

THE UNIVERSITY OF BRITISH COLUMBIA
School of Kinesiology
KIN 320 Exercise Testing and Prescription (formerly KIN 303)

Term/Credit Value:	2022W Term 2; 3 credits
Time & Location	Lecture: Monday 7:00pm-9:00pm; P.A. Woodward Instructional Resource Centre Room 5 Lab (Mandatory): Wednesday 7:00pm-9:00pm; Osborne Unit II KLC, sections alternate weeks between self-directed (Nike Training Club app) and in-person
Instructor	Dr. Jasmin Ma (she/her)
Office	Osborne Unit II, 6108 Thunderbird Blvd, Vancouver BC (Options for Zoom/phone if necessary)
Office Hours	12pm-1pm Wednesdays on Zoom (see Canvas)
E-mail	Jasmin.Ma@ubc.ca
Teaching Assistants (TAs)	Ethan Schmitt: Ethan.Schmitt@ubc.ca (Last name A-L) Jameel Bains: Jameel.Bains@ubc.ca (Last name M-Z)

Land Acknowledgements: We acknowledge that the UBC Vancouver Campus is located on the traditional, ancestral, and unceded territory of the xwməθkwəy̓əm (Musqueam) people. The land it is situated on has always been a place of learning for the Musqueam people, who for millennia have passed on their culture, history, and traditions from one generation to the next on this site. We acknowledge the traditional owners and caretakers of this land.

Equity & Diversity: I intend for students from diverse backgrounds and perspectives to be well-served by this course; diversity is viewed as a resource, strength, and benefit of this class. It is my intent to present materials and activities that are respectful of gender identity, gender expression, sex, race, ethnicity, class, sexual orientation, ability, age, etc. Your suggestions are encouraged and appreciated.

Course Communication

The instructor will use weekly Canvas course announcements as a primary means for communicating. Students are responsible for all information contained within course announcements. Please make sure your email address that is listed for notifications in Canvas is one you frequently check. If you have a question that might be of interest to your peers, please post it in the Q&A discussion on Canvas. Likewise, check the previously answered Q&A (and read the syllabus) before posting or contacting the instructor or teaching assistant (TA).

Contacting your instructor and teaching assistants: Your assigned TA is your first point of contact; however, both myself and the TAs are here to help. The following are some tips to help us help you. When contacting us, students should use professional email etiquette (I highly recommend this fun [blog](#)¹ on how to do this well). Please keep in mind that it may take us up to 48 hours to respond to your email

¹ <https://medium.com/@lportwoodstacer/how-to-email-your-professor-without-being-annoying-af-cf64ae0e4087>

during the week and we do not check our email on weekends. This is especially important around assignment and midterm due dates. If your query can wait and/or is better discussed rather than emailed, please come visit me during office hours. If private matters are needing to be discussed, I'm happy to set up an individual meeting.

Class format:

1. **Lectures- In-person.** Includes discussion of course content and interactive activities. It is highly recommended to attend these lectures, otherwise you are responsible for obtaining notes from your peers. Efforts will be made to record lectures when possible, though the quality of recording live lectures cannot be guaranteed. Recording will be available through either Zoom or a UBC link posted on the Discussion page. Recordings will not capture group discussions and are only to be used in the case of a medical issue, family emergency, or to review material.
2. **Labs- In-person:** See course schedule for lab dates and topics. Come prepared to exercise (e.g., comfortable clothing, gym shoes). Labs are mandatory and are not recorded.
3. **Asynchronous activities:** Includes readings, recordings, Nike Training Club workout labs assigned on weeks where in-person labs are not scheduled, and completion of assignments. Additional readings beyond the required text will be available on the Library Online Course Reserves: <https://courses.library.ubc.ca/>.

COURSE OVERVIEW:

Exercise prescription, techniques, and appraisal methods for promoting health-enhancing levels of fitness for the general population and selected populations with chronic disease and disability.

COURSE TEXTBOOK (REQUIRED)

ACSM's Guidelines for Exercise Testing & Prescription 11th Edition (online or paper copy)

ISBN: 9781975150181

Discount code for 30% off and free shipping at <https://shop.lww.com/ACSM-s-Guidelines-for-Exercise-Testing-and-Prescription/p/9781975150181>: **WZP22NFT**

*Note: Can purchase online version. I also had to use a browser other than Safari to purchase from their website.

COURSE TEXTBOOK (SUGGESTED)

National Strength and Conditioning Association Essentials of Training and Conditioning 4th Edition (online or paper copy)

ISBN: 9781718210868

<https://canada.humankinetics.com/products/essentials-of-strength-training-and-conditioning-4th-edition-with-hkpropel-access>

LEARNING OBJECTIVES:

- 1) *Describe the 24-hour movement guidelines, exercise assessment, and prescription principles for the general population and populations with chronic disease and disability*
- 2) *Demonstrate ability to perform exercise*
- 3) *Apply principles of evidence-informed practice to exercise prescription*
- 4) *Examine and provide feedback on peers' and your own exercise technique and modifications*
- 5) *Design exercise programming to promote long-term health and quality of life benefits*

ASSESSMENTS OF LEARNING:

Evaluation components	Due date	Value	Learning Objective
Tests x 3	Test 1: January 27 Test 2: March 3 Test 3: March 31	Each worth 10%=30% total	1
Participation: Get Active Questionnaire (GAQ)/Lab participation sheets/NTC workout logs/Attendance	GAQ: January 13* In-person lab sheets submitted at end of each lab NTC workout logs completed bi-weekly, submitted: April 6	10%	1,2,4,5
Assignment 1: Exercise log (group assignment) and self-assessment	March 17	30%	1,2,3,4,5
Assignment 2: Evidence-informed practice case study	April 14	30%	1, 3, 5

**Note. If you are a new addition to the course before the add/drop date, please complete the GAQ within the first week of beginning the course and make a note of your new entrance to the course upon submission to Canvas*

This is a tentative schedule, students will be informed of any changes on Canvas and in-lecture.

Week	Lecture Topic	Lab Topic	Evaluation	Readings (Chapter)
Module 1	Practitioner skills			
1: January 9	Course overview 24-hour movement guidelines		GAQ	
2: January 16	Evidence-informed practice Motivational interviewing	A: MI Practice + Building your exercise library B: **NTC: Wake-Up Warm-Up (Group B)		
3: January 23	Motivational interviewing Preparticipation screening	B: MI Practice + Building your exercise library A: **NTC: Wake-Up Warm-Up	Test 1	2 + Recorded pre-lecture materials
Module 2	Prescription and assessment principles			
4: January 30	Assignment 1 practice Cardiorespiratory fitness assessment	A: BW exercises progression/ regression and screening	<i>Asst. groups assigned and workout announced</i>	3 + Westcott et al., 2009

		B: **NTC: '20-Minute Strength Kickstarter'		
5: February 6	Body composition Muscle strength, functional assessments, and flexibility	B: BW exercises progression/ regression and screening A: **NTC: '20-Minute Strength Kickstarter'		3
6: February 13	General principles of exercise prescription	A: Fitness Ax B: **NTC: Progression Essentials		5
7: February 20	FAMILY DAY: Spend time with/call your family!			
8: February 27	General principles of exercise prescription and applications to chronic disease and disability	B: Fitness Ax A: **NTC: Progression Essentials	Test 2	
Module 3	Chronic Disease and Disability			
9: March 6	Spinal cord injury	A: Case-based ExRx #1 B: **NTC: Back and Bicep Burnout	Asst. 1	10 (SCI section)
10: March 13	Older adults Cardiovascular disease	B: Case-based ExRx #1 A: **NTC: Back and Bicep Burnout		6 (older adults section) 8 p. 237-245 Recorded pre-lecture materials
11: March 20	Arthritis (no recording, in-person lecture only) Asst 2 case study released	A: Case-based ExRx #2 B: No lab		10 (arthritis section)
12: March 27	Type 1 and Type 2 diabetes	B: Case-based ExRx #2 A: No lab	Test 3	9 (diabetes section)
13: April 3	Course reflection and case study preparation	A: Case-based ExRx #3 B: No lab	NTC Workout logs	
14: April 10	No lecture Monday	B: Case-based ExRx #3	Asst. 2 case study	

		A: No lab		
--	--	-----------	--	--

****Nike Training Club (NTC) workout completed using the app. Complete on your own time and fill out weekly lab sheet accordingly.**

REQUIRED READINGS BEYOND TEXTBOOK

1. Westcott, W. L., Winett, R. A., Annesi, J. J., Wojcik, J. R., Anderson, E. S., & Madden, P. J. (2009). Prescribing physical activity: applying the ACSM protocols for exercise type, intensity, and duration across 3 training frequencies. *The Physician and sports medicine*, 37(2), 51-58.

POLICIES AND PROCEDURES

1. **Due dates/tests:** will not be rescheduled for any reason other than a medical issue or family emergency. Students are responsible to ensure access to a stable internet connection for online tests. If you miss a due date or exam for an emergency, you must contact your instructor as soon as possible. If you do not contact your instructor, your assignment will be considered late (see below) or in the case of missing a test, it will be given a score of zero. If you are not able to write a test due to a medical issue or family emergency, then the % grade contribution of the test will be redistributed to your next test. In the case of your final test, the % grade contribution of the test will be redistributed to your final assignment (final assignment would be 40% of final grade). All extensions, rescheduling, or other concessions are at the discretion of the instructor.
2. **Mental health:** We take mental health issues very seriously and want to provide the best support for you possible. If you are experiencing mental health issues, Kin Advising, Early Alert (<https://facultystaff.students.ubc.ca/systems-tools/early-alert/information-students>), or the Centre for Accessibility are your first line of contact who are best trained to support you. After contacting them, I will be better prepared to discuss how we can best support you specifically in our course.
3. **Assignments:** are to be uploaded to Canvas by 11:59pm on the day it is due. Late assignments will be accepted with an automatically applied 5% per day penalty, up to a maximum of 20%.
4. Occasionally students will have questions or disagree with the grade they received on an assignment. Students should contact the TA who graded their assignment **no sooner than 48 hours**, and **no later than one week after the assignment is returned**. If students still have a question about how their assignment was evaluated, they are welcome to submit a re-grade request to the instructor **within one week of meeting with their TA**. Please note that when a grade is reviewed, the final re-graded assignment may receive a higher, lower, or the same mark from the originally assigned grade.
5. **Online attendance (when applicable):** Students are expected to attend/view every class and lab and be on time. All lecture material will be recorded, group breakout sessions will not be recorded, therefore synchronous attendance is highly encouraged. Recordings can be found under the 'Zoom' tab under 'Cloud Recordings' or a UBC link posted on the Discussion page.
6. **In-person attendance/recordings:** Students are expected to attend every class and lab and be on time. All lecture material will be recorded, group breakout sessions will not be recorded, therefore synchronous attendance is highly encouraged. Recordings can be found using the link posted in Canvas Discussions. Students who arrive more than 5 minutes late for labs will not be

admitted. Students who know in advance that they will be unavoidably absent (i.e., medical/family emergency, varsity athlete competition) will be responsible for getting the notes missed from other students. Students who must miss labs are to **notify their TA** via email at least 24 hours in advance (if possible). Each missed lab will result in an automatic 10% deduction in your participation grade unless the student is unable to make it for the above-described reasons (please also see COVID policies).

7. Students whose attendance or performance may be severely affected by medical, emotional, or other disabilities, should consult with the instructor early in the term (or as soon as possible) to discuss any special accommodations that might be needed in order to complete course requirements. Supportive documentation from either the Disability Resources Centre or a physician must be submitted to the Undergraduate Advising Office.
8. Course material is made available to students for personal use only. Students may not distribute or reproduce the materials for commercial purposes without the instructor's express written consent.
9. The University accommodates students whose religious obligations conflict with attendance, submitting assignments, or completing scheduled tests and examinations. A list of religious holidays involving fasting, abstention from work or study, or participation in all day of fixed-time activities is available at <http://students.ubc.ca/publications/multifaith/>. Any accommodations required should be communicated to the course instructor **during the first two weeks of the term**.
10. All UBC students are expected to behave as honest and responsible members of an academic community. Breach of those expectations or failure to follow the appropriate policies, principles, rules, and guidelines of the University with respect to academic honesty may result in disciplinary action. It is your responsibility to become familiar with the University of British Columbia's Academic Honesty and Plagiarism Policies, as well as the Student Declaration and the consequences of violating these policies.
11. UBC provides resources to support student learning and to maintain healthy lifestyles but recognizes that sometimes crises arise and so there are additional resources to access including those for survivors of sexual violence. UBC values respect for the person and ideas of all members of the academic community. Harassment and discrimination are not tolerated nor is suppression of academic freedom. UBC provides appropriate accommodation for students with disabilities and for religious observances. UBC values academic honesty and students are expected to acknowledge the ideas generated by others and to uphold the highest academic standards in all of their actions. Details of the policies and how to access support are available on **the UBC Senate website**.
12. **Students learning outside of Canada:** During this pandemic, the shift to online learning has greatly altered teaching and studying at UBC, including changes to health and safety considerations. Keep in mind that some UBC courses might cover topics that are censored or considered illegal by non-Canadian governments. This may include, but is not limited to, human rights, representative government, defamation, obscenity, gender or sexuality, and historical or current geopolitical controversies. If you are a student living abroad, you will be subject to the laws of your local jurisdiction, and your local authorities might limit your access to course material or take punitive action against you. UBC is strongly committed to academic freedom, but has no control over foreign authorities (please visit <http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,33,86,0> for an articulation of the values

of the University conveyed in the Senate Statement on Academic Freedom). Thus, we recognize that students will have legitimate reason to exercise caution in studying certain subjects. If you have concerns regarding your personal situation, consider postponing taking a course with manifest risks, until you are back on campus or reach out to your academic advisor to find substitute courses. For further information and support, please visit:
<https://academic.ubc.ca/support-resources/freedom-expression>

13. COVID-19 Safety: Please see <https://covid19.ubc.ca> for the most up-to-date policies on COVID-19 safety.

If you miss class/lab because of illness: Make a connection early in the term to another student or a group of students in the class. You can help each other by sharing notes. If you don't yet know anyone in the class, post on the discussion forum to connect with other students. You will not be penalized for missing mandatory labs if you are showing symptoms of COVID-19 and stay home as advised above. Please notify your TA as soon as possible of your situation.

If you are feeling ill and cannot attend class for an in-class assessment: Please email the instructor right away. If you arrive for a test and you are clearly ill, we will make alternate arrangements with you. It is better to email ahead of time and not attend.

If I (the instructor) am feeling ill: If I am unwell, I will not come to class. I will make every reasonable attempt to communicate plans for class as soon as possible (by email, on Canvas, etc.). This will be supplemented by online delivery of the class.

COURSE EVALUATION

PARTICIPATION

CSEP Get Active Questionnaire (GAQ)

Instructions:

- Complete the full Get Active Questionnaire: https://csep.ca/wp-content/uploads/2021/05/GETACTIVEQUESTIONNAIRE_ENG.pdf
- Submit your signed result form on Canvas (the full package, not just the signed page) in PDF format
- **If you answered YES to any question on Page 1**, please look for an announcement to have a one-on-one meeting with the instructor.
- A missing GAQ will result in a participation grade of '0'.

Why are we doing this?

- To help ensure your safe participation in physical activity

LAB PARTICIPATION SHEETS/NIKE TRAINING CLUB WORKOUT

LOGS

Instructions

- In-person lab sheets will be collected at the end of class
- Completed throughout the semester, Nike Training Club lab sheets are to be submitted as a package on Canvas by the due date (see Assignment 1 for details) on Canvas under Assignments
- A missing NTC log will result in a participation grade of '0'.

Why are we doing this?

- To demonstrate ability to perform exercise and practice critical reflection of our programming and exercise technique that can be applied to your future clients

ATTENDANCE

- See 'Course Policies' for attendance expectations

Tests

Instructions:

- Complete the tests on Canvas. A reminder will be made on Canvas announcements, see syllabus for due dates.
- There will be 3 x 25-minute, multiple choice tests over the course of the semester
- Quizzes can be completed any time from 12:01am to 11:59pm that day.
- Respondus lockdown is required to take the quiz. **Please install Respondus Lockdown browser in advance:** <https://lthub.ubc.ca/guides/lockdown-browser-student-guide/>
- With the online environment, I can only trust you to treat this as a closed book, individually completed test (i.e., please do not use your notes or complete with a friend(s)). Questions will be selected from a test bank and randomized.
- The time limit on Canvas is structured to reflect the time needed to complete the quizzes, provided you have studied and memorized course content in advance.
- These quizzes are not cumulative and will evaluate the following:
 - Test 1: Module 1
 - Test 2: Module 2
 - Test 3: Module 3

Important: Beyond the slide content, information discussed in lecture and lab is testable. This will be limited to important information and not minute details (think of the key take-aways).

Why are we doing this?

- To help you to remember and understand the fundamental knowledge needed to prescribe exercise
- The tested content builds the foundation for completing the rest of your assignments throughout the course, which target higher levels of learning (e.g., application, evaluation, creation).

ASSIGNMENT 1: Exercise Log

GENERAL INSTRUCTIONS:

Individual workouts

- 1) Nike Training Club workouts (see course syllabus for dates) are completed asynchronously as an individual and are assigned on Canvas Announcements
- 2) Define your goal for your workouts
- 3) Complete the prescribed exercises adding individual progressions, regressions, and modifications (see Table 1 for an example).
- 4) After completing the workout, complete the table in your “Assignment 1- Individual Exercise Log” found on Canvas under Assignments for the corresponding week to reflect on the following:
 - a. Goals: What were your goals for how hard you wanted to work, was there anything you wanted to address or target?
 - b. Progressions: What you did to make the exercise harder
 - c. Modifications/regressions/lateralizations: Changes you made to add variety, make the exercise easier, or accommodate for movement restrictions or discomfort/pain

Group assignment

- 5) Choose one group member for the group to co-create a workout for, using progressions, regressions, modifications, lateralizations and evidence-informed practice to optimize their workout (you will have the opportunity to collaborate in lab)
- 6) Complete the Table 2 below drawing from concepts learned in lecture and using principles of evidence-informed practice. One key question addressed using one good article will suffice (i.e. no additional marks are given for additional questions- focus on one. Additional articles may be included to support your claims, but only one key article should be examined in the article information section). Note: your TA will NOT read your included article, the detail in your content should reflect this.
- 7) When writing the reflection section, APA referencing is required <https://guides.library.ubc.ca/apacitationstyle> (try using a free reference manager: <https://guides.library.ubc.ca/citationmanagement>). Note you are still responsible for checking the accuracy of references generated by the reference manager.

Procedure

- 1) The assigned Nike Training Club workout to be used for Assignment 1 will be announced in-class and through Canvas announcements
- 2) Submit your group assignment (1 copy from 1 group member, **in Word document format**) to Canvas under the Assignment 1 page. Word limit is 1750, including tables, though succinct communication is encouraged. Please include the word count on your title page.
- 3) Submit the Individual contribution to Assignment 1 self-assessment sheet to Canvas under the Assignment 1 self-assessment page AND the ‘Assignment 1 self-assessment sheet’ Canvas Discussion page for transparency to your groupmates.

Why are we doing this?

- To prescribe exercise, we need to personally experience and appraise the movements
- To build skills for providing and receiving feedback on exercise movements
- To practice evidence-informed practice when we don’t know the answer

Table 1. Sample completed individual exercise log content

	Observations following workout
Goals	Work @ at least a moderate intensity while addressing issues in tightness from sitting where possible
Progressions	Decreased rest between exercises DB deadlift: weights too light, substituted w/ DB swings with hip extension Modified push-ups: progressed w/ push-up clocks and elbows tucked in closer to sides Deadbugs: double arm and leg extension rather than single Reverse DB lunge: added jump Torture twists: Lifted legs from ground and extended arms fully for longer lever
Modifications/regressions	Bird dogs: Substituted with superman's b/c of knee pain Double leg raises: used pillow to avoid feeling of blood pooling in head High plank DB rows: planted supporting hand on ground with fist (neutral wrist) to accommodate wrist pain Kneeling DB press: used Romanian split squat (standing position) to avoid kneeling b/c of knee pain
Other	High plank shoulder taps: Noticed hips tilting, paused workout to do deadbugs to activate core in preparation Reverse lunge reaches: added an extra reach with rotation; tight hip flexors from sitting all day Would correct cue to put weight in heels for goblet squat to ensure equal pressure dispersed throughout foot

Table 2. Exercise log template to be submitted for Assignment 1

Week #: [workout name]	Observations following workout (individual- copied and pasted from weekly lab for the selected individual)	Observations following workout (group)
Goals (should be the same as individual goal set in weekly labs)		
Progressions		
Modifications/regressions		
Other/Questions		
Reflection on how the group recommendations differed from the individual recommendations and why the recommendations are appropriate		
EIP Question		
Source		
Article Information	Design/level of evidence: Participants: Intervention: Comparator (if applicable): Outcome and measure:	

	<p>Results:</p> <p>Limitations (internal/external validity and impact):</p> <p>Strengths (internal/external validity and impact):</p> <p>Decision-making related to principles of EIP:</p> <ul style="list-style-type: none"> - Summary of research evidence - Target user values, circumstances (external validity) - Expertise - Info from context <p>Decision:</p>
--	---

ASSESSMENT RUBRIC:

Criteria	Weight	Distinguished/Excellent (85-100%)	Proficient/Good (84-70%)	Basic/Fair (69-50%)	Poor/Incomplete (<50%)
Group observations: progression, regressions, modifications and other	30%	All progression, regression, modifications, and other recommendations are appropriate and creative	Most progression, regression, modifications, and other recommendations are appropriate and creative	Some progression, regression, modifications, and other recommendations are unclear or lacking a connection to the original exercise and individual goal	Progression, regression, modifications, and other recommendations are inappropriate or incomplete
Recommendation reflections: Use of EIP: Alignment with individual goals, practitioner's expertise, and context	20%	Rationale clearly and creatively aligns well with the individual's goal, practitioner's expertise, and context.	Rationale clearly aligns well with the individual's goal, practitioner's expertise, and context.	Rationale shows some alignment with the individual's goal, practitioner's expertise, and context.	Rationale does not align well with the individual's goal, practitioner's expertise, and context.
Article information: Use of evidence-informed practice	40%	Exceptional use of evidence-informed practice to develop recommendations based on the individual. This includes the selection of evidence with strengths, limitations, and appropriateness of the evidence justified. Synergy of links to course content, lab	Good use of evidence-informed practice to develop recommendations based on the individual (1 key concept/question addressed using this approach will suffice). This includes selection of evidence with some strengths, limitations, and appropriateness of the evidence	Basic use of evidence-informed practice to develop recommendations based on the individual (1 key concept/question addressed using this approach will suffice). This includes selection of evidence without clear acknowledgement of strengths, limitations, and	No use of evidence-informed practice, linkage to course content or lab experiences and external sources are not used or are inappropriate. Poor rationale of recommendations.

		experiences, and client involvement is also considered. The rationale is thoughtful and makes a clear case for recommendation effectiveness.	justified. Linkage of course content, lab experiences, and client involvement is also considered. The rationale is thoughtful and demonstrates some potential that the recommendations are effective.	appropriateness of the evidence justified. There is minimal linkage of course content, lab experiences, and client involvement. Based on the rationale provided, it is unclear whether the recommendations will be effective.	
Format	10%	The assignment is very well-organized and free of grammar or spelling errors, correct APA referencing. Content is succinct/focused.	The assignment is well-organized and free of grammar or spelling errors, correct APA referencing. Content is mostly succinct, some instances of wordiness.	The assignment is slightly disorganized and contains some grammar or spelling errors, mostly correct APA referencing. Content is wordy and sometimes difficult to understand the focus of the content.	The assignment is disorganized and contains several grammar or spelling errors, incorrect APA referencing. Content is disorganized and wordy.

INDIVIDUAL CONTRIBUTION TO ASSIGNMENT SELF-ASSESSMENT

Please provide a rationale for your meaningful individual contribution to the group Assignment 1 project.

STUDENT NAME:

STUDENT NUMBER:

GROUP NUMBER:

GROUP MEMBERS:

Criteria	Justification
Contributions: Meaningful contributions to project (please list)	
Environment: Provided initiative, leadership, positive spirit, collaboration, or other team environment contributions	
Procedures: Attended all meetings and was on time, responded promptly and thoughtfully to all communications, carried out all responsibilities associated with role	
Respect: Showed respect for the ideas and contributions of other group members	
Other	

ASSIGNMENT 2: Evidence-informed practice case study

Instructions:

1. Drawing together concepts learned in class, you will complete a case study for a client with chronic disease or disability (will be announced in class and released on Canvas).
2. Use course content, your problem-solving skills, and evidence-informed decision making to complete your assignment.
3. APA referencing is required <https://guides.library.ubc.ca/apacitationstyle> (try using a free reference manager: <https://guides.library.ubc.ca/citationmanagement>). Note you are still responsible for checking the accuracy of references generated by the reference manager).
4. Submit on Canvas under Assignments, in Word document format
5. Submit to Turnitin (Turnitin.com) to assess originality of your work (i.e., avoidance of plagiarism) using **Class ID: 35685320, Enrolment key: Exercise**

Why are we doing this?

- To apply theoretical concepts learned in lecture
- To practice evidence-informed practice when we don't know the solution (or there are multiple solutions)
- To practice designing a tailored exercise program to promote long-term health and quality of life benefits

ASSESSMENT RUBRIC:

Criteria	Weight	Distinguished/Excellent (85-100%)	Proficient/Good (84-70%)	Basic/Fair (69-50%)	Poor/Incomplete (<50%)
Pre-participation considerations and special prescription considerations	20%	Has a clear and well-articulated understanding of the condition, identifies all important pre-participation considerations and special prescription considerations.	Has a good understanding of the condition, identifies most of the important pre-participation considerations and special prescription considerations.	Has a basic understanding of the condition, identifies some of the important pre-participation considerations and special prescription considerations.	Misunderstood the condition, did not list relevant pre-participation considerations and special prescription considerations.
FITT prescription	40%	FITT recommendations and progressions are appropriate, clear, creative, and readily usable by the client	FITT recommendations and progressions are appropriate, clear, and readily usable by the client	FITT recommendations and progressions are for the most part appropriate, at times unclear, and has potential to be used by the client	FITT recommendations and progressions are inappropriate or incomplete
Co-development with clients	10%	Engages the client professionally with excellent rapport through	Engages the client professionally with good rapport through open-ended questions	Engages the client somewhat professionally with some rapport	Open-ended questions are inappropriate or do not add value to the client-

		open-ended questions		through open-ended questions	practitioner relationship
Recommendation reflections	20%	Exceptionally draws from core concepts of evidence-informed practice when designing the exercise program and progressions. Exceptional rationale of recommendations made that links to course content, lab experiences, and appropriate external sources. The rationale is thoughtful and makes a clear case for recommendation effectiveness	Does a good job of drawing from core concepts of evidence-informed practice when designing the exercise program and progressions. Good rationale of recommendations made that links to course content, lab experiences, and external sources. The rationale is thoughtful and makes a case for recommendation effectiveness	Uses basic principles of evidence-informed practice when designing the exercise program and progressions. Linkage to course content or lab experiences is inconsistent and external sources are not used or are inappropriate. Basic/ambiguous rationale of recommendations made that could benefit from more thoughtfulness and a clearer case for recommendation effectiveness	Does not use evidence-informed practice when designing the exercise program and progressions. No linkage to course content or lab experiences and external sources are not used or are inappropriate. Poor rationale of recommendations made
Format	10%	The assignment is very well-organized and free of grammar or spelling errors, correct APA referencing. Content is succinct/focused.	The assignment is well-organized and free of grammar or spelling errors, correct APA referencing. Content is mostly succinct, some instances of wordiness.	The assignment is slightly disorganized and contains some grammar or spelling errors, mostly correct APA referencing. Content is wordy and sometimes difficult to understand the focus of the content.	The assignment is disorganized and contains several grammar or spelling errors, incorrect APA referencing. Content is disorganized and wordy.