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## KIN 201.00: Basic Exercise Prescription

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# The University of Montana

**Department of Health and Human Performance**  
**KIN 201: BASIC EXERCISE PRESCRIPTION**  
Fall Semester, 2013  
Aerobic and strength training for health, fitness and performance throughout life

## Instructors:

Stephanie Domitrovich – 243-6264, office: McGill238D. [Stephanie.domitrovich@umontana.edu](mailto:Stephanie.domitrovich@umontana.edu)

Assistant and Lab Coordinator: Steven Gaskill - 243-4268, office: McGill 104, [steven.gaskill@umontana.edu](mailto:steven.gaskill@umontana.edu)

**Class Time:** 9:10-10:00 am. MWF, plus scheduled labs, **Classroom:** Chem 123, **Lab:** McGill 131

**Office Hours:** Stephanie Domitrovich: M&T-10-12; R-12:30-3:30 or by appointment.

Dr. Steven Gaskill: M-10-11am, T&R-9-11am, and Wed-1-2pm, or by appointment.

**Website:** Available on Moodle with your NetID login.

## Scheduled Labs:

SECTION 01	Wed	11:10-12:30	SECTION 04	Thur	2:10-3:30
SECTION 02	Wed	2:10-3:30	SECTION 05	Fri	12:40-2:00
SECTION 03	Thur	11:10-12:30	SECTION 06	Fri	11:10-12:30

## COURSE OVERVIEW: “Scientific Theory of Exercise Prescription”

This course is designed to introduce students to the fundamentals of aerobic exercise and resistance training related to health, fitness and performance. Subject matter will include, but is not limited to, maximizing student involvement in the understanding of physical training and the designing of exercise programs for health (both physical and mental), fitness and performance, in healthy individuals during all stages of life. Topics will include: 1) Fundamentals of exercise physiology underlying aerobic and resistance training for health, fitness and performance, 2) Theory of aerobic and resistance training programs, 3) Methodology of aerobic and resistance training, 4) Evaluating and monitoring of fitness and 4) The fundamental design of programs for health, weight loss, fitness and performance.

This course will lay a basic practical foundation for students to design personal fitness programs, understand and design programs for lifetime fitness and to develop foundational training theory for future coaches. In addition, this course, when combined with “Exercise Physiology” and “Exercise, Aging and Chronic Disease” classes, will provide students the ability to understand the practical aspects of exercise physiology as applied to health, fitness and competitive performance.

## **Instructor’s Goals/Course Objectives: “Lifelong Skills”**

1. Students will gain an appreciation for, and the rationale behind, the importance of lifetime physical activity to promote health and energy balance.
2. Students will begin their study of the fundamentals of exercise physiology and human anatomy as it applies to physical activity.
3. Students will learn and remember the fundamentals of “science based” exercise prescription and be able to apply the principles to clients, family and friends over the course of their lives.
4. Students will be able to analyze goals and assess current abilities of an individual, then design and integrate reasonable exercise training programs for health, fitness or weight control.
5. Students will recall an important point from each lecture for a number of years.
6. Students will apply what they learn in class to a service learning project.
7. Most importantly: Students will begin a journey of personal lifetime fitness.

**TEXTBOOKS** – Available in bookstore: 3 Copies of the Textbook are on 2 hour reserve at the Mansfield Library.

- Required: Fitness and Health- 7<sup>th</sup> Edition. Brian J. Sharkey and Steven E. Gaskill
- Required: Course Pack needed for class and lab. (Available in bookstore.)

## **COURSE REQUIREMENTS:**

*“Student success requires reading, getting assignments in on time and attending class and labs”*

**Class Participation and Attendance:** You must be present to receive quiz and lab points. Attendance may be taken during any class. **Students who miss more than 5 classes for any reason will lose 5 points from their overall grade and 1 point for each absence thereafter.** Classes which require students to hand in a quiz, lab or other material during the class will use that item to determine attendance, thus you must be present for the entire class time or risk being counted absent.

**Quizzes:** Quizzes cover reading material from the text book. They will generally be online in Moodle and have a due date in the syllabus. They will be unavailable after the due date and there is no making up quizzes. When reading the text book think about what you would need to know to talk knowledgeable about it at a later date. Your lowest quiz grade will be dropped. Each quiz is scored as 10 points towards your overall quiz grade. There are 15 quizzes scheduled for the term with due dates and times shown in the 2<sup>nd</sup> column from the right in the schedule. It is your responsibility to get them done on time. Class and homework labs are also part of the quiz grade – see next topic.

**Class and Homework Labs:** There are a number of homework worksheets (labs) that correspond with assignments in the syllabus. The worksheets are generally in your course pack, otherwise they will be put on Moodle. A number of these labs are required and count towards your quiz grade. Each lab listed in the right column under a class date is worth one quiz grade and counts towards your total quiz grade. There are 21 of these labs (some done in class and some on your own) with due dates in the right hand column of the schedule below. Each project is worth 10 points. This means that there are 35 items that count towards your quiz grade which is why the quiz grade is worth a large percentage of your total grade.

**Exams:** There will be four exams. The first three 100 point exams will focus on the material from that section of the class and the lowest grade of the three will be dropped. The third exam will be completed as part one of the final exam on the final exam date. The final exam is cumulative and covers the entire term and is also worth 100 points. The third exam and cumulative final will be given at the time of the assigned final –See Schedule. All students must take all three exams and the final exam. **The lowest of the first three exams will be dropped.**

**Final Exam date:** *Please note that the Provost has mandated that final exams must be given at the time assigned. I am not permitted to give the final exam early for any reason and I will not do so unless it is for an official University function. If you have multiple finals on any day, show me proof and I will arrange a better time for you. Please don't waste my or your time by asking to break the rule. If you cannot make the final exam at the scheduled time you may take an incomplete and take the final exam at the beginning of the next semester*

**Labs and practical work:** This course includes a series of practical labs. Students must have signed up for a lab section. You will often work together during labs, but each student must individually complete all material in the assigned labs unless specifically instructed otherwise by your lab TA. Each lab is due as noted in the schedule unless instructed by your lab TA. Labs will be handed back after they are graded. You should keep all of your completed labs together in a folder to ensure credit. Lab write-ups are expected to be neat, fully and thoughtfully completed, legible and use appropriate English grammar.

**You must be present at labs in order to receive a grade for that lab!** Handing in a lab report without having been in attendance will not gain any points. Students, who need to make up a lab or know you will miss a lab must talk in advance with Stephanie Domitrovich or Dr. Gaskill and get a signed permission allowing them to attend a different lab section for the week. All labs count 100 points. Your lowest lab grade will be dropped. There are no make-up labs.



**Service Learning:** This course is designated as a service learning course. **Service Learning** is a method of teaching and learning in which students, faculty, and community partners work together to enhance student learning by applying academic knowledge in a community-based setting. Student work addresses the needs of the community as identified through collaboration with community or tribal partners, while meeting instructional objectives through faculty-structured service work and critical reflection meant to prepare students to be civically responsible members of the community. At its best, service learning enhances and deepens students' understanding of an academic discipline by facilitating the integration of theory and practice, while providing them with experience that develops life skills and engages them in critical reflection about individual, institutional, and social ethics.

You will choose your service learning project from four possible organizations who will be attending class to discuss the opportunities that they offer. Your project must involve helping people be physically active. It is possible to do a project separate from those who present in class, but you must decide and complete paperwork for Dr. Gaskill by the end of the first week of classes.

You are expected to put in at least **20 hours on site** of service time for this project or meet other agreed upon standards. Students who do not complete 20 hours will receive a prorated score for service learning.

- Our major service learning projects this year will be with the YMCA, Missoula County Public Schools, Flagship, and Girls Way.
- Note that most service learning positions require a background check which usually has a fee of \$5-\$10. If this is a hardship, please let Dr. Gaskill know and he will find a way to assist you. Confidentiality is guaranteed.
- Students who have more than **ONE unscheduled absence** from the Service Learning project will receive zero points for the Service Learning portion of the grade.

• **Service Learning Extra Credit:** *Students who complete more than 20 hours (up to 40 hours) will improve their service learning grade by 2.5% per extra hour i.e. Up to 150% possible on the service learning portion of your grade which can improve your final grade by up to 7.5% overall. NOTE: Service learning must be completed during the term unless you have specific permission from the instructor. No extra credit will be given for hours accumulated outside of the term.*

**GRADING:** Class (test, attendance and quiz) grading questions should be directed to Stephanie Domitrovich  
Lab grading questions should be addressed first with your lab TA, then with Dr. Gaskill  
Service Learning grading questions should be addressed with Dr. Gaskill

**Exams: 25%, Labs: 30%, Quizzes/Worksheets: 30%, Service Learning: 15%**

- A- 90-100%    B- 80-89.9%    C- 70-79.9%    D- 60-69.9%    F- Below 60%
- Plus/minus grades will be assigned: Example 80-82=B-, 83-86=B, 87-89=B+
- The university does not award A+ grades (93.0 or over is awarded an "A" grade)

**EMERGENCY PROCEDURES:** Back half of the room – out back door-left out front doors. Front half - out front left door, left and out front doors. After exiting please gather as a class on the lawn in front of the Chemistry Building.

**STUDENTS WITH DISABILITIES OR MEDICAL CONDITIONS:** If you have a known medical condition that could occur during class and which it would be helpful for the instructor to be forewarned, please make an appointment with the instructor, or visit him during office hours. If you feel that you might need assistance during an emergency, please recommend a plan to the instructor and let him know if you will need help. Students with disabilities are encouraged to discuss learning, testing and emergency need accommodations with the instructor.

**ACADEMIC HONESTY – Students must read:** All students must practice academic honesty. Academic misconduct is subject to an academic penalty by the course instructor and/or a disciplinary sanction by the University. All students need to be familiar with the Student Conduct Code. The Code is available for review online at <http://www.umt.edu/SA/VPSA/index.cfm/page/1321>.

## **KIN 201 COURSE SCHEDULE:**

<b><u>Date</u></b>	<b><u>Day</u></b>	<b><u>LECTURE TOPIC</u></b>	<b><u>REQUIRED READING – Completed before Class</u></b>	<b><u>On-Line Quiz. Due Date &amp; Time</u></b>	<b><u>Labs due *</u></b>
<b>26-Aug</b>	M	Class Introduction / Service Learning Introduction-YMCA, Flagship & Girls Way.			
	W	Benefits of Physical Activity for Health	Read Syllabus and Pages 1-12 prior to class.	Intro & Syllabus Quiz- By 9 am, Aug 28	
	F	Activity and Fitness – Chapter 1	Read Pages 13-27 prior to class.		Lab Intro-1, Activity Index on Page 5
<b>LABS <u>No lab meetings this week.</u></b>					
<b>02-Sept</b>	<b>M</b>	Labor Day Holiday – No Classes			
	W	Working With Youth – Part 1- Mary McCourt, Missoula Health Department			Lab 1-1-Depression
	F	Working With Youth – Part 2- Mary McCourt,	Read Mary McCourt handout		
	<b>LABS</b>	Pedometer Lab – Intro-2-pg 7 in course pack	Read Lab Intro-2 using pedometers prior to class.		
<b>09-Sept</b>	M	Working With Youth – Part 3- Mary McCourt,			
	W	Activity and Fitness – Chapter 1 cont	Read Pages 28-31 prior to class.	McCourt Quiz By 9am, Sept 9	Lab 1-2-Self Concept
	F	Prescribing Exercise - The Daily Prescription.		Chp 1 Quiz By 9am, Sept 13	
	<b>LABS</b>	Lab 3-3: Resting BP	Read Lab before attending		Lab Intro-2 Return pedometer. \$10 lost pedometer fee.
<b>16-Sept</b>	M	Presidents Day Holiday			
	W	Mental and Cognitive Health – Chapter 2	Read pages 33-48 prior to class.		Lab 2-1-Stress
	F	Prescribing exercise for brain health Classroom Activity		Chp 2 Quiz By 9am, Sept 20	Lab 2-2-Addiction
	<b>LABS</b>	Lab 3-6-Walking Speeds for Health	Read Lab before attending		Lab 3-3 Resting BP and HR
<b>23-Sept</b>	M	Personal Health – Chapter 3	Read pages 49-63 prior to class.		Lab 3-1-Health Screening-
	W	Personal Health – Chapter 3 Continued	Read Pages 64-68 prior to class.		Lab 3-2-Health Risk Analysis
	F	Developing Training plans for mind and body. Labs 3-4 and 3-5. Bring Course Pack	Read Labs 3-4 and 3-5 prior to class.	Chp 3 Quiz By 9 am, Sept 27	
	<b>LABS</b>	Lab 7-1-Activities to keep your heart rate high	Read Lab before attending		Lab 3-6 Walking Speeds
<b>30-Sept</b>	M	<b>TEST 1</b> - Includes lectures, reading and labs-Need Scantron	Review on Moodle		
	W	Chapter 4-Psychology of Activity	Read Pages 71-84		Lab 3-4-Aerobic Plan Lab 3-5-Resistance Plan
	F	Chapter 5 – Behavior Change	Read Pages 85-96	Chp 4 Quiz By 9 am, Oct 4	Lab 4-1-Motivation
	<b>LABS</b>	Lab 7-2-Blood Pressure and Acute Exercise	Read Lab before attending		Lab 7-1-Activities to keep your heart rate high

<u>Date</u>	<u>Day</u>	<u>LECTURE TOPIC</u>	<u>REQ. READING</u>	<u>On-Line</u>	<u>Labs due *</u>
7-Oct	M	Chapter 5 – Behavior Change Continued	Read Pages 96-104	Chp 5 Quiz By 9 am, Oct 7	Lab 5-1-PA Barriers Lab 5-2-Daily Act. Log
	W	Chapter 6 – Purposeful Activity	Read Pages 105-113		Lab 5-3-Activity Reinforcement
	F	Chapter 6 – Purposeful Activity		Chp 6 Quiz By 9 am, Oct 11	Lab 6-1-Purposeful PA Lab 6-2-Barriers Lab 6-3 Barriers 2
	LABS	Lab 8-1 – Aerobic and Anaerobic Intensity	Read Lab before attending		Lab 7-2-Blood Pressure and Acute Exercise
14-Oct	M	Chapter 7 – Physiology of Fitness	Read pages 125-135		
	W	Chapter 7 cont	Read pages 135-142	Chp 7 Quiz By 9 am, Oct 14	
	F	Chapter 8-Aerobic Fitness	Read Pages 143-156		
	LABS	Lab 8-2-Aerobic Fitness Tests	Read Lab before attending		Lab 8-1 – Aerobic and Anaerobic Intensity
21-Oct	M	Chapter 8-Aerobic Fitness-cont	Read Pages 156-166	Chp 8 Quiz By 9 am, Oct 21	
	W	Chapter 10-Aerobic Fitness Training	Read pages 189-206		
	F	Chapter 10-Aerobic Fitness Training cont	Read pages 206-216		
	LABS	Labs 9-2 and 9-3-Flexibility	Read Lab before attending		Lab 8-2-Aerobic Fitness Tests
28-Oct	M	Lab 10-1-Aerobic Training Plan	Read Lab 10-1 before class	Chp 10 Quiz By 9 am, Oct 28	
	W	Lab 10-2-individualizing Sample Aerobic Plans	Read Lab 10-2 before class		Lab10-1-Aerobic Training Plan
	F	Test Review			Lab 10-2-individualizing Sample Aerobic Plans
	LABS	Lab 9-1-Muscular Fitness Tests	Read Lab before attending		Lab 9-2 and 9-3-Flexibility
04-Nov	M	<b>TEST 2 – Cumulative – lectures, reading, labs</b>	Review on Moodle		
	W	Chapter 9-Muscular Fitness	Read Pages 167-179		
	F	Chapter 9-Muscular Fitness-cont	Read Pages 179-188	Chp 9 Quiz By 9 am, Nov 8	
	LABS	Lab 11-3-Understanding RM	Read Lab before attending		Lab 9-1-Muscular Fitness Tests
11-Nov	M	Veterans Day Holiday No Classes			
	W	Chapter 11-Muscular Fitness Training	Read pages 223-232, 267 and scan 233-266	Chp 11 Quiz By 9 am, Nov 15	
	F	Lab 11-1-Muscular Fitness Plan	Read Lab 11-1 Prior to class		
	LABS	Labs 11-2, 11-4 and 11-5	Read Labs before attending		Lab 11-3-Understanding RM
18-Nov	M	Chapter 13-Weight Control	Read Pages 305-320		Lab 11-1-Muscular Fitness Plan
	W	Chapter 13-Weight Control-cont	Read Pages 320-346	Chp 13 Quiz By 9 am, Nov 20	
	F	Labs 13-3 and 13-4	Read labs 13-3 and 13-4 prior to class		

LABS		Labs 13-1 and 13-2 – Body Composition	Read Lab before attending	Lab 11-2, 11-4 and 11-5	
<u>Date</u>	<u>Day</u>	<u>LECTURE TOPIC</u>	<u>REQ. READING</u>	<u>On-Line</u>	<u>Labs due *</u>
25-Nov	M	Designing Activity Programs for Weight Control.			
	W	No Classes –Thanksgiving Holiday			
	F	No Classes – thanksgiving Holiday			
LABS		No Labs this week			
02-Dec	M	Chapter 14-Brief overview of training for performance	Read Pages 349-369		Lab 13-3 and 13-4- Energy Balance
	W	Chapter 14-cont	Read Pages 369-377	Chp 14 Quiz By 9 am, Dec 4	
	F	Final Exam review			
LABS		Labs 14-1 and 14-2 –This week is a bonus and replaces your lowest lab grade.			Lab 13-1 and 13-2 – Body Composition Lab 14-2 (complete in lab)
12-Dec	R	<b>TEST 3: 8-9am – Over material since last exam.</b> <b>ACCUMULATIVE FINAL EXAM –9-10am, (Lectures, reading, labs, worksheets and training plans)</b> <b>All students are required to take the tests at these times.</b>			

**\* Labs handed in during class count as worksheets and are part of your quiz grade**

**Labs done during your lab sessions and handed in the next lab count toward your lab grade.**

### **HHP Vision Statement:**

***Health and Human Performance Professionals  
Creating a Healthy, Progressive Global Community.***

### **HHP Mission Statement:**

Within the liberal arts tradition of The University of Montana and the mission of the PJ Washington College of Education and Human Services, the Department of Health and Human Performance (HHP) engages in professional education, scholarly activity, and meaningful public service. The department emphasizes all dimensions of health and human movement to advocate healthy lifestyle choices and enhance quality of life. The student-centered curriculum in HHP prepares quality graduates to be ethical and competent entry-level professionals in health and human performance related occupations or candidates for advanced study in associated disciplines.