



Department of Exercise Science, Health Promotion, and Recreation
Professional Short Course

EXHP 500 **Functional Exercise Training**

Instructors: Chad Clark, MSPT and Christine Rochester Ed.D

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Credit Hours: 3

Dates of Course: Tuesdays- March 6, March 13, March 20, and March 27 from 4-7 or Fridays 8-10:30 to be determined.

Location of Course: Physical Therapy Connections, P.C. (Inside the Pueblo Athletic Club)
58 Glenroyal Dr., Pueblo, CO 81005 (719) 565-6678

I. Course Description:

This course is designed for professionals in the fields of physical education, exercise science, strength and conditioning, coaching etc., wishing to learn and apply current concepts of functional exercise training. This includes in depth study and practical application. Students will understand the concepts of functional exercise training, and also how to perform, instruct, and implement functional training. Applications will also include: program design, foundations of movement science, psychological aspects of training, and how to apply proper training as an active part of injury prevention.

II. Learning Objectives and Outcomes:

At the end of this course students will have knowledge, understanding and experience of:

- Concepts and principles of Functional Exercise Training and Assessment
- Analysis of muscular movement, and functional movement patterns as it relates to multidimensional activity
- Current concepts and application of mobility, flexibility, stability and movement preparation
- Understand and administer static and dynamic postural assessments
- Application of a preventative exercise program as it relates to sport/activity movement
- Understand program design, modification and application for specific populations
- Research reviews

III. Course Textbook:

Movement- Functional Movement Systems -by Gray Cook- available on kindle from \$5.79

IV. Course Requirements and Assignments

1. Self Evaluation and Final Evaluation- Your Goals-20%

- a. The student will state a minimum of 5 learning goals and/or performance objectives for the course.
- b. The student will explain how he or she will evaluate his or her performance in reaching the five goals and/or objectives.

Both a & b are to be typed and one copy will be submitted to the instructor by the end of the second week of class, another copy will be placed in the student's portfolio.

- c. Your final typed self-evaluation of your accomplishments to meet your set forth goals and objectives that will be submitted to the instructor during the final class meeting, a second copy will be placed in your portfolio.

2. Lessons 1-5 Article Reviews-10%

Students will be required to find, review, and discuss the current literature, evidence, and effectiveness of functional training methods. It is a goal of this course for students to understand “why” functional training exercise is being utilized. **(2 reviews worth 50 points each)**

- a. Students will read articles and or watch videos for each of the lessons 1-4 and submit a typed reviews for each article/video they have read/watched.

3. Journal Entries (10%)

- a. Each student will develop and implement a project related to leadership in his/her school.
- b. Reflective journals about learning experiences in class, during project, from readings etc...
- c. Journals need to answer the following questions – expansion is expected. Personal journals will be a collection of your reflective thoughts. Not a log of what happened. Your journals should answer the following questions:
 - 1) Describe in detail a significant situation you were in or are in presently (or an event that occurred).
 - 2) Describe your reaction and the reaction of others to the situation.
 - 3) Analyze your reaction to the situation.
 - 4) What can you learn from your analysis (implications)?

4. Cumulative Project/Final Exam

Students will create and instruct a functional exercise program. The program must be specific to the participant, sport/activity, and needs of desired improvement. Students will be evaluated on: specific needs of their student(s), designing a warm-up, choosing corrective exercises applicable to your student(s) designing a progressive functional movement program based on their student(s) desire.

Format of the Course

		Contact hours for each lesson
Lesson 1	Functional Movement Screen (100 points)	9 hours
Lesson 2 Applied	Functional Movement in Youth (100 points)	9 hours
Lesson 3 What and How	Functional Movement Correctives (100 points)	9 hours
Lesson 4	Functional Movement Specific Population (100 points)	4 hours
Lesson 5 Case studies/articles	Application of Functional Movement (100 points)	3 hours
Cumulative Project	Project Implementation (300 points)	10 hours
Coursework Completion Log	All students must submit a detailed log of all work completed.	1 hour
	800 points	45 hours

V. Course Assignments and Grades:

Lessons 1-5 (100 points each)	500 pts	50%
Final Project	300 pts	30%
Self-Evaluation and Goals	50 pts	5%
Research Summary (x2 – 50 pts each)	100 pts	10%
Journal Entries	<u>50 pts</u>	<u>5%</u>
	1000	100%

A= 100-90%, B=89-80%, C= 79-70%, D=69-60% and F= less than 60%

The Department of EXHPR has the following learning goals: Information Retrieval, Conceptual Understanding, Development of Relevant Skills, Information Analysis and Synthesis, and Critical Thinking and Problem Solving

Academic Honesty*

When cheating is discovered, the faculty member are required to give the student an F on the work involved or in the course. If further disciplinary action is deemed appropriate, the student will be reported to the department chair and/or the Director of Student Conduct. In addition to being a violation of academic honesty, cheating violates the Code of Student Conduct and is likely to be grounds for probation, suspension or expulsion. Academic consequences are governed by the Academic Appeals process and are outlined in the University Catalog.

Plagiarism*

Plagiarism is scholarly theft, and it is defined as the unacknowledged use of secondary sources. More specifically, any written or oral presentation in which the writer or speaker does not distinguish clearly between original and borrowed material constitutes plagiarism.

Because students, as scholars, must make frequent use of the concepts and facts developed by other scholars, plagiarism is not the mere use of another's facts and ideas. However, it is plagiarism when students present the work of other scholars as if it were their own work.

Examples of plagiarism include, but are not limited to:

1. reproducing another author's writing as if it were one's own
2. paraphrasing another author's work without citing the original work
3. borrowing from another author's ideas, even though those ideas are reworded, without giving credit
4. copying another author's organization without giving credit

Plagiarism is a serious offense. An act of plagiarism may lead to a failing grade on the assignment and in the course, as well as sanctions that may be imposed by the student judicial system.

**Taken from the CSU-Pueblo "Code of Student Conduct & Adjudication"*

The US Department of Education has codified the Carnegie Unit; the traditional guideline that students should expect to spend two hours out-of-class for every hour they spend in class, into new regulations that have the force of law for any institution who wishes their students to be eligible for federal financial aid. The definition does not allow for any variation other than increases from their stated minimum.

Accommodations:

This University abides by the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973, which stipulates that no student shall be denied the benefits of an education "solely by reason of a handicap." If you have a documented disability that may impact your work in this class and for which you may require accommodations, please see the Disability Resource Coordinator as soon as possible to arrange accommodations. In order to receive accommodations, you must be registered with and provide documentation of your disability to: the Disability Resource Office, which is located in the Library and Academic Resources Center, Suite 169.

Inclusive Institution Statement: Colorado State University – Pueblo is an inclusive institution. The Department of Exercise Science, Health Promotion and Recreation promotes civility and interpersonal respect and has zero tolerance for racism, discrimination, and/or harassment of any kind. Please see the student code of conduct for further information on what behaviors will not be tolerated.