result in formal withdrawal from the course.

### **Other Guidance:**

- Please monitor your own health each day using [this screening tool](#). If you are not feeling well or believe you have been exposed to COVID-19, do not come to class; email your instructor and contact Student Health Service (715-346-4646).
  - As with any type of absence, students are expected to communicate their need to be absent and complete the course requirements as outlined in the syllabus.
- Maintain a minimum of 6 feet of physical distance from others whenever possible.
- Do not congregate in groups before or after class; stagger your arrival and departure from the classroom, lab, or meeting room.
- Wash your hands or use appropriate hand sanitizer regularly and avoid touching your face.
- Please maintain these same healthy practices outside the classroom.

### **Care Team**

The University of Wisconsin-Stevens Point is committed to the safety and success of all students. The Office of the Dean of Students supports the campus community by reaching out and providing resources in areas where a student may be struggling or experiencing barriers to their success. Faculty and staff are asked to be proactive, supportive, and involved in facilitating the success of our students through early detection, reporting, and intervention. As your instructor, I may contact the Office of the Dean of Students if I sense you are in need of additional support which I may not be able to provide. You may also share a concern if you or another member of our campus community needs support, is distressed, or exhibits concerning behavior that is interfering with the academic or personal success or the safety of others, by reporting here: <https://www.uwsp.edu/dos/Pages/Anonymous-Report.aspx>.

### **Title IX**

UW-Stevens Point is committed to fostering a safe, productive learning environment. Title IX and institutional policy prohibit discrimination on the basis of sex, which includes harassment, domestic and dating violence, sexual assault, and stalking. In the event that you choose to disclose information about having survived sexual violence, including harassment, rape, sexual assault, dating violence, domestic

violence, or stalking, and specify that this violence occurred while a student at UWSP, federal and state laws mandate that I, as your instructor, notify the Title IX Coordinator/Office of the Dean of Students.

Please see the information on the Dean of Students webpage for information on making confidential reports of misconduct or interpersonal violence, as well as campus and community resources available to students. Dean of Students: <https://www.uwsp.edu/DOS/sexualassault> Title IX page: <https://www.uwsp.edu/hr/Pages/Affirmative%20Action/Title-IX.aspx>

### **Disability and Accommodations**

In accordance with [federal law and UW System policies](#), UWSP strives to make all learning experiences as accessible as possible. If you need accommodations for a disability (including mental health, chronic or temporary medical conditions), please visit with the [Disability and Assistive Technology Center](#) to determine reasonable accommodations and notify faculty. After notification, please discuss your accommodations with me so that they may be implemented in a timely fashion. **DATC contact info:** [datctr@uwsp.edu](mailto:datctr@uwsp.edu); 715/346-3365; 609 Albertson Hall, 900 Reserve Street

### **FERPA**

The [Family Educational Rights and Privacy Act](#) (FERPA) provides students with a right to protect, review, and correct their student records. Staff of the university with a clear *educational need to know* may also have to access to certain student records. Exceptions to the law include parental notification in cases of alcohol or drug use, and in case of a health or safety concern. FERPA also permits a school to disclose personally identifiable information from a student's education records, without consent, to another school in which the student seeks or intends to enroll.

### **Academic Integrity**

Academic Integrity is an expectation of each UW-Stevens Point student. Campus community members are responsible for fostering and upholding an environment in which student learning is fair, just, and honest. Through your studies as a student, it is essential to exhibit the highest level of personal honesty and respect for the intellectual property of others. Academic misconduct is unacceptable. It compromises and disrespects the integrity of our university and those who study here. To maintain academic integrity, a student must only claim work which is the authentic work solely of their own, providing correct citations and credit to others as needed. Cheating, fabrication, plagiarism, unauthorized collaboration, and/or helping others commit these acts are examples of academic misconduct, which can result in disciplinary action. Failure to understand what constitutes academic misconduct does not exempt responsibility from engaging in it. For more information on UWS chapter 14 visit: <https://www.uwsp.edu/dos/Pages/Student-Conduct.aspx>

**Copyright infringement** is the act of exercising, without permission or legal authority, one or more of the exclusive rights granted to the copyright owner under section 106 of the Copyright Act. Each year students violate these laws and campus policies, putting themselves at risk of federal prosecution. For more information about what to expect if you are caught, or to take preventive measures to keep your computing device clean, visit our [copyright page](#).

### **Reporting Incidents of Bias/Hate**

It is my intent that students from all diverse backgrounds and perspectives be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that students

bring to this class be viewed as a resource, strength and benefit. It is my intent to present materials and activities that are respectful of diversity: gender identity, sexuality, disability, age, socioeconomic status, ethnicity, race, nationality, religion, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally, or for other students or student groups. If you have experienced a bias incident (an act of conduct, speech, or expression to which a bias motive is evident as a contributing factor regardless of whether the act is criminal) at UWSP, you have the right to report it: <https://www.uwsp.edu/dos/Pages/Anonymous-Report.aspx>. You may also contact the Office of the Dean of Students directly at [dos@uwsp.edu](mailto:dos@uwsp.edu). Diversity and College Access is available for resources and support of all students: <https://www.uwsp.edu/dca/Pages/default.aspx>.

### **Clery Act**

The US Department of Education requires universities to disclose and publish campus crime statistics, security information, and fire safety information annually. Statistics for the three previous calendar years and policy statements are released on or before October 1<sup>st</sup> in our [Annual Security Report](#). Another requirement of the Clery Act is that the campus community must be given timely warnings of ongoing safety threats and immediate/emergency notifications. For more information about when and how these notices will be sent out, please see our [Jeanne Clery Act](#) page.

The **Drug Free Schools and Communities Act** (DFSCA) requires institutions of higher education to establish policies that address unlawful possession, use, or distribution of alcohol and illicit drugs. The DFSCA also requires the establishment of a drug and alcohol prevention program. The Center for Prevention lists information about alcohol and drugs, their effects, and the legal consequences if found in possession of these substances. [Center for Prevention – DFSCA](#)