**Lincoln University**

**Department of Health Science**

**Course Syllabus**

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| --- | --- | --- | --- |
| Course Title: | Personal Training Certification Prep | Course Number: | HSC 407 |
| Credit Hours: | 3 | **Prerequisite(s):** | BIO 205, BIO 206, HSC 406 |
| Term: | Spring 2019 | **Co-Requisite(s):** | None |
| Course Method: | Lecture/Lab | **Meeting Day/Time:** |  |
| Instructor: |  | **Classroom Location:** |  |
| Office Location: |  | **Email:** |  |
| Office Hours: |  | **Phone Extension:** |  |

**COURSE DESCRIPTION:**

This course is designed to prepare students to take the ACSM Personal Training Certification. At the completion of this course students will be able to demonstrate safe and effective methods of exercise by utilizing the fundamentals of exercise prescription to improve, maintain, and/or optimize the components of physical fitness.

**REQUIRED TEXT:**

ACSM Resources for the Personal Trainer 4th Edition (2014). Philadelphia, PA: Lippincott, Williams & Wilkins.

*Students may also use an earlier edition. However, some information will not be the same and students will still be responsible for information in current edition.*

**Assessment Criteria & Alignment:**

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| --- | --- | --- | --- |
| **CSLO’s** | **PSLOs** | **ILOs** | **Direct and Indirect Assessment Methods** |
| **CSLO 1** | 3, 4 | 1, 5 | Related assignments, rubrics, tests |
| **CSLO 2** | 5 | 2 |
| **CSLO 3** | 2,8 | 1 |
| **CSLO 4** | 2, 3 | 2, 5 |
| **CSLO 5** | 4, 5, 7 | 1 |

**Course Student Learning Outcomes (CSLO):**

Upon successful completion of this course the student will:

|  |  |
| --- | --- |
| 1 | Explain training concepts and program designs, and apply them in group as well as one-on-one exercise settings. |
| 2 | Discuss the fitness industry including its certifications and post graduate career options. |
| 3 | Demonstrate proper professional development and etiquette. |
| 4 | Implement fitness programs for a variety of populations, including not limited to, weight loss/gain, strength gain, core stability, and flexibility/range of motion. |
| 5 | Explain the importance of client interaction and how it relates to successful personal training. |

**Program Student Learning Outcomes (PSLO):**

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| --- | --- |
| PSLO #2 | Demonstrate personal, professional, and ethical competency |
| PSLO #3 | Assess health status |
| PSLO #4 | Plan Health Programs |
| PSLO #5 | Implement health programs |
| PSLO#6 | Communicate effectively with constituents |
| PSLO #7 | Analyze and evaluate effectiveness of health programs |
| PSLO #8 | Identify and explain the legal/ethical basis for health services |

**Institutional Learning Outcomes (ILO):**

|  |  |
| --- | --- |
| ILO #4 | Social Responsibility & Civic Engagement |
| ILO #5 | Critical Thinking |
| ILO #8 | Integrative and Life-Long Learning |

**Calculation of Final Grades**:

Exams

Test 1 50 points 9.25%

Midterm 50 points 9.25%

Test 3 50 points 9.25%

Final Exam 50 points 9.25%

Final Personal Training Practical 100 points 18.5%

**Test Total 300 points 55.55%**

Assignments

Client Consultation 25 points 4.63%

Risk Factors 40 points 7.40%

Risk Factors Case Studies 50 points 9.25%

Fitness Assessment 75 points 13,8%

Business Plan 50 points 9.25%

**Assignment Total 240 points 44.45%**

**Total Class Points 540 points 100%**

**GRADING SCALE:**

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Grade** | **A** | **A-** | **B+** | **B** | **B-** | **C+** | **C** | **C-** | **D+** | **D** | **F** |
| **GPA Points** | 4.0 | 3.7 | 3.3 | 3.0 | 2.7 | 2.3 | 2.0 | 1.7 | 1.3 | 1.0 | 0.0 |
| **%** | 100-93 | 92.9-90 | 89.9-87 | 86.9-83 | 82.9-80 | 79.9-77 | 76.9-73 | 72.9-70 | 69.9-67 | 66.9-60 | 59.9 and under |

**SCHEDULE (15 Weeks) OF LEARNING topics covered:** *(Topics are subject to change.)*

|  |  |  |
| --- | --- | --- |
| **Week 01:** | Introduction to course - Read Syllabus; Moodle Overview | Read chapter 1 |
| **Week 02:** | Chapter 1 – Importance of the Field  Chapter 2 – Career Track for Personal Trainers | Read Chapter 2  Read Chapter 10 |
| **Week 03:** | Chapter 10 – The Initial Consultation  Chapter 11 – Screening & Risk Classification | Read Chapter 11  Client Consultation |
| **Week 04:** | Chapter 11 – Screening & Risk Classification/Fitness Assessments  Chapter 12 – Client Fitness Assessments | Read Chapter 12  Risk Factors Case Studies |
| **Week 05:** | **Client Fitness Assessments – Dress in Workout Attire**  Guest Speaker – Clayton Kellum, Built Fit Owner | Dress Appropriately |
| **Week 06:** | **Test 1 – Chapters 1, 2, 10, 11, 12**  Chapter 15 – Cardiorespiratory Training Program | Read Chapter 15  Read Chapter 14 |
| **Week 07:** | Chapter 14 – Resistance Training  Chapter 16 – Guidelines for Designing Flexibility Programs | Read Chapter 16 |
| **Week 08:** | **Mid-term Week**  Complete Full Fitness Consultation & Assessment (no class)  **Exam #2 – Chapters 14, 15, 16** | Fitness Assessment Due 3/2  Read Chapter 8 |
| **Week 09:** | Chapter 8 – Helping Your Clients Stay Active  Chapter 9 – Counseling & Coaching Techniques | Read Chapter 9  Read Chapter 17 |
| **Week 10:** | Chapter 17 – Training Session Components  Chapter 13- Comprehensive Program Design | Read Chapter 13 |
| **Week 11:** | **Exam # 3 – Chapters 8, 9, 13,17**  Creating your plan | Read Chapter 13 |
| **Week 12:** | Chapter 20 - Business Basics & Planning  Chapter 20 - Business Basics & Planning | Read Chapter 18  Read Chapter 20 |
| **Week 13:** | Chapter 21 - Legal Issues and Responsibilities  Recap/Review | Read Chapter 21  Business Plan |
| **Week 14:** | Personal Training Sessions  Personal Training Sessions |  |
| **Week 15:** | **Final exam week**  **Test #4 – Chapters 18 20, 21** |  |

#### **University ATTENDANCE POLICY:**

Lincoln University uses the class method of teaching, which assumes that each student has something to contribute and something to gain by attending class. It further assumes that there is much more instruction absorbed in the classroom than can be tested on examinations. Therefore, students are expected to attend all regularly scheduled class meetings and should exhibit good faith in this regard. For the control of absences, the faculty adopted the following regulations:

1. Four absences may result in an automatic failure in the course.

2. Three tardy arrivals may be counted as one absence. (No grace period, be on time!)

**STUDENTS WITH DISABILITIES STATEMENT:**

Lincoln University is committed to non-discrimination of students with disabilities and therefore ensures that they have equal access to higher education, programs, activities, and services in order to achieve full participation and integration into the University.  In keeping with the philosophies of the mission and vision of the University, the Office of Student Support Services, through the Services for Students with Disabilities (SSD) Program, provides an array of support services and reasonable accommodations for students with special needs and/or disabilities as defined by Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990.  The Services for Students with Disabilities Program seeks to promote awareness and a campus environment in which accommodating students with special needs and/or disabilities is natural extension of the University’s goal. Any student with a documented disability should contact the Office of Student Support Services.

**UNIVERSITY ACADEMIC INTEGRITY STATEMENT:**

Responsibility and Standards Students are responsible for proper conduct and integrity in all of their scholastic work. They must follow a professor's instructions when completing tests, homework, and laboratory reports, and they must ask for clarification if the instructions are not clear. In general, students should not give or receive aid when taking exams, or exceed the time limitations specified by the professor. In seeking the truth, in learning to think critically, and in preparing for a life of constructive service, honesty is imperative. Honesty in the classroom and in the preparation of papers is, therefore, expected of all students. Each student has the responsibility to submit work that is uniquely his or her own. All of this work must be done in accordance with established principles of academic integrity.

**TITLE IX**

The following person has been designated to handle inquiries regarding the non-discrimination policie: Gerald Garlic, Title IX Coordinator/Director of the Health and Wellness center, room 126B, Lincoln University, 1570 Baltimore Pike, Lincoln University, PA 19352 (p) 484-746-0000 or Office of Civil Rights, U.S. Department of Education, The Wanamaker Building, 100 Penn Square East, Suite 515, Philadelphia, PA 19107-3323, phone 215-656-8541, fax 215-656-8605. Email: [ocr.philadelphia@ed.gov](mailto:ocr.philadelphia@ed.gov)

**POLICY ON ELECTRONIC DEVICES IN CLASSROOM:**

Laptops and tablets may be used to take notes if preferred. However, no cell phones, headphones, MP3 players, cameras or recorders are to be used in class. Students must keep such devices turned off or in silent mode during class time.

**ONLINE WORK:**

Moodle will be utilized. The instructor will inform students accordingly.

**ASSIGNMENTS:**

* + Failure to submit an assignment will earn the student a zero for that assignment.
  + Late assignments lose 5% of their point value if not turned in at class time on the due date and an additional 10% per day thereafter. Assignments will not be accepted after five days.
  + Multiple-page assignments must be stapled in the top left corner to be accepted.
  + All assignments must be completed on the form given by the instructor unless otherwise indicated. NO EXCEPTIONS!
  + Keep all graded assignments until you’ve received your final grade.
  + There will be NO extra credit.