

Course Syllabus

THE UNIVERSITY OF BRITISH COLUMBIA School of Kinesiology KIN 488 PARC Work Integrated Learning: Physical Activity Counselling and Prescription for People with Spinal Cord Injury

Term/Credit Value:	2023W Term 1 and 2; 6 credits
Co-Requisites	KIN 320, KIN 341
Time & Location	<p>Seminar: On select weeks; see schedule for details. Term 1: 10:30am-12pm Wednesdays Term 2: 12:30-2:00pm Wednesdays PARC Blusson Spinal Cord Centre Lecture Hall- 818 W 10th Avenue OR Osborne Unit II G3 (see weekly announcements)</p> <p>PARC Practicum: 4 hours/week in Term 1 and 6 hours/week in Term 2; schedule co-developed with PARC manager at beginning of term. Note shifts run from Sept 5- December 16 and January 2-April 30.</p>
Grading	Pass/Fail: Students will be assigned a grade for each of the course assessments and will be required to achieve a final grade of 70% or higher to be assigned 'Credit' (pass) for the course
Instructor/Supervisor	PARC Manager: Milly Zaletelj (she/her) Faculty Supervisor: Jasmin Ma (she/her)
Office	Room 209, Osborne Unit II, 6108 Thunderbird Blvd, Vancouver BC (Options for Zoom/phone if necessary)
Office Hours	12pm-1pm Tuesdays on Zoom (see Canvas Discussions for link)
E-mail	PARC Manager: zaletelj@icord.org Faculty Supervisor: Jasmin.Ma@ubc.ca

Land Acknowledgements: We acknowledge that the UBC Vancouver Campus is located on the traditional, ancestral, and unceded territory of the xwməθkwəyəm (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 PARC manager.

Contacting your instructor and PARC managers: The PARC managers are the first point of contact for practicum related questions. Dr. Ma is your first point of contact for UBC policy or course content related questions. 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 during the week and we do not check our email on weekends. This is especially important around assignment 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. **Mandatory seminars- In-person.** Includes discussion of course content and interactive activities. It is mandatory to attend these seminars. See course policies for acceptable reasons for missing seminars.
2. **PARC Practicum:** Students will acquire a total of ~158 practicum hours over two semesters (4-6 hours/week broken up into 2-3 shifts). Practicum hours will take place at PARC and will be led by the PARC manager. Activities will vary by students' readiness but can include assisting PARC members with exercises, supervising facility operations, leading exercise classes and offering services such as program reassessments, exercise prescription, and physical activity counselling. Come prepared to exercise (e.g., comfortable clothing, gym shoes).
3. **Asynchronous activities:** Includes online recordings, readings, completion of assignments, and reflections to help prepare you for your practicum experience. Readings are available on the Library Online Course Reserves: <https://courses.library.ubc.ca/>. Activities are to be completed BEFORE the relevant seminar.

COURSE OVERVIEW:

This course will provide hands-on experience working with members of the Physical Activity Research Centre (PARC) at the Blusson Spinal Cord Centre. PARC (<https://icord.org/parc/>) provides accessible physical activity opportunities for members of the local spinal cord injury community including drop-in gym hours and exercise classes. Students in this course will apply skills in exercise testing, prescription, and physical activity counselling as an opportunity for students and PARC members to learn reciprocally from one another. The long-term aim is for students to leave the program demonstrating confidence and competence to work with people with disabilities in their future careers and beyond.

LEARNING OBJECTIVES:

1. *Demonstrate core competencies and experiential learning hours towards certifying as a qualified exercise professional (through e.g., ACSM, CSEP) including the ability to:*
 - a. *Assess, prescribe, and supervise physical activity programs for people with disability*
 - b. *Support clients to increase their physical activity levels using education and physical activity counselling*
2. *Apply principles of evidence-informed practice (best available evidence, expertise, the context, client's values, goals, and circumstances) to inform decision-making in the exercise setting*

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

3. *Reflect on your own confidence and competence to communicate and work with people with disabilities to achieve their health and fitness goals*
4. *Connect academic and practicum experiences to mobilize strategies that improve the PARC environment and services offered to members*
5. *Reflect on your experiences to improve upon and refine your own practice in exercise prescription, counselling, and coaching*

ASSESSMENTS OF LEARNING:

Evaluation components	Due date	Value	Learning Objective
PARC Training	Week prior to beginning practicum, email will be sent by PARC manager to coordinate	Completion	1
Reflective Practice	Mentorship Meetings (week of Sept 11/18 and October 30) and Seminar Attendance Internship hours + Reflective Practice Portfolio: Due one week after seminar (i.e. the following Tuesday; see Canvas)	Completion 50%	1,2,3,5
Group Project: PARC Improvement Plan	Co-development plan draft to review with mentor: Send to your mentor by Friday October 27 th Final draft: Friday November 24 th	20%	4
One-on-One Exercise Prescription (tentative dates)	Proposed program for peer review: Feb 12 (or as available) Peer review of exercise program (see reflective practice prompt) Exercise Prescription and SOAP notes: Friday March 15 th PARC member feedback: Friday April 5 th Final Exercise Program: April 10	Instructor evaluation (client evaluation informs instructor evaluation): 30%	1-5

Note. On your transcript, course grades will appear as *Pass* (≥70%) or *Fail*. The focus should be on the quality of services provided to PARC members and helping you prepare for your career, rather than grades.

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

Block #: Week of	Seminar Topic	Practicum Focus	Asynchronous Activity/ Evaluation
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1: Sept 4	***PARC orientation, communication principles/professionalism/ethi cs GUESTS	Comfort with PARC environment	PARC Intern Manual PARC Exercise Equipment Manual PARC Intern Code of Conduct Syllabus
2: Sept 11	***Supervising an exercise program: Exercise technique, considerations, contraindications GUESTS	Safe exercise coaching/ developing rapport	Recording Read: Reiner, 2021 PARC training quiz <i>Mentorship meeting 1</i>
3: Sept 18	***Supervising an exercise program: Exercise technique, charting, measuring intensity, assignment intros Sept 20: PARC 10 year celebration	Assessing intensity	Recordings https://www.nchpad.org/fppics/Discover%20Accessible%20Fitness.pdf
4: Sept 25	Group exercise and online training	Group class and online training instruction preparation	Recording PARC Exercise Technique and Cueing Manual
Oct 2			
Oct 9			
5: Oct 16	Shared decision-making, project check-in, program changes I	Project co-development	https://healthresearchbc.ca/news_article/how-shared-decision-making-can-support-patient-centred-care/ https://healthresearchbc.ca/webinar/commitment-issues-how-to-get-my-community-organization-to-say-yes-to-an-integrated-kt-project/
Oct 23			
6: Oct 30	Changing programs II	Reviewing/modifying programs preparation	Recording PARC Improvement Plan: Co-development plan

			<i>Bring personal exercise program to class</i> <i>Mentorship meeting 2</i>
Nov 6	Reading week!		
Nov 13	Reading week!		
7: Nov 20	Assessments/reassessments	Assessments/reassessments preparation	Assessment recording Review lab procedures PARC Improvement Plan
Nov 27			
8: Dec 4	Assessing readiness for additional services	Skill consolidation	<i>PARC supervisor feedback #1</i>
Term 2			
9: Jan 8	***Exercise Prescription Demonstration/ Final project intro GUEST	Exercise prescription: Initial intake	PARC Intake form <i>1-on-1's advertised to start February 1st</i>
10: Jan 15	***1-on-1: Exercise prescription: Initial session practice	1-on-1: Exercise prescription consolidation	Review 'Exercise Prescriptions' folder under '1-on-1s' on OneDrive
11: Jan 22	1-on-1: Education, technique, and planning (recorded: No in-person)	1-on-1: Education consolidation	Education recording Technique recording PARC Exercise Technique and Cueing Manual Parts 5 and 6 ProACTIVE SCI Toolkit
12: Jan 29	1-on-1: PA Counselling and general prep	One-on-One: Planning and counselling consolidation <i>Contact your exercise prescription participant and confirm a date for session 1</i>	Physical activity counselling best practices online training https://ubc.ca/1.qualtrics.com/jfe/form/SV_bQrpIbLBWFu7nTg
Feb 5		*Exercise prescription: Session 1	
13: Feb 12	Exercise prescription check-in	Exercise prescription development	Submit proposed program to OneDrive for peer review
Feb 19	Reading week!		

14: Feb 26	Team-based care	*Exercise prescription: Session 2	TBC: On the Run Modules (must complete modules 1 and 2, select at least 2 more modules of your choosing to complete) https://courses.cpe.ubc.ca/browse/ubcv/health/programs/tbcontherun
March 4	*March 6 th no lecture hall access		
March 11			Exercise Prescription and SOAP notes
15: March 18	Promoting client self-management	Setting your clients up to self-manage their own programs	Dropik, 1993- ASSURE model of patient education
16: March 25	Final projects	*Exercise prescription: Session 3/Feedback from PARC member *Modifying Client Service Product based on feedback	PARC supervisor feedback #2
April 1			PARC member feedback
17: April 8	Final projects and Course wrap-up		Final Exercise Prescription

***Seminars are held at ICORD

REQUIRED READINGS

1. Reiner, S. L. (2021). Attentional Focus Cueing: How and When to Use Internal and External Focus Cues to Optimize Exercise Performance. *ACSM's Health & Fitness Journal*, 25(6), 33-41.

***Other readings may be assigned as required.**

POLICIES AND PROCEDURES

1. **Due dates:** will not be rescheduled for any reason other than a medical issue or family emergency. If you miss a due date 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). 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 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.
4. Occasionally students will have questions or disagree with the grade they received on an assignment. Students should contact the instructor **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. 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. **Seminars:** Students are expected to attend every seminar and practicum session and be on time. Students who arrive more than 5 minutes late for seminar 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 seminar notes missed from other students. Students who must miss their practicum session must notify the PARC manager as soon as possible (at least 24 hours in advance).
6. **Group work:** Akin to the professional setting, students will be expected to participate in group work. The course is designed to facilitate collaboration and contributions amongst all group members (e.g., groups will work together in lab, each member is required to record and reflect on their contributions) and at the same time, we encourage students to develop confidence in working with peers, create their own supportive working environment, and see benefit from having diverse perspectives and expertise. Under exceptional circumstances where a group is experiencing challenges with collaboration that is out of their control, they should contact their TA as soon as possible. We are unable to intervene/provide support with group challenges after the assignment has been submitted/graded.
7. **Accommodations:** 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>

COURSE EVALUATION

Reflective Practice

In an effort to improve your practice and skills, self-reflection and feedback will be used to support reflective practice in these five ways:

1. Internship Hours + Reflective Practice Portfolio

Instructions

- Internship hours:
 - Students will check in with the floor supervisor and sign in at the front desk at PARC upon arrival
 - A total of ~158 work hours are to be accumulated over the two semesters (4-6 hours/week). An additional ~53 hours of reflection and seminar meetings will be built in throughout the course to reach the total of 210 hours for a 6-credit work integrated learning course
- Internship Reflective Practice Portfolio:
 - The Canvas Internship Reflective Practice Portfolio will have prompts to complete at the end of each seminar week. These prompts will align with the practicum focus of that week.
 - **Maximum 275 words for each response, please include word count in your submission.**

Evaluation

Students that attend all of their assigned PARC sessions and seminars and complete their Reflective Practice Portfolio with answers that demonstrate the listed metrics at the level of reflection or critical reflection (shaded boxes) will receive 100% for this section. Comments will not be returned on your reflection unless your reflection is flagged to have not met the criteria (i.e., no news is good news). In the event that your reflection is flagged, you will be given the opportunity to re-write the reflection, otherwise a zero will be given for each given flagged and inadequately addressed reflection.

- Attendance is mandatory: Students must attend all scheduled PARC sessions and seminars. A missed PARC session or seminar without advanced notice or for unavoidable reasons outlined in the Course Policies section will result in a failing grade of 50% for this section
- A missed weekly log book reflection will result in a grade of 0 for each missed reflection

Criterion	Habitual action (Nonreflective)	Reflection	Critical reflection
Writing Style	Unstructured and unclear writing style. No clear examples given.	Clear and succinct writing style. Some use of examples.	Clear and succinct writing style. Expands on ideas through use of examples. Responses fully address the prompt. There are clear 'take-homes' in the response.
Attending to emotions	Little or no recognition or attention to emotions	Recognition, exploration, and attention to emotions	Recognition, exploration, attention to emotions, and gain of emotional insight
Analysis and	Little or unclear analysis or meaning making	Good connection between experience and learning,	Comprehensive connection between experience and

meaning making		statements are factually correct, reasoning makes sense.	learning, statements are factually correct, multiple perspectives are considered, reasoning makes sense.
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Adapted from Wald, H. S., Borkan, J. M., Taylor, J. S., Anthony, D., & Reis, S. P. (2012). Fostering and evaluating reflective capacity in medical education: developing the REFLECT rubric for assessing reflective writing. *Academic Medicine*, 87(1), 41-50.

Ash, S. L., & Clayton, P. H. (2009). Generating, deepening, and documenting learning: the power of critical reflection in applied learning. *Journal of Applied Learning in Higher Education*, 1, 25-48.

Why are we doing this?

Attendance should reflect expectations in the job market. The Reflective Practice Portfolio will help you refine your own practice as well as prepare answers for interview scenarios when applying to professional practice programs (e.g., PT, OT, Med, etc.).

Internship Objectives and Reflection Prompts

Block #: Week	Internship Focus	Reflection Prompts
1: Sept 4	Comfort with PARC environment	Part 1: In bullet point, identify at least three personal learning objectives you have for participating in this practicum experience (i.e., what skills, experiences, learnings do you hope to gain)? Part 2: What do you envision you will do after your degree/this experience and how do you hope your actions will impact others?
2: Sept 11	Safe exercise coaching/developing rapport	List the key exercise considerations you should be knowledgeable in before prescribing for someone with spinal cord dysfunction (e.g., autonomic dysreflexia). Amongst this list, identify any exercise considerations that you're unsure of how to manage safely and make a plan for how you will address this knowledge gap.
3: Sept 18	Assessing intensity	Part 1: Reflecting on your experience with your mentor, identify two things that were significant for your learning about exercise coaching. Part 2: Write one sentence that captures what you hope to be your exercise coaching philosophy (e.g., what do you want your clients to come away with, how do you want to make them feel, what do you want to be known for)
4: Sept 25	Group class and online training instruction preparation	(extended deadline to 2 weeks after seminar- Oct 10) Create a mock group exercise outline that includes a pre-ambles, warm-up, strength and cardio exercises, and a cooldown. Practice delivering your plan with a partner. Summarize the feedback received on what worked well and what could be improved in your programming and delivery: Upload your final mock group exercise outline.
5: Oct 16	Program co-development	Describe two principles of meaningfully engaging clients or patients in managing their own health (e.g., how can we meaningfully engage end-users in designing their own exercise programs, physical activity plans, exercise classes, in decision-making around how a gym/clinic operates) that resonated for you. Describe how you will apply these principles to developing your PARC Improvement Plan:
6: Oct 30	Reviewing/modifying programs preparation	1. Review your partner's program and make suggestions for improvement. 2. Identify one gap in your learning about reviewing exercise programs and how you will address this knowledge gap through your own evidence-informed practice:

7: Nov 20	Assessments/Reassessments	Identify one fitness assessment that could be used to improve the current set of fitness assessments at PARC. WHY did you choose this test? Identify the validity/reliability, applicability, equipment needed, and what it assesses.
8: Dec 4	Skill consolidation	Summarize the skills you've learned to date and identify two areas you'd like further training in:
		Term 2
9: Jan 8	Exercise Prescription Demonstration/ Final project intro	Identify two areas or gaps in your knowledge/skills needed to conduct an exercise prescription session like you observed this week and how you'll address them
10: Jan 15	1-on-1: Exercise prescription: Initial session practice	1. In bullet point form, outline your sequence of procedures for meeting with your client for your first exercise prescription session 2. Identify any parts of the process that you are unsure of and how you will address your uncertainties
11: Jan 22	1-on-1: Education, technique, and planning (recorded: No in-person)	No prompt.
12: Jan 29	1-on-1: PA Counselling and general prep	1. Identify any gaps in your knowledge about administering education sessions (education, technique, planning) during a one-on-one session. Create a plan for how you will address these gaps. 2. Briefly, summarize your scope of practice for this term.
13: Feb 12	Exercise prescription check-in	Using track changes or comments added to the original file, submit your review for your partner's proposed exercise program to the OneDrive. Label as [exercise professional name]- reviewed by [your name]. Note: submit within 1-3 days of when the program becomes available and notify your partner when your review is available
14: Feb 26	Team-based care	Submit your certificates of completion for at least 4 team-based care modules
15: March 18	Promoting client self-management	Word limit: Max 1.25 pages Option 1: Write a cover letter for a job or a professional program, using the following resource: https://students.ubc.ca/career/career-resources/resumes-cover-letters . Focus your examples on your experience at PARC. Write this in a way that you can use this for an application. OR Option 2: Take a photo of your PARC experience that is meaningful to you. Summarize what your PARC experience as a whole meant to you.
16: March 25	Final projects	No prompt
17: April 8	Final projects and Course wrap-up	No prompt

2. Mentorship Meetings

Instructions:

- See schedule for meeting dates. You will select a time that works to meet with your mentor during the assigned week

Meeting 1: Exercise technique coaching feedback with a kinesiologist

- Practice coaching exercise technique with your kinesiologist mentor
- In your small group, take turns acting as client and exercise professional, teaching and coaching the movements for each of the machines at PARC. In addition, practice the following exercises without machines:
 - a. Squat (body weight)
 - b. Lateral lunge (body weight)
 - c. Romanian deadlift (free weight)
 - d. Shoulder press (free weight)
 - e. Bent over row (free weight)
 - f. Internal/external shoulder rotation (pulley)
- Receive feedback on your coaching skills from both the mock client and kinesiologist, e.g., internal vs external cueing, explaining, demonstrating.

Meeting 2: Co-development feedback

- For your term 1 final assignment, you and your group will develop a PARC improvement plan for PARC (see below). Create a plan for how you will involve PARC members or other stakeholders in your final assignment's development (instructions will be given in seminar)
- Schedule a time to meet with a PARC supervisor to give you feedback on your co-development plan

3. PARC supervisor feedback

- Your PARC supervisor will give you feedback on your PARC performance at 2 points in the year via email

4. Seminars

- You can ask questions and engage in discussions with your faculty supervisor to receive feedback on your skills
- Competence to deliver individual services will be reviewed and practiced

Group Project: PARC Improvement Plan

Instructions

1. Based on your experiences at PARC to date, identify how the PARC experience, services, or resources available can be improved (e.g., fitness assessment templates, group exercise class delivery, onboarding new participants, following up with participants who haven't attended regularly, how participant workouts can be better tracked/recorded, etc.)
2. Create a plan for how you will engage PARC members or other end-users to help you develop your plan (see schedule for when you will present this to your mentor). Fill out the table below to help guide your plan.
3. Your plan should include the following sections (maximum of 1000 words)
 - a. Title page
 - b. Identification of the problem or area for improvement
 - c. Completed End-User Involvement Table (reviewed by your mentor. **Not included in word count**)
 - d. Plan to address the problem or area for improvement and how your plan can be implemented at PARC (additional resources, diagrams, or numbered bullet points may be appropriate)
 - e. Rationale for why your plan will work including links to evidence, course learnings, learnings from end-users (e.g., PARC members, supervisors, etc.)

End-User Involvement Table

Item	Description
Who is your plan intended for? Who should be involved in developing the plan? List general groups and specific individuals within each Ex: Canadian Tire employees; Shelly (Manager), Ahmed (CEO), Lexy (Consumer)	
How will you involve your PARC member partner? What questions will you ask? What will you seek to learn from them? How will you contact them?	
When will you involve your PARC member partner? At what points in the plan development timeline will you contact them? How often?	
Identify gaps and limitations of stakeholder involvement What might make stakeholders' (e.g., PARC members, staff, etc.) involvement challenging?	

Criteria	Weight	Distinguished/Excellent (4)	Proficient/Good (3)	Basic/Fair (2)	Poor/Incomplete (1)
PARC Usability	40%	Exceptionally well-suited for PARC. Plan can be adopted	Well-suited for PARC. With some minor edits, the plan can be adopted	Potential to be well-suited for PARC. The plan requires a few major revisions to	Not well-suited for PARC. Plan requires major revisions to be

		immediately into PARC services.	immediately into PARC services.	be adopted into PARC services.	adopted into PARC services.
Application of academic learnings and current evidence	50%	Exceptional application of academic learnings, use of evidence-informed practice and/or valuing of stakeholder perspectives to develop the plan.	Good application of academic learnings, use of evidence-informed practice and/or valuing of stakeholder perspectives to develop the plan.	Some application of academic learnings, use of evidence-informed practice and/or valuing of stakeholder perspectives to develop the plan.	Poor application of academic learnings, use of evidence-informed practice and/or valuing of stakeholder perspectives to develop the plan.
Format	10%	The assignment is very well-organized and free of grammar or spelling errors, correct APA referencing. Content is succinct/focused and is easily usable by end-users	The assignment is well-organized and free of grammar or spelling errors, correct APA referencing. Content is mostly succinct, some instances of wordiness but is mostly easily usable by end-users	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 and is somewhat easily usable by end-users	The assignment is disorganized and contains several grammar or spelling errors, incorrect APA referencing. Content is disorganized and wordy and is not easily usable by end-users

One-on-One Exercise Prescription

Instructions

1. Review the materials on the OneDrive in the folder 'Exercise Prescriptions'
2. Follow the instructions in the '1- PARC Exercise Prescription Checklist'
3. Save a copy to the OneDrive and submit to Canvas:
 1. **Summarized SOAP chart:** using '2- Intake Form- PARC- Exercise Professional Copy' to justify the appropriateness of your plan to the instructor
 2. **Exercise prescription:** Use the '3- Blank Exercise Prescription Template'. The goal is for your exercise prescription to be used and understood by your PARC member
4. See course schedule for due dates throughout the process

Criteria	Weight	Distinguished/ Excellent (4)	Proficient/Good (3)	Basic/Fair (2)	Poor/Incomplete (1)
Safety and appropriate-ness	40%	No concerns for safety of recommendations. Based on client feedback, recommendations are exceptionally well-suited for the target audience, indicative of remarkably engaged co-development process.	No concerns for safety of recommendations. Based on client feedback, recommendations are well-suited for the target audience, indicative of engaged co-development process.	Some concerns for safety of recommendations. Based on client feedback, recommendations are somewhat suited for the target audience, indicative of a somewhat engaged co-development process.	Concerns for safety of recommendations. Based on client feedback, recommendations are not suited for the target audience, indicative of a lack of a co-development process.
Application of academic learnings and current evidence	40%	Exceptional application of academic learnings or use of evidence-informed practice to develop recommendations. Use of the recommendations is very likely to result in intended impact.	Good application of academic learnings or use of evidence-informed practice to develop recommendations. Use of the recommendations is very likely to result in intended impact.	Some application of academic learnings or use of evidence-informed practice to develop recommendations. Use of the recommendations may result in intended impact.	Poor application of academic learnings or use of evidence-informed practice to develop recommendations. Use of the recommendations is not likely to result in intended impact.
Format	20%	The assignment is very well-organized and free of grammar or spelling errors, correct APA referencing. Content is succinct/focused and usable. Language is	The assignment is well-organized and free of grammar or spelling errors, correct APA referencing. Content is mostly succinct and usable. Some instances of wordiness but	The assignment is slightly disorganized and contains some grammar or spelling errors, mostly correct APA referencing. Content is wordy and sometimes difficult to use.	The assignment is disorganized and contains several grammar or spelling errors, incorrect APA referencing. Content is disorganized and difficult to use. Language is not

		easily understood by end-users	language is mostly easily understood by end-users	Language is somewhat easily understood by end- users	easily understood by end-users
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