EXPH 398C Section A: Older Adult Exercise Programming
Fall 2022

Faculty Information

Name: Dr. Jeffrey E. Herrick
Office: 516 Brevard Street (Research Center)/Turner 2134
Phone: 434.544.8721

Course Information

Room: Bullard B5

Section A: TR 1:00 PM - 2:15 PM

Please note we will meet during our regular scheduled time during the first few weeks of the semester. Once we are trained on ULAAP programming we will meet when your client and you are able, outside of normal class time.

Email: herrick_je@lynchburg.edu

Consultation Hours:
Tue/Thursday: 9:30-11:30 AM : 2:15 PM to 3:15PM
Floating Hours: I have 4 floating hours outside the above times, please email for availability to better fit our schedules.

Virtual consultation hours only.
All consultation hours are through an appointment and reservation system.
Please email to reserve a time for a meeting during my above consultation hours.
For drop in style meetings, please email and reserve your time, I am able to accommodate a pretty quick scheduling turnaround time.

Course description:

This special topics course will provide students with an opportunity to experience the development, management, implementation, and assessment of an exercise intervention and programming for older adults in a community-based exercise program. Students will be expected to participate in seminars and discussions on exercise programming models. Students will also participate in the Active Aging Program, working with faculty to develop and implement guided exercise testing and prescription and exercise programming for community members. Through these experiences, students will demonstrate exercise leadership and utilize appropriate fitness and functional assessments to demonstrate exercise effectiveness.

Statement: The aim of this course is to provide students with leadership opportunities in evidence-based exercise program experiences in the practice of exercise programming for older adults (Over 50 years of age). Students will participate in lecture and seminar discussions on the loss of physical fitness and physical functioning with aging along with the common exercise prescription modalities that target aging-induced changes. In addition, students will participate in the department's Active Aging Program, working with faculty to develop and implement guided exercise testing and prescription for community members.

Prerequisites: EXPH 100 or permission of the instructor.

Optional Course Materials:

ACSM. *ACSM's Guidelines for Exercise Testing and Prescription*. 10th Ed. Philadelphia: Wolters Kluwer; 2018. 472 p. (This is your EXPH 425 and 426 text book)

ACSM's Exercise for Older Adults 1st Edition. by American College of Sports Medicine (Author), Wojtek Chodzko-Zajko PhD (Editor).

Evaluation Methods

Final grades will be based on total points earned during the semester divided by the total possible points. Details concerning these course components will be provided in class. P

Participation	100 Points
Effort	100 Point
Activity Logs	100 points
Reflective Essay on Experience	100 Points
Total Possible Points	**400 points**

Letter grades for the course are determined according to the scale below:

A+	97-100%	B+	87-89%	C+	77-79%	D+	67-69%
A	93-96%	B	83-86%	C	73-76%	D	63-66%
A-	90-92%	B-	80-82%	C-	70-72%	D-	60-62%
						F	below 60%

Assessments –

A. **Participation – 100 points - students enrolled in this class are expected to provide available times for which they may engage in ULAAP activities outside of the usually scheduled class times. These activities may include delivering ULAAP exercise program education, fitness assessments, exercise prescription, and associated program content to community based older adults. In addition, ULAAP will offer a few fitness classes to members at Lynchburg City Parks and Recreation community centers, and students may have the opportunity to lead these classes. Activity participation may occur both on UL campus at the Graduate Health Science building and or at several of Lynchburg City Parks and Recreation community centers. Schedules will be posted with regard to activities students will participate in. Generally you will work in very small groups 2-3 students. Students are expected to arrive early and fully prepared for the task they are responsible for. Please wear a UL Exercise Physiology Polo and a pair of black or khaki bottoms, please no tights or yoga style pants. You will be subjectively evaluated by the instructor on your participation within the**

program. It is plausible you may not be scheduled for all the different varieties of ULAAP activities as schedules vary, this will not be held against you.

B. **Effort – 100 points - We are delivering exercise programming to older adults in our community, you represent yourself, the university and the ULAAP program. You are expected to be prepared, informed, professional and acting as an exercise leader. You will be evaluated on your professionalism and preparedness in interacting with ULAAP team members , ULAAP program participants, community partners, and with the ULAAP program director. Personal and professional growth are a desired outcome of your participation in ULAAP, you are not expected to be perfect, but rather a professional exercise leader that is committed to developing and growing within the program.**

C. **Activity Logs – 100 points - You will have a private Google Folder set up for you to place all your writing materials in. Please use the activity reflection log to comment on your contact/interactions with your client. The total number of logs for each student will be different as your client and activity total may vary slightly, and you will be graded on the student per student basis. The activity reflection log will have a copy in your Google Folder.**

D. **Reflective Essay on Experience - 100 points - 2 pages double spaced, to be handed in to the instructor on or before the last day of the semester. In general, your essay should be in the first person and really describe your experience within the program. Your essay should briefly cover which activities you participated in (education, screening, fitness assessment, exercise prescription, fitness classes, administrative duties). Discuss the primary exercise physiology task you completed. Discuss your strengths and challenges in tasks you completed, specifically address both the physical challenges in performing the task, the interpersonal communication skills you demonstrated, and how you developed over the semester. A final statement on your takeaway of the strength and challenges in prescribing exercise for older adults would be welcome.**

Expectations of Instructor Behavior

1. The instructor will arrive on time and prepared for class and at ULAAP sessions.
2. The instructor will guide the students to resources and experiences that will help their learning.
3. If the instructor needs to miss a class due to a professional obligation, the students will be notified in advance and provide guidance for any alternative assignment beforehand.
4. If the unexpected occurs and the instructor will be absent from a class with no time to notify the students, someone from the instructor's area will notify the students or place a note on the classroom door by class time.
5. The instructor will be available to speak with students in person, over the phone, via Google Meet or via email when the students have any questions or need help regarding this class. Students should make appointments as needed.

Expectations of Instructor Behavior

1. The instructor will arrive on time and prepared for class.
2. The instructor will guide the students to resources and experiences that will help their learning.
3. If the instructor needs to miss a class due to a professional obligation, the students will be notified in advance and provide guidance for any alternative assignment beforehand.
4. If the unexpected occurs and the instructor will be absent from a class with no time to notify the students, someone from the instructor's area will notify the students or place a note on the classroom door by class time.
5. The instructor will be available in their office to speak with students in person, over the phone, or via email when the students have any questions or need help regarding this class. Students should make appointments as needed.

Expectations of Student Behavior

"No student in University of Lynchburg classes, laboratories, performances, lectures, and/or organizations shall behave in any way that obstructs or disrupts the normal functioning of the environment. Such behavior includes, but is not limited to, behaviors that persistently or grossly (1) inhibit the ability of other students to learn; (2) interfere with the meaningful participation of other students; or (3) inhibit the ability of an instructor or presenter to do his/her job" (*The Hornet*, Student Handbook). Therefore students are expected to:

1. Professional Classroom Behavior for EXPH classes - Come Prepared to Learn.
   a. Always bring a mask to class. Wear a mask in class when mandated by the University or by the professor.
   b. Bring a calculator to each class.
   c. Turn all electronic devices to vibrate during class and keep the device in your pocket or backpack.
   d. If computers are used during class, students are expected to stay on task.
   e. No cell phone use (including email, texting, social media, game playing, etc) unless permission is explicitly stated by the instructor.
   f. No eating in class.
   g. No hats on or hoodies up in class.
   h. Follow proper email etiquette and maintain a level of professionalism similar to business letters when emailing with professors and advisors.
   i. Avoid disruptive/sidebar conversations during class.
   j. No sleeping in class.

2. Attend Class – For the entire class, whether face to face or synchronous online, students are expected to attend all classes, arrive on time to all classes, and stay in attendance for the entire class. Attending class and arriving to class on time are expected courtesies. If a student is late, they should see the instructor after class to present a compelling explanation. If a student needs to leave class early, they should see the instructor prior to class to present a compelling explanation. The instructor reserves the right to lock the classroom door if it is determined by the instructor that tardiness has become problematic. Absences, late arrivals, and early departures may negatively affect the student's grade. When a student misses a class, it is the student's responsibility to obtain notes, assignments and other information from other students in the class prior to the next class meeting.
      a. For synchronous online classes:

i. Cameras should be ON, with an appropriate background or blurred background.
ii. Students should be sitting UP at a desk or table.
iii. Students should be dressed appropriately, as if attending class in the classroom.
iv. Students should maintain a professional environment around them during synchronous online classes, including minimizing distractions such as TV, music, and cell phone activity and other people in the immediate area.

3. Participate in Class – The student is responsible for their learning and must strive to be an active learner rather than a passive listener. The student should plan to be actively involved by being attentive in class, participating in class activities, using a courteous tone when speaking, and treating others with respect. Synchronous online classes also require active learning, therefore students should plan to be engaged and treat synchronous classes as if they were face to face class meetings. Minimally, everyone's audio should be on and students should actively respond to classroom discussions and instructor questions. Students are also encouraged to ask questions during online sessions the same as if the class were face to face. Asynchronous classes also require participation in a timely fashion. Students are encouraged to complete asynchronous work on a regular basis.

4. Complete assignments on time – NO LATE WORK WILL BE ACCEPTED WITHOUT PRIOR INSTRUCTOR APPROVAL.
   a. Readings or any other homework activities assigned for class should be completed *before* the class in which they will be discussed or turned in. A student cannot expect to keep up with course development, contribute intelligently to class discussion, or participate in class activities if they are not prepared.
   b. Due Dates and times are established and assignments are expected on those dates/times. Do not wait until just before class to print an assignment that needs to be turned in. NO LATE WORK WILL BE ACCEPTED WITHOUT PRIOR INSTRUCTOR APPROVAL. Computer, printer and/or other technological glitches are not reasonable or valid excuses for late assignments. If a printing problem or any other situation occurs that prevents the student from turning in the assignment when it is due, the student should email the completed assignment as an attachment to the instructor prior to the time the assignment is due, then print and turn in a hard copy of the assignment as soon as possible after class. Students who feel they have extenuating circumstances necessitating an extension for any assignment should discuss this with the instructor prior to the due date for the assignment. Furthermore, all work must be original and independent work of the student, unless otherwise designated by the instructor.
   c. All homework and/or writing assignments should be word-processed, double-spaced, printed, and stapled if needed. Specific guidelines for each assignment should be followed. Previous drafts should always be turned in with latest versions of assignments. *Electronic copies of assignments are not accepted unless specifically requested by the instructor.* Assignments should reflect accurate spelling, punctuation, and grammar. Proofread assignments prior to submission to avoid penalties for these infractions. Students are encouraged to seek help in the Writing Center. Information about the Writing Center can also be found at this link. Information on resources and people to help you with research in the Knight-Capron Library can be found at this link.

5. Check Moodle and Email Regularly - It is the student's responsibility to check Moodle and email regularly for information about class, assignments, etc., especially if the student was absent from class.

6. Take Tests and Quizzes When Scheduled – No make-up opportunity will be provided for tests unless arrangements are made prior to the test date. Make-up tests, if offered, may take a different form than the original and will be scheduled by the instructor. Only students present at the start of the quiz will be permitted to complete the quiz. There are no make-up opportunities for quizzes missed due to late arrivals, early departures or absences.

7. Manage Classes Missed due to Inclement Weather – Announcements about campus closures or modifications in the normal schedule will be sent via email and can be located on the University of Lynchburg webpage. Call 434-544-SNOW for closings, delayed starts, and compressed schedule information.

8. Respect Others - Commitment to Diversity, Equity, Inclusion, & Respect for Others: The University of Lynchburg is committed to ensuring that diversity, equity, and inclusion are apparent through a campus community climate where all students, faculty, and staff feel welcomed and are treated equitably and with respect. All campus community members are expected to conduct themselves in ways that exemplify respect for people of all groups and identities adhering to personal values without unduly imposing them on others. Furthermore, campus community members should take responsibility to serve as leaders in promoting compassion for everyone and in challenging prejudices, biases, and discrimination against all individuals and groups whether due to national origin, gender identity, gender expression, age, marital status, religion, race, socioeconomic status, parental status, political beliefs, diversity of thought, sexual orientation identity, physical/mental ability, genetic information or any other self-identifiers. We must treat everyone with respect and at no time should they harass, assault, or violate the privacy of other persons. Victims of human rights-related incidents or witnesses to them are encouraged to report such incidents. Reports are secure, confidential, and only certain designated University officials have access to the information reported. To report a bias incident click here, or call the Campus Conduct Hotline toll-free at 866.943.5787, or contact Dr. Robert L. Canida, II, Vice President for Inclusive Excellence at canida_rl@lynchburg.edu. Revised July 26, 2022.

9. Adhere to University of Lynchburg Honor Code.
   a. All work is bound by the University of Lynchburg Honor Code, and all students are held to the policies and expectations set forth in the Student Conduct Code. The Honor code includes completing assigned work, tests, and papers independently unless group work is specified, Furthermore, students are expected to neither give nor receive help on any exam and to report to the instructor any students observed doing so. The instructor will act on all Honor Code violations. Every student is placed on his/her honor and is expected to adhere to the University of Lynchburg Honor Pledge (*The Hornet*, Student Handbook):

      > I understand the importance of honor in any community. Only by maintaining a strict standard of honor can we expect to achieve any measure of academic or social excellence. I, therefore, pledge that during my tenure as a student at the University of Lynchburg, I will not lie, cheat, or steal either in University affairs or in the environs of the University, nor tolerate such actions by fellow students.

   b. As defined in *The Hornet*, "Plagiarism occurs in written work and in oral/visual presentations in which the writer presents materials as his/her own that have originated with someone else. These materials include information, data, ideas, conclusions, words, sentence structures, images, movies, sounds, and music. Inadvertently neglecting to include quotation marks or accurate documentation with these materials is plagiarism as surely as knowingly copying another person's writing and submitting it as one's own. This definition applies to all types of

sources, including print sources, sources from electronic databases, from the Internet, and from other media. Because plagiarism presents another's work as one's own, it is unethical and dishonest and is therefore prohibited by the University of Lynchburg Honor Code. It also denies one's work the benefit that comes from citing authoritative sources that lend credibility to what one is saying. Furthermore, plagiarism makes it impossible for readers to investigate the writer's sources on their own." Plagiarism includes plagiarism of ideas and plagiarism of language. Furthermore, as stated in *The Hornet*, "Plagiarism of language can be avoided either by correctly identifying a quotation or by rewording so that the language of the original is replaced with language that is the writer's own. Plagiarism of language can be further subdivided:

i. Plagiarism of words occurs when the writer copies three or more consecutive content words (not function words, such as the, and, or is) from the original source without any quotation marks and/or formal citation. Plagiarism of words in a paraphrase can be avoided by summarizing the original text and by substituting synonyms.
ii. Plagiarism of sentence structure occurs when the writer substitutes synonyms for words in the original text but repeats the same sentence structure as used in the original document. Plagiarism of sentence structure in a paraphrase can be avoided by changing the grammatical structures of the original text's sentences."
iii. Academic Self-Plagiarism - "In writing, self-plagiarism occurs when authors reuse their own previously written work or data in a "new" written product without letting the reader know that this material has appeared elsewhere" (Roig M. Avoiding plagiarism, self-plagiarism, and other questionable writing practices: A guide to ethical writing. [Internet]. 2006 [cited 2014 Aug 18]. Available from: Avoiding plagiarism, self-plagiarism, and other questionable writing practices: A guide to ethical writing). This is known as academic self-plagiarism or "double-dipping" and is not acceptable. An assignment that has been submitted by a student to an instructor cannot be utilized, in whole or in part, for another assignment unless the initial assignment was specifically identified as a draft or the student has the instructor(s) permission to do so.

10. Center for Accessibility and Disability Resources - University of Lynchburg is committed to providing all students equal access to learning opportunities. The Center for Accessibility and Disability Resources(CADR) works with students who have documented medical, physical, mental health and cognitive diagnoses to make arrangements for appropriate, reasonable accommodations. Accommodations are available as applicable in both live and virtual classroom settings for all terms (Fall, Winter, Spring and Summer). Students registered with CADR who receive approved accommodations are *required to provide letters of accommodation each semester to each professor if they wish to use their accommodations. A meeting to discuss accommodations the student wishes to implement in individual courses is strongly suggested. Accommodations are not retroactive and begin when the accommodation letter is provided to faculty.* For information about requesting accommodations, please visit https://www.lynchburg.edu/academics/center-for-accessibility-and-disability-resources/intake-and-accommodations/ or use the contact information below. (Effective: 7/26/22). Contacts: Julia Timmons, Director of the Center for Accessibility and Disability Resources, Email: timmons.j@lynchburg.edu, Phone: 434-544-8339, Fax: 434-544-8808.

11. If a student has any special circumstances related to course requirements and/or attendance, the student should discuss them with the Faculty teaching the course prior to requesting any deviation from policies stated in this syllabus. Only students with documented accommodations specifying they can record classes will be allowed to do so.

12. Realize That Sometimes Plans Change - Assignments, examinations, and other learning experiences may be changed, added, or deleted as deemed necessary by the instructor.

EXPH 398C Course Calendar – ***Subject to Change!!

The following tentative course calendar provides students with plans for the course flow.
If alterations are necessary, they will be shared via classroom announcement and postings on Moodle.
Check Moodle regularly for class updates.

Week	Content
1	Syllabus, Introduction, Big Picture Discussion (First Day of Class) Schedule availability (small team establishment)
2	Overview of ULAAP Programming Aging and Physical Fitness and Function
3	Screening and Readiness For Physical Activity Physical Fitness Assessment Training
4	Prescribing Exercise with ULAAP Model Working with Older Adults - Beard Center on Aging Presentation 9/15
5	Communicating with client - methods and approaches Exercise Class Design and Programming
6	TBA
7	TBA
8	10/11 No Class - Fall Break Mid-Semester Check in - whole group meet 10/13
9	TBA
10	TBA
11	TBA
12	TBA
13	TBA
14	TBA
15	ULAAP Party!! 12/6 Pizza Party during our final scheduled class time 1-2:15 PM Final Reflective Essay Due in your Google Folder - 12/6 at Midnight
Final Exam	**No final exam**

TBA- Activities will be determined by community based program schedule. You will be working with a client and or delivering an exercise class to members in the community.