

GENERAL STUDIES COURSE PROPOSAL COVER FORM

Course information:

Copy and paste **current** course information from [Class Search/Course Catalog](#).

College/School College of Health Solutions Department/School N/A
 Prefix: EXW Number: 426 Title: Exercise for Neuromuscular Conditions Units: 3

Course description:

Is this a cross-listed course? Yes If yes, please identify course(s): EXW 598

Is this a shared course? Yes If so, list all academic units offering this course: EXW & KIN

*Note- For courses that are crosslisted and/or shared, a letter of support from the chair/director of **each** department that offers the course is required for **each** designation requested. By submitting this letter of support, the chair/director agrees to ensure that all faculty teaching the course are aware of the General Studies designation(s) and will teach the course in a manner that meets the criteria for each approved designation.*

Is this a **permanent-numbered** course with topics? No

If **yes**, each topic requires **an individual submission**, separate from other topics.

Requested designation: L

Mandatory Review: (Choose one)

*Note- a **separate** proposal is required for each designation.*

Eligibility: Permanent numbered courses **must** have completed the university's review and approval process. For the rules governing approval of omnibus courses, contact Phyllis.Lucie@asu.edu.

Submission deadlines dates are as follow:

For Fall 2021 Effective Date: **October 2, 2020**

For Spring 2022 Effective Date: **March 5, 2021**

Area proposed course will serve:

A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study. It is the responsibility of the chair/director to ensure that all faculty teaching the course are aware of the General Studies designation(s) and adhere to the above guidelines.

Checklists for general studies designations:

Complete and attach the appropriate checklist

- [Literacy and Critical Inquiry core courses \(L\)](#)
- [Mathematics core courses \(MA\)](#)
- [Computer/statistics/quantitative applications core courses \(CS\)](#)
- [Humanities, Arts and Design core courses \(HU\)](#)
- [Social-Behavioral Sciences core courses \(SB\)](#)
- [Natural Sciences core courses \(SQ/SG\)](#)
- [Cultural Diversity in the United States courses \(C\)](#)
- [Global Awareness courses \(G\)](#)
- [Historical Awareness courses \(H\)](#)

A complete proposal should include:

- Signed course proposal cover form
- [Criteria checklist](#) for General Studies designation being requested
- Course catalog description
- Sample syllabus for the course
- Copy of table of contents from the textbook and list of required readings/books

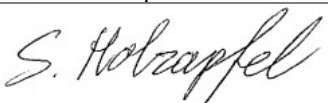
Proposals must be submitted electronically with all files compiled into one PDF.

Contact information:

Name Simon Holzappel E-mail sholzapf@asu.edu Phone 602-827-2873

Department Chair/Director approval: (Required)

Chair/Director name (Typed): Simon Holzappel Date: 04/14/2021

Chair/Director (Signature): 

Arizona State University Criteria Checklist for
LITERACY AND CRITICAL INQUIRY - [L]

Rationale and Objectives

Literacy is here defined broadly as communicative competence—that is, competence in written and oral discourse. **Critical inquiry** involves the gathering, interpretation, and evaluation of evidence. Any field of university study may require unique critical skills that have little to do with language in the usual sense (words), but the analysis of written and spoken evidence pervades university study and everyday life. Thus, the General Studies requirements assume that all undergraduates should develop the ability to reason critically and communicate using the medium of language.

The requirement in Literacy and Critical Inquiry presumes, first, that training in literacy and critical inquiry must be sustained beyond traditional First Year English in order to create a habitual skill in every student; and, second, that the skill levels become more advanced, as well as more secure, as the student learns challenging subject matter. Thus, two courses beyond First Year English are required in order for students to meet the Literacy and Critical Inquiry requirement.

Most lower-level [L] courses are devoted primarily to the further development of critical skills in reading, writing, listening, speaking, or analysis of discourse. Upper-division [L] courses generally are courses in a particular discipline into which writing and critical thinking have been fully integrated as means of learning the content and, in most cases, demonstrating that it has been learned.

Notes:

1. ENG 101, 107 or ENG 105 must be prerequisites
2. Honors theses, XXX 493 meet [L] requirements
3. The list of criteria that must be satisfied for designation as a Literacy and Critical Inquiry [L] course is presented on the following page. This list will help you determine whether the current version of your course meets all of these requirements. If you decide to apply, please attach a current syllabus, or handouts, or other documentation that will provide sufficient information for the General Studies Council to make an informed decision regarding the status of your proposal.

Revised October 2020

Proposer: Please complete the following section and attach appropriate documentation.

ASU - [L] CRITERIA

TO QUALIFY FOR [L] DESIGNATION, THE COURSE DESIGN MUST PLACE A MAJOR EMPHASIS ON COMPLETING CRITICAL DISCOURSE--AS EVIDENCED BY THE FOLLOWING CRITERIA:

YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>CRITERION 1: Per policy, students must have completed ENG 101, 105 or 107 to take an L course. This means the course must have, at minimum, ENG 101, 105, or 107 (or ENG 102, 105, or 108) as a prerequisite.</p>	Syllabus; Modify Course Form
<p>1. Please confirm that the course has the appropriate prerequisites or that a Modify Course Form in Curriculum ChangeMaker has been submitted to add the prerequisites.</p>			
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>CRITERION 2: At least 50 percent of the grade in the course should depend upon writing assignments (see Criterion 3). Group projects are acceptable only if each student gathers, interprets, and evaluates evidence, and prepares a summary report. <i>In-class essay exams may not be used for [L] designation.</i></p>	See "Evaluation" syllabus. The research paper and presentation satisfy this requirement.
<p>1. Please describe the assignments that are considered in the computation of course grades--and indicate the proportion of the final grade that is determined by each assignment.</p>			
<p>2. Also: Research Paper: You are required to write an individual 5-7 page research about the effects of exercise on people with a specific neuromuscular condition. The research paper has to be about the benefits of a specific mode of exercise on a specific fitness-related or health-related outcome on people with the condition that was assigned to you. The paper must include a title page, 5-7 pages of text (not including the title page) with 4-5 peer-reviewed articles, and everything must be in APA format. Nothing besides peer-reviewed articles is allowed to be used as a source. You may use up to one review, systematic review, or meta-analysis but all other publications have to be original investigations.</p> <p style="background-color: yellow;">Presentation: You will prepare a presentation to debunk or confirm a topic statement. The theme of the presentation is: Debunked!/Confirmed! You are group with the other students who have the same topic assigned to them as you (e.g., Multiple Sclerosis). Each group member will pick one topic statement from a list of topic statements found in the Canvas module for the condition you were assigned. The statements can be relatively broad or very specific. Note, this topic statement must be different from the topic of your research paper. You will find three peer-reviewed articles on the topic of the topic statement. Select studies on the basis of their quality and not based on their result. Follow the data to the truth like the yellow brick road.</p>			
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>CRITERION 3: The writing assignments should involve gathering, interpreting, and evaluating evidence. They should reflect critical inquiry, extending beyond opinion and/or reflection.</p>	Syllabus
<p>1. Please describe the way(s) in which this criterion is addressed in the course design.</p>			
<p>2. Also: Both the research paper and presentation are designed to strengthen the students' ability to engage in evidence-based practice. These projects require students to find peer-reviewed articles on very specific topics (specific independent and dependent variables) to answer a specific question that they might be posed by a future client with a neuromuscular condition. For the research paper, students have to synthesize the gathered evidence to make an efficacious exercise recommendation. For the presentation, students are provided with a topic statement that is dressed up like a bold claim along the lines of those often seen in the fitness industry (e.g., this will cure your [you name it]). Students have to gather high quality evidence to either debunk or confirm this topic statement. Of course, the evidence might also be inconclusive.</p>			

C-3

ASU - [L] CRITERIA

YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>CRITERION 4: The syllabus should include a minimum of two writing and/or speaking assignments that are substantial in depth, quality, and quantity. Substantial writing assignments entail sustained in-depth engagement with the material. Examples include research papers, reports, articles, essays, or speeches that reflect critical inquiry and evaluation. Assignments such as brief reaction papers, opinion pieces, reflections, discussion posts, and impromptu presentations are not considered substantial writing/speaking assignments.</p>	Syllabus
<p>1. Please provide relatively detailed descriptions of two or more substantial writing or speaking tasks that are included in the course requirements</p> <p>2. Also: See C-2 and C-3.</p> <div style="border: 1px solid black; border-radius: 50%; padding: 20px; text-align: center; margin: 10px auto; width: 80%;"> <p style="background-color: yellow;">Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process--and label this information "C-4".</p> </div> <p>C-4</p>			
YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>CRITERION 5: These substantial writing or speaking assignments should be arranged so that the students will get timely feedback from the instructor on each assignment in time to help them do better on subsequent assignments. <i>Intervention at earlier stages in the writing process is especially welcomed.</i></p>	Syllabus
<p>1. Please describe the sequence of course assignments--and the nature of the feedback the current (or most recent) course instructor provides to help students do better on subsequent assignments</p> <p>2. Also: Both the research paper and presentation are scaffolded assignments. Students have three deadlines for each assignment where they submit increasingly longer parts of their assignment. First, the title/research question and introduction are due. One week later, the first two parts plus the summary of one research paper are due. Lastly, one and half weeks later, the full paper or presentation are due. This allows the instructor to give timely feedback and help students stay on track or get on track. In addition the research paper is due well before the presentation to allow students to learn from the provided feedback regarding the research paper.</p> <div style="border: 1px solid black; border-radius: 50%; padding: 20px; text-align: center; margin: 10px auto; width: 80%;"> <p style="background-color: yellow;">Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process--and label this information "C-5".</p> </div> <p>C-5</p>			

Course Prefix	Number	Title	General Studies Designation
EXW	426	Exercise for Neuromuscular Conditions	L

Explain in detail which student activities correspond to the **specific** designation criteria.
 Please use the following organizer to explain how the criteria are being met.

Criteria (from checklist)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
C-1	A Modify Course Form in Curriculum Changemaker has been submitted	The prerequisite ENG courses have been added to the syllabus and marked with C-1 .
C-2	51.2% of the students' grades depends upon two substantial and scaffolded writing assignments, a research paper and a presentation. The purpose of these two assignments is to strengthen the students' ability to engage in evidence-based practice when prescribing exercise regiments to clients with neuromuscular conditions.	<p>Research Paper: Students are required to write an individual 5-7 page research about the effects of exercise on people with a specific neuromuscular condition. The research paper has to be about the benefits of a specific mode of exercise on a specific fitness-related or health-related outcome on people with the condition that was assigned to you. The paper must include a title page, 5-7 pages of text (not including the title page) with 4-5 peer-reviewed articles, and everything must be in APA format. Nothing besides peer-reviewed articles is allowed to be used as a source. Students may use up to one review, systematic review, or meta-analysis but all other publications have to be original investigations.</p> <p>Presentation: Students will prepare a presentation to debunk or confirm a topic statement. The theme of the presentation is: Debunked!/Confirmed! Students are grouped with the other students who have the same topic assigned to them as you (e.g., Multiple Sclerosis). Each group member will pick one topic statement from a list of topic statements found in the Canvas module for the condition you were assigned. The statements can be relatively broad or very specific. Note, this topic statement must be different from the topic of the research paper. Students will find three peer-reviewed articles on the topic of the topic statement. Select studies on the basis of their quality and not based on their result. Follow the data to the truth like the yellow brick road.</p>

<p>C-3</p>	<p>Both the research paper and presentation are based on the gathering, interpreting, and evaluating of scientific evidence. Students are not allow to include their personal opinions in these assignments.</p>	<p>Both the research paper and presentation are designed to strengthen the students' ability to engage in evidence-based practice. These projects require students to find peer-reviewed articles on very specific topics (specific independent and dependent variables) to answer a specific question that might be posed by a future client with a neuromuscular condition. For the research paper, students have to synthesize the gathered evidence to make an efficacious exercise recommendation. For the presentation, students are provided with a topic statement that is dressed up like a bold claim along the lines of those often seen in the fitness industry (e.g., this will cure [you name it]). Students have to gather high quality evidence to either debunk or confirm this topic statement. Of course, the evidence might also be inconclusive.</p> <p>For both projects, students have to provide comprehensive summaries of the methods and results of each study, including sample characteristics, methods of data collection, and quantified results (e.g., scores, effect sizes, p-values, etc.). After each study was reviewed, students have to synthesize the results and compare and contrast them between studies. Finally, students have to provide a set of exercise recommendations based on the studies (research paper) or provide a conclusion as to the veracity of the topic statement (presentation).</p>
<p>C-4</p>	<p>The research paper and presentation are substantial in nature. They are essentially literature reviews or (semi-)systematic reviews about specific topics concerning the efficacy of exercise in people with neuromuscular conditions.</p>	<p>Repeated from C-2:</p> <p>Research Paper: Students are required to write an individual 5-7 page research about the effects of exercise on people with a specific neuromuscular condition. The research paper has to be about the benefits of a specific mode of exercise on a specific fitness-related or health-related outcome on people with the condition that was assigned to you. The paper must include a title page, 5-7 pages of text (not including the title page) with 4-5 peer-reviewed articles, and everything must be in APA format. Nothing besides peer-reviewed articles is allowed to be used as a source. Students may use up to one review, systematic review, or meta-analysis but all other publications have to be original investigations.</p> <p>Presentation: Students will prepare a presentation to debunk or confirm a topic statement. The theme of the presentation is: Debunked!/Confirmed! Students are grouped with the other students who have the same topic assigned to them as you (e.g., Multiple Sclerosis). Each group member will pick one topic statement from a list of topic statements found in the Canvas module for the condition you were assigned. The statements can be relatively broad or very specific. Note, this topic statement must be different from the topic of the research paper. Students will find three peer-reviewed articles on the topic of the topic statement. Select studies on the basis of their quality and not based on their result. Follow the data to the truth like the yellow</p>

		brick road.
C-5	The research paper and presentation are both scaffolded assignments which provide early intervention during the writing process.	Both the research paper and presentation are scaffolded assignments. Students have three deadlines for each assignment where they submit increasingly longer parts of their assignment. First, the title/research question and introduction are due. One week later, the first two parts plus the summary of one research paper are due. Lastly, one and half weeks later, the full paper or presentation are due. This allows the instructor to give timely feedback and help students stay on track or get on track. In addition the research paper is due well before the presentation to allow students to learn from the provided feedback regarding the research paper.

Start the course quiz to discover subjects that interest you. [Let's get started!](#) ▾

Course	Title	Units
EXW 426	Exercise for Neuromuscular Conditions Course Description: Studies the impact of various neurological and neuromuscular conditions on the physiological function, motor control, exercise capacity and health of the human body. Researches and applies evidence-based best practices for exercise prescription for persons with such conditions with the goal of maximizing functional abilities and capacity, independence, and health-related physical fitness and preventing or treating secondary conditions. Offering School/Colleges Pre-requisite(s): College of Health Solutions – College of Health Solutions Prerequisite(s): EXW 330, KIN 334, or PRM 364; KIN 340 or SSP 315 (EXW 315); Credit allowed for only EXW 426 or EXW 494/KIN 494/EXW 598 (Neuro-muscular Exercise Prescrip) or EXW 598 (Exercise for Neuromuscular Conditions) OR Visiting University Student Allow multiple enrollments: No Repeatable for credit: No Primary course component: Lecture Grading method: Standard Grading	3

Showing 1 to 1 of 1 entries

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EXW 426

Exercise for Neuromuscular Conditions

Semester | 2020

Course Description: Students will study the impact of various neurological and neuromuscular conditions on the physiological function, motor control, exercise capacity, and health of the human body. Students will research the benefits of exercise for various neurological and neuromuscular conditions and engage in evidence-based practice by researching specific topic surrounding exercise for people with neuromuscular conditions and presenting these findings in an informative, actionable, and persuasive fashion.

Course Format: Full immersion (in-person)

Course meeting time and location: T/Th, 12:00 PM - 1:15 PM; Dtphx AZCNTR 325

Credit Hours: 3

Prerequisites: EXW 330, KIN 334, or PRM 364 and SSP 315 or KIN 340 and **ENG 101, 105, or 107 (or ENG 102, 105, or 108).C-1**

Course Access: Regardless of how this course is presented, you may still be expected to log into Canvas, the Learning Management System (LMS). This requires a computer, a stable internet connection, and in some cases a webcam and microphone.

Your ASU courses can be accessed by both my.asu.edu and myasucourses.asu.edu; bookmark both in the event that one site is down.

INSTRUCTOR INFORMATION

Name: Simon Holzapfel

Office/room: ABC1 room 124 (425 N. 5th Street, Phoenix, 85004)

Phone number and email address: 602-827-2873; sholzapf@asu.edu

Office hours: by appointment

Preferred method of contact: E-mail

COURSE BASICS

Course Objectives

Students will gain understanding of:

1. Basic etiology and pathophysiology of various neuromuscular conditions (see course calendar below for list of conditions)
2. Risk of chronic conditions and co-morbidities associated with neuromuscular conditions
3. Physical activity and exercise barriers affecting individuals with neuromuscular conditions and disabilities and how to overcome them
4. General exercise recommendations for people with neuromuscular conditions
5. Safety considerations regarding exercise for people with neuromuscular conditions
6. Impact of physical activity or exercise on health, fitness, and quality of life of people with neuromuscular conditions
7. How to answer questions and address challenges concerning exercise for people with neuromuscular conditions using principles of evidence-based practice

Learning Outcomes

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

1. Understand the basic etiology and pathophysiology of various neuromuscular conditions
2. Understand the risk of chronic conditions and co-morbidities associated with neuromuscular conditions
3. Understand the physical activity and exercise barriers affecting individuals with neuromuscular conditions and disabilities and how to overcome them
4. Understand and apply the general exercise recommendations for people with neuromuscular conditions
5. Understand the safety considerations regarding exercise for people with neuromuscular conditions
6. Understand the impact of physical activity or exercise on health, fitness, and quality of life of people with neuromuscular conditions
7. Effectively communicate the impact of physical activity or exercise on health, fitness, and quality of life of people with neuromuscular conditions
8. Apply principles of evidence-based practice to answer questions and address challenges concerning exercise for people with neuromuscular conditions (gathering, interpretation, evaluation, and presentation of evidence)

Alignment with other outcomes (e.g., accrediting bodies, certifications, etc.): N/A

Does this class have an Honors contract? Yes

NOTE: You must make the Student Accessibility and Inclusive Learning Services (SAILS, previously known as DRC) aware if you require accommodations due to a disability. Review the **ASU Policies** section for more information.

Textbook, Special materials and extracurricular activities

Textbook (required): Moore, GE. Durstine, JL. Painter, PL. *ACSM's Exercise Management for Person's with Chronic Diseases and Disabilities, 4th edition*. Champaign, IL: Human Kinetics, 2016.

iClicker Reef (required): We will be using the iClicker Reef response system in this course. It is free to students. You will use iClicker Reef to respond to in-class pop-up questions and polls. All iClicker Reef questions and polls will be worth a combined 100 points towards your final grade (see *Evaluation* below). You must participate with iClicker Reef during class time. iClicker Reef questions and polls will not be available before or after class. **You must have your iClicker Reef account ready for class by January 14th**. Follow the steps below to set up your account.

Registration:

1. Visit <https://app.reef-education.com>
2. Select "Arizona State University" from the dropdown menu at the bottom of the page
3. Click "Go"
4. You will be redirected to an ASU sign-in page. Sign-in using your ASU credentials
5. You'll land on a iClicker Reef page that says "We didn't find an iClicker Reef account associated with your institution email" > Click on the "Create New Account" option
6. The next page will ask you to verify your information -- this should be auto-filled with your ASU credentials. Click "Ok" to proceed
7. A new account will be created for you with your ASU credentials
8. You'll receive a prompt to register a physical clicker -- you can skip this step for now
9. **If it is not populated, enter your ASURITE username (NOT your numerical student ID) in the "Student ID" field and click "Save Profile".**
10. Finally, you should end up on a "Courses" page that says "You don't have any courses." See the "Add instructor's course" section below for information on adding a course.
11. Your registration is complete.

Adding this course to your iClicker Reef account:

1. When you are logged into your student account, click on the + in the upper right corner to add a course.
2. Type in "Arizona State University"
3. Search for "Neuromuscular Ex Rx – Spring 2021"
4. Click on the course
5. Confirm that "Simon Holzapfel" is listed as the instructor

6. Click on “Add This Course” – you have now successfully added the course!

What to do when some of your iClicker responses were not recorded or if you missed class and could not participate via iClicker due to extenuating circumstances?

1. E-mail the instructor within 2 business of the class where you missed iClicker questions and explain why you missed iClicker questions. Acceptable excuses are limited to:
 - a. Technical issues with iClicker
 - b. Personal medical emergencies
 - c. Job interviews that could not be scheduled at a different time
 - d. Jury duty
 - e. Family emergencies (e.g., death, etc.)
2. If permission to make up iClicker questions is granted, log into your iClicker account (iclicker.com) to view the questions you missed. The questions are grouped by session date.
3. Record the questions that you missed and your answer to those questions in a Word document.
4. E-mail this Word document to the instructor within 3 business days of approval to make up iClicker questions. The instructor will then manually adjust your iClicker points based on the answers you submitted.

Supplemental Texts (not required): Wing, C. *ACSM/NCHPAD Resources for the Inclusive Fitness Trainer, 1st edition*. Indianapolis, IL: American College of Sports Medicine, 2012.

Extracurricular activities: None

Assignment Types

Description of different assignments, projects, exams and midterms with grades/percentage of grades:

Quizzes:

Quizzes will be administered online through Canvas. Quizzes will consist of 10 questions from a pool of questions and each question will be worth 2 points. Quiz questions will be multiple choice, multiple answer, true & false, matching, fill in the blank, and short answer. Content from readings, presentations, and other course material will appear on quizzes. Quizzes will have a time limit of 20 minutes and you have 2 attempts per quiz. In case >90% of students in class get a question wrong, I will consider deleting that question from the quiz and regrading the quiz based on the remaining questions. Also please note – due to the online nature of the quizzes, fill in the blank questions require you to type in the answer with the correct spelling.

Finally, although online dates for quizzes are posted in the syllabus, if class content is moving slower than expected to accommodate student learning, the instructor reserves the right to change the dates.

Quizzes cannot be made up except in unusual circumstances. If you miss a quiz you will need some type of documented evidence as to why you were unable to take the quiz during the allocated time. Only a verifiable medical excuse or other extreme circumstance will be taken as a reason to miss a quiz. Make up quizzes are not automatic. They are given at the discretion of the instructor based on **solid evidence** that the absence was unavoidable. **If you forget to take a quiz, expect zero points.**

Research Papers:

You are required to write an **individual** 5-7 page (**10-12 pages for graduate students**) research paper about a neuromuscular condition assigned to you. The page count is just a guideline and can be exceeded. Please use this Google doc to indicate your topic preferences: https://docs.google.com/spreadsheets/d/1zN-2oSGLjP_OuSMPpXAEBuw3uoTTuScoDJ6-GXH5Vb4/edit?usp=sharing

The research paper has to be about the benefits of a specific mode of exercise on a specific fitness-related or health-related outcome. The outcome you choose needs to be specific. Examples of outcomes are grouped by area below and examples of specific outcomes are listed in parentheses. You need to choose a specific outcome (e.g., cardiorespiratory fitness) not something general (e.g., health-related physical fitness).

- Health-related physical fitness benefits – pick one specific one to focus on (cardiorespiratory fitness, muscular fitness, body composition, flexibility)
- Functional fitness benefits (e.g., ability to complete activities of daily living)
- Cardiometabolic benefits (e.g., reduced risk of cardiovascular disease mortality, reduced risk of Type 2 diabetes, improved blood pressure, improved blood glucose profile, improved lipid profile, etc.)
- Improved disease-related symptomology – pick one or two specific symptoms to focus on (e.g., reduced tremor in persons with Parkinson’s disease, reduction of pressure sores, improved bladder function, improved sensorimotor function, improved memory, etc.)

Modes of exercise which you may investigate, include:

- Aerobic exercise
- Resistance training
- Neuromuscular training (e.g., Tai Chi, Yoga, balance exercises, etc.)

Modes of exercise or treatment which you may **not** investigate, include:

- Any physical therapy specific treatment (gait training, repetitive task practice, constraint-induced movement therapy, e-stim (electrical stimulation], etc.)
- Any chiropractic treatment
- Any occupational therapy intervention

- Any medical drug treatment

In summary, you will need to find a certain number of peer-reviewed research papers (see below) all of which investigate the effect of a specific mode of exercise on a specific health outcome. You will then write your paper about these studies.

Format & references:

The paper must include a title page, 5-7 (or 10-12 for graduate students) pages of text (not including the title page), double spaced, 11-12 point font, 1-in margins, and bibliography (list of references) on a separate page, **4-5 (8-10 for graduate students) peer-reviewed articles C-3, and everything in APA format. Nothing besides peer-reviewed articles is allowed to be used as a source C-3. You may use up to one review, systematic review, or meta-analysis but all other publications have to be original investigations C-3. Animal studies are not allowed. Any use of webpages or non-peer-reviewed sources will result in an automatic zero for the paper C-3. Additionally, you are not allowed to use any quotations or quotes in your paper. You must paraphrase and put information into your own words to demonstrate comprehension C-3. You will receive an automatic zero for the paper if you use any quotations or quotes.**

Outline:

This paper should be written like a literature review C-3. Here is the outline you have to use (any deviation will result in a point deduction):

- 1) Research question (**5-6 sentences**; Explain your research question. What is the question you are trying to answer? What is the population of interest and what are the variables of interest? Which mode of exercise are you investigating (aerobic, resistance, or neuromotor exercise)? What health or fitness parameter (i.e., dependent variable) are you interested in? Why is this topic important? Why is the health or fitness parameter you chose as your outcome variable important to this population? Do people with this condition generally have a deficit regarding this health or fitness parameter?
- 2) Peer-reviewed studies (**4-5 studies for undergraduate students; 8-10 studies for graduate students**)
 - a. Study #1 (Provide title, authors, and year of publication of the study)
 - i. Research question of this study
 - ii. Methods
 1. Participant characteristics (condition/disease, age, gender distribution, etc.)
 2. Study design (cross-sectional, randomized controlled trial, cohort study, single group repeated measures, etc.)
 3. Intervention/independent variable (if applicable). Describe all FITT components of the exercise intervention. Mention if the study failed to describe certain FITT components.

4. Outcome measures/dependent variable. How were the measures collected? What tests, instruments, questionnaires, etc. were used? Don't use acronyms. Spell them out.
 - iii. Results and conclusions of the study. Provide numbers to quantify the results. How much change was observed in the outcome variable **C-3?**
Methods papers which do not report results may not be used as sources. Graduate students are expected to report statistics as part of the results (e.g., F statistic with p-value, correlation coefficient with p-value, relative risk with confidence interval, Cohen's d effect size with p-value) C-3
 - b. Study #2 (follow same outline as above)
 - .
 - .
 - .
 - c. Study #3 (follow same outline a above)
 - .
 - .
 - .
- 3) Summary (Provide a comprehensive synthesis of the study findings and evidence-based recommendations) **C-3**
- a. Are the study findings similar or are there some discrepancies? What might explain the discrepancies?
 - b. Does it seem there is an overall positive, negative, or no effect of exercise on the outcomes of interest?
 - c. What would be your **weekly** exercise recommendations for people with the condition assigned to you in order to improve the outcome measure you chose using the mode of exercise you chose? Provide exercise recommendations based on the studies you found while also using the **CDD4** recommendations to inform your recommendations. The exercise recommendations should only be for the mode of exercise you investigated and you need to address all **FITT** components in order to maximize the benefit of exercise on the chosen outcome measure.

Submission:

We will use a scaffolded approach with multiple due dates for this research paper. First, you will have to submit your research question and introduction, then your research question, introduction, and summary of the first study, and finally the whole paper. The three separate due dates are shown in the course schedule. You must submit all assignments as a Word or PDF file on Canvas. Further instructions regarding this assignment will be provided in class.

Presentations:

You will prepare a presentation to debunk or confirm a topic statement **C-3** (see below for more details). The presentation take place on the date shown in the course schedule.

Presentation topics:

The theme of the presentation is: Debunked!/Confirmed!

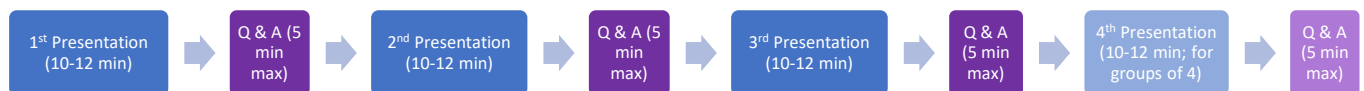
You are group with the other students who have the same topic assigned to them as you (e.g., Multiple Sclerosis). Each group member will pick one topic statement from a list of topic statements found in the Canvas module for the condition they were assigned. The statements can be relatively broad or very specific. **Note, this topic statement must be different from the topic of your research paper. Here are some examples:**

- Vigorous intensity exercise may do more harm than good for people with Parkinson's disease
- Aquatic exercise does not improve symptoms of Parkinson's disease
- People with Parkinson's disease cannot gain strength through resistance training
- People with Parkinson's disease should rest at least 5 minutes between sets during resistance training

Presentation format:

Each student will present a narrated PowerPoint presentation with closed-captions. You will prepare PowerPoint slides and a script for narration. You will then give your slides and script to a fellow group member who will narrate and record your slides using your script and they will add closed captions. You will in turn narrate the slides of one of your fellow group members and add closed captions. When you present in class, you will simply play your recorded presentation. Your presentation should be no more than 10-12 minutes long. Your fellow group members will also play their recorded slides. We will do Q & A after each recorded presentation before we start playing the next.

Flow of presentation day



C-3 The purpose of the presentation is to either debunk or confirm the statement. Students must use 3 peer-reviewed articles which address the topic statement. No

sources other than peer-reviewed articles may be used. The scientific evidence might also be inconclusive in regards to the topic statement. That's ok! You should approach each topic statement with as little bias as possible and start by finding and reading research studies. You will then start to get an idea as to whether the statement is more likely to be debunked or confirmed. **Follow the data to the truth like a yellow brick road!** **HINT:** Randomized controlled trials (especially double-blind!) are the most robust study design. Meta-analyses also provide very strong evidence, even stronger than randomized controlled trials, because they examine multiple studies done on the topic. However, you may only use up to one meta-analysis per topic statement.

Students will also be polled during your debunked!/confirmed! presentation as to whether they think a statement will be debunked or confirmed before you present the scientific evidence. We will then again poll them after your argument as to how persuasive they found your argument. You will therefore have to build slides into your presentation with the polling questions (see below). The format of the presentation should look like a well-constructed argument.

C- 3 Here is a sample outline you should use to argue for or against each topic statement:

- 1) Present the topic statement
- 2) Steelman the topic statement. Steelmanning means that you state the topic statement in your own words and try to articulate the best form of the argument and maybe even bolster it to make it as strong as possible. (Then, when/if you dismantle it, your argument will be all the more impressive and credible because you knocked down a steelman as opposed to a strawman.) You do not need to present scientific evidence here yet. That's what you will do later!
- 3) Poll the students as to whether they believe the statement will be debunked, confirmed, or inconclusive.
- 4) Present 3 studies which address the topic statement. For each study, you should show the following components at minimum:
 - a. Purpose of the study
 - b. Overview of the methods (sample demographics, study design, description of the intervention(s) **[FITT components!!!]**, outcome measures)
 - c. Main finding(s) which contradicts or supports the topic statement. You should include the best figure or table from the study which supports your finding. If you can show and explain the statistics supporting your argument that would be even better!
- 5) **C-3 Conclusion: Present a slide briefly summarizing the main findings from each study. The last slide should spell out very clearly whether the statement was DEBUNKED!, CONFIRMED!, or INCONCLUSIVE.**
- 6) Poll the students to find out how convincing they found your argument.
- 7) Include a slide with the references you used.

An example presentation for a topic statement is available on Canvas.

Step-by-step process for preparing your presentation

- **Pick a topic statement** you like (see Canvas module). Touch base with your group members to make sure everyone is using a different topic statement. You can come up with your own topic statement but you have to get it approved by the instructor.
- **Find 3 high quality studies** which investigated the subject matter of the topic statement (see “How to find and cite peer-reviewed studies” in Canvas)
- **Prepare your PowerPoint slides.** You should have approx. 15-20 slides total. Do not fill your slides with text. There should be no more than 12 words of text on any given slide. Ideally, each slide should contain a table or a graphic such as a graph, figure, or picture which illustrates the results of the study. An ASU PowerPoint template can be found in the Canvas modules.
- **Prepare your narration script.** The duration for each slide should be about 30-45 seconds. You should aim for roughly 5-10 sentences per slide. Don’t ramble or beat around the bush. Cut straight to the point and explain the main points while describing where and what to look at on each slide.
- **Submit your PowerPoint and script file(s) on Canvas.** This has to be done by 11:59 pm the day before the presentation. Including the script in the notes of the PowerPoint is acceptable.
- **Give your slides and script to a fellow group member for them to narrate.** Tutorials for how to record a narrated presentation can be found on Canvas under “Presentation Materials.”
- **Narrate the slides for one of your group members.** Receive the slides and script from one of your group members and make a narrated recording of their slides with closed captions. Tutorials for how to record a narrated presentation can be found on Canvas under “Presentation Materials.”
- **Make a plan for how to play the recordings on presentation day.** Decide with your group how you want to play the recordings on presentation day. It does not matter to the instructor who actually plays the recordings, whose computer they are being played from, or whether they are being played from Youtube, Zoom, or a video file on the computer. The recordings do not have to be submitted to the instructor. The PowerPoint file and script are the only things that need to be submitted on Canvas.
- **Present your recording to the class** on presentation day. **Failure to do so will result in an automatic zero for your presentation (your own, not your classmate’s).** If you have been approved for remote accommodation and are presenting remotely, you are asked to have your camera turned on during your presentation as part of presenting in a professional manner.

Submission:

We will use a scaffolded approach with multiple due dates for this presentation. First, you will have to submit you’re the slides with topic statement and steelmanning arguments,

then the slides with your topic statement, steelmanning arguments, and first study, and finally the whole presentation with the script. The three separate due dates are shown in the course schedule. You must submit all assignments as a Word or PDF file on Canvas. Further instructions regarding this assignment will be provided in class.

In-Class Participation via iClicker Reef:

In-class pop-up questions and polls will be administered via iClicker Reef (see Required Course Materials). iClicker questions/polls have to be submitted during class and usually have a time limit on them. There may be anywhere from 0 to 15+ iClicker questions/polls during any given lecture. Questions and polls will include knowledge checks about material that was just presented as well as opinion polls. iClicker questions/polls will also be used during student presentations. For instance, you will be polled as to whether or not you think a statement will be debunked or confirmed before the argument is presented, and you will be polled afterwards to indicate how convincing you found the argument. **You will also have to submit at least one reflection question every class period, whether it is a lecture or a student presentation day. Every question, poll, and reflection question on iClicker will be worth points. Most questions will be worth 2 points, 1 point for participation and 1 point for submitting the correct answer.**

iClicker questions begin on TBD. You must have your iClicker set up and operational for class on TBD.

Course Schedule

Schedule of required readings, video views, assignments, exams and midterms with grades: Add more rows as needed. Verify that the points add up to the total points in your course

Date	Assignment	Associated Learning Outcome	Points Assigned (% of final grade)
TBD	Quiz – Fundamentals of Neuromuscular Conditions	2-5	10 (2.3%)
TBD	Quiz - Stroke	1-6	10 (2.3%)
TBD	Quiz - TBI	1-6	10 (2.3%)
TBD	Quiz - CP	1-6	10 (2.3%)
TBD	Quiz - SCI	1-6	10 (2.3%)
TBD	Quiz – SB	1-6	10 (2.3%)
TBD	Quiz – MD	1-6	10 (2.3%)
TBD	Quiz – ALS	1-6	10 (2.3%)
TBD	Quiz – MS	1-6	10 (2.3%)
TBD	Quiz – PN	1-6	10 (2.3%)

TBD	Quiz – PD	1-6	10 (2.3%)
TBD	Quiz - Fibromyalgia	1-6	10 (2.3%)
TBD	iClicker questions (3-5 per topic lecture)	1, 4, 5, 6	100 (23.3%)
TBD	Research Paper	4, 6, 7, 8	120 (27.9%)
TBD	Presentation - Debunked/Confirmed!	4, 6, 7, 8	100 (23.3%)
Total Points (lowest quiz score is dropped)			430

Note: While every effort is made to keep the course evaluation process consistent with what is in the initial syllabus, it is possible that slight changes may have to be made as the semester progresses. These changes will be communicated thoroughly to the students and although total points may potentially fluctuate, the percentages remain constant, meaning there is no intention of harm to the student’s grades. Any changes to the course evaluation process will be posted on Canvas as part of an announcement; however, it is the student’s responsibility to be aware of the points and their grade and be proactive in speaking to the instructor if there are questions or concerns. Students should not rely on Canvas or other students if they have a question on their grade in class, contact the instructor.

Grading Policy

Grade breakdown:

Letter grade	Numerical Equivalent*
A+	97% - 100%
A	90% - 96.99%
B+	86% - 89.99%
B	80% - 85.99%
C+	76% - 79.99%
C	70% - 75.99%
D	60% - 69.99%
E	0% - 59.99%

*Final grades will not be rounded

Make-up work/late submission general policy:

The calendar below lists the due dates for all assignments and quizzes and they can also be seen on Canvas. **All assignments and quizzes are due ONLINE by 11:59 pm the night of the due date (unless otherwise indicated).** Assignments and quizzes can be submitted late but every additional day late will result in an additional 10% deduction. E.g., if you submit an assignment one day after the due date, 10% will be deducted. If you submit an assignment 6 days late, 60% will be deducted. An assignment which is submitted 10 days late or more will receive an automatic zero. You do not have to ask the instructor permission to submit an assignment or quiz late. Late assignments or quizzes will only be accepted for full credit (i.e., no late penalty) in documented extenuating circumstances. Acceptance of late assignments for full credit is up to the instructor's discretion.

CLASS EXPECTATIONS

Attendance Policy

Some absences are excused in accordance with ASU policy. They include accommodations for religious practices, University sanctioned activities, and death of a family member. Read more about these policies in the **ASU Policies** section.

Attendance Policies

- a. Excused absences related to religious observances/practices that are in accord with [ACD 304-04](#), "Accommodation for Religious Practices"
- b. Excused absences related to university sanctioned events/activities that are in accord with [ACD 304-02](#), "Missed Classes Due to University-Sanctioned Activities"
- c. Students are expected to attend all lectures. Attendance will not be taken for lectures, and it is therefore up to you to attend and actively participate in your learning. Students who attend most/all lecture are likely to be more successful in this class.
- d. If you do miss a lecture class, you are responsible for obtaining any information or assignments that were given out during the missed class. Do not expect the instructor to provide you with notes. There is no make-up for in-class iClicker questions/polls. There is no need to e-mail your instructor if you are going to miss a lecture. However, if you have a specific question regarding a lecture you attended feel free to e-mail me or set up a meeting. If you have problems during class with understanding the material, it might help to come by and let me go over the material with you.
- e. If you miss class due to extenuating circumstances, contact the instructor as soon as possible, preferably ahead of time. You can ask for permission to make up iClicker questions/polls and other quizzes or assignments.

In the event the instructor fails to indicate a time obligation, the time obligation will be 15 minutes for class sessions lasting 90 minutes or less, and 30 minutes for class sessions lasting more than 90 minutes. Students may be directed to wait longer by someone from the academic unit if they know the instructor will arrive shortly.

Other Course Policies and Procedures

Study Materials

Information given in lecture may not be included in text reading material but is fair game for a quiz; therefore, careful note taking in class is strongly encouraged. Power point slides will be available on

Canvas the day of the lecture; however, **not all notes are always included in these slides**. Please prepare to take notes. As a general rule, anything said or shown in lecture is fair game for a quiz.

Extra Credit

Absolutely not.

PowerPoint Presentations by the Instructor

PowerPoint presentations via Canvas are provided to help the student with the material discussed in class. The instructor reserves the right to modify, skip, add, or change slides up until the time they are presented in class. In some cases, slides may be skipped during lecture to save time or facilitate the discussion. Your printing of these materials is up to you. If you print them and they are modified before lecture the instructor will not be held responsible for expenses you may incur if you reprint the slides.

Incompletes

A grade of Incomplete is ONLY given under VERY SPECIFIC criteria. These include but are not limited to: The student has at least 80% of the course complete, a passing grade, and that it was circumstances beyond their control towards the end of the semester that they cannot complete the class. (i.e., death in family, serious illness, unforeseen emergency). Your lack of organization, over-scheduling, work schedule, or vacation plans etc. does not constitute an emergency.

Required Technology, Technical Support and Internet Outage Plan

Required Technology

1. Desktop or laptop computer, **current within the last 5 years**
 - *Note: Canvas does have an app that can be used with mobile devices, but the app is limited. Please access Canvas primarily through a desktop or laptop computer.*
 - Do not use a Chromebook or Netbook, since it cannot run Respondus, which is used for tests.
2. Stable, high-speed internet access
3. Web browser updated to the most recent version. Chrome is the preferred browser for Canvas.
4. Audio speakers and/or headphones attached or built-in to the computer
5. Webcam (external or internal with microphone)
6. Word processing software. (Students have access to Google Docs with their ASURite. In addition, [Microsoft 365](#) is free to ASU Students)
7. Smartphone or other mobile device that can download apps.

Please inform the instructor if any of the above present a hardship for you. ASU may have some resources to help students in need.

Technical Support

You have access to [24/7 technical support](#). It is recommended to use Chrome when accessing Canvas.

Internet Outage Plan

Network and internet outages are never expected. Be prepared and have a plan in case you find yourself without internet.

Campus Network Outage and Technical Support

When access to Canvas is not available for an extended period of time (greater than one entire evening) you can reasonably expect that the due date for assignments will be changed to the next day (assignment still due by 11:59pm).

To monitor the status of campus networks and services, please visit the [System Health Portal \(http://syshealth.asu.edu/\)](http://syshealth.asu.edu/).

Technical Support

This course uses Canvas to deliver content. You can access Canvas through your [MyASU](#) portal.

To contact the help desk you have two options:

- For immediate assistance, call ASU at 1-855-278-5080.
- Visit the ASU Experience Center (<https://uto.asu.edu/experiencecenter>) to get personalized support through 24/7 live chat or by submitting your request online (<https://my.asu.edu/service>).

For more information on Canvas the following resources are suggested:

- [Canvas Course Tour Video](#)
- [Canvas Student guide](#)
- [Digital Portfolios Help Resources](#)
- [Library Resources for Students](#)
- [Best Practices for Setting Course Notifications](#)
- Canvas Student App - Download through Google Play (Android) or the App Store (iOS)
 - [Android Guide](#)
 - [iOS Guide](#)

Other useful links

- [Undergraduate Academic Advising](#)
- [ASU Email Guide](#)

- [ASU Wireless Network](#)

Add/Drop/Withdraw

[Click here to access the University Registrar page](#) where you can access grades, the academic calendar, and add/drop/withdrawal options among other things. NOTE: if you are considering withdrawing, please check with financial aid since it may be impacted by a withdrawal.

Student Success Tips:

Time Management

Your success in this class depends greatly on the time you spend on independent study and completion of assignments. In general, expect to spend a minimum of **3 hours** for **each** credit hour **per week** studying outside of class. So, for a 3 credit class set aside 9 hours per week for just that one class. Add on extra time around mid-terms and finals. How much time does that leave you for work, relaxation, and other commitments? Here are some resources to help you get organized and create a study plan.

[Click here to calculate your available study time](#)

[Click here to discover how many hours you should be studying](#)

Study Techniques

It's important that you attend all classes and complete all assignments to be successful in your College career. To support this, you should take a look your study habits. Consider *where*, *when*, and *how* you study. For example, trying to read a complex paper in a loud coffee shop may be too distracting for you to really understand the material. Waiting until the last minute to write a paper rarely yields good results. Take a look at the guide provided below for more suggestions to optimize your study time.

[Click here to access a study guide](#)

Active Reading

You will have to read a lot throughout your degree! It's common practice to highlight content as you read it to help remember it. Studies show, however, that this is not as effective as previously thought. A much better way to help you process and retain the information is to write down the important points and quiz yourself as you read. This is known as "active reading." Download the handout provided below to get started on this simple technique that can help you from day one at ASU.

[Click here to access the active reading technique guide](#)

Available Academic Resources

ASU has a wealth of resources to enable your success. [Click here to check out the University Academic Success Programs](#) website that includes information on the writing center, tutoring, supplemental instruction, graduate academic support and more.

Academic Integrity

Students must refrain from uploading to any course shell, discussion board, or website used by the course instructor or other course forum, material that is not the student's original work, unless the students first comply with all applicable copyright laws; faculty members reserve the right to delete materials on the grounds of suspected copyright infringement.

[A Student Resource from ASU on Academic Integrity](#)

Mental Health

Students may experience a range of challenges that can interfere with learning, such as strained relationships, increased anxiety, substance use, feeling down, difficulty concentrating and/or lack of motivation. These emotional health concerns or stressful events may diminish academic performance and/or reduce the ability to participate in daily activities. [ASU Counseling Services](#) provides counseling and crisis services for students who are experiencing a mental health concern. Any student may call or walk-in to any ASU counseling center for a same day or future appointment to discuss any personal concern. ASU's dedicated crisis line is available 24/7 for crisis consultation by calling 480-921-1006.

ASU POLICIES

[ASU Academic Policies](#) – January 6, 2020

ASU Excused Absences

Accommodation for Religious practices in accordance with [ACD 304-04](#)

Summary: Administrators and faculty members are expected to reasonably accommodate individual religious practices (e.g., by an adjustment to the academic or workplace environment, such as rescheduling, flexibility in scheduling, voluntary substitutions, job reassignments, modification of grooming requirements). A refusal to accommodate is justified only when undue hardship to the university's legitimate business purposes would result from each available alternative of reasonable accommodation (e.g., requires more than ordinary administrative costs, diminishes the efficiency in other jobs, infringes on other employees' job rights or benefits, or impairs campus/workplace safety). Contact the Office of the Provost of the University or the Office of Equity and Inclusion for assistance in determining undue hardship or reasonable accommodation.

Missed class due to University-sanctioned activities in accordance with ACD 304-02

Summary: Students who participate in university-sanctioned activities that require classes to be missed, shall be given opportunities to make up examinations and other graded in-class work. However, absence from class or examinations due to university-sanctioned activities does not relieve students from responsibility for any part of the course work required during the period of the absence.

The provost of the university or designee shall determine, for the purposes of this policy, whether a particular event qualifies as a university-sanctioned activity.

In each college, a specific individual (e.g., dean's designee) shall be responsible for facilitating adherence to this policy. In particular, students who participate in university-sanctioned activities shall,

- 1. In accordance with any academic unit or college requirements, be provided make up assignments, examinations, or other graded coursework that was missed because of the university-sanctioned activity without penalty; if this is not possible,*
- 2. Receive an incomplete, with arrangements made for completing the final coursework and earning a final grade.*

Disability Accommodations:

Qualified students with disabilities who will require disability accommodations in this class are encouraged to make their requests to me at the beginning of the semester either during office hours or by appointment. Note: Prior to receiving disability accommodations, verification of eligibility from the Student Accessibility and Inclusive Learning Services (SAILS, previously known as DRC) is required. Disability information is confidential.

Establishing Eligibility for Disability Accommodations: Students who feel they will need disability accommodations in this class but have not registered with the Student Accessibility and Inclusive Learning Services should contact the office immediately. Students should contact the Student Accessibility and Inclusive Learning Services (SAILS, previously known as DRC), campus-specific location and contact information <https://eoss.asu.edu/drc/contactus>) can be found on the SAILS/DRC website. DRC offices are open 8 a.m. to 5 p.m. Monday – Friday. Check the SAILS/DRC website (<http://eoss.asu.edu/drc>) for eligibility and documentation policies.

- Email: DRC@asu.edu
- DRC Phone: (480) 965-1234
- DRC FAX: (480) 965-0441

Academic Integrity and Student Code of Conduct:

Academic Integrity

While interaction among students is encouraged, all work performed on the class assignments and quizzes must be that of the student taking the quiz. Any indication that the work on a quiz or exam is not that of the student can lead to a range of consequences from failing the quiz to failing the course and reporting the lack of academic integrity to the College. No use of work by other students can be used, and no work taken verbatim and directly from other sources (e.g., the internet) can be used. Academic honesty will be taken very seriously in this course. Please consult <http://students.asu.edu/srr/code> for the ASU Student Code of Conduct.

ASU expects and requires its students to act with honesty, integrity, and respect. Required behavior standards are listed in the Student Code of Conduct and Student Disciplinary Procedures (<http://www.asu.edu/aad/manuals/ssm/ssm104-01.html>), Computer, Internet, and Electronic Communications policy (<http://www.asu.edu/aad/manuals/acd/acd125.html>), ASU Student Academic Integrity Policy (<http://provost.asu.edu/academicintegrity>), and outlined by the Office of Student Rights & Responsibilities (<https://eoss.asu.edu/dos/srr>). Anyone in violation of these policies is subject to sanctions.

The ASU student [academic integrity policy](#) lists violations in detail. These violations fall into five broad areas that include but are not limited to:

1. Cheating on an academic evaluation or assignment.
2. Plagiarizing.
3. Academic deceit, such as fabricating data or information.
4. Aiding academic integrity policy violations and inappropriately collaborating.
5. Falsifying academic records.

Student Code of Conduct

Violations of the ASU Student Code of Conduct, other than the provision concerning academic dishonesty, are more generally considered inappropriate behavior. The [Office of Student Rights and Responsibilities](#) reviews and sanctions these matters. If a student violates both the academic integrity provision and additional provisions of the Student Code of Conduct, both the college and the Office of Student Rights and Responsibilities will review the matter. Each independently makes determinations concerning violations and appropriate sanctions.

Disruptive or Violent Behavior

Students are entitled to receive instruction free from interference by other members of the class (<http://www.asu.edu/aad/manuals/ssm/ssm104-02.html>). An instructor may withdraw student from the course when the student's behavior disrupts the educational process per Instructor Withdrawal of a Student for Disruptive Classroom Behavior (<http://www.asu.edu/aad/manuals/usi/usi201-10.html>).

Appropriate online behavior (also known as netiquette) is defined by the instructor and includes keeping course discussion posts focused on the assigned topics. Students must maintain a cordial atmosphere and use tact in expressing differences of opinion. Inappropriate discussion board posts may be deleted by the instructor.

Title IX

Title IX is a federal law that provides that no person be excluded on the basis of sex from participation in, be denied benefits of, or be subjected to discrimination under any education program or activity. Both Title IX and university policy make clear that sexual violence and harassment based on sex is prohibited. An individual who believes they have been subjected to sexual violence or harassed on the basis of sex can seek support, including counseling and academic support, from the university. If you or someone you know has been harassed on the basis of sex or sexually assaulted, you can find information and resources at <https://sexualviolenceprevention.asu.edu/faqs>.

As a mandated reporter, I am obligated to report any information I become aware of regarding alleged acts of sexual discrimination, including sexual violence and dating violence. ASU Counseling Services, <https://eoss.asu.edu/counseling>, is available if you wish discuss any concerns confidentially and privately.

Copyright

This syllabus and all other course materials (powerpoint slides, handouts, assignments, quizzes, exams, digital recordings, etc.) are intellectual property of Arizona State University and are not to be publicly distributed or otherwise commercialized since these materials are copyright protected. Publishing, uploading, linking, redistributing, and/or downloading course material may subject students to penalties for academic misconduct. Such materials are for sole use in that designated semester. It cannot be used in any other form unless via a written statement of approval from the instructor of record. Commercial note taking services are prohibited without written permission from the instructor of record in accordance with ACD 304-06 available at <http://www.asu.edu/aad/manuals/acd/acd304-06.html>. This includes powerpoint slides and powerpoint slides with audio.

Third-Party Software and FERPA

*During this course you might have the opportunity to use public online services and/or software applications sometimes called third-party software such as a blog or wiki. While some of these are required assignments, you need **not** make any personally identifying information on a public site. Do not post or provide any private information about yourself or your classmates. Where appropriate you may use a pseudonym or nickname. Some written assignments posted publicly may require personal reflection/comments, but the assignments will not require you to disclose any personally identifiable/sensitive information. If you have any concerns about this, please contact your instructor.*

This syllabus is subject to change with reasonable advance notice. Please consult the syllabus on Canvas regularly.

The course syllabus and all other class materials (slide presentations, handouts, assignments, digital recordings, exams, quizzes, etc.) are intellectual property of Arizona State University and are not to be publicly distributed or otherwise commercialized since these materials are copyright protected. Such materials are for sole use in that designated semester. It cannot be used in any other form unless via a written statement of approval from the instructor. Commercial note taking services are prohibited in accordance with ACD 304-06 available at <http://www.asu.edu/aad/manuals/acd/acd304-06.html>

*Subject to change as needed

COURSE SCHEDULE* - Spring 2021

Date*		Topic	Reading	Due Dates - Quizzes	Due Dates - Papers	Due Dates - Presentations
T	01/12	Welcome & Syllabus; Introductions	Syllabus			
Th	01/14	Fundamentals of Exercise for Neuro. Cond.				
T	01/19	Fundamentals of Exercise for Neuro. Cond.				
Th	01/21	Fundamentals of Exercise for Neuro. Cond.				
T	01/26	Stroke	Chapter 25	Fundamentals of Neuro. Cond.		
Th	01/28	Traumatic Brain Injury (TBI)	Chapter 25	Stroke		
T	2/2	Cerebral Palsy (CP)	Chapter 27	TBI	Stroke – Part 1	
Th	2/4	Spinal Cord Injuries (SCI)	Chapter 25	CP	TBI – Part 1	
T	2/9	Spina Bifida (SB)	Assigned Article(s)	SCI	CP – Part 1 Stroke – Part 2	
Th	2/11	Muscular Dystrophies (MD)	Chapter 30	SB	SCI - Part 1 TBI – Part 2	
T	2/16	Amyotrophic Lateral Sclerosis (ALS)	Assigned Article(s)	MD	SB – Part 1 CP – Part 2	
Th	2/18	Multiple Sclerosis (MS)	Chapter 28	ALS	MD – Part 1 SCI – Part 2 Stroke – Part 3	
T	2/23	Peripheral Neuropathies (PN)	Chapter 26	MS	ALS – Part 1 SB – Part 2 TBI – Part 3	Stroke – Part 1
Th	2/25	Project Day		PN	MS – Part 1 MD – Part 2 CP – Part 3	TBI – Part 1
T	03/02	Parkinson's disease (PD)	Chapter 29		PN – Part 1 ALS – Part 2 SCI – Part 3	CP – Part 1 Stroke – Part 2
Th	03/04	Fibromyalgia (FM)	Assigned Article(s)	PD	MS – Part 2 SB – Part 3	SCI – Part 1 TBI – Part 2
T	03/09	Project Day		FM	PD – Part 1 PN – Part 2 MD – Part 3	SB – Part 1 CP – Part 2
Th	03/11	Project Day			FM – Part 1 ASL – Part 3	MD – Part 1 SCI – Part 2 Stroke – Part 3
T	03/16	Student Presentation – Stroke			PD – Part 2 MS – Part 3	ALS – Part 1 SB – Part 2 TBI – Part 3
Th	03/18	Student Presentation – TBI			FM – Part 2 PN – Part 3	MS – Part 1 MD – Part 2 CP – Part 3
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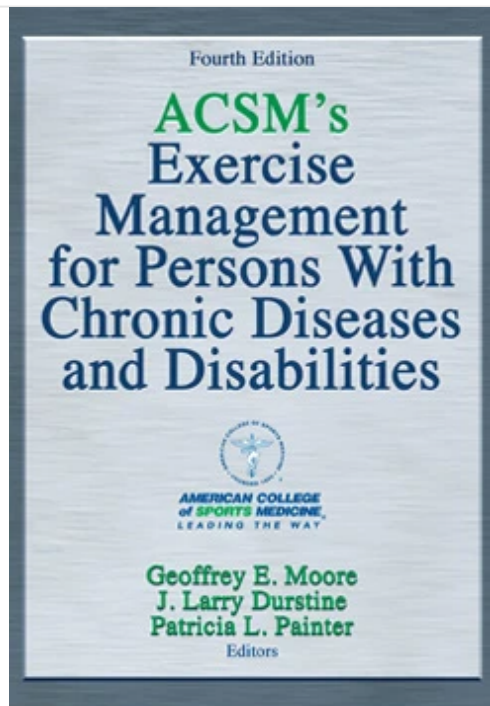
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Prerequisite(s): EXW 330, KIN 334, or PRM 364; KIN 340 or SSP 315 (EXW 315); ENG 101, 105, or 107 (or ENG 102, 105, or 108); Credit allowed for only EXW 426 or EXW 494/KIN 494/EXW 598 (Neuro-muscular Exercise Prescrip) or EXW 598 (Exercise for Neuromuscular Conditions) OR Visiting University Student

Thank you,

Simon D. Holzapfel, PhD, ACSM EP-C CIFT

Clinical Assistant Professor, College of Health Solutions

4/14/2021

Gmail - Email Received Request Number 14903165

Degree Director - Clinical Exercise Science
Director - Adaptive Exercise Program at ASU (aep-asu.weebly.com)

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