EXP 520: Client-Centered Practice in Exercise Physiology  
Course Syllabus  
Spring 2017

Instructor: John Harrell, PhD  
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Office Hours: By appointment

Instructor: Elaine Gonya, LAT  
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(262) 909 – 0693

Office Hours: By appointment

Credits Hours: 4
Meeting Location & Time: CGS LL17 & Lab  
T 1.00 – 4.50 PM

Prerequisite. EXP 510: Advanced Exercise Testing & Prescription

Course Description. This course provides students with the practical knowledge and applied skills to perform client-centered assessments, exercise prescriptions, and primary prevention in apparently healthy populations with special considerations. This course will introduce students to informational and motivational interviewing skills to include physical activity counseling, goal setting, and patient education. This course include a practicum component.

Required Text. There are no required texts for this course. However, you will most likely rely heavily on ACSM's Guidelines for Exercise Testing and Prescription (9th Ed.) (2014). Wolters Kluwer. ISBN: 978-1-60913-605-5

Course Objectives. Upon successful completion of this course, a student should be able to:

• Demonstrate a more detailed knowledge of the use of blood pressure, electrocardiography, and pulmonary function measurement during exercise and the interpretation of these measurements.
• Demonstrate the ability to compare and contrast a wide variety of protocols and assessments, and be able to select the most appropriate assessments for the client and the testing situation.
• Demonstrate a detailed knowledge of how to properly conduct a variety of health screenings and exercise tests on individuals at risk for cardiovascular, pulmonary, and metabolic diseases as well as protocols commonly used in occupational health and fitness settings.
• Demonstrate an understanding of how to appropriately select and modify exercises based on the physiological, behavioral, and mental status of the client to include appropriate exercise progression and goal setting.
• Demonstrate an understanding of how to instruct and supervise all phases of exercise training for both apparently healthy individuals to include those with special considerations and those individuals with stable disease.
• Demonstrate an understanding of the role of the exercise physiologist in a collaborative model of healthcare as well as of a team approach to a client's care plan.
• Demonstrate the ability to design useful patient education materials as part of individual treatment and/or community services in a clinical setting.
• Demonstrate an understanding of best practices related to patient safety, infection control and risk management in a clinical setting.
• Demonstrate the ability to utilize scientific evidence to support the basis for physical activity and exercise in the treatment and management of chronic disease and disabilities.
• Demonstrate an understanding of the role of translational research in a clinical setting to include basic research methods, data management, and analysis.

**Student Assessment & Requirements.** Student performance will be assessed by completion of following assignments and evaluations.

• **Session Management (20%).** You will be assessed on your ability to collect information on a client, evaluate their health status, and determine their risk, needs, and goals. You will also be evaluated on your ability to perform the services the health clinic offers.

• **Professionalism (40%).** The instructors of this course (Dr. Harrell and Ms. Gonya) will evaluate you on your professionalism. Aspects of professionalism include, but are not limited to, your appearance, client interactions, communications skills, reliability, team work, and responsibility.

• **Client Assessment (20%).** We will ask clients to evaluate your performance. You will be assessed on your personal interactions, professionalism, competency, knowledge, and communication skills.

• **Final Presentation (20%).** You will give a 10- to 15-minute presentation at the end of the semester summarizing your experience. The presentation will include details about your client, strategies you employed, anecdotes, challenges, successes, and highlights.

**Grading.** The table below illustrates the point value for each assignment.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Session Management</td>
<td>40 (20%)</td>
</tr>
<tr>
<td>Professionalism</td>
<td>80 (40%)</td>
</tr>
<tr>
<td>Client Assessment</td>
<td>40 (20%)</td>
</tr>
<tr>
<td>Final Presentation</td>
<td>40 (20%)</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>200 (100%)</strong></td>
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</tbody>
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**Grading Scale.** Final grades will be determined by the percentage of total points earned in this course during the semester. Final grades will be rounded to two decimal points and assigned as listed below. This scale is firm.

- **A:** 90.00% or greater
- **B:** 80.00 – 89.99%
- **C:** 70.00 – 79.99%
- **D:** 60.00 – 69.99%
- **F:** 59.99% or lower

**Academic Honesty and Due Notification.** The Carroll University Academic Integrity Policy is located in your student handbook (pages 21-26). I encourage you to familiarize yourself with it. If a student violates this policy in any way, I reserve the right to impose a sanction of failure on the assignment/assessment and/or failure in the course. If you have questions about appropriate citation, when group collaboration is appropriate, or other related issues, please ask.
Statement of the right to modify course content. The instructor reserves the right to modify, amend, or change the syllabus (course requirements, grading policy, etc.) or course outline as the curriculum and/or program require(s).

Accommodation of Special Needs. Students with documented disabilities who need accommodations, or any student considering obtaining documentation should make an appointment with the Walter Young Center [(262) 524 – 7621] no later than the first week of class.

Communication Policy. During the work week, the instructor will make every effort to respond to course-related emails within 24 hours of receipt.