

ORIGINATOR'S SECTION:**1. College:**
☐ CHABSS ☐ CoBA
☒ CoEHHS ☐ CSM
Desired Term and Year of Implementation (e.g., Fall 2008):

Fall 2016

2. Course is to be considered for G.E.? (If yes, also fill out appropriate GE form*) ☐ Yes ☒ No**3. Course will be a variable-topics (generic) course?** ☐ Yes ☒ No
("generic" is a placeholder for topics)**4. Course abbreviation and Number:*** KINE 427**5. Title: (Titles using jargon, slang, copyrighted names, trade names, or any non-essential punctuation may not be used.)**
Assessment and Programming for Healthy Aging**6. Abbreviated Title for PeopleSoft:**
(no more than 25 characters, including spaces)
Healthy Aging**7. Number of Units:** 3**8. Catalog Description: (Not to exceed 80 words; language should conform to catalog copy. Please consult the catalog for models of style and format; include all necessary information regarding consent for enrollment, pre- and/or corequisites, repeated enrollment, crosslisting, as detailed below. Such information does not count toward the 80-word limit.)**Assessment of cardiovascular, motor, and cognitive health in older adults. Design of programs to engage older adults in the community setting, addressing cardiovascular, musculoskeletal, motor, and cognitive function. Delivery of community-based programs off campus. *Prerequisites: KINE 301 or KINE 305 or KINE 326**(previously KINE 390-9)***9. Why is this course being proposed?**

As the population ages, it is critical to prepare students with skills, knowledge, and attitudes needed to promote health in older adults in the community. We currently do not offer any courses in aging in our curriculum. This new course will allow kinesiology students to fill this need in the community through service learning, where they will work with older adults by helping to offer a community-based program to help them maintain health and independence.

10. Mode of Instruction*

For definitions of the Course Classification Numbers:

http://www.csusm.edu/academic_programs/curriculumschedule/catalogcurricula/DOCUMENTS/Curricular_Forms_Tab/Instructional%20Mode%20Conventions.pdf

Type of Instruction	Number of Credit Units	Instructional Mode (Course Classification Number)
Lecture	2	C2
Activity		
Lab	1	C16

11. Grading Method:*

- ☒ Normal (N) (Allows Letter Grade +/-, and Credit/No Credit)
☐ Normal Plus Report-in-Progress (NP) (Allows Letter Grade +/-, Credit/No Credit, and Report-in-Progress)
☐ Credit/No Credit Only (C)
☐ Credit/No Credit or Report-in-Progress Only (CP)

12. If the (NP) or (CP) grading system was selected, please explain the need for this grade option.**13. Course Requires Consent for Enrollment?** ☐ Yes ☒ No
☐ Faculty ☐ Credential Analyst ☐ Dean ☐ Program/Department - Director/Chair
14. Course Can be Taken for Credit More than Once? ☐ Yes ☒ No

If yes, how many times? (including first offering)

15. Is Course Crosslisted: ☐ Yes ☒ No

If yes, indicate which course and check "yes" in item #22 below.

16. Prerequisite(s): ☒ Yes ☐ No KINE 301 or KINE 305 or KINE 326**17. Corequisite(s):** ☐ Yes ☒ No

18. Documentation attached:

☒ Syllabus ☐ Detailed Course Outline

19. If this course has been offered as a topic, please enter topic abbreviation, number, and suffix:*

KINE 390-9 Healthy Aging

20. How often will this course be offered once established?* every year

PROGRAM DIRECTOR/CHAIR - COLLEGE CURRICULUM COMMITTEE SECTION:

(Mandatory information – all items in this section must be completed.)

21. Does this course fulfill a requirement for any major (i.e., core course or elective for a major, majors in other departments, minors in other departments)? ☒ Yes ☐ No

If yes, please specify:

Fulfills one of the elective options for kinesiology major.

22. Does this course impact other discipline(s)? (If there is any uncertainty as to whether a particular discipline is affected, check "yes" and obtain signature.) ☐ Yes ☒ No

If yes, obtain signature(s). Any objections should be stated in writing and attached to this form.

Discipline _____ Signature _____ Date _____ Support _____ Oppose _____

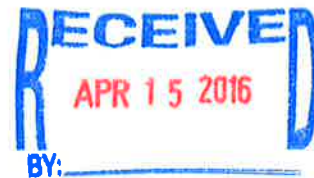
Discipline _____ Signature _____ Date _____ Support _____ Oppose _____

SIGNATURES : (COLLEGE LEVEL) :

1. Originator (please print or type name) Jeff Nessler 12/17/15
 Date _____
 2. Program Director/Chair [Signature] 12/17/15
 Date _____
 3. College Curriculum Committee Nancy C. Louie 3-14-16
 Date _____
 4. College Dean (or Designee) [Signature] 3/14/16
 Date _____

(UNIVERSITY LEVEL)

5. UCC Committee Chair _____ Date _____
 6. Vice President for Academic Affairs (or Designee) _____ Date _____
 7. President (or Designee) _____ Date _____



KINE 427 Assessment and Programming for Healthy Aging

Fall 2016

California State University, San Marcos

CRN:

INSTRUCTOR:

CLASS SCHEDULE:

CLASS LOCATION:

Lecture:

Lab: San Marcos Senior Activities Center Recreation Room,
111 Richmar Ave. San Marcos

OFFICE HOURS:

OFFICE/PHONE:

Catalog Description:

Assessment of cardiovascular, motor, and cognitive health in older adults. Design of programs to engage older adults in the community setting, addressing cardiovascular, musculoskeletal, motor, and cognitive function. Delivery of community-based programs off campus. *Prerequisites: KINE 301 or KINE 305 or KINE 326*

Learning outcomes:

Upon the completion of this course, students will be able to:

- CLO 1) Assess cognitive, motor and cardiovascular functions in older adults
- CLO 2) Develop and implement individual and group activity programs that address the health needs of older adults
- CLO 3) Demonstrate informed opinions and attitudes regarding the role of kinesiology professionals and self in the field of aging.

This course meets our PSLO's:

1. Describe fundamental principles of Kinesiology, including anatomy and physiology, teaching movement related skills, health promotion, physiological response to exercise, and the mechanics and control of movement.
2. Apply Kinesiology related skills to real-world problems through empirical research, internships, field experience, and/or service learning.
3. Evaluate movement science questions through 1) the performance of health, fitness, and movement assessment, 2) the acquisition, analysis, and interpretation of original data, and 3) the appraisal and application of information from current research literature.
4. Utilize oral and written communication that meets appropriate professional and scientific standards in Kinesiology.
5. Model behavior consistent with that of a Kinesiology professional, including 1) advocacy for a healthy, active lifestyle, 2) adherence to professional ethics, 3) service to others, 4) shared responsibility and successful collaboration with peers, and 5) pursuit of learning beyond CSUSM.

In the following manner:

PSLO1: Reinforced, through teaching movement related skills and health promotion

PSLO2: Mastery/Advanced Application, through service learning
PSLO3: Reinforced, through health assessment
PSLO4: Reinforced, through oral delivery of instruction and written analysis of program participants
PSLO5: Mastery/Advanced Application, through meeting the needs of the community and promoting health.

Text and Reading:

1. Rose DJ. FallProof, 2nd Ed. Human Kinetics 2010. 978-0-7360-6747-8
2. Best-Martini E, Jones-DiGenova KA. Exercise for Frail Elders 2nd ed. Human Kinetics, 2014. 978-1-4504-1609-2

Other Required Materials:

You must wear the white Kinesiology polo shirt to lab. You will be assigned a shirt. You must return it at the end of the course.

Specific Competencies under each Course Learning Outcomes

1. Assess health status in older adults
 - A. Functional Fitness Test
 - B. Dynamic Balance
 - C. Berg
 - D. MOCA
 - E. Geriatric Depression Scale
 - F. Reaction Time
 - G. Gait
 - H. Static Balance
 - I. SF-12
 - J. Beat processing
 - K. Interpret scores and determine capabilities and limitations in programming
2. Engage with older adults in the community through delivering programs
 - L. Program a multicomponent group program for older adults
 - a. Open
 - b. warm up,
 - c. aerobic capacity
 - d. strength,
 - e. flexibility,
 - f. balance,
 - g. cognitive-motor
 - h. cooldown,
 - i. closing
 - M. Maintain Safety
 - N. Give verbal directions
 - O. Adjust exercise difficulty for different populations to:
 - a. challenge balance,

- b. reaction time, and coordination
 - P. Adjust cognitive-motor difficulty
 - Q. Use palliative care principles – quality of life, enjoyment of moving
 - R. Design Personalized Programs for healthy and frail individuals
3. Demonstrate informed opinions and attitudes regarding the role of kinesiology professionals and self in the field of aging.
- S. Make connections with community organizations
 - T. Make connections with participants
 - U. Evaluate Programs
 - V. Evaluate personal future in the field
 - W. Reflect on personal strengths and weaknesses in teaching

Learning Assessments:

Participant Evaluation (A-G, K)

15-minute teaching (L-Q)

Programming (L-Q)

Personalized Program for Participants (N-Q)

Reflection Paper (S-W)

See Page 8 and on for detailed requirements and rubrics

Course Requirements and Graded Components:

- Preparation for Assessing Seniors 70 points
 - Video Rehearsal = 20
 - Online Test = 50
- Participant Data Analysis 130 points
 - Data entry = 2x 15
 - Pre-test Evaluation Report 100
- Reading Quizzes 200 points
- Reflection Paper 100 points
 - Draft = 20
 - Peer Review = 20
 - Final = 50
- Personalized Recommendation 100 Points
 - Draft = 20
 - Peer Review = 20
 - Final = 60
- Group Class Programming 100 Points
 - Draft = 20
 - Peer Review = 20
 - Final = 60
- In Class Teaching 100 Points
 - Draft Lesson = 10

- Video Rehearsal =10
- Final Lesson Plan =30
- Delivery = 50
- Lab Attendance
 - 10 Points x 15 days 150 Points
- Observation Report 25 Points
- Program Evaluation 25 Points

Total = 1000 points

900+ = A; 800+ = B; 700+ = C; 600+ = D. ±30 for plus or minus grades

Learning Activities and Schedule:

Wk	Lecture	Lab	Formative Assessments	Summative Assessments
1	Motor Assessments	Practice Pre-test and Class.		
2	Non-motor Assessments	Practice Pre-test and	Rehearsal Video Pre-test knowledge Quiz	
3	Individual Medical Conditions and Precautions	Pre-test of Participants		Pretest and Data Analysis
4	Programming and Leading	Program 1		Evaluation Report
5	Palliative Care and Making connections	Program 2	Draft Lesson Plan	
6	Warm Ups and Cooldowns Engaging Affect	Program 3	Rehearsal Video	
7	Center of Gravity and Multisensory training Challenge Balance	Program 4		In-class teaching
8	Reaction Time Cognitive-motor programming Challenge Cognition	Program 5	Reflection Paper Draft	
9	Coordination and Postural strategy	Program 6	Personalized Program Draft	

	training Challenge Balance			
10	Gait and variations Musical Programming	Program 7	Paper Peer Reviews	
11	Nervous system aging Programming for Dementia	Program 8	Group Program Design Draft	
12	Cardiovascular aging Aerobic Programming	Program 9	Personalized Program Peer Review	
13	Musculoskeletal aging Strength Training	Program 10	Group Program Peer Review	Reflection Paper
14	Interprofessional Aspects of Programming	Program 11	Practice Post- Test	Group Program Design
15	Program Evaluation	Posttest	Observation Report	Posttest Personalized Program
16 Finals		<ul style="list-style-type: none"> • Program Evaluation • Personalized Program Presentation 		Program Evaluation

Your classmates and the seniors are expecting to see you in class. You better have a very good reason for missing class. In such case, you may make up missing lab by observing and reporting on one of the other classes at the senior center related to kinesiology. Example: Silver Sneakers exercise class, which runs every day; dance or aerobics classes, brain fitness classes.

Student/Instructors: 1:00pm - 3:45pm

1:00-2pm Student Instruction/Preparation

2:00-3:00 Seniors Class

3:00-3:40 Reflection/Notes

Course Policies:

1. Lecture attendance is highly recommended. The class and the seniors you work with depend on you being present. Make up opportunities are available.

2. Assignments must be or uploaded per instructions by the due time. Late assignments will NOT be accepted except for extraordinary circumstances.
3. Opportunities for make-up tests will be granted by the instructor on an individual basis. Tests taken late may lose points where appropriate. Because of the group nature of some of them, they may not be accommodated.
4. Laboratory attendance is mandatory to receive credit for the laboratory assignment.
5. Absences for sports teams: it is your responsibility to plan ahead for any missed tests and quizzes before they occur.
6. This is a **face-to-face class** with **substantial online web-assisted** course contents. Many assignments, exams and activities will occur **on your own time electronically**. Many class activities will be managed through the **Cougar Courses**.
7. Because of the nature of the material, many class activities involve physical participation with body movements, including those that may seem silly or childish. Participation in these movement and awareness activities are critical for your learning and success in this course.
8. You will need to put in minimum 4 hours per week outside of class. Please clear your schedule accordingly.
9. Because of the integrative and open-ended nature of the material, you will have to teach yourself some skills that may not be covered in class, as well as define and clarify ambiguous, vague, and conflicting problems in your own terms. Many of these high-level cognitive processes are time- and energy-consuming. It cannot be learned by “just tell me what to know for the test” mentality.
10. Speak for yourself: Whenever appropriate, speak in the first person. Your personal experience of the course material and your own body mechanics are uniquely yours. No one else will do it for you.

Academic Integrity or Dishonesty

Students will be expected to adhere to standards of academic honesty and integrity, as outlined in the Student Academic Honesty Policy. All assignments must be original work, clear and error-free. All ideas/material that are borrowed from other sources must have appropriate references to the original sources. Any quoted material should give credit to the source and be punctuated accordingly. Use of internet materials must abide by copyright laws and fair use policy.

Students are responsible for honest completion and representation of their work. Your course catalog details the ethical standards and penalties for infractions. There will be zero tolerance for infractions. If you believe there has been an infraction by someone in the class, please bring it to the instructor's attention. The instructor reserves the right to discipline any student for academic dishonesty, in accordance with the general rules and regulations of the university. Disciplinary action may include the lowering of grades and/or the assignment of a failing grade for an exam, assignment, or the class as a whole.

Students are encouraged to work together. However, unless noted otherwise, all students need to turn in work that is their own in their own words.

Code of Conduct: Students are expected to conduct themselves in a manner appropriate for class and comply with the rules of student conduct. The rules of student conduct are included in the California Code of Regulations, Title 5, and beginning at Section 41301. A student who violates university policies or regulations is subject to disciplinary action, which can result in a warning, reprimand, probation, suspension, or expulsion. The Chancellor of the California State University specifies procedures under which the university may take disciplinary action against a student. These procedures are on file in the Office of the Dean of Students, Craven Hall, Room 5306.

Accommodations for Disabilities: Students with disabilities who require reasonable accommodations must be approved for services by providing appropriate and recent documentation to the Office of Disabled Student Services (DSS). This office is located in Craven Hall 5205, and can be contacted by phone at (760) 750-4905, or TTY (760) 750-4909. Students authorized by DSS to receive reasonable accommodations should meet with me during my office hours in order to ensure confidentiality. Students must submit the accommodation paperwork to the instructor within first two weeks of the course or ASAP, or I may not be able to make arrangements in time. I am here to help, but you must let me know ASAP.

All-University Writing Requirement: The 2,500 word writing requirement is fulfilled through the reflection paper, participant evaluation, lesson plan, and personalized recommendation.

Assignment Directions and Grading

Preparation for Assessing Seniors 70 points

- Video Rehearsal = 20
- Online Test = 50

Meets CLO 1: Assess health

You must be ready to use these instruments when you meet the seniors. Watch the videos, **follow along with the data forms on CC**, memorize the instructions, practice saying them to your loved ones until they kick you out of the house. On all of these, the goal is to make the person being assessed is and feel safe and comfortable, and be ready to move on if the person can't or isn't willing to do a task.

Video Rehearsal: You must practice completing these surveys and measurements on another person and create a videorecording of your practice assessment. Find a willing person to act as the participant. Create a video using your phone, computer or another device. Upload the video to Youtube (unlisted) or another upload site to be designated.

Online Test: Take the online test about the details of the testing techniques.

Instruments:

Fullerton Advanced Balance Scale (FABS). Designed for testing dynamic balance in higher functioning adults. <https://www.youtube.com/watch?v=Hq0HYPe3Mvc>

Berg Balance Scale (BBS). Designed for testing balance in lower functioning adults
<https://www.youtube.com/watch?v=HBKXu9fHnuo>
<https://www.youtube.com/watch?v=hZ8YpcOo9Is>

Functional Fitness Test (formerly Senior Fitness Test (SFT))
Designed to test exercise capacity
<https://www.youtube.com/playlist?list=PLSLoxa-udGE2m2IDRSTpdcEHGr9kPkzk1>

Montreal Cognitive Assessment (MOCA) Designed to screen for cognitive impairments
<https://www.youtube.com/watch?v=mBv4sJw1cr4>

Trail Making Test (TMT-A, TMT-B). Designed to test information processing and executive function.
<https://www.youtube.com/watch?v=RIj9GZ7VfLO>
<https://www.youtube.com/watch?v=8UTrGNZdlmE>
<https://www.youtube.com/watch?v=iawhYhd1B9E>

Geriatric Depression Scale. Designed to test depression.
<https://www.youtube.com/watch?v=QLuR2PZy4Og>

Surveys of Health History: Be familiar with the questions in the packet so you can answer any general questions about them.

Gait: 30 ft walking test.

<https://www.youtube.com/watch?v=Q98WKpwIpkE>

Standing balance: Postural sway with eyes open and eyes closed. Participants will stand with eyes open for 1 minute, then eyes closed for 1 minute. Participants will stand on one leg as long as they can.

https://www.youtube.com/watch?v=30bEa_mJqGY (0:46 – 1:06 into the video, where the person is still but the body sways)

- Participant Data Analysis 130 points
 - Data entry = 2x 15
 - Pre-test Evaluation Report 100

Data Entry and Cleaning

Meets CLO 1

After the balance assessments with the seniors, we will have assessment sessions. All the data collected must be entered and analyzed.

You will make use of Google Sheets (under Google docs) to enter the data. You will need to verify all of the data before completing the Evaluation Report.

Evaluation Report

Meets CLO 1

Once the Data has been compiled, interpret the findings and describe the specific needs of the older adult participant assigned to you, as well as potential issues to deal with in programming.

- Reading Quizzes 200 points

Reading Quiz: For each class, you will take an online quiz on the content of the assigned reading/videos/materials.

Reflection Paper 100 points.

Meets CLO3 and All-University Writing Requirement

Draft: 20 points

Peer Review: 20 points

Final Version: 60 points / 1000 words + references

Write a paper on the role of kinesiology professionals in the field of aging. Draw upon your experiences, interview professionals who are not teaching this class (such as Senior Center staff), seniors, people in the gerontology field (such as Human Development department), family caregivers, literature, etc.

Answer most of the following questions: How are you (as an individual or as a kinesiology major) now personally (and professionally) empowered to increase quality of life in older adults? Where can kinesiology make a difference? What is the need out there? Do you feel like you should work in the community setting as we have done so, or in a clinic, or in a nursing home, etc.? How do you plan to make a difference in the future? How are you an agent of palliative care, armed with the education from this class? What are your strengths and weaknesses related to organizing or programming or teaching community based programs for older adults?

You must use at least: 1 source from our reading list, 1 scholarly source (books or articles that can only be found in a library) and 1 non-scholarly source, such as an expert interview.

Peer Review: You must give feedback to four of your classmates.

1. Read the paper and see if there are questions that they haven't answered and explain why
2. Create an outline of their paper, and suggest an alternate outline that flows better according to your taste
3. Identify 5 places where the author could better support his or her assertions or opinions based on real world data. For 2 of the 5, provide sources that could be used to support these opinions
4. Each review should be 300-500 words long, and number each review. "Review 1: John Doe's paper"

Personalized Recommendation

Meets CLO2 and the All-University Writing Requirement

- 100 Points
 - Draft = 20
 - Peer Review = 20
 - Final = 60

Review the class notes and test scores for your participant's post-test. Write a 2 page report to be given to the senior participant, summarizing their (1) health status, personality, interests, and life situation (2) progress made, (3) future needed work, and (4) detailed plan on things your senior should work on for the next few months after the semester is over. In addition to the 2 pages, design specific activities, games or workouts that would address their specific needs they can do on their own or their family members, as well as refer to other classes or activities (dates, times, locations), and how much time

they should spend. Think of this as an extension of the Evaluation Report, but customized for the participant's future use. If you were the participant's personal trainer, what are you concerned about, and what would you do with this person? This final report will be given to the participant.

See the Senior Center schedule or the local YMCA schedule for ideas.

Draft: Use the numbers based on the pre-test.

Peer Review: You must give feedback to four of your classmates.

1. Are the needs of the participant clear? Is it based on the test scores?
2. Do the programs and suggestions align with the participant's personal interests and goals? Does it match their life circumstance?
3. Identify 5 places where the author could better improve the suggestions for the participant.
4. Each review should be 300 words long, and number each review. "Review 1: John Doe's paper"

Final Paper: Use the numbers based on the post-test.

Group Class Programming.

Meets CLO2 and the All-University Writing Requirement

- Group Class Programming 100 Points
 - Draft = 20
 - Peer Review = 20
 - Final = 60

You will design a series of three (3) one-hour classes for a group of older adults. The particulars of the group will be assigned to you. You need to consider various medical, social, and cognitive issues as well as the goal of the participants and their diversity. Use the format suggested in the Best-Martini book.

Peer Review: You must give feedback to four of your classmates.

1. Are the needs of the participant clear?
2. Are there sufficient accommodation of different needs within the class?
3. Does the program address cardiovascular, musculoskeletal, motor, cognitive, social, fun, AND safety needs of the participants?
4. Identify 5 places where the author could better improve the programming.
5. Each review should be 300 words long, and number each review. "Review 1: John Doe's paper"

15-minute Teaching

- Meets CLO2 and the All-University Writing Requirement
- 100 Points
 - Draft Lesson = 10
 - Video Rehearsal = 10
 - Final Lesson Plan = 30
 - Delivery = 50

You will be assigned a teaching date and the type of activities for your 15 minutes of fame.

Draft Teaching Plan: Due 10 days before the lesson

Detailed lesson plan

Short and simple verbal directions

Video rehearsal: Due 3 days before the lesson

Clear and slow delivery of verbal instruction

Final Lesson Plan:

Delivery:

Engages each participant

Clear, loud, slow, short verbal directions

Space and equipment set up

- Lab Attendance

- 10 Points x 15 days 150 Points

- Observation Report 25 Points

Observation and analysis of a program delivered in the lab class. Follow the format on CC.

- Program Evaluation 25 Points

Evaluation of the Program delivered to the Participants

- What were the strengths?

- What were the weaknesses?

- What can be improved?

Follow the format on CC.