

# Corrective Exercise

APK6320C | 3 Credits | Summer 2025

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## Course Info

### INSTRUCTOR

**Blain Harrison, Ph.D, CSCS\*D**

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Preferred Method of Contact: **email**

### OFFICE HOURS

Office Hours are Mondays from 12-2pm Eastern Standard time (EST) on zoom. If these times do not fit your schedule, you can schedule an appointment with me [here](#).

### MEETING TIME/LOCATION

Access course through Canvas on [UF e-Learning](#) & the **Canvas** mobile app by **Instructure**. This is a fully online course, so there are no in-person meetings. Lectures are pre-recorded so that you may watch them on-demand; please refer to the "Course Schedule" below for the suggested timeline to follow.

## COURSE DESCRIPTION

Examine fundamental concepts of human movement and movement impairments related to musculoskeletal injury risk. Includes evidence-based program design and practical skills necessary to successfully identify and correct movement impairments in active populations. The content will prepare students to complete the NASM Corrective Exercise Specialist and Functional Movement Systems certification exams.

### PREREQUISITE KNOWLEDGE AND SKILLS

While there are no formal course pre-requisites, students should have academic preparation in musculoskeletal anatomy. Successful students typically have an undergraduate degree in Exercise Science. Students without an academic background in musculoskeletal anatomy are encouraged to complete APK5102 prior to enrolling in this course.

## LEARNING MATERIALS

There is one required textbook and one recommended textbook for this course:

### REQUIRED TEXTBOOK:

Fahmy, Rich (Ed). NASM Essentials of Corrective Exercise Training Second Edition. Jones & Bartlett Learning. 2022. ISBN: 978-1-284-20089-8

## RECOMMENDED TEXTBOOK:

Cook, Gray. Movement – Functional Movement Systems: Screening, Assessment, Corrective Strategies. On Target Publications. 2012. ISBN 978-1-931-04630-5

Instructional materials for this course consist of only those materials specifically reviewed, selected, and assigned by the instructor(s). The instructor(s) is only responsible for these instructional materials.

## COURSE FORMAT

Students access and complete course assignments through the APK6320C Canvas page. Course topics are organized into 12 learning modules. Each module includes 2 practice activities corresponding with the module's learning materials (i.e., textbook reading and associated lecture videos) as well as 3 graded assignments including a discussion board, applied assignment, and a graded module quiz. A midterm exam and final exam are included in addition to the module assignments. Students will have access to all learning modules and assignments from the first day of the course. Students may work at their own pace but must progress according to the course schedule of topics and abide by graded assignment due dates provided on the eLearning course page.

## COURSE GOALS:

By the end of this course students will be able to:

1. Describe the etiology of human movement system impairment and the risk of it generating a cumulative injury cycle.
2. Explain movement errors using terminology associated with functional anatomy, biomechanics, and motor control.
3. Collect health information to appraise the risk of injury or illness with exercise.
4. Assess static and dynamic posture to identify risks of human movement impairment according to NASM guidelines for a Corrective Exercise Specialist.
5. Prescribe exercise to improve movement efficiency according to the NASM Corrective Exercise Continuum
6. Administer and interpret the results from the Functional Movement Screen, Functional Wellness Screen, Y-Balance Test, Fundamental Capacity Screen, and the top tier components of the Selective Functional Movement Assessment according to guidelines from Functional Movement Systems, Inc.
7. List the integrated functions of skeletal muscles involved in human movement.
8. Present recommendations for appropriate recovery modalities to support exercise training.

## Course & University Policies

### UF STUDENT COMPUTING REQUIREMENTS:

As a 100% online course and as per the UF student computing requirements, “access to and on-going use of a computer is required for all students.” UF does not recommend students relying on/regularly using tablet devices, mobile phones or Chromebook devices as their primary computer as it may not be [compatible](#) with specific platforms used in this course or UF. Access to fast, secure Wi-Fi will be necessary for this course. If a

student is an area with limited wi-fi access, UF students can access **eduroam** for free with their GatorLink log-in credentials.

***How to connect to eduroam:***

1. If you can get a Wi-Fi signal at any of the eduroam locations (see below) and your mobile device (laptop, smartphone, or tablet) has already been configured for eduroam, then you will automatically connect.
2. Otherwise, follow the instructions for connecting [here](#).
3. There are more than 100 Wi-Fi hotspots in Florida, including several state university campuses and community colleges. You don't have to sit in a car--many locations have open spaces and communal rooms available so you can get online while socially distancing and following CDC guidelines in an air-conditioned space. Also, in Florida all of the UF/IFAS Research and Education Centers (REC) are equipped with eduroam, so if you live in a rural area of your county you can visit an REC to securely watch course videos and take care of your academic needs. Here's a [link](#) to all the eduroam sites in the U.S. If you have any problems connecting to eduroam you can call (352-392-HELP/4357) or [email](#) the UF Computing Help Desk.

The UF Computing Help Desk is available to assist students with technical issues. If you have any issues accessing the online course material, you must contact the UF Computing Help Desk immediately for assistance and obtain a case number. **I will not accept late assignments, or change any course dates, due to technology difficulties if you do not have a case number prior to the due date for the assignment.**

Other resources are available [here](#).

## **ATTENDANCE**

Because this is an entirely online course, you are not expected to physically be on UF's campus at any time. However, you most certainly ARE expected to participate in discussion posts, assignments, engagement activities, and exams.

## **PARTICIPATION POLICY**

Active participation in the course is mandatory. Interaction with the course through graded Discussion boards in each module makes up the participation grade and is part of the final grade in the course.

## **PERSONAL CONDUCT & ACADEMIC INTEGRITY**

University of Florida students are bound by the Honor Pledge. On all work submitted for credit by a student, the following pledge is required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." The [Student Honor Code and Conduct Code \(Regulation 4.040\)](#) specifies a number of behaviors that are in violation of this code, as well as the process for reported allegations and sanctions that may be implemented. All potential violations of the code will be reported to Student Conduct and Conflict Resolution. If a student is found responsible for an Honor Code violation in this course, the instructor will enter a Grade Adjustment sanction which may be up to or including failure of the course.

### **Communication and Questions:**

Students are responsible for getting a University of Florida email account (e.g., john.doe@ufl.edu) and should use this email for all university related correspondence – The instructor may not read emails from or send emails to any non-UF email addresses (e.g., john.doe@hotmail.com). Email subject should start with "SPM 4723 – First name, Last name - ...". Email use does not relieve students from the responsibility of confirming the communication with the instructor. Always sign your email – don't make the instructor guess from whom the email was sent. The instructor will answer your email within the day, when possible

You may email me through the course site with any questions or concerns you have, and I will attempt to respond to your emails within 24 hours (typically sooner). If you have an urgent issue, please call my office and/or email my UF email, [blaincharrison@ufl.edu](mailto:blaincharrison@ufl.edu).

All students are expected to follow rules of common courtesy in email messages, discussions, chats, etc. Please review the [Netiquette Guide](#) (also on course website) for further important information.

### **Honor Code Policy**

All students must adhere to university regulations regarding academic integrity. Any form of academic dishonesty (including but not limited to any form of cheating, plagiarism, misrepresentation, etc.) will not be tolerated. Any student guilty of academic dishonesty will receive a failing grade (E) for the course, and the matter will be forwarded to the UF Office Student Affairs and the Dean of Students.

***“We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity.”***

The following pledge will be either required or implied on all work:

“On my honor, I have neither given nor received unauthorized aid in doing this assignment.”

It is the duty of the student to abide by all rules set forth in the UF Undergraduate Catalog. Students are responsible for reporting any circumstances which may facilitate academic dishonesty. University Policy on Academic Misconduct: Academic honesty and integrity are fundamental values of the University community. Students should be sure that they understand the UF Student Honor Code [here](#).

### **Copyright Statement:**

The materials used in this course are copyrighted. The content presented is the property of UF or the textbook publisher and may not be duplicated in any format without permission from the College of Health and Human Performance and UF, and may not be used for any commercial purposes.

Content includes but is not limited to syllabi, videos, slides, quizzes, exams, lab problems, in-class materials, review sheets, and additional problem sets. Because these materials are copyrighted, you do not have the right to copy or distribute the course materials, unless permission is expressly granted. Students violating this policy may be subject to disciplinary action under the UF Conduct Code.

### **APPROPRIATE USE OF AI TECHNOLOGY**

The UF Honor Code strictly prohibits [cheating](#). The use of any materials or resources prepared by another person or Entity (inclusive of generative AI tools) without the other person or Entity’s express consent or without proper attribution to the other person or Entity is considered *cheating*. Additionally, the use of any materials or resources, through any medium, which the Faculty / Instructor has not given express permission to use and that may confer an academic benefit to a student, constitutes *cheating*.

### **EXAM MAKE-UP POLICY**

Unless excused based on [University policies](#) missed examinations and non-submitted or late assignments will be not be evaluated and will be assigned a grade of 0. Obtaining approval for make-up exams or make-up assignments is the responsibility of the student. Any non-medical or emergency related circumstances require students to submit a written request explaining why an exception is being requested. The written request must include official documentation that provides proof that the missed coursework was due to acceptable reasons outlined by University policy.

### **ACCOMMODATING STUDENTS WITH DISABILITIES**

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the Disability Resource Center by visiting their Get Started

page [here](#). It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester. Accommodations are not retroactive; therefore, students should contact the office as soon as possible in the term for which they are seeking accommodations.

## COURSE EVALUATIONS

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online. Students can complete evaluations in three ways:

1. The email they receive from GatorEvals,
2. Their Canvas course menu under GatorEvals, or
3. The central portal at <https://my-ufl.bluer.com>

Guidance on how to provide constructive feedback is available at <https://gatorevals.ua.ufl.edu/students/>. Students will be notified when the evaluation period opens. Summaries of course evaluation results are available to students at <https://gatorevals.ua.ufl.edu/public-results/>.

## HONORLOCK SYSTEM REQUIREMENTS (EXAM PROCTORING):

Honorlock will proctor your quizzes and examinations this semester. Honorlock is an online proctoring service that allows you to take your exam from the comfort of your home. You DO NOT need to create an account, download software or schedule an appointment in advance. Honorlock is available 24/7 and all that is needed is a computer, a working webcam, and a stable internet connection. To get started, you will need Google Chrome and to download the Honorlock Chrome Extension. You can download the extension [here](#). When you are ready to test, log into Canvas/E-Learning, go to your course, and click on your exam. Clicking “Launch Proctoring” will begin the Honorlock authentication process, where you will take a picture of yourself and show your ID. Honorlock will be recording your exam session by webcam as well as recording your screen. Honorlock also has an integrity algorithm that can detect search-engine use, so please do not attempt to search for answers, even if it’s on a secondary device.

Honorlock support is available 24/7/365. If you encounter any issues, you may contact Honorlock by live chat, phone (844-243-2500), and/or email ([support@honorlock.com](mailto:support@honorlock.com))

## Getting Help

### HEALTH & WELLNESS

- **U Matter, We Care:** If you or someone you know is in distress, please contact [umatter@ufl.edu](mailto:umatter@ufl.edu), 352-392-1575, or visit [U Matter, We Care website](#) to refer or report a concern and a team member will reach out to the student in distress.
- **Counseling and Wellness Center:** Visit the [Counseling and Wellness Center website](#) or call 352-392-1575 for information on crisis services as well as non-crisis services.
- **Student Health Care Center:** Call 352-392-1161 for 24/7 information to help you find the care you need, or visit the [Student Health Care Center website](#).
- **University Police Department:** Visit [UF Police Department website](#) or call 352-392-1111 (or 9-1-1 for emergencies).
- **UF Health Shands Emergency Room / Trauma Center:** For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; or visit the [UF Health Emergency Room and Trauma Center website](#).
- **GatorWell Health Promotion Services:** For prevention services focused on optimal wellbeing, including Wellness Coaching for Academic Success, visit the [GatorWell website](#) or call 352-273-4450.

## ACADEMIC RESOURCES

- **E-learning technical support:** Contact the [UF Computing Help Desk](mailto:helpdesk@ufl.edu) at 352-392-4357 or via e-mail at [helpdesk@ufl.edu](mailto:helpdesk@ufl.edu).
- **Career Connections Center:** Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services.
- **Library Support:** Various ways to receive assistance with respect to using the libraries or finding resources.
- **Teaching Center:** Broward Hall, 352-392-2010 or to make an appointment 352- 392-6420. General study skills and tutoring.
- **Writing Studio:** 2215 Turlington Hall, 352-846-1138. Help brainstorming, formatting, and writing papers.
- **Student Complaints & Grievances:** Students are encouraged to communicate first with the involved person(s), but [here](#) is more information on the appropriate reporting process.

## APK ADMINISTRATORS

For suggestions or concerns related to APK courses or programming, please reach out to any of the following:

- Dr. David Vaillancourt (he/him), APK Department Chair, [vcourt@ufl.edu](mailto:vcourt@ufl.edu)
- Dr. Demetra Christou (she/her), APK Department Vice Chair, [ddchristou@hnp.ufl.edu](mailto:ddchristou@hnp.ufl.edu)
- Dr. Steve Coombes (he/him), APK Graduate Coordinator, [rachaelseidler@ufl.edu](mailto:rachaelseidler@ufl.edu)
- Dr. Joslyn Ahlgren (she/her), APK Undergraduate Coordinator, [jahlgren@ufl.edu](mailto:jahlgren@ufl.edu)

## Grading

Evaluation Components	Course Objectives Met	Points Per Component	Weighted % of Total Grade
Module Quizzes	1-7	250 points	25%
Discussion Boards	1-7	125 points	12.5%
Applied Assignments	1-7	100 points	10%
Article Synopses (x4)	1-7	50 points	5%
Recovery Modality Presentation	8	50 points	5%
CEC Summary Flyer	5	25 points	2.5%
Midterm Exam	1-7	100 points	20%
Cumulative Final Exam	1-7	100 points	20%
Final exam score replacing midterm exam score	1-7	If the final exam score is higher than the midterm exam score, the final exam score will replace the midterm exam score	Final grade % improvement cannot exceed 2% from all extra-credit opportunities

**Module Quizzes** - Each learning module contains a graded quiz consisting of 10 objective questions related to all components of the module plus two objective questions from each previous learning module. This means that the first quiz will be worth 10 total points, followed by 12 total points for the second, and so on until the final quiz is worth 30 total points. The overall total amount of points earned via module quizzes is 250. Quiz questions will be randomly selected from a question bank specific to each module. Each module quiz question bank contains multiple questions aligning with each individual module objective provided at the top of each learning

module page in e-Learning. All quizzes are available from the first day of classes, but each module has a due date corresponding to the end of the week of the module according to the course schedule. Specifically, quizzes are due by Monday at 2:59am EST (Sunday at 11:59pm PST) each week. Students are permitted **ONE** attempt on each module quiz. Students are permitted to utilize their textbooks, lecture notes, or lecture videos while completing the quizzes. Explanations are provided for every question within the quiz question banks and students will be able to see the correct answer along with the corresponding explanation upon submitting the quiz. Honorlock is **NOT** needed for Module Quizzes.

**Discussion Boards** – Each of the 12 learning modules contains a graded Discussion Board assignment. These assignments offer students an opportunity to reflect on the application of the course material and how it may impact their personal life and career. Each Discussion Board assignment is worth 10 points. A rubric is used to grade responses to ensure students provide thoughtful reflections and meaningful interactions with their classmates. An additional discussion board is assigned in Module 1 for students to introduce themselves to the rest of the class. This introduction discussion board is worth 5 points. In total, the discussion board assignments equate to 125 points. The rubric used is provided below:

Length of Post:  Discussion thread posts should be 200 words or more in length.	<b>2 pts</b> <b>Full Marks</b> Post is 200 or more words in length.	<b>0 pts</b> <b>No Marks</b> Post is less than 200 words in length.
Depth of post:  The post demonstrates a thoughtful response to the discussion question.	<b>2 pts</b> <b>Full Marks</b> A thoughtful response to the discussion question is evident in the post.	<b>0 pts</b> <b>No Marks</b> A thoughtful response to the discussion question is not evident in the post.
Accuracy of Post:  The post contains information that is supported by the class learning materials.	<b>2 pts</b> <b>Full Marks</b> The post contains information that is supported by the class learning materials.	<b>0 pts</b> <b>No Marks</b> The post contains information that is not supported by the class learning materials.
Writing skill of post:  The post should contain proper grammar and spelling.	<b>2 pts</b> <b>Full Marks</b> The post is written with proper grammar and spelling.	<b>0 pts</b> <b>No Marks</b> The post contains one or more grammar or spelling errors.
Collegiality:  Each student should reply to at least one of their classmate's posts with a minimum of 50 words by the due date of the discussion.	<b>2 pts</b> <b>Full Marks</b> Student replied to at least one of their classmate's posts with a minimum of 50 words by the due date.	<b>0 pts</b> <b>No Marks</b> Student did not reply to one of their classmate's posts and/or did not use a minimum of 50 words by the due date.



**Applied Assignments** - Students will complete weekly assignments involving the application of corrective exercise principles using that week's topic. Instructions for completing each week's assignment are provided on Canvas. Each assignment is worth 10 points. Students are permitted to re-submit the assignments following initial feedback from the instructor to ultimately earn all 10 points for each assignment. A sample rubric is provided here:

Transitional Movement Assessment Results: Are results provided for all 5 Transitional Movement Assessments in rows 3 - 7 on the spreadsheet? If images or videos are provided, do you agree with the provided results as they pertain to the images/videos?	<b>2 pts</b> <b>All</b> Yes	<b>0 pts</b> <b>None</b> One or more Transitional Movement Assessment test results are missing OR one or more result does not seem to match with any provided image or video
Loaded Movement Assessments Results Are results provided for all 4 Loaded Movement Assessments in rows 13 - 16 on the spreadsheet? If images or videos are provided, do you agree with the provided results as they pertain to the images/videos?	<b>2 pts</b> <b>All</b> Yes	<b>0 pts</b> <b>None</b> One or more Loaded Movement Assessment test results are missing OR one or more result does not seem to match with any provided image or video
Dynamic Movement Assessment Results Are results provided for all 3 Dynamic Movement Assessments in rows 22 - 24 on the spreadsheet? If images or videos are provided, do you agree with the provided results as they pertain to the images/videos?	<b>2 pts</b> <b>All</b> Yes	<b>0 pts</b> <b>None</b> One or more Dynamic Movement Assessment test results are missing OR one or more result does not seem to match with any provided image or video.
Potential Overactive Muscles - Transitional Movement Assessments Does the list of potential overactive muscles provided with the Transitional	<b>2 pts</b> <b>All</b> Yes	<b>0 pts</b> <b>None</b> One or more muscles is missing from the list..



Movement Assessments align with the results of these assessments?		
Potential Underactive Muscles - Transitional Movement Assessments Does the list of potential underactive muscles provided with the Transitional Movement Assessments align with the results of these assessments?	<b>2 pts</b> <b>All</b> Yes	<b>0 pts</b> <b>None</b> One or more muscles is missing from the list

**Article Synopses** - Students will search the available corrective exercise literature using a relevant database of research journals (i.e., Google Scholar, SportDiscus, PubMed) to find 4 peer-reviewed research articles related to one of the course topics for deeper reflection. Article synopses are due at the end of modules 3, 6, 9, and 12, respectively. After reading the article, the student will write a synopsis of it to include the following 9 topic headers: 1. Reason for Selection 2. Background, 3. Purpose of Study, 4. Methods, 5. Results and Conclusions, 6. Transferability, 7. Takeaways, 8. Follow Up Study, 9. Limitations. Each article synopsis assignment is worth 10 points and a rubric is used for grading. After submitting all four article synopses, students will produce a 90-sec video within Canvas to summarize and reflect on what they learned by reviewing the articles throughout the semester. In total, the five assignments within the “Article Synopses” header are worth 50 points. The rubric is provided below:

Reason for Selection	<b>1 pt</b> <b>Full Marks</b> A description of why the student selected the article is provided.	<b>0 pts</b> <b>No Marks</b> A description of why the student selected the article is not provided.
Background	<b>1 pt</b> <b>Full Marks</b> Background information on the article topic is provided	<b>0 pts</b> <b>No Marks</b> Background information on the article topic is not provided
Purpose of the Study	<b>1 pt</b> <b>Full Marks</b> Purpose of the study is provided in student's own words.	<b>0 pts</b> <b>No Marks</b> Purpose of the study is not provided or is pasted directly from the article.
Methods	<b>1 pt</b> <b>Full Marks</b> Description of how the study was conducted is provided in student's own words.	<b>0 pts</b> <b>No Marks</b> Description of how the study was conducted is not provided or is pasted directly from the article.
Results and	<b>1 pt</b>	<b>0 pts</b>

Conclusions	<b>Full Marks</b> Explanation of data reported and relevant conclusions are provided.	<b>No Marks</b> Explanation of data reported and relevant conclusions are not provided.
Transferability	<b>1 pt Full Marks</b> The post demonstrates a thoughtful response to the reflection of how the results may impact different populations from those in the study.	<b>0 pts No Marks</b> The post does not demonstrate a thoughtful response to the reflection of how the results may impact different populations from those in the study.
Takeaways	<b>1 pt Full Marks</b> The student describes what aspects of the article they will use in their own practice.	<b>0 pts No Marks</b> The student does not describe what aspects of the article they will use in their own practice.
Follow Up Study	<b>1 pt Full Marks</b> The student proposes a design for a follow up study.	<b>0 pts No Marks</b> The student does not propose a design for a follow up study
Limitations	<b>1 pt Full Marks</b> The student describes what they would have done differently had they designed the study themselves.	<b>0 pts No Marks</b> The student does not describe what they would have done differently had they designed the study themselves.
Article Upload	<b>1 pt Full Marks</b> A pdf copy of the article is uploaded with the synopsis.	<b>0 pts No Marks</b> A pdf copy of the article is not uploaded with the synopsis.

***Recovery Modality Presentation*** - Students will record a 10-minute presentation regarding an exercise recovery training modality (i.e. equipment) by selecting one from a list of equipment provided by the instructor. The presentation is recorded using Microsoft Powerpoint and includes a description of the modality, common techniques and errors when using the modality, common exercise prescription characteristics when using the modality, evidence supporting effectiveness of the modality, and resources related to available certifications involving the modality. Detailed instructions for creating the presentation are provided in Canvas. The Recovery Modality Presentation assignment is worth 50 points. Assignment corresponds to Course Objective #8. A rubric is used for grading and is provided below:

Modality Description and Development	<b>10 pts 6-10points</b> Thorough and Complete description	<b>5 pts 1-5 points</b> Partial Description of the Modality and/or its development.	<b>0 pts 0 points</b> No descriptor of modality nor discussion of its development.
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	of the modality and its use in recovery.		
Common Techniques and Errors	<b>10 pts</b> <b>Full Marks</b> Details on 3 or more common exercises utilizing the modality.	<b>5 pts</b> <b>1-5 points</b> Details on 1-2 common exercises utilizing the modality.	<b>0 pts</b> <b>No Marks</b> No details of any exercises using the modality.
Common Prescription Characteristics	<b>10 pts</b> <b>6-10 points</b> Thorough and complete description of how intensity, volume, and frequency are commonly prescribed.	<b>5 pts</b> <b>1-5 points</b> Partial description of how intensity, volume, and frequency are commonly prescribed.	<b>0 pts</b> <b>0 points</b> No description of how intensity, volume, nor frequency are commonly prescribed.
Evidence Supporting Use	<b>10 pts</b> <b>6-10 points</b> Description of 2 or more original research articles involving use of the modality in an athletic population.	<b>5 pts</b> <b>1-5 points</b> Description of 1 research article involving the use of the modality in an athletic population.	<b>0 pts</b> <b>0 points</b> No description of any research articles involving the use of the modality in an athletic population.
Certification Resources	<b>10 pts</b> <b>Full Marks</b> Complete listing of organizations offering certifications with modality.	<b>5 pts</b> <b>1-5 points</b> Partial listing of organizations offering certifications with modality.	<b>0 pts</b> <b>No Marks</b> No organizations offering certifications in the modality provided.

**Corrective Exercise Continuum Summary Flyer** - Students will create an educational flyer that could be provided to patients, clients, or athletes throughout their career and that contains a summary of the program design recommendations for the 4 components of the Corrective Exercise Continuum. Detailed instructions for creating the flyer are provided in Canvas. The Program Design Summary Flyer assignment is worth 25 points. Assignment corresponds to Course Objective #5. A rubric is used for grading and is provided below:

Inhibitory Exercise Prescription	<b>10 pts</b> <b>Full Marks</b> Prescription recommendations for Frequency, Sets, Reps, Intensity, and Duration are provided and match the recommendations provided in the course textbook.	<b>5 pts</b> <b>Half Marks</b> One to three of the following components are missing or improperly described based on information provided in the course textbook: Prescription recommendations for Frequency,	<b>0 pts</b> <b>No Marks</b> Four or more of the following components are missing or improperly described based on information provided in the course content: Frequency, Sets, Reps, Intensity,
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		Sets, Reps, Intensity, and Duration.	and Duration.
Lengthening Exercise Prescription	<b>10 pts Full Marks</b> Prescription recommendations for Static, Dynamic, and Neuromuscular stretching techniques are provided and match the recommendations provided in the course textbook.	<b>5 pts Half marks</b> One to two of the following components are missing or improperly described based on information provided in the course textbook: Prescription recommendations for Static, Dynamic, and Neuromuscular stretching techniques.	<b>0 pts No Marks</b> All 3 of the following components are missing or improperly described based on information provided in the course content:  Static, Dynamic, and Neuromuscular stretching techniques.
Activation Exercise Prescription	<b>10 pts Full Marks</b> Prescription recommendations for Frequency, Sets, Reps, and Tempo are provided and match the recommendations provided in the course textbook.	<b>5 pts Half marks</b> One to three of the following components are missing or improperly described based on information provided in the course content:  Frequency, Sets, Reps, and Tempo	<b>0 pts No Marks</b> All Four of the following components are missing or improperly described based on information provided in the course content:  Frequency, Sets, Reps, and Tempo
Integration Exercise Prescription	<b>10 pts Full Marks</b> Prescription recommendations for Frequency, Sets, Repetitions, and Duration of Reps are provided and match the recommendations provided in the course textbook.	<b>5 pts Half marks</b> One to three of the following components are missing or improperly described based on information provided in the course content:  Frequency, Sets, Repetitions, and Duration of Reps	<b>0 pts No Marks</b> All Four of the following components are missing or improperly described based on information provided in the course content:  Frequency, Sets, Repetitions, and Duration of Reps
Recovery Strategies	<b>10 pts Full Marks</b> Recovery strategies for physically active individuals are provided	<b>5 pts Half marks</b> One to three recovery strategy recommendations	<b>0 pts No Marks</b> Recovery strategies for physically active individuals are not

	and match the recommendations provided in the course textbook.	described in the text are missing or improperly described based on information provided in the course content.	provided or do not match the recommendations provided in the course textbook.
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**Midterm Exam** – The midterm exam consists of 50 objective questions (multiple choice, matching, true/false) worth **2 points** each. Questions will require the application of course material or knowledge of basic scientific principles covered within each of the first 6 learning modules. Exam questions are generated by the course instructor and are randomly selected from the first 6 module quiz question banks. Students should prepare for the exam by completing all weekly course readings, practice activities, and module quizzes prior to the exam. The exam is not timed; however, the **Honorlock proctoring service is required to complete it**. Honorlock is included on the e-Learning platform and no additional downloads are required. **ONE** attempt is allowed on the midterm exam. Explanations are provided for every question within the quiz question banks and students will be able to see the correct answer along with the corresponding explanation upon submitting the exam. The exam will be available for one week following Module 6 in the course schedule and is due according to the course schedule provided at the end of the syllabus.

**Cumulative Final Exam** - The cumulative final exam will consist of 100 objective questions (multiple choice, matching, true/false) worth **1 points** each. Questions will require the application of course material or knowledge of basic scientific principles covered within each of the 12 learning modules. Exam questions are generated by the course instructor and are randomly selected from all 12 module quiz question banks. Students should prepare for the exam by completing all weekly course readings, practice activities, and module quizzes prior to the exam. The exam is not timed; however, the Honorlock proctoring service is required to complete it. Honorlock is included on the e-Learning platform and no additional downloads are required. **ONE attempt** is allowed on the final exam. In the event that the final exam score is higher than the midterm exam scores the final exam score will replace the midterm score when calculating the final grade in the course. Explanations are provided for every question within the quiz question banks and students will be able to see the correct answer along with the corresponding explanation upon submitting the exam. The exam will be available for one week following Module 12 in the course schedule and is due according to the course schedule provided at the end of the syllabus.

**Module Activities** - Two ungraded practice assignments are available in each of the 12 learning modules. Links to the practice assignments are under the "Practice" header on the module learning pages. The practice assignments correspond to the learning material in the module. They may be completed an unlimited number of times, Honorlock is not required, and questions and answers are viewable between attempts. All practice assignments are available from the first day of the course and there are no due dates. These are optional assignments designed to help students gauge their comprehension and application of course learning material as it pertains to stated

course objectives and **DO NOT** affect a student's final grade in any way.

**Extra Credit** – This course includes 1 extra credit opportunity:

1. If the grade on the final exam is better than the grade on the midterm exam, the final exam grade will replace a midterm exam grade.

**NOTE:** UF policy limits the ability of extra credit assignments to improve a student's final grade more than 2%. **Therefore, any extra credit listed above will be limited to increasing the student's final grade no more than 2 percentage points. Extra credit is added AFTER all course assignments are complete.** For example, if a student's final grade is calculated at 89% (B+) after all required graded assignments, quizzes, and exams have been completed, but the student has earned extra credit via the opportunity listed above, the highest grade they are eligible to earn via the extra credit is a 91% (A-)

### **Module Completion Recommendations**

The instructor recommends completing each component of a learning module in the following order:

1. Read each assigned chapter from the textbook.
2. Watch the lecture videos located in the module page.
3. Complete the practice quizlet assignment (ungraded assignment).
4. Complete the practice quiz assignment (ungraded assignment).
5. Complete the discussion assignment (graded assignment).
6. Complete the peer review for the previous module's applied assignment.
7. Complete the current module's applied assignment.
8. Complete the module quiz.
9. Review your results from the module quiz and attend a virtual office hour if clarification is needed.

### **GRADING SCALE**

All course assignments are administered and graded within the APK6320 Canvas course page, so students will have access to all grades as they submit assignments. Any assignment that requires the instructor to manually grade some aspect of it will be graded within one week of its due date. Late submission of assignments is accepted without penalty within one week of the original assignment due date when accompanied by a written explanation describing the reasons for the late submission. Assignments submitted more than one week after the due date will not be accepted. Late submissions that are not accepted are assigned a grade of "0" when calculating the final course grade. Final Grades will be rounded up at .5 and above. The table below provides a reference. More detailed information regarding current UF grading policies can be found [here](#).

Letter Grade	Percent of Total Points Associated with Each Letter Grade	GPA Impact of Each Letter Grade
A	92.5-100%	4.0
A-	89.5 – 92.49%	3.7
B+	86.5-89.49%	3.33
B	82.5-86.49%	3.0
C+	76.5-79.49%	2.33
C	72.5-76.49%	2.0
D+	66.5-69.49%	1.33

D	62.5-66.49%	1.0
E	0-59.49%	0

### Addressing Student Concerns

Students should bring any questions or concerns related to the course to the attention of the instructor via email through Canvas or directly at [blaincharrison@ufl.edu](mailto:blaincharrison@ufl.edu). Examples of concerns include, but are not limited to:

- Clarification on quiz or exam questions
- Clarification on instructions for article synopsis, discussion board, recovery modality presentation, or summary flyer assignments
- Difficulty accessing course materials.
- Clarification on the suitability of a research article to review for the article synopses assignments.

The instructor will respond to all questions or concerns within 24 hours on weekdays and 48 hours on weekends and will recommend a zoom appointment if needed.



## Weekly Course Schedule

### CRITICAL DATES & UF OBSERVED HOLIDAYS

- Complete list available [here](#)

### WEEKLY SCHEDULE

Week	Dates	Assigned Module & Schedule Notes	Assessments Due
1	May 12-16	Module 1 Chapters 1 (p.2-11) Chapter 2 (p.12-65)	Module 1 Quiz Module 1 Discussion
2	May 19-23	Module 2 Chapter 7 (p.164-183) Chapter 8 (p.184-210) Lab Activity: NASM Client Intake and Static Posture	Module 2 Quiz Module 2 Discussion Applied Assignment 1
3	May 26-30	Module 3 Chapter 9 (p.211-260) Chapter 10 (p.261-287) Lab Activity: NASM Movement Assessments	Module 3 Quiz Module 3 Discussion Applied Assignment 2 Article Synopsis 1
4	June 2-6	Module 4 Chapter 3 (p.66-87) Chapter 4 (p.88-122) Lab Activity: Functional Movement Screen	Module 4 Quiz Applied Assignment 3 Module 4 Discussion
5	June 9-13	Module 5 Chapter 5 (p.123-144) Chapter 6 (p.145-163) Lab Activity: Y-Balance Test	Module 5 Quiz Applied Assignment 4 Module 5 Discussion
6	June 16-20	Module 6 Chapter 17 (p.480-501) Chapter 18 (p.502-525) Lab Activity: Functional Wellness Screen	Module 6 Quiz Applied Assignment 5 Module 6 Discussion Article Synopsis 2
7	June 23-27	Midterm Exam	<b>Midterm Exam Due Monday, June 30 by 2:59am EST</b>
8	June 30- July 4	Module 7 Chapter 11 (p.288-319) Lab Activity: SFMA Single Leg Stance, NASM Ankle Mobility Tests, BESS test	Module 7 Quiz Applied Assignment 6 Module 7 Discussion
9	July 7-11	Module 8 Chapter 12 (p.320-349) Lab Activity: SFMA Arms Down Deep Squat, NASM Knee Mobility Tests	Module 8 Quiz Applied Assignment 7 Module 8 Discussion

10	July 14-18	Module 9 Chapter 13 (p.172-202) Lab Activity: SFMA Multi-Segmental Flexion and Extension, NASM Hip Mobility Tests	Module 9 Quiz Module 9 Discussion Applied Assignment 8 Article Synopsis 3
11	July 21-25	Module 10 Chapter 14 (p.388-425) Lab Activity: SFMA Upper Extremity Pattern 1 and 2, Multi-Segmental Rotation, NASM Spine and Shoulder Mobility Tests	Module 10 Quiz Module 10 Discussion Applied Assignment 9 Recovery Modality Presentation
12	July 28-Aug 1	Module 11 Chapter 15 (p.426-448) Lab Activity: Fundamental Capacity Screen	Module 11 Quiz Module 11 Discussion Applied Assignment 10
13	August 4-8	Module 12 Chapter 16 (p.449-479) Lab Activity: SFMA Cervical Tests, NASM Neck Mobility Tests	Module 12 Quiz Module 12 Discussion Applied Assignment 11 Article Synopsis 4 Corrective Exercise Summary Flyer

**Comprehensive Final Exam – Due Monday, August 11th at 2:59AM EST**

### SUCCESS AND STUDY TIPS

- Utilize the module practice assignments as study tools. You may complete them as many times as you like. Complete the assignments while you are working through the module and then again when you are reviewing for the exams
- Sixty percent of the final grade comes from graded assignments that allow you to use any learning material to complete them. Take advantage of these assignments to bring up any quiz or exam grades in which you are disappointed.
- Perform well on the final exam.

**\*Note Regarding Program Comprehensive Exam** - If you choose APK6320C as one of the courses to include within your comprehensive exam, know that the exam will contain 60 objective questions (multiple choice, true/false, matching) that are pulled at random from a question bank like the quizzes and exams in this course. If you complete the exam in a future semester, you will be able to access this APK6320C Canvas course and review lecture videos and exam questions and answers. If you complete the exam during this semester, you will need to work ahead in the course to ensure you have been introduced to all the topics that are found on it. All modules and assignments are available from the first week of the course. I recommend completing the practice quizzes in each module as many times as needed to gain practice with course content not yet covered by the time you take the exam.