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HTH 481.01: Teaching Health and Human Performance

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HTH 481 - LAB TA SYLLABUS

TAs for FOR BASIC PRINCIPLES OF EXERCISE PRESCRIPTION (KIN 201)

Lifetime physical activity and training for health, weight maintenance, fitness and performance

Meets in McGill 131-Tuesday Morning 7:20-8:00 PLUS your assigned lab section(s) that you will be teaching.

Lab Director: Dr. Steven Gaskill, 104 McGill Hall, phone-243-4268, Cell phone: 406-214-6698
email: steven.gaskill@umontana.edu

Office Hours: M,W,F 8-9am; T 1-2pm, R 11-12. Dr. Gaskill is also available during each of the 6 KIN 201 labs for emergencies, questions, equipment failure or help.

Requirements: Have completed HHP 226/KIN 201, Exercise physiology and Junior or Senior status. The requirements may be waived. Acceptance to this class is by application and consent of the instructor. Schedule which allows you to attend the weekly TA meeting and teach one of the lab sections requiring a TA.

COURSE OBJECTIVES FOR TAs

The labs are designed to complement the class material in HHP 226 through practical hands-on work and learning. The labs include exercise prescription projects. The objectives for the TA's include:

Helping your students achieve the following objectives:

1. Students will gain an appreciation for and the rationale behind the importance of lifetime physical activity to promote health and energy balance and will choose to maintain a lifelong physical activity program.
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 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 performance.
5. Enable students to knowledgeably design and guide others in the development of reasonable physical activity programs for weight management.
6. Students will understand the principles and components of health related fitness and physical activity.
7. Students will understand the principles and components of training for performance.
8. Students will recall an important point from each lecture for a number of years.

Objectives for TA's include:

1. Improving your teaching skills.
2. Increased understanding of Exercise Prescription through teaching.
3. Improved presentation and public speaking skills.
4. Learn grading and evaluation skills.

REQUIRED TEXTBOOK and MATERIALS FOR LAB:

A copy of the labs will be available via:

- One copy for each lab section
- On a Moodle site for this class.

LAB RULES:

Please enforce these rules with your class:

- No food or drink in the lab.
- Please carefully wipe and clean shoes before coming into the lab.
- No muddy shoes or boots.
- Please leave large backpacks and books in the storage area by the door.
- Please cleanup and put equipment back after using it.
- Leave the space clean and safe for the next students.

Participation and Attendance for TA:

- You must attend the Lab TA meetings
- You must attend labs which you are responsible for. If you know that there will be a date that you will miss, you must make arrangements with the lab director and with another TA to assist in teaching your class. We need to have at least 3 TAs per lab.

EVALUATION OF TA's

- Regular Attendance at all Tuesday morning meetings
- Regular Attendance teaching your lab section(s)
- 1 or more visits during the term by the lab director to observe your teaching and give feedback.
- Periodic spot checks of your lab grading by the lab director with feedback.
- Timely grading of lab assignments and handing in of grades to lab director.
- Leaving the lab clean and ready for the next class.
- Student evaluations.

TA method to evaluate student labs:

You will use the following rubrics for grading each lab. Lab grades are to be entered into the grading sheet in the lab on the computer by the window. Additionally, if a student is missing labs you are to let the lab director know ASAP, especially when students miss labs early in the semester so that we can notify the student and get them back on track.

	Possible	Grade
Attended Lab (check)		
On Time when Due (5 points/day for late labs)	20	
Neatness	10	
Data well collected	20	
Calculations appear correct	10	
Answers to essay clear, complete and thoughtful	20	
Students appears to have spent time working on lab – everything is complete.	20	
Total for this Lab	100	

If student does not attend lab, or make arrangements and attend another section during the week, the grade for that lab will be zero points. If a lab section is attended, then the grade will be determined based on the guidelines to the left.

If you attend another lab section than your own, you must get a not from the instructor of the attended lab section which you attach to your lab when it is handed in.

Note on official university functions or documented illness resulting in a missed lab. In these cases, students must first attempt to attend another lab section during the week. If this is not possible (very rare) there will be an opportunity late in the semester to make up a lab. This will require an official notice

and will be evaluated by the lab director.

Labs may be handed in late, but will lose 5 points/day up to one week. After one week (five school days) labs will be accepted, but will get a maximum of 80 points.

Grade reporting sheets will be supplied in each lab book.

These grades are then entered into a Google Docs Spreadsheet by Lab TA.

EMERGENCY PROCEDURES: Escape route from the lab is to exit the lab door, turn left immediately through the exit door and down the stairs. Gather on the west side of McGill Hall. You will use this procedure during either the TA meeting or during your lab. Please announce to your students.

STUDENTS WITH DISABILITIES OR MEDICAL CONDITIONS: Please announce this to your students: “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. Most of the labs require active physical participation. If there is a reason why you should not (or cannot) participate, please let both the instructor and your lab teaching assistant know. Students with disabilities are welcome to discuss accommodations with the instructor.”

YOUR ROLE AS A LAB INSTRUCTOR.

The lab instructor has a very important role in helping students to feel good about their lab experience. How a lab instructor handles his or her responsibilities can make the course either enjoyable or painful for the students. A lab instructor may have many responsibilities: leading discussion, teaching in laboratories, monitoring safety, grading, proctoring during exams, and more. Lab instructors also have an especially important role in helping to make undergraduate students’ education a quality experience. In fact, in most lab settings, the lab instructor has significant influence on the students’ experiences.

Because lab instructors work with students in small groups and on a one-to-one basis during office hours, they have the opportunity to provide the personal touch, individual feedback, and encouragement that students need to succeed in a science laboratory class. They have the opportunity to get to know the students as individuals, to know their strengths and weaknesses, to understand how they think, and to challenge them to improve.

Another important aspect of lab instructors’ work is helping students develop higher-level thinking skills and problem solving skills through active involvement, guidance and feedback. To do this, they must not always be so quick with answers that students end up relying on them to do their thinking. Lab instructors’ role is to ask the kinds of questions that will help students think through problems and learn how to solve them. To do this, they must create the climate needed for students to feel safe enough to ask and answer questions and to participate in discussions. Often, students don’t participate because they are afraid they will be wrong and look stupid in front of the lab instructor and their peers. It is important to help students realize that everyone learns from mistakes, and that working through the mistakes as a group often leads to a much deeper level of understanding and thought for everyone. Sometimes, a lab instructor will be asked questions for which he or she is not sure of the answers. It is fine to use the phrase, “I don’t know.” One could use this as a teaching opportunity and tell the class how one would go about finding an answer. In any case, the lab instructor should find the answer and explain it to the class during the next lab period.

One other important role of a lab instructor is that of being a team member with other lab instructors and the faculty member in charge of the course to help make the course better. It helps everyone if lab instructors collaborate with each other, sharing and discussing successes and any problems that might arise. One way of communicating with others teaching the course is through e-mail. It is also important to provide a communication channel between the students and the supervisor and/or faculty instructor in charge of the course. Instructors are not always in a position to know what students are finding difficult or how the lectures could be more helpful to students in understanding the concepts.

DOOR CODE 8090

KIN 201 COURSE SCHEDULE:

<u>Date</u>	<u>Day</u>	<u>LECTURE TOPIC</u>	<u>REQUIRED READING – Completed before Class</u>	<u>On-Line Quiz. Due Date & Time</u>	<u>Labs due *</u>
27-Jan	M	Class Introduction / Service Learning Introduction -YMCA, Flagship & Girls Way			
	W	Working With Youth – Part 1- Mary McCourt, Missoula Health Department	Read Syllabus and Pages 1-12 prior to class.	Intro & Syllabus Quiz- By 9 am, Jan 29	
	F	Working With Youth – Part 2- Mary McCourt,	Read Mary McCourt handout		
LABS <u>No lab meetings this week.</u>					
03-Feb	M	Working With Youth – Part 3- Mary McCourt,			
	W	Activity and Fitness – Chapter 1	Read Pages 13-27 prior to class.		Lab Intro-1, Activity Index on Page 5
	F	Benefits of Physical Activity for Health			Lab 1-1-Depression
LABS Pedometer Lab – Intro-2-pg 7 in course pack					
			Read Lab Intro-2 using pedometers prior to class.		
10-Feb	M	Activity and Fitness – Chapter 1 Continued	Read Pages 28-31 prior to class.	McCourt Quiz By 9am, Feb 10	Lab 1-2-Self Concept
	W	Prescribing Exercise - The Daily Prescription.		Chp 1 Quiz By 9am, Feb 12	
	F	Mental and Cognitive Health – Chapter 2	Read pages 33-48 prior to class.		Lab 2-1-Stress
LABS Lab 3-3: Resting BP					
			Read Lab before attending		Lab Intro-2 Return pedometer. \$10 lost pedometer fee.
17-Feb	M	Presidents Day Holiday – No Classes			
	W	Prescribing exercise for brain health Classroom Activity		Chp 2 Quiz By 9am, Feb 19	Lab 2-2-Addiction
	F	Personal Health – Chapter 3	Read pages 49-63 prior to class.		Lab 3-1-Health Screening-
LABS Lab 3-6-Walking Speeds for Health					
			Read Lab before attending		Lab 3-3 Resting BP and HR
24-Feb	M	Personal Health – Chapter 3 Continued	Read Pages 64-68 prior to class.		Lab 3-2-Health Risk Analysis
	W	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, Feb 26	
	F	TEST 1 - Includes lectures, reading and labs	Review on Moodle		
LABS Lab 7-1-Activities to keep your heart rate high					
			Read Lab before attending		Lab 3-6 Walking Speeds
03-Mar	M	Chapter 4-Psychology of Activity	Read Pages 71-84	Chp 4 Quiz By 9 am, Mar 3	Lab 3-4-Aerobic Plan Lab 3-5-Resistance Plan
	W	Chapter 5 – Behavior Change	Read Pages 85-96		Lab 4-1-Motivation
	F	Chapter 5 – Behavior Change Continued	Read Pages 96-104	Chp 5 Quiz By 9 am, Mar 7	Lab 5-1-PA Barriers Lab 5-2-Daily Act. Log

LABS		Lab 7-2-Blood Pressure and Acute Exercise	Read Lab before attending	Lab 7-1-Activities to keep your heart rate high	
Date	Day	LECTURE TOPIC	REQ. READING	On-Line	Labs due *
10-Mar	M	Chapter 6 – Purposeful Activity	Read Pages 105-113		Lab 5-3-Activity Reinforcement
	W	Chapter 6 – Purposeful Activity Continued		Chp 6 Quiz By 9 am, Mar 12	Lab 6-1-Purposeful PA Lab 6-2-Barriers Lab 6-3 Barriers 2
	F	Chapter 7 – Physiology of Fitness	Read pages 125-135		
LABS		Lab 8-1 – Aerobic and Anaerobic Intensity	Read Lab before attending	Lab 7-2-Blood Pressure and Acute Exercise	
17-Mar	M	Chapter 7 – Physiology of Fitness	Read pages 135-142	Chp 7 Quiz By 9 am, Mar 17	
	W	Chapter 8-Aerobic Fitness	Read Pages 143-156		
	F	Chapter 8-Aerobic Fitness Continued	Read Pages 156-166	Chp 8 Quiz By 9 am, Mar 21	
LABS		Lab 8-2-Aerobic Fitness Tests	Read Lab before attending	Lab 8-1 – Aerobic and Anaerobic Intensity	
24-Mar	M	Flexibility			
	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	
31-Mar	M	Spring Break – No Classes			
	W	Spring Break – No Classes			
	F	Spring Break – No Classes			
LABS		No Labs This Week			
07-Apr	M	Lab 10-1-Aerobic Training Plan	Read Lab 10-1 before class		
	W	Lab 10-2-individualizing Sample Aerobic Plans	Read Lab 10-2 before class	Chp 10 Quiz By 9 am, Apr 9	Lab 10-1-Aerobic Training Plan
	F	TEST 2 – Includes lectures, reading, labs	Review on Moodle		
LABS		Lab 9-1-Muscular Fitness Tests	Read Lab before attending	Lab 9-2 and 9-3-Flexibility	
14-Apr	M	Chapter 9-Muscular Fitness	Read Pages 167-179		
	W	Chapter 9-Muscular Fitness-cont	Read Pages 179-188	Chp 9 Quiz By 9 am, Apr 16	
	F	Chapter 11-Muscular Fitness Training	Read pages 223-232, 267 and scan 233-266		
LABS		Lab 11-3-Understanding RM	Read Lab before attending	Lab 9-1-Muscular Fitness Tests	
21-Apr	M	Lab 11-1-Muscular Fitness Plan	Read Lab 11-1 Prior to class	Chp 11 Quiz By 9 am, Apr 21	
	W	Chapter 13-Weight Control	Read Pages 305-320		Lab 11-1-Muscular Fitness Plan
	F	Chapter 13-Weight Control-	Read Pages 320-		

		cont	346		
	LABS	Labs 11-2, 11-4 and 11-5	Read Labs before attending		Lab 11-3-Understanding RM
Date	Day	LECTURE TOPIC	REQ. READING	On-Line	Labs due *
28-Apr	M	Labs 13-3 and 13-4	Read labs 13-3 and 13-4 prior to class		
	W	Designing Activity Programs for Weight Control		Chp 13 Quiz By 9 am, May 2	
	F	Chapter 14-Brief overview of training for performance	Read Pages 349-369		Lab 13-3 and 13-4- Energy Balance
	LABS	Labs 13-1 and 13-2 – Body Composition	Read Lab before attending		Lab 11-2, 11-4 and 11-5
05-May	M	Chapter 14-cont	Read Pages 369-377	Chp 14 Quiz By 9 am, May 7	
	W	Working With Athletes			
	F	TEST 3 – Includes lectures, reading, labs	Review on Moodle		Service Learning Logs and Signatures
	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)
15-May	R	ACCUMULATIVE FINAL EXAM –8-10am, (Lectures, reading, labs, worksheets and training plans) All students are required to take the tests at these times.			

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>.