

**THE UNIVERSITY OF BRITISH COLUMBIA**  
**School of Kinesiology**  
**KIN 320 Exercise Testing and Prescription**

<b>Term/Credit Value:</b>	2024W Term 2; 3 credits
<b>Time &amp; Location</b>	<b>Lab</b> (Mandatory): See schedule, labs alternate weeks between self-directed (Nike Training Club app) and in-person
<b>Instructor</b>	Dr. Jasmin Ma (she/her)
<b>Office</b>	Osborne Unit II, 6108 Thunderbird Blvd, Vancouver BC (Options for Zoom/phone if necessary)
<b>Office Hours</b>	12pm-1pm Mondays on Zoom (see Canvas)
<b>E-mail</b>	<a href="mailto:Jasmin.Ma@ubc.ca">Jasmin.Ma@ubc.ca</a>
<b>Teaching Assistants (TAs)</b>	Matt Fliss: <a href="mailto:Matthew.Fliss@ubc.ca">Matthew.Fliss@ubc.ca</a> (Last name A-L) Lucas Wiens: <a href="mailto:WiensL55@student.ubc.ca">WiensL55@student.ubc.ca</a> (Last name M-Z)

**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 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](#)<sup>1</sup> 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 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 11<sup>th</sup> Edition (online or paper copy)

ISBN: 9781975150181

Discount link for 30% off and free shipping at <https://lippincottdirect.lww.com/MedicalEducation-UniversityofBritishColumbia-Fall2024>

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

**COURSE TEXTBOOK (SUGGESTED- Not required to purchase but is recommended if interested in a career in high performance)**

National Strength and Conditioning Association Essentials of Training and Conditioning 4<sup>th</sup> 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*

---

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

- 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:**

<b>Evaluation components</b>	<b>Due date</b>	<b>Value</b>	<b>Learning Objective</b>
Tests x 3	Test 1: September 20 Test 2: October 18 Test 3: November 22	Each worth 8%=24% total	1
Participation: Get Active Questionnaire (GAQ)/Lab participation sheets/NTC workout logs/Attendance	GAQ: September 6*  In-person lab sheets submitted at end of each lab  NTC workout logs completed bi-weekly, submitted: November 29	10%	1,2,4,5
Assignment 1: Exercise log (group assignment) and self-assessment	November 1	30%	1,2,3,4,5
Assignment 2: Evidence-informed practice case study (individual assignment)	December 9	36%	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.**

<b>Week #: Week of</b>	<b>Lecture Topic</b>	<b>Lab Topic</b>	<b>Evaluation</b>	<b>Readings (Chapter)</b>
Module 1	Practitioner skills			
1: September 2	Course overview 24-hour movement guidelines		GAQ	
2: September 9	Evidence-informed practice  Motivational interviewing	MI Practice + Building your exercise library		Complete lab prep sheet
3: September 16	Motivational interviewing and Preparticipation screening  No class on Wednesday	**NTC: Wake-Up Warm-Up	Test 1	Chapter 2  Recording
Module 2	Prescription and assessment principles			
4: September 23	Body composition	BW exercises		Chapter 3

	Muscle strength, functional assessments, and flexibility  Cardiorespiratory fitness assessment	progression/ regression and screening		Recordings
5: September 30	Monday: No class  Assignment 1 practice  General principles of exercise prescription and applications to chronic disease and disability Ia	**NTC: '20-Minute Strength Kickstarter'	<i>Asst. groups assigned and workout announced</i>	Chapter 5 Westcott et al., 2009  Recordings
6: October 7	General principles of exercise prescription and applications to chronic disease and disability Ib  General principles of exercise prescription and applications to chronic disease and disability II	Fitness Ax		Lab videos and protocols
7: October 14	No class Monday  General principles of exercise prescription and applications to chronic disease and disability and III	**NTC: Progression Essentials	Test 2	
Module 3	Chronic Disease and Disability I			
8: October 21	Spinal cord injury	Case-based ExRx #1		Chapter 10 (SCI section) Alashram, 2020
9: October 28	Older adults and Osteoporosis  Cardiovascular disease	**NTC: Back and Biceps Burnout	Asst. 1	Chapter 6 (older adults section)  Chapter 10 (osteoporosis section)  Chapter 8 (p.234-45/ from the exercise prescription section to beginning of PAD section)  Recording
10: November 4	Arthritis  Asst 2 case study released	Case-based ExRx #2		Recording

				Arthritis exercise videos  Lab prep materials
11: November 11	Reading Week- No Class! Bonus: Pregnancy recording			
12: November 18	Type 1 and Type 2 diabetes	Case-based ExRx #3	Test 3	Chapter 9 (diabetes section)  Recording
13: November 25	Cancer	No lab	NTC Workout logs	Chapter 10 (cancer section)  Recording
14: December 2	Course reflection and case study preparation	Optional TA gym office hours lab	Asst. 2 case study	

**\*\*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.
2. Alashram, A. R., Annino, G., & Mercuri, N. B. (2020). Changes in spasticity following functional electrical stimulation cycling in patients with spinal cord injury: a systematic review. *The journal of spinal cord medicine*, 1-14.

### 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 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.
4. **Marking discussions:** 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. **Recordings, Lectures, and Online attendance (when applicable):** Students are expected to attend/view every lecture and be on time. All lecture material will be recorded but group discussions are not. If a class is moved to online, group breakout sessions will not be recorded. Therefore, in-person and synchronous attendance is highly encouraged. Recordings of in-person lectures can be found under the 'recordings link' pinned on the Discussion page. For classes that are moved online, recordings can be found under the 'Zoom' tab under 'Cloud Recordings'.
6. **Lab attendance:** It is mandatory to attend every lab and be on time. 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 staying caught up in the course. Students who must miss labs are to **notify their TA** via email at least 24 hours in advance (if possible). After notifying your TA when you are absent from lab, review the instructor notes posted online after the lab/get notes from a friend, and complete the lab activities on your own time to the best of your abilities. 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.
7. **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. Where a group is experiencing challenges with collaboration that is out of their control, they should contact myself or their TA as soon as possible. We are unable to intervene/provide support with group challenges after the assignment has been submitted/graded.
8. **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.

9. **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.
10. 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**.
11. 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.
12. **Use of Generative AI in this Course:** If you make use of generative artificial intelligence tools to complete any project deliverables or other course-related work, the generated material must be clearly and correctly indicated, and cited/referenced using [APA referencing style for generative AI](#). Failure to clearly indicate and reference AI-generated material will be reported as academic misconduct. You should consult your Instructor if you have any questions about the use of generative AI tools.
13. 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](#).
14. **Illness:**
  - 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 feeling sick, 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**

The following three activities will comprise your participation grade. Late deductions apply to the participation grade as a whole. E.g., if your GAQ is submitted late, a 5%/day deduction off of your whole participation grade is applied. A missing GAQ or NTC log will result in a participation grade of 0. Each missed lab will result in an automatic 10% deduction in your participation grade as a whole unless the student is unable to make it for the reasons outlined in the course policies section.

#### **CSEP Get Active Questionnaire (GAQ)**

##### **Instructions:**

- Complete the full Get Active Questionnaire: [https://csep.ca/wp-content/uploads/2021/05/GETACTIVEQUESTIONNAIRE\\_ENG.pdf](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.

##### **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

##### **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 30-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 that should be remembered to practice as an exercise professional (think of the key take-aways and the participatory learning activities we do in class).**

### 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 (Group Assignment)

### 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) **Download the Nike Training Club App** and search for your assigned workout
- 3) **Define your goal** for your workouts (desired intensity and outcome, anything else you'd like to set as a goal for the session based on what is right for you that day)
- 4) **Complete the prescribed exercises by adding** individual progressions, regressions, and modifications (see Table 1 for an example).
- 5) **Complete the table:** After completing the workout, complete the table in your "Assignment 1- Individual Workout Log" found on Canvas under Assignments for the corresponding week to reflect on the following:
  - a. Goals: What were your intensity goals and 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

- 6) **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)
- 7) **Complete 'Template 1: Exercise log template to be submitted for Assignment 1'/Download the template from Canvas under Assignments with additional instructions:** 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.
- 8) **Word limit is 1900**, including tables but excluding references. Succinct communication is encouraged. Please include the word count on your title page.
- 9) **Referencing/Format:** APA referencing (<https://guides.library.ubc.ca/apacitationstyle>) (try using a free reference manager: <https://guides.library.ubc.ca/citationmanagement>) and formatting (single spacing is acceptable though) is required (<https://apastyle.apa.org/style-grammar-guidelines/paper-format>). 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 is found in the syllabus schedule and reminders sent 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.
- 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. Late self-assessment sheets will be docked

1%/day from their assignment mark (as an individual). You will not receive a grade if your Individual Contribution to Assignment 1 self-assessment sheet is not submitted.

**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 workout log content**

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

**Template 1: Exercise log template to be submitted for Assignment 1**

**Client Information**

**Training history:**

**Medical or health history that may impact exercise participation:**

**Other pertinent client information for your TA to evaluate the appropriateness of your ExRx for your client:**

**Part 1**

<b>Week #: [workout name]</b>	<b>Observations following workout (individual- copied and pasted from weekly lab for the selected individual)</b>	<b>Observations following workout (group)</b>
Goals (should be the same as individual goal set in weekly labs)	Desired intensity:  Desired outcome(s):  Other:	
Progressions	X	Y
Modifications/regressions	X	Y
Other/Questions	X	Y
Reflection on how the group recommendations differed from the individual recommendations and why the recommendations are appropriate	Z	

**Part 2**

**Article Information:**

- EIP Question
- Source
- Design/level of evidence:
- Participants:
- Intervention:
- Comparator (if applicable):
- Outcome and measure:
- Results:
- Limitations (internal validity and impact):
- Strengths (internal validity and impact):
- Decision-making related to principles of EIP:
  - Summary of research evidence
  - Target user values, circumstances (external validity)
  - Expertise
  - Info from context
- Decision:

**ASSESSMENT RUBRIC:**

Criteria	Weight	Distinguished/Excellent (85-100%)	Proficient/Good (84-70%)	Basic/Fair (69-50%)	Poor/Incomplete (<50%)
<b>Group observations: progression, regressions,</b>	<b>30%</b>	All progression, regression, modifications, and other recommendations	Most progression, regression, modifications, and other recommendations	Some progression, regression, modifications, and other recommendations	Progression, regression, modifications, and other recommendations

<b>modifications and other</b>		are appropriate and creative	are appropriate and creative	are unclear or lacking a connection to the original exercise and individual goal	are inappropriate or incomplete
<b>Recommendation reflections: Use of EIP: Alignment with individual goals, practitioner's expertise, and context</b>	<b>20%</b>	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.
<b>Article information: Use of evidence-informed practice</b>	<b>40%</b>	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 experiences, and client involvement is also considered. The rationale is thoughtful and makes a clear case for recommendation effectiveness.	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 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.	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 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.	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.
<b>Format</b>	<b>10%</b>	The assignment is very well-organized and free of grammar or spelling errors, correct APA referencing.	The assignment is well-organized and free of grammar or spelling errors, correct APA referencing.	The assignment is slightly disorganized and contains some grammar or spelling errors, mostly correct	The assignment is disorganized and contains several grammar or spelling errors, incorrect APA referencing.

		Content is succinct/focused.	Content is mostly succinct, some instances of wordiness.	APA referencing. Content is wordy and sometimes difficult to understand the focus of the content.	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
<b>Contributions:</b> Meaningful contributions to project (please list)	
<b>Environment:</b> Provided initiative, leadership, positive spirit, collaboration, or other team environment contributions	
<b>Procedures:</b> Attended all meetings and was on time, responded promptly and thoughtfully to all communications, carried out all responsibilities associated with role	
<b>Respect:</b> Showed respect for the ideas and contributions of other group members	
<b>Other</b>	

## ASSIGNMENT 2: Evidence-informed practice case study (individual assignment)

### 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 (<https://guides.library.ubc.ca/apacitationstyle>) (try using a free reference manager: <https://guides.library.ubc.ca/citationmanagement>) and formatting (single spacing is acceptable though) is required (<https://apastyle.apa.org/style-grammar-guidelines/paper-format>). 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**

**Note:** This assignment must be passed to pass the course

### 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%)
<b>Pre-participation considerations and special prescription considerations</b>	<b>20%</b>	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.
<b>FITT prescription</b>	<b>40%</b>	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	FITT recommendations and progressions are inappropriate or incomplete



				to be used by the client	
<b>Co-development with clients/Fitness Ax selection</b>	<b>10%</b>	Engages the client professionally with excellent rapport through open-ended questions  OR Selects a test that could be improved with excellent rationale. Identifies a replacement measure with excellent rationale e.g., aligns with target fitness component of original test, client's situation. Provides support for test quality.	Engages the client professionally with good rapport through open-ended questions  OR Selects a test that could be improved with good rationale. Identifies a replacement measure with good rationale e.g., aligns with target fitness component of original test, client's situation.	Engages the client somewhat professionally with some rapport through open-ended questions  OR Selects a test that could be improved with fair rationale. Identifies a replacement measure with some flaws in rationale.	Open-ended questions are inappropriate or do not add value to the client-practitioner relationship  OR OR Selects a test that could be improved but rationale is misaligned. Identifies a replacement measure but with poor rationale.
<b>Recommendation reflections</b>	<b>20%</b>	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
<b>Format</b>	<b>10%</b>	The assignment is very well-organized and free of grammar or spelling errors,	The assignment is well-organized and free of grammar or spelling errors,	The assignment is slightly disorganized and contains some grammar or	The assignment is disorganized and contains several grammar or spelling errors,

		correct APA referencing. Content is succinct/focused.	correct APA referencing. Content is mostly succinct, some instances of wordiness.	spelling errors, mostly correct APA referencing. Content is wordy and sometimes difficult to understand the focus of the content.	incorrect APA referencing. Content is disorganized and wordy.
--	--	--	--	--	--