

Department of Human Performance and Health Education



WESTERN MICHIGAN UNIVERSITY
Human Performance
and Health Education

CRN #: 11318
Course #: HPER 4450
Course Title: Exercise Testing and Prescription
Credits: 3
Times: 1 – 1:50PM M,W,F
Location: 3013 SRC

Instructor: Christopher C. Cheatham, Ph.D.
Office: 4021 SRC
Office Hours: 12 – 12:50 PM M,W,F
Or by appointment
Phone: (269) 387-2542
E-Mail: chris.cheatham@wmich.edu
Website: <http://homepages.wmich.edu/~ccheatha>

[Exercise Science / Physiology Programs Website](http://www.wmich.edu/hper-esp)
<http://www.wmich.edu/hper-esp>

Course Description:

This course provides the student with the knowledge and tools to properly conduct various aspects of exercise testing such as the assessment of risk stratification, cardiorespiratory endurance, muscular strength and endurance, body composition, and flexibility. The course then instructs the student as to how to apply these assessments in development of exercise programs and prescriptions for both a general health and fitness population and a clinical population. The American College of Sports Medicine's Guidelines for Exercise Testing and Prescription will be emphasized with specific focus on the knowledge, skills, and abilities for the Health Fitness Specialist (HFS) certification.

Course Objectives:

Upon completion of this course students will be able to:

- understand the importance of physical activity to the health and well-being of both a healthy and a diseased population
- perform a risk stratification assessment and use the assessment to guide further exercise and exercise testing recommendations
- successfully conduct various assessments of cardiorespiratory endurance, muscular strength and endurance, body composition, and flexibility
- successfully interpret the results from various exercise tests/assessments
- utilize information from the risk stratification assessment and the various assessment of the five components of physical fitness to prescribe an exercise program
- understand the knowledge, skills and abilities necessary to become a certified ACSM Health Fitness Specialist

Required Texts:

American College of Sports Medicine. [ACSM'S Guidelines for Exercise Testing and Prescription, 8th Edition.](#) Philadelphia, PA: Lippincott, Williams and Wilkins, 2009. ISBN# 978-0-7817-6903-7

American College of Sports Medicine. [ACSM's Health-Related Physical Fitness Assessment Manual. 3rd Edition.](#) Philadelphia, PA: Lippincott, Williams and Wilkins, 2009. ISBN# 978-0-7817-9771-9

Graduate Assistant:

This semester, Ms. Heather Steinke is assigned as a graduate teaching assistant for this course. She will assist with lectures and labs. Her contact information is below.

Email: heather.m.steinke@wmich.edu

Phone: 387-2689

Office: 4024 Student Recreation Center

Grading:

Quizzes:	23%	100 – 92%	A	69 – 65%	DC
Writing/Laboratory Assignments:	10%	91 – 87%	BA	64 – 60%	D
Midterm Exam:	23%	86 – 83%	B	59 – 0%	E
Final Exam:	23%	82 – 78%	CB		
Fitness Assessment Project:	16%	77 – 70%	C		
Attendance:	05%				

Attendance Policy

- Attendance will be taken at the beginning of every class period.
- If you arrive late, it is your responsibility to make sure your attendance has been recorded.
- Attendance counts 5% towards your final course grade.
- No make-up quizzes or exams will be provided unless the absence is excused.
- Failure to attend laboratory-based class meetings will result in 0 points for the associated laboratory write-up.

Course Content:

	<u>ACSM Guidelines</u>	<u>ACSM Manual</u>
Introduction:		
<i>Section 01:</i>		
Health-Related Physical Fitness Defined	Chapter 1	Chapter 1 (pp. 1-6)
Benefits and Risks Associated with PA	Chapter 1	N/A
Pre-Participation Health Screening and Risk Stratification:		
<i>Section 02:</i>		
Health Appraisal/Risk Stratification	Chapter 2	Chapter 2
<i>Section 03:</i>		
Pre-Exercise Evaluations/Risk Factor Assessment	Chapter 3	Chapter 3

Health-Related Physical Fitness Testing:

Section 04:

Purpose, Basic Principles and Guidelines	Chapter 3 (pp. 53-58) Chapter 4 (pp. 60-62)	Chapter 1 (pp. 4-10) Chapter 2 (pp. 12-15)
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Section 05:

Assessment of Cardiovascular/Aerobic Fitness from Submaximal Exercise Tests	Chapter 4 (pp. 71-85)	Chapter 7
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Section 06:

Body Composition	Chapter 4 (pp. 62-71)	Chapter 4
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Section 07:

Muscular Strength and Endurance	Chapter 4 (pp. 85-98)	Chapter 5
Flexibility	Chapter 4 (pp. 98-101)	Chapter 6

Clinical Exercise Testing:

Section 08:

Clinical Exercise Testing	Chapter 5	Chapter 8
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Section 09:

Interpretation of Clinical Exercise Test Data	Chapter 6	N/A
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Exercise Prescription:

Section 10:

General Principles of Exercise Prescription	Chapter 7	N/A
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Section 11:

Metabolic Prediction Equations Revisited	Supplemental Materials	
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Section 12:

Ex. Prescr. Modifications for Cardiac Patients	Chapter 9	N/A
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Things to Remember:

- **Cell phones, computers must be silenced and PUT AWAY during class time. No texting, etc. The only exception is if you use your computer to take notes.**
- This outline/syllabus is subject to change. Students will be informed of change and an updated syllabus will be posted to the course website.
- All written work must be typed. No make-up exams/quizzes will be given, unless arrangements are made **prior to the exam or verifiable medical excuse is provided.**
- **Students should bring a calculator to class every day. For quizzes and exams, students will be allowed to use a calculator. The use of cell phones, PDA's, iPhones, etc. will not be permitted for quizzes and exams.**

- Students will do original work and will not take or receive the efforts of another person on any test or assignments, use unauthorized resources on quizzes or tests, plagiarize, or give/sell other students papers or assignments not authorized by the instructor. Collaborative work will be assigned by the instructor and clearly identified as such. All other work must be your own.
- You must be in attendance for laboratory exercises in order to get points for the laboratory assignments. **You must come to the laboratory exercises properly dressed.**
- You are responsible for making yourself aware of and understanding the policies and procedures in the Undergraduate and Graduate Catalogs that pertain to Academic Honesty. These policies include cheating, fabrication, falsification and forgery, multiple submission, plagiarism, complicity and computer misuse. [The policies can be found at <http://catalog.wmich.edu> under Academic Policies, Student Rights and Responsibilities.] If there is reason to believe you have been involved in academic dishonesty, you will be referred to the Office of Student Conduct. You will be given the opportunity to review the charge(s). If you believe you are not responsible, you will have the opportunity for a hearing. You should consult with your instructor if you are uncertain about an issue of academic honesty prior to the submission of an assignment or test.
- Students are directed to <http://osc.wmich.edu> and www.wmich.edu/registrar to access the Code of Honor and general academic policies on such issues as diversity, religious observance, student disabilities, etc.
- Reasonable accommodations will be made for students with disabilities.
- Any assignment turned in after the due date will receive a 10% deduction per day late. Failure to turn in an assignment will result in a score of 0% for that assignment.

There's no absolution or negotiation as grades are not given, they are earned

The telephone keeps ringing, the e-mail overflows, and for the first time during the semester my office hours are really busy — it is finals week. Only a few more nights before the last exam; and just as in the Bible: The sins of the past haunt the sinner on Judgment Day, and there is much howling and gnashing of teeth. A few nights of cramming won't make up for solid, regular study throughout the semester. Therefore, one after another sleep-deprived and irrationally hopeful student shows up at my doorstep seeking belated guidance toward a passing grade. Others seek an audience to offer pieces of outstanding contemporary fiction as to what afflictions and what incomparable

Best of Diether Haenicke Opinion



blows of fate have befallen them during the semester. Others yet turn my office into a confessional and freely admit their sins, pleading for forgiveness.

I love the stories my students invent or embellish. Most are better than the ones I remember from my own student days. But my students deal with a teacher of literature who, while he loves a good story, also recognizes fiction when he sees it. I am less comfortable in the confessional. While I am great on for-

giveness, I don't have the power to absolve the sinners and must remind them that I give grades, not absolution.

It is amazing how many students think teachers can "give" them a grade just to be of help. They point an accusing eye at the professor and reveal that all scholarship support will be lost and the student be made destitute if the insensitive and cold-hearted instructor does not dole out the needed grade. But I don't go on guilt trips for which I haven't booked passage myself, and I certainly don't take any responsibility if a student's laziness leads to his loss of money.

Other students think grades are a negotiable commodity. They put on their best salesman faces, fully convinced that a win-win situation can

be developed if both parties are willing to deal. A particularly insistent one told me that President Floyd had declared Western to be a "student-centered" university. Would I please be more accommodating? To the student's credit, though, his remark was tongue in cheek. As the old joke goes: "What's the difference between a professor and a terrorist?" Answer: "You can negotiate with a terrorist."

I agree that we make perhaps too much of testing and grades. But a grade is a professional judgment, a seal of quality. By giving a grade, I attest to the student's ability to perform on a given level. I am telling a future employer or a graduate or professional school how well this student has mastered a given subject. It is a judgment on

which I stake my professional reputation. That's why there can be neither negotiation nor absolution.

Thank heavens, most students do not need to resort to deals, confession or fiction to end the semester with a good grade. I am always impressed that most of them are very responsible and determined to do well academically. They make my work in the classroom a pleasure, and I feel rewarded when the academic outcome of a semester results in good grades for my students.

But even those who struggle academically, play too much, don't find their focus in their freshman year, or who need a lot of help and guidance have my full attention, perhaps even more than those who sail through their four undergradu-

ate years without shipwreck. My friend Kathy Brady often remarks: "Everybody is someone's little boy or girl." I love that observation because it reminds me that we are not only teachers but also parents and would like our own children treated with love and understanding by others. I try to look at my students with the eyes of their parents.

The older I get and the longer I teach, the more I have come to believe that those who teach must love those whom they teach. And that includes tough love and bad grades, if necessary.

The Kalamazoo Gazette is reprinting selected Diether Haenicke columns through the end of the year. Haenicke died Feb. 15. This column was first published Dec. 13, 2000.