

**HP/W 430: Advanced Practicum in Health Promotion and Wellness (3 cr.)**  
Section 2 – Exercise & Nutrition Practicum  
Spring 2021

**A. General Information**

Instructor: Thomas Wetter, Ph.D.  
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Email: [twetter@uwsp.edu](mailto:twetter@uwsp.edu)  
Office Hours: T 1:00-2:00 and R 1:30-3:00, and by appt.

Class Time: Thursday 12-1:50; Additional hours for Healthy American health and fitness assessment times will be assigned; client assessment and programming times will be scheduled mutually between you and your client. Additional hours of assessment technique training may be required in the first 4 weeks of the semester.

Location: MCCH 33 (Health and Human Performance Lab)

**CPR certification is required:** you need to have proof of current certification prior to working with clients or Healthy American students. If you do not have this, you will be dropped from the course.

*Cardio Center Membership: If we have in person clients ½ cost covered by HPHD dept., ½ discounted from Cardio Center.*

**B. Texts & Other Resources**

**Text Rental**

- American College of Sports Medicine. Guidelines for Exercise Testing and Prescription. 9th ed.; 2014. *You can also purchase from outside vendor the most recent version (11<sup>th</sup> ed) comes out Feb 1 if you plan to use this for your career.*
- ACSM's Certification Review. 4<sup>th</sup> ed. 2014 – *not sure this is at text rental, if not no worries*

**Online Resources**

- Printable resources at <https://www.choosemyplate.gov/> especially <https://www.choosemyplate.gov/browse-by-audience/view-all-audiences/professionals>
- <https://health.gov/>

**Optional**

- There are a number of texts on personal training and exercise prescription at the library; several have been placed on reserve (see Appendix B)
- Dr. Wetter has a boatload of additional texts, just ask

**C. Objectives**

- Through the testing of Healthy American students, you will be able to:
  - Demonstrate technically accurate health/fitness testing skills.
  - Explain the physiologic rationale for each test and its relationship to health.
  - Explain individual test results and suggest strategies for improvement.
  - Demonstrate an awareness of diversity and be respectful of individual differences.
- Provide an opportunity to establish and develop a professional relationship with a client(s); perform and evaluate dietary and physical fitness assessments; and develop, implement, and oversee an appropriate exercise and eating program for that client.

- Gain experience using the stages of change model for physical activity- and diet-related behaviors and behavior change techniques.
- Create a case study of the client by compiling a record of client outcome measures, goals, and progress, and evaluate and reflect upon the experience.
- Become comfortable with the competencies for ACSM's Certified Personal Trainer certification.
- Become familiar with the diversity of individual needs and barriers (environmental, financial, sociocultural, physical) to physical activity and how to respond appropriately to people seeking help from health promotion professionals.

#### D. Competencies

- On Thursday, **Sep 24**, you will take a written exam on basic nutrition and physical assessment knowledge. You will be expected to draw on knowledge and understanding gained in FN151 and 253, HPW 312, HPW 304; information from the text rental books, information reviewed in class, government documents, and material posted in canvas. In order to continue in this practicum, you must get  $\geq 75\%$  of the answers correct on the exam. If you fail the first time, you will have the opportunity to retake the exam the following Monday (however your grade for the course will be based on your initial score on the exam). Failure to pass the exam the 2<sup>nd</sup> time will result in the student being dropped from the course.
- By Friday **Oct 2** you must complete and pass ( $\geq 75\%$ ) a practice physical assessment on another person. You will be required to perform a health and fitness assessment using both manual assessments and those utilizing the Microfit system. You will be required to demonstrate proficiency of the assessment skills, calculations and interpretation of the data. – **For a list of skills see Appendix C.** Those who do not pass will need to retake the practical and score 75% or will be dropped from the practicum (grade received will be initial test).

#### E. Evaluation

Scale for grading is  $\geq 93\%$ =A,  $90\%$ =A-,  $87\%$ =B+,  $83\%$ =B,  $80\%$ =B-,  $77\%$ =C+,  $73\%$ =C,  $70\%$ =C-,  $60\%$ =D,  $<60\%$ =F

1. Written test on fitness assessment and nutrition will be graded as above;  $<75\%$  requires passing retake (will receive original score) (10% of final grade)
2. Practical test graded as above;  $<75\%$  requires passing retake (receive original score) (10%)
3. Initial fitness assessment data, calculations, graph, and interpretations. Client goals and rationale for why these were selected (10%)
4. Students will deliver a presentation according to instructions provided. (15%)
5. Students will prepare a diet analysis for their client. (10%)
6. Students will prepare a final report to give their client; instructor will also receive a copy. (15%)
7. Reflection of practicum experience (5%).
8. Classroom conduct. 1 pt for actively engaging during each class – 0 pts for inattention, cell phone use during class, arriving late or leaving early, sleeping during class, etc. Score will be given by instructor at the end of the semester. Please ask the instructor where you stand during the semester (5%)
9. Log sheets will be submitted weekly indicating hours worked in lab, with client, class time and other preparation hours. 100+ hours = 10 points; 90-99 = 9; 80-89 = 8; 70-79 = 7; etc. (20%)

## **F. About this practicum**

- Client testing will begin the week of Mar 1 and Healthy American testing the week of Mar 8 (see schedule). Therefore, you do not have much time to be prepared, be ready to be checked out and therefore ready to work with your clients. It is your responsibility to get prepared. Keep in mind that you are not expected to be perfect; however, you should be competent with your assessment and behavior change skills.
- Quality practice makes you a better professional, therefore the more practice you have the better you will be. Class meetings are mandatory (after one absence your grade will be affected). In addition, the lab will be open at other times during the first 4 weeks for more time to practice; arrange this with the instructor.
- After the testing period, you will be working with your client(s) every week for 8 weeks. In addition, you will be assigned ~40 hours of Healthy American health/fitness testing (this will be ~ 2 shifts per week of 2-4 hours) – this is likely to be less since it will be optional for Healthy American students. Because Healthy American students sign up for a time slot ahead of time it is critical that someone is there to test them. Therefore, it is critical that you are able to be at your assigned shift (we will talk about procedures in case of emergency events that are beyond your control).
- We will meet **every Thursday** to discuss various topics, brainstorm issues that have arisen with clients or HA students and provide updates on client progress. There are no excused absences; to determine if any accommodations might be possible discuss this with us *in advance*.
- I expect this class to be an interesting and rewarding class for everyone involved and expect you to conduct yourself in a professional and competent manner. If you need help, ask. You may check out equipment overnight, provided you return it promptly.
- Please maintain client confidentiality and follow the professional code of conduct.

## **G. Code of Conduct**

1. Adhere to code of conduct in whatever location you are at (i.e. Cardio Center, Pacelli High School, Sentry Insurance).
2. Adhere to this course's code of conduct, especially as it pertains to client confidentiality.
3. Regardless of the location/environment, remember that you are an agent of UWSP and this course, so please act in a respectful and professional manner.

**H. Attire** It is expected that during any contact with your client that you are dressed in a professional manner.

1. Jeans, cut offs, bike pants, t-shirts, baseball caps, etc. are not acceptable professional dress.
2. During testing, you should be dressed with clean and neat slacks, shirt, socks and a presentable appearance.
3. When training your client, attire that allows you to be active with your client is expected.

## **I. Suggestion for keeping records**

- It will be helpful to create a **THREE RING BINDER** or some other organizational system for this class, bring it each day to class and put every handout in it. You should also keep all your client related materials in it including your clients medical history forms, informed consent, goals, stages of change, all testing data, dietary intake or assessment sheets, logs of your client's workouts,

information that you created or gave to your client and any other interactions with your client. In the past, students have used these as samples when interviewing for jobs and internships.

#### **L. Tentative class schedule**

Jan 28, Feb 4, 11, 18, 25	The first 4 weeks will be devoted to mastering competency skills for measuring heart rate, blood pressure, girth, skinfold body comp, flexibility, strength, and aerobic capacity with a YMCA cycle ergometry test. In addition, we will discuss medical screening. Near the end of this time, you will contact your client for an initial meeting.  <b>Homework due on Feb 11 is to take the practice tests and print them out and bring to class</b>  <b>Exercise and Nutrition content exam:</b> Thursday Feb 18 <b>Practical skills test:</b> by Friday Feb 26 pass both with $\geq 75\%$ ; if below 75% may retake 1x (however you will receive the score for your initial exam). If you score below 75% on the retake you will be dropped from the course
Week of March 1	Pre-testing clients. Schedule clients for a fitness test in HHPLab.
Mar 4	Class: Make sure we are prepared to test Healthy American (HA) students
Week of Mar 8	Testing of Healthy American students begins (work your weekly shift or shifts) Client training Week 1
Mar 11	Class, (client assessment/goals due), client and HA testing updates
Mar 18	Class; Client Week 2
Mar 25	Spring Break (no class): client Week 3
Apr 1	Class: Client Week 4 (have mid-point client eval)
Apr 8	Class; Client Week 5; presentations
Apr 15	Class; Client Week 6; presentations
Apr 22	Class (initial diet analysis due), Client Week 7; presentations
Apr 29	Class; Client Week 8; presentations
May 6	Class, Post-testing of clients; meet with client for discussion/exit strategy; end of Healthy American testing.
May 13	Class, Reflections on experience; client final report/diet analysis due
May 20	Final time (12:30-2:30); final reflections due

#### **COVID related information:**

Here is the information that the University wanted me to provide to you:

Face Coverings:

- At all UW-Stevens Point campus locations, the wearing of face coverings is mandatory in all buildings, including classrooms, laboratories, studios, and other instructional spaces. Any student with a condition that impacts their use of a face covering should contact the [Disability and Assistive Technology Center](#) to discuss accommodations in classes. Please note that by university policy unless everyone is wearing a face covering, in-person classes cannot take place. Failure to adhere to this requirement could result in formal withdrawal from the course.

Other Guidance:

- Please monitor your own health each day using [this screening tool](#). If you are not feeling well or believe you have been exposed to COVID-19, do not come to class; email your instructor and contact Student Health Service.
  - As with any type of absence, students are expected to communicate their need to be absent and complete the course requirements as outlined in the syllabus.
- Maintain a minimum of 6 feet of physical distance from others whenever possible.
- Do not congregate in groups before or after class; stagger your arrival and departure from the classroom, lab, or meeting room.
- Wash your hands or use appropriate hand sanitizer regularly and avoid touching your face.
- Please keep these same healthy practices in mind outside the classroom.

## **Appendix A:**

### **Instructions for HPW 430 – Exercise/Nutrition Programming Projects**

1. Initial fitness assessment and goals assignment
2. In-class presentation
3. Diet analysis of client
4. Client final report
5. Final Reflection

#### **1) Initial fitness assessment and goals**

Students will submit a copy of the initial fitness assessment form (including bike test graph and all calculations written out). Assessment should clearly indicate results and risks. Include a 1 paragraph discussion of the findings and how they relate to the program you plan to design for your client. Include the Goals (SMART) they and the client have decided upon, the rationale for why those were selected, and the plan for how they will be assessed.

#### **2) Presentation**

Students will select a topic related to exercise or nutrition, research the topic and present it to the class. Presentation should be ~ 20-30 minutes long

Students will make a **presentation handout** available to the rest of the students in the class. I will post this in Canvas or copy it for the rest of the class if it is provided to me at least 1 day early. This handout should provide useful information for the audience

You may use your book for the material (if applicable) but you should also obtain **at least 2 other reliable resources** to draw material from (examples of what I mean by reliable resources will be discussed in class). The sources that you use should be listed on your handout and on your powerpoint presentation. Using non-credible sources or not citing sources will result in a 25% reduction in your grade.

The information that you present should be directed to the level of your peers (fellow personal trainers and health promotion students). However, you should also **provide information that is relevant for use in their clients** (by this I mean you should provide at least one example of how the material can be used with a client). Incorporating physical demonstrations, role playing, or problem-solving using case studies would be especially useful.

Both peers and the instructors will critique your presentation and a presentation rubric will be provided to you in Canvas.

#### **3) Diet Analysis**

You will identify at least one of your client's who desires to have a food/nutrient analysis of their usual diet. If they object to having this done **you will need to find another for whom you will provide this service** (Healthy American student?). The instructor may be able to recruit people if you let them know early.

You will provide your client with detailed instructions on how to write down everything they consume (eat and drink) for 1 or 3 days (example documents posted in Canvas). Three days with one being a weekend is best but requires more effort from the client. You can also do a 24-hour recall of food eaten but that can also be very difficult to do. In any case, when you get the diet record you will want to go through this with your client to check for omissions and to get clarifications.

Using MyPlate <https://www.choosemyplate.gov/MyPlatePlan> you will analyze the diet for adequacy in meeting food group targets based on your client's total daily energy needs. If

your client has any other specific goals (example: wants to know if they are meeting their daily iron needs) you should conduct the appropriate analysis of the diet

You should follow the specific instructions in Canvas for this project

### **The initial analysis of your client's diet is Due Apr 22 in class**

You will then assess the diet in terms of satisfying MyPlate goals and any client specific goals and identify 3 or less needs to address

Outline a small number of practical, actionable changes to their FOOD choices. These small changes should:

- a. Attempt to meet or bring closer to the targets of MyPlate food groups
- b. Help with specific nutrition goals (if appropriate) of your client
- c. Take into account client food preferences and other lifestyle habits that impact eating patterns

Taking their original diet, make specific food choice changes that will improve the diet and match the suggestions you made. You should reanalyze the diet using the MyPlate Food Groups and/or any other analysis (example: reanalysis for iron) that demonstrates the desired change in the diet.

Share the modification with your client and get feedback from your client

### **Diet Analysis Written Report**

Your written report should consist of:

- **Introduction** – discuss client's thoughts on diet record, any concerns, interests, needs, etc.
- **Diet collection log or recall records** – hand written sheets, note any problems interpreting their entries, etc
- **Typed Food record template and MyPlate analysis** – Include the MyPlate comparisons
- **Diet interpretation and your food recommendations** – why you chose those foods (nutrients, client preferences, etc)
- **Analysis of modified diet** – how did your small handful of recommended changes impact meeting MyPlate targets or other nutrient intake goals
- **Reflections** on client response to your suggestions, etc.

You should **NOT** make recommendations on supplement use. The goal of this exercise is to strive to meet nutrient needs via balanced and varied food choices. Be prepared to discuss your client's case and the dietary changes you advised.

### **Due along with final client report on May 13**

#### **4) Client final report**

The **final report** is a document that you will give to your client that indicates their health/fitness measures and how those changed by the end of the program, and other useful information to show the client what they achieved during the program.

#### **What to include:**

- A general description of the interaction at your first meeting; include medical or physical concerns, client goals, where they were along the stages of change continuum; any barriers, etc
- The pre and post test results (the forms used for collecting the data are not in a format that is useful to your client) summarized in a format that is useful for the client. Tables or graphs are strongly suggested. You may include discussion of whether the changes were significant or measurement error; percentile values and health risk quantification may be useful.

- A short table summary of all client interactions (what you focused on during the training sessions). You can include training logs, exercises or other information if you think it will be helpful for the client.
- A short summary of goals that were met or not met by your client and a discussion of this that will be helpful to them in the future.
- What you discussed as a plan for how your client will continue in the future (exit strategy).
- Any final thoughts about your experience with your client, changes you would have made if given the chance to repeat the experience, or anything else you would like the client to know.

This case study is primarily for your client. I want a copy along with your data collection forms and calculations. You may include for me any information or comments that you would like me to have but may not want to give your client. If you use this as an example of work you have done to show future employers, you should **remove all personal identifiers**. Please take some time with it, as it is an excellent reflection tool. This is due May 13.

Rubric for evaluation:

- Using proper grammar, sentence clarity, free of typos 10%
- Content (how well did you address the above items) 70%
- Does the case study look professional? (how well organized, appearance) 20%

## 5) **Final Reflection**

A one-page (minimum) reflection on your overall experience in the practicum. Please include a section about your experience of testing Healthy American students. You can include discussion of what you learned, what was most difficult, what was most rewarding, how it compared with the interactions you had with your client, etc. Also include sections about your experience with your client(s) and the other components of the course. Please include suggestions for improving the experience for future practicum students and for your clients (e.g. what you wished you had known coming into the practicum, what would have been beneficial to learn about during the practicum, suggestions for improving the experience for the healthy American students). This is due at the time of the final exam

**APPENDIX B: Books in library for HPW 430 Exercise and Nutrition Practicum  
(\* indicated on reserve at front desk)**

**Strength Training**

Specialized Strength Training – Wayne Westcott

Strength Workouts for special populations (Normal, Weight loss, seniors, youth, golf, advanced, cardiac rehab, wheelchair; pictures and descriptions of Nautilus equipment)

\* Building Strength and Stamina – Wayne Westcott

More pictures than the above book; includes circuit training, 2 and 6 month programs and some physiology

\* Resistance Training Instruction – Everett Aaberg

Principles and design and many pictures of specific exercises and muscles used.

Designing Resistance Training Programs – Steven J. Fleck

Comprehensive physiology of resistance training, designing programs, sections on women, children and seniors

Strength Training for Women – Lori Incedon

Programs specifically geared to women, models are all women, section on competitive lifting for women.

**Women, Older Adults, Disease and Disability**

Women's Fitness Program Development – Ann F. Cowlin

Comprehensive sections on women's adolescence, pregnancy (pre and post), and menopause.

\* Exercise for Older Adults (ACE's guide for fitness professionals) – Richard Cotton editor

Sections on physiology, motivation, common health challenges, screening and assessment, techniques, and programming for older adults.

Physical Activity Instruction of Older Adults – Jones and Rose editors

More comprehensive text than the one listed above.

ACSM's exercise management for persons with chronic diseases and disabilities – ACSM  
(RM725 .A3 2003)

**Books on Personal Training**

\* NSCA's Essentials of Personal Training – Earle and Baechle editors

Textbook for NSCA Personal Trainer certification

The Complete Book of Personal Training – Douglas Brooks

Text of personal training with more client focus and business sections

**Exercise Prescription**

Client Centered Exercise Prescription – John Griffin

How to talk to your client about exercise, takes a much different approach than most texts.

Successful Fitness Motivation Strategies – Barbara Brehm

How to motivate your client. Good question and answer examples

Exercise prescription: a case study approach to the ACSM guidelines – David Swain

(RM725.S92 2002)

**Others**

Applied Body Composition Assessment – Heyward and Wagner  
Standard reference text for body comp assessment.

Physiological Aspects of Sport Training and Performance – Jay Hoffman  
Exercise physiology text geared to athletes with an emphasis on training adaptations

Concepts in Fitness Programming – Robert McMurray

Science of flexibility - Michael J. Alter

**Useful Journal** (in current and bound periodical section 2<sup>nd</sup> floor)

ACSM's Health and Fitness Journal

**Video** (IMC)

American College of Sports Medicine certification [videorecording]: how to be better prepared – Walt Thompson (RC1210.A44 1999)

## APPENDIX C: Physical Assessment Skill Competency Checklist

Before you perform assessments on your client, you will run through and be graded on a complete assessment done on one of your fellow classmates (or other person). You must perform the below skills accurately. Failure to complete 75% of them accurately results in a failing mark. You must then redo the assessment at a level of 75% accuracy.

Administer a Medical History Questionnaire \_\_\_\_  
Administer and explain the importance of Informed Consent \_\_\_\_

Administer the following correctly (includes telling the client what you are going to do, asking about any safety issues, and explaining the significance of the measure).

Height \_\_\_\_  
Weight \_\_\_\_  
Resting heart rate \_\_\_\_  
Resting blood pressure \_\_\_\_

Skinfold caliper body composition \_\_\_\_  
Hip and Waist Circumferences \_\_\_\_

Muscular strength tests  
- handgrip dynamometer \_\_\_\_  
- isometric biceps curl \_\_\_\_  
- 1 Rep Max \_\_\_\_

Muscular endurance tests  
- push-ups and curl-ups \_\_\_\_  
- YMCA bench press test \_\_\_\_

Cardiorespiratory fitness tests  
- YMCA submaximal cycle ergometer test \_\_\_\_  
    during test: measure HR, BP and RPE \_\_\_\_  
    explain termination criteria \_\_\_\_  
- know about other CR fitness tests \_\_\_\_

Flexibility test (sit and reach) \_\_\_\_

Calculations  
Max heart rate \_\_\_\_  
85% of max heart rate \_\_\_\_  
body density \_\_\_\_  
percent body fat \_\_\_\_  
BMI \_\_\_\_  
Predicted max workrate \_\_\_\_  
Predicted max VO<sub>2</sub> \_\_\_\_

Interpretation, Explanation, and Prescription  
- based on results be able to classify individuals using percentile scores or categories \_\_\_\_  
- explain to client the importance of the fitness components \_\_\_\_  
- give advice/programming for improving the fitness components \_\_\_\_