

The University of North Carolina at Greensboro
School of Health and Human performance
Department of Exercise and Sport Science

ESS 570: Development and Implementation of Fitness programs

Spring 2001
W. B. Karper

- I. Background/Orientation to Fitness Programming
 - A.. Economic implications of fitness related to preventive health
 - B. Fitness objectives
 - C. Fitness definition related to the wellness concept

- II.. Types of Fitness Programs
 - A. Corporate setting
 - B. Community setting
 - 1. schools
 - 2. medical agencies
 - C. Other agencies

- III. Professional Roles of Fitness Personnel
 - A. Planner
 - B. Supervisor
 - C. Educator
 - D. Exercise leader
 - E. Motivator
 - F. Promoter
 - G. Evaluator
 - H. Manager
 - I. Leader

- IV. Fitness Delivery Models
 - A. Education components
 - B. Service components
 - C. Program evaluation

- V. Exercise/Physical Activity/Fitness
 - A. Education
 - B. Service

VI. Relationship of Fitness to Weight Control

- A. Education
- B. Service

VII. Relationship of Fitness to Smoking/Alcohol Abuse

- A. Education
- B. Service

VIII. Relationship of Fitness to Nutritional Practices

- A. Education
- B. Service

IX. Relationship of Fitness to Stress Management

- A. Education
- B. Service

X. Relationship of Fitness to Low Back-Pain Management

- A. Education
- B. Service

XI. Participant Adherence/Compliance in Fitness Programs

- A. Individual techniques
- B. Promotional techniques
- C. Follow-up techniques

XII. Fitness Program Organizational Structures/Issues

- A. Legal aspects
- B. Facility operation
- C. Budget planning
- D. Administrative methods
- E. Marketing plans

XIII. Fitness Program Staffing

- A. Selection
- B. Training
- C. Supervision
- D. Evaluation

XIV. Fitness Facility and Equipment Design

- A. Buildings and space (indoor)
- B. Space (outdoor)
- C. Aquatics

XV. Other Related Fitness Topics

- A. Special client services (i.e., older persons, injured persons, disabled persons)
- B. Research role of fitness personnel
- C. Devising program forms/questionnaires
- D. Continuing education for fitness personnel
- E. Tanning booths, massage, exercise machines, exercise-clothing sales and other extras
- F. Infectious diseases and fitness programs
- G. Supplements and exercise/sport

Bibliography

Patton, R.W., Corry, J.M., Gettman, L.R., & Graf, J.S. (1986). Implementing Health/Fitness Programs. Champaign, IL: Human Kinetics Publishers, Inc.

Stone, W.J. (1987). Adult Fitness Programs – Planning, Designing, Managing, and Improving Fitness Programs. Glenview, IL: Scott, Foresman and Company.

American College of Sports Medicine. (1995). ACSM's Guidelines for Exercise Testing and Prescription (5th ed.). Philadelphia: Lea & Febiger.

Hoeger, W.W.K. (1987). The Complete Guide for the Development and Implementation of Health Promotion Programs. Englewood, Colorado: Morton Publishing Company.

Howley, E.T. & Franks, B.D. (1992). Health/Fitness Instructor's Handbook (2nd ed.). Champaign, IL: Human Kinetics Publishers, Inc.

Herbert, D.L. & Herbert, W.G. (1984). Legal Aspects of Preventive and Rehabilitative Exercise Programs. Canton, Ohio: Professional & Executive Reports & Publications.

Textbook: Grantham, W.C., Patton, R.W., York, T.D., & Winick, M.L. (1998). Health Fitness Management. Champaign, IL: Human Kinetics.

Grading: 4 papers and final exam all weighted equally.

All students are expected to attend every class. One unexcused cut allowed. After the second unexcused cut, student will be dropped from the course.

Being late for class will negatively affect the final grade. After being late for class the third time, final course grade will be lowered by one grade category (e.g., B+ to B, C- to D+, etc.). After being late for class the fourth time, student will be dropped from the course.

In this course, your grade will be based on how well you express yourself in writing. Undergraduate and graduate students will be evaluated differently as per the following criteria:

Graduate	Undergraduate
1. Should be able to describe/discuss underlying mechanisms regarding work presented.	1. Should be able to explain the surface-logic or face-logic underlying various ideas which are discussed.
2. Should demonstrate depth of understanding by creative examples connected to broad-based applications of principles.	2. Should be able to describe the immediate or local applicability of principles to show a basic understanding of those principles.
3. Should use current research journal references (and enough of them) to reflect a broad knowledge of the topic which is discussed.	3. Should be able to use references properly in order to support the work of others which is discussed.
4. Should be able to use an acceptable style guide (i.e. APA, American Medical Association style, etc.).	4. Should demonstrate a consistency in writing style.
5. Technical writing skills and sophistication of writing-level should be close to that which is expected for publication.	5. Should use proper grammar and sentence structure.