

**Assurance of Student Learning  
2018-2019**

College of Health and Human Services

School of Kinesiology, Recreation & Sport

**Exercise Science #554 & 554P**

**Use this page to list learning outcomes, measurements, and summarize results for your program. Detailed information must be completed in the subsequent pages.**

**Student Learning Outcome 1:** Students develop capacity as practitioners and researchers who use evidence-based practices to implement, assess, and revise consumer-based exercise prescriptions and community health initiatives.

**Instrument 1** **Direct:** A comprehensive written exam in Exercise Testing & Prescription (EXS 412) evaluates core knowledge and performance domains for EXS students to be prepared for the American College of Sports Medicine (ACSM) Certified Exercise Physiologist (ACSM – EP) certification exam.

**Instrument 2** **Direct:** A comprehensive hands-on practical final exam in Exercise Testing & Prescription (EXS 412) evaluates core knowledge and performance domains for EXS students to be prepared for the American College of Sports Medicine (ACSM) Certified Exercise Physiologist (ACEM-EP) certification exam.

**Instrument 3** N/A

**Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 1.**

**Met**

**Not Met**

**Student Learning Outcome 2:** Interpret and apply advanced knowledge of the physiological influence of physical activity/exercise on health & fitness, sport performance, clinical practice, and professional programs – Physical Therapy (PT), Occupational Therapy (OT), Physician’s Assistant (PA), Athletic Trainer (AT), and Masters of Science (MS).

**Instrument 1** **Direct:** Senior internship portfolio – a comprehensive reflection of the student’s entire internship experience. Portfolio includes a log of their days/hours worked (signed by a supervisor), weekly summaries of activities and responsibilities, documents/literature associated with their internship site, pictures, and a reflection paper, as well as other things, as applicable.

**Instrument 2** **Indirect:** Student evaluation from internship agency supervisor.

**Instrument 3** N/A

**Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 2.**

**Met**

**Not Met**

**Student Learning Outcome 3:** Students develop and demonstrate the skills needed to recognize, evaluate and prescribe solutions from an integrated and holistic approach regarding human movement, wellness, and performance.

**Instrument 1** **Direct:** A comprehensive exam in Exercise and Aging (EXS 455) evaluates students’ knowledge and understanding of the biopsychosocial aspects of aging, the acute and chronic effects of exercise on older adults, and methodologies for assessing and evaluating the efficacy of exercise programs for older adults.

**Instrument 2** **Direct:** Students in Exercise and Aging (EXS 455) are directly observed implementing a community-based falls prevention program for older adults once per week for the duration of the semester. Their skills are demonstrated and assessed using a structured rubric.

**Instrument 3** **Direct:** Students in Exercise and Aging (EXS 455) create videos demonstrating their skill for recognizing, evaluating, and prescribing a community-based falls prevention program. including information presented during the lecture portion of the course.

**Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 3.**

**Met**

**Not Met**

**Program Summary (Briefly summarize the action and follow up items from your detailed responses on subsequent pages.)**

Formative and summative assessment strategies are utilized across the continuum of course offerings in the Exercise Science (EXS) program. The program progresses students from knowledge to action. Based on the scaffolding of the EXS course offerings, each course level (100, 200, 300, and 400 level) introduces additional depth and difficulty for the students to integrate and demonstrate proficiency. Faculty development and communication efforts focus on creating continuity from course to course and course level to course level. Students demonstrate proficiency through high impact practice evaluation strategies that include examinations, lab practical exams, group projects, and co-evaluation with practicum/internship preceptors. The EXS courses (EXS 412, EXS 455, and EXS 496) in this Assessment of Student Learning represent the 400 level courses that are a reflection of the building of the knowledge, skills, and abilities in the EXS program and ultimately being prepared for their Internship.

Overall, this Assurance of Student Learning assessment supports that the SLO's for the EXS program have reached the program targets in each categories reported. Moving forward, the EXS faculty will continue to collaborate and ensure that the learning needs of the EXS students are addressed in each of the courses and relevant and meaningful assessments are being used to evaluate student progress of the knowledge, skills, and abilities in the program.

**Student Learning Outcome 1**

<b>Student Learning Outcome</b>	Students develop capacity as practitioners and researchers who use evidence-based practices to implement, assess, and revise consumer-based exercise prescriptions and community health initiatives.		
<b>Measurement Instrument 1</b>	<b>DIRECT:</b> A comprehensive written exam in Exercise Testing & Prescription (EXS 412) evaluates core knowledge and performance domains for EXS students to be prepared for the American College of Sports Medicine (ACSM) Certified Exercise Physiologist (ACSM – EP) certification exam.		
<b>Criteria for Student Success</b>	Students will score $\geq 75\%$ on the comprehensive written exam.		
<b>Program Success Target for this Measurement</b>	Our target is for $\geq 80\%$ of our students to attain the above criterion of a score of $\geq 75\%$ on the comprehensive exam.	<b>Percent of Program Achieving Target</b>	90%
<b>Methods</b>	<p>Student enrollment for the Fall 2018, N = 46 and Spring 2019, N = 41.</p> <p>The multiple-choice comprehensive exam content addresses each of the ACSM – EP performance domains (Health and Fitness Assessment, Exercise Prescription and Implementation, Exercise Counseling and Behavior Modification, and Risk Management and Professional Responsibilities).</p>		
<b>Measurement Instrument 2</b>	<b>DIRECT:</b> A comprehensive hands-on practical final exam in Exercise Testing & Prescription (EXS 412) evaluates core knowledge and performance domains for EXS students to be prepared for the American College of Sports Medicine (ACSM) Certified Exercise Physiologist (ACEM-EP) certification exam.		
<b>Criteria for Student Success</b>	Students will score $\geq 75\%$ on the hands-on practical final exam.		
<b>Program Success Target for this Measurement</b>	Our target is for $\geq 80\%$ of our students to attain the above criterion of a score of $\geq 75\%$ on the practical final exam.	<b>Percent of Program Achieving Target</b>	86%
<b>Methods</b>	<p>Student enrollment for the Fall 2018, N = 46 and Spring 2019, N = 41.</p> <p>A practical skills testing environment is designed to mimic exercise testing/prescription knowledge, skills, and abilities in a professional setting. At the end of each semester, EXS 412 students report to the Exercise Physiology lab and randomly draw from a list of practical skills (blood pressure, body composition, aerobic cycle test, flexibility, and strength tests) to perform on a simulated patient. An EXS faculty member utilizes a scoring rubric to assess the skills and abilities of each student.</p>		
<b>Measurement Instrument 3</b>	N/A		
<b>Criteria for Student Success</b>	N/A		
<b>Program Success Target for this Measurement</b>	N/A	<b>Percent of Program Achieving Target</b>	N/A
<b>Methods</b>	N/A		

<b>Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 1.</b>	<b>Met</b>	<b>Not Met</b>
<b>Actions</b> (Describe the decision-making process and actions planned for program improvement. The actions should include a timeline.)		
<p>Exercise Testing and Prescription (EXS 412) is a required senior level course with a lab (four credit hours). The course is designed to prepare students for the American College of Sports Medicine (ACSM) Certified Exercise Physiologist (ACSM -EP) certification exam. EXS students can sit for the ACSM – EP certification exam in their final semester their senior year or sit for the exam upon graduation. Based on the assessment of the SLO 1, EXS 412 course content and practical skills align well with ensuring that the EXS students are prepared with the knowledge and hands-on skills necessary to pass the ACSM – EP certification, and in preparing them for careers in physical activity/exercise, health &amp; fitness, sport performance, and/or when pursuing professional programs (PT, OT, PA, AT, MS).</p>		
<b>Follow-Up</b> (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.)		
<p>For future assessments of student learning outcomes, a continued effort will be made to ensure that the EXS 412 course content aligns with the current ACSM – EP certification performance domains and students continue to meet the criteria for student success at the completion of the course. Any updates and/or changes in ACSM guidelines will be integrated into the course content and practical skills. The EXS program will continue to collect information via an alumni survey to determine the number of students who go on to take and pass the certification exam each year. Based on feedback from a recent alumni survey and individual student responses, students are successfully passing the certification exam. Whether or not the EXS students go on to take the ACSM –EP certification, it is imperative that the students possess the EXS 412 knowledge and skills to pursue a career in this or a closely related field.</p>		

### Student Learning Outcome 2

<b>Student Learning Outcome</b>	Interpret and apply advanced knowledge of the physiological influence of physical activity/exercise on health & fitness, sport performance, clinical practice, and professional programs – Physical Therapy (PT), Occupational Therapy (OT), Physician’s Assistant (PA), Athletic Trainer (AT), and Masters of Science (MS).		
<b>Measurement Instrument 1</b>	<b>Direct:</b> Senior internship portfolio – a comprehensive reflection of the student’s entire internship experience. Portfolio includes a log of their days/hours worked (signed by a supervisor), weekly summaries of activities and responsibilities, documents/literature associated with their internship site, pictures, and a reflection paper, as well as other things, as applicable. The faculty instructor evaluates the weekly submissions leading up to the final portfolio that is submitted at the end of the semester. The final portfolio is graded based on quality and thoroughness and how the portfolio adequately represents the knowledge, skills and experience gain during the internship.		
<b>Criteria for Student Success</b>	After completing the senior internship, students will receive an overall score of $\geq 90\%$ on their portfolio.		
<b>Program Success Target for this Measurement</b>	Our target is for $\geq 90\%$ of our students to attain the above criterion of a score of $\geq 90\%$ on the internship portfolio.	<b>Percent of Program Achieving Target</b>	98%
<b>Methods</b>	Student enrollment for the Fall 2018, N = 21 and Spring 2019, N = 31.  Students are provided guidelines and requirements for the portfolio at the time they register for the course. As the Exercise Science program also requires a shorter practicum during the students’ sophomore year, which also requires a portfolio, they are usually already aware of the expectations. The portfolios are constructed and submitted via Blackboard. Moving them from a three-ring binder to the Blackboard platform has allowed students to take creative advantage of technology. Students are also required, <b>prior to beginning their internship hours</b> , to obtain and submit proof of student liability insurance as well as proof of current certification in CPR/First Aid/AED, regardless of where they are completing their hours.		
<b>Measurement Instrument 2</b>	<b>Indirect:</b> Student evaluation from internship agency supervisor.		
<b>Criteria for Student Success</b>	After completing the senior internship, students will receive an overall score of $\geq 90\%$ on the evaluation from their internship supervisor.		
<b>Program Success Target for this Measurement</b>	Our target is for $\geq 90\%$ of our students to attain the above criterion of a score of $\geq 90\%$ on the evaluation from their internship supervisor.	<b>Percent of Program Achieving Target</b>	98%
<b>Methods</b>	Student enrollment for the Fall 2018, N = 21 and Spring 2019, N = 31.  Program faculty have been working with many of the internship supervisors for a number of years, though new ones do periodically get added as students locate new internship sites. Supervisors are informed at the beginning, before they agree to take on a student, of their requirement to submit an evaluation of the student and his/her internship performance. The evaluation is distributed electronically via Qualtrics, and it includes eight required evaluative questions using a likert scale, an additional 14 optional 14 questions that they answer based on applicability, also using a likert scale. There are also sections for the supervisor to submit qualitative comments, observed strengths of the student, suggested areas for the student to improve, and a place to suggest a grade...though they are aware that the final grade is determined by the faculty member from both their evaluation and the student’s portfolio.		
<b>Measurement Instrument 3</b>	N/A		
<b>Criteria for Student Success</b>	N/A		

<b>Program Success Target for this Measurement</b>		N/A	<b>Percent of Program Achieving Target</b>	N/A
<b>Methods</b>	N/A			
<b>Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 2.</b>			<b>Met</b>	<b>Not Met</b>
<b>Actions</b> (Describe the decision-making process and actions planned for program improvement. The actions should include a timeline.)				
Historically, actions we have taken over the past several years to improve the internship is to take better advantage of the technology available to us by moving the portfolio from a three-ring binder to Blackboard, and moving the supervisor evaluation from a hard copy document that had to be either faxed, scanned/emailed, or mailed directly to us to an electronic evaluation via Qualtrics.				
Our current actions for improvement are as follows:				
<ol style="list-style-type: none"> <li>1. We are dividing faculty supervisory responsibilities (students have both an agency supervisor as well as a faculty supervisor) across multiple faculty so that the internship workload for faculty, which can be significant particularly at the beginning and end of semesters, spreads out the responsibilities and helps to ensure that faculty site visits are accomplished, as these were very difficult to complete for a single faculty member supervising 20 – 30 students. (Spring, 2020)</li> <li>2. We are constructing an evaluation/satisfaction instrument to distribute to our internship students upon completion of the internship. We have never done this, and this would be an effective tool for us to identify areas for improvement in our processes from the students' perspectives. (Spring, 2020)</li> </ol>				
<b>Follow-Up</b> (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.)				
We are implementing these actions for the Spring 2020 semester, and we will follow-up and evaluate during the summer. Evaluation will be done by program faculty in conjunction with the Exercise Science Advisory Board. Our primary areas of interest will be to determine whether, indeed, spreading the faculty supervisory responsibilities was effective for streamlining our procedures and also if it allowed for more/all site visits to be done, as well as to see if we acquired any valuable feedback from the students helping us to identify new areas for improvement.				

### Student Learning Outcome 3

<b>Student Learning Outcome</b>	Students develop and demonstrate the skills needed to recognize, evaluate and prescribe solutions from an integrated and holistic approach regarding human movement, wellness, and performance.		
<b>Measurement Instrument 1</b>	<b>DIRECT:</b> A comprehensive exam in Exercise and Aging (EXS 455) evaluates students' knowledge and understanding of the biopsychosocial aspects of aging, the acute and chronic effects of exercise on older adults, and methodologies for assessing and evaluating the efficacy of exercise programs for older adults.		
<b>Criteria for Student Success</b>	Students will score $\geq 75\%$ on the comprehensive exam.		
<b>Program Success Target for this Measurement</b>	Our target is for $\geq 80\%$ of our students to attain the above criterion of a score of $\geq 75\%$ on the comprehensive exam.	<b>Percent of Program Achieving Target</b>	88%
<b>Methods</b>	Student enrollment for the Fall 2018, N = 38 and Spring 2019, N = 35.  Students are administered a multiple choice, true/false, and essay exam to assess their knowledge, skills, and abilities.		
<b>Measurement Instrument 2</b>	<b>DIRECT:</b> Students in Exercise and Aging (EXS 455) are directly observed implementing a community-based falls prevention program for older adults once per week for the duration of the semester. Their practical skills are demonstrated and assessed using a structured rubric.		
<b>Criteria for Student Success</b>	Students will score $\geq 75\%$ on the practical skills assessment.		
<b>Program Success Target for this Measurement</b>	Our target is for $\geq 80\%$ of our students to attain the above criterion of a score of $\geq 75\%$ on the practical skills assessment.	<b>Percent of Program Achieving Target</b>	83%
<b>Methods</b>	Student enrollment for the Fall 2018, N = 38 and Spring 2019, N = 35  The instructor travels to each community site at least one time during the semester to observe students' performances. A structured rubric is used to assess performance.		
<b>Measurement Instrument 3</b>	<b>DIRECT:</b> Students in Exercise and Aging (EXS 455) create videos demonstrating their skill for recognizing, evaluating, and prescribing a community-based falls prevention program, including information presented during the lecture portion of the course.		
<b>Criteria for Student Success</b>	Students will score $\geq 75\%$ on a rubric assessing students' ability to prescribe, implement, and evaluate the falls prevention program.		
<b>Program Success Target for this Measurement</b>	Our target is for $\geq 80\%$ of our students to attain the above criterion of a score of $\geq 75\%$ on the rubric assessing students' ability to prescribe, implement, and evaluate the falls prevention program.	<b>Percent of Program Achieving Target</b>	84%
<b>Methods</b>	Student enrollment for the Fall 2018, N = 38 and Spring 2019, N = 35  Groups of students present their videos during the final week of the semester and respond to questions from the instructor and other students. The videos are assessed using a structured rubric.		
<b>Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 3.</b>			<b>Met</b> <b>Not Met</b>

**Actions** (Describe the decision-making process and actions planned for program improvement. The actions should include a timeline.)

Exercise and Aging (EXS 455) is designed for students to gain a better understanding of the acute physiological responses and chronic adaptations associated with exercise in the aged population. Because it is critical students develop and demonstrate the skills needed to recognize, evaluate and prescribe solutions from an integrated and holistic approach, the course is heavily focused on engaging students in a semester-long service-learning initiative. Written and oral reflection are used as tools for awareness, deeper understanding, analysis, and interpretation in order to transform the service-learning experiences into meaningful learning. This process is continually updated to ensure complete and accurate assessment of students' service-learning experiences.

Our current actions for improvement are as follows:

1. We will require students to complete the US Center for Control STEADI training. This training better prepares students to access fall risk in older adults and, ultimately, prescribe appropriate physical activity interventions. (Spring 2020)
2. We will modify the evaluation instrument to distribute to the community site supervisors at the service-learning sites. We are also modifying the evaluation instrument used to assess the students during implementation of the service-learning experience to more accurately assess their ability to integrate the information presented in the classroom. (Fall 2020)
3. We will modify the group video project to better reflect and assess students' ability to holistically interact with the older adult participants at their service-learning sites. Specifically, students will be asked to provide more evidence of their ability to connect information presented in the classroom with the "real world" needs of older adults. This is valuable for students' future careers in all types of health care professions. (Fall 2020)

**Follow-Up** (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.)

All actions will begin in the spring of 2020 and be completed by the fall of 2020.

1. We will require students to complete the US Center for Control STEADI training. This training better prepares students to access fall risk in older adults and, ultimately, prescribe appropriate physical activity interventions. (TO BE COMPLETED SPRING 2020)
2. We will modify the evaluation instrument to distribute to the community site supervisors at the service-learning sites. We are also modifying the evaluation instrument used to assess the students during implementation of the service-learning experience to more accurately assess their ability to integrate the information presented in the classroom. (TO BE COMPLETED FALL OF 2020)
3. We will modify the group video project to better reflect and assess students' ability to holistically interact with the older adult participants at their service-learning sites. Specifically, students will be asked to provide more evidence of their ability to connect information presented in the classroom with the "real world" needs of older adults. This is valuable for students' future careers in all types of health care professions. (TO BE COMPLETED FALL OF 2020)

## Skinfold Test Evaluation

Name \_\_\_\_\_

Evaluator \_\_\_\_\_ Score (50 possible) \_\_\_\_\_

### Preparation (6 points)

Introduce yourself and get client's name	0	1		
Weigh client (or ask) and get personal information (i.e., age)	0	1		
Explain purpose and procedures of test to client	0	1	2	
• Skin thickness to predict percent body fat (not absolute measure)				
• Principle that subcutaneous fat proportional to total body fat				
Ask client if there are any questions or concerns	0	1		
<u>Politely request clothing removal that will affect skinfold assessments</u>	0	1		

### Assessment (27 points)

Take all assessments on right side of body	0	1		
Firmly grasp skinfold between thumb and index finger (left hand overgrip)	0	1	2	
• Pinch starts ~3 inches apart perpendicular to long axis of skinfold site				
• Obese individuals require fingers to be spread apart > 3 inches				
Hold caliper in right hand with contact surfaces of caliper 1 cm below fingers	0	1		
Release caliper grip while continuing to support calipers with right hand	0	1		
Determine reading within 2 seconds after releasing caliper claws	0	1	2	
• Measure skinfold to nearest 0.5 mm				
Avoids jaw slippage by opening calipers before removing from skinfold	0	1		
Record the reading for each skinfold site. Tell evaluator results.	0	1	2	
Rotate through all skinfold sites	0	1		
• tricep (vertical, mid-humerus) _____	0	1	2	
• subscapular (diagonal, below inferior angle) _____	0	1	2	
• pectoral (men 1/2 & women 1/3 between axilla & nipple) _____	0	1	2	
• midaxillary (vertical, midaxillary line, level of xiphoid) _____	0	1	2	
• suprailiac (diagonal, at anterior axillary line) _____	0	1	2	
• abdominal (vertical, 1" to right of navel) _____	0	1	2	
• thigh (vertical, mid-femur) _____	0	1	2	
Measure each skinfold site at least one more time	0	1	2	
• If not within 1 or 2 mm, then retest each individual site				

### Conclusion (2 points)

Have client get dressed immediately after skinfold assessments	0	1		
Thank client and information (i.e., %Body Fat and ranking) available in future	0	1		

### General (2 points)

Briefly mentions where client will be touched prior to each skinfold site	0	1	2	
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Quality (5 points) 1    2    3    4    5

Comments:

Interpretation (8 points): Points \_\_\_\_\_

Comments:

Name: \_\_\_\_\_ Section: \_\_\_\_\_ Date: \_\_\_\_\_ Grade: \_\_\_\_\_

Fitness Programming  
Blood Pressure Measurement Evaluation

Excellent (3 pts): Skill performed with excellent technique  
 Good (2 pts): Skill performed properly with no significant errors in technique  
 Poor (1pt): Skill not performed or performed incorrectly

Skill	Excellent	Good	Poor	Comments
Student sizes cuff to arm				
Proper cuff size is used				
Cuff is applied properly (proper location on arm with respect to artery and antecubital fossa; cuff is applied snugly)				
Arm is supported and elbow is Straight				
Arm is positioned properly (artery at heart level of client)				
Brachial pulse is palpated				
Stethoscope is placed over brachial pulse				
Stethoscope ear tips are facing forward				
Cuff is properly inflated and deflated				
Blood pressure is accurately heard				

Student BP reading \_\_\_\_\_

Faculty BP reading \_\_\_\_\_

## YMCA Submax Bike Test Evaluation

Name \_\_\_\_\_

Evaluator \_\_\_\_\_ Score (50 possible) \_\_\_\_\_

### Preparation (17 points)

Introduce yourself and get client's name	0	1		
Ask age and calculate Age predicted max and 85%	0	1		
Explain purpose of test to client	0	1	2	3
<ul style="list-style-type: none"> <li>• Submax bike test that predicts aerobic status</li> <li>• Data recorded, multiple stages, pace, resistance increments</li> </ul>				
Explain HR monitor placement (with water) and have client do it	0	1		
Resting BP	0	1	2	3
Test client's HR monitor and hand it to evaluator	0	1		
Start timer	0	1		
Adjust seat height (i.e., knee flexed 5-10° with toes on pedal)	0	1	2	
Palpate 30 Second HR with client seated on bike. Tell evaluator _____ / _____	0	1	2	
Start metronome	0	1		
Have client pedal without any resistance or 0.25 kg at cadence for ~1 min	0	1		

### Test (10 points)

Set pendulum resistance to 0.5 kg	0	1		
Measure client's HR the 2 <sup>nd</sup> and 3 <sup>rd</sup> min (15 seconds) BP at 2 <sup>nd</sup> min	0	1	2	
<ul style="list-style-type: none"> <li>• Tell Evaluator: 1 _____ / _____, 2 _____ / _____, 3 _____ / _____</li> <li style="padding-left: 40px;">4 _____ / _____, 5 _____ / _____, 6 _____ / _____</li> </ul>	0	1	2	
Compare minute 2 HR to minute 3 HR during each stage.	0	1	2	
<ul style="list-style-type: none"> <li>• If difference within 5 bpm, consider stage complete</li> <li>• If &gt; 5 bpm, continue stage until final 2 minutes of stage meet criteria</li> </ul>				
Set second stage pendulum resistance based on final HR of first stage	0	1		
<ul style="list-style-type: none"> <li>• &lt; 80 bpm, set at 2.5 kg</li> <li>• 80-89 bpm, set at 2.0 kg</li> <li>• 90-100 bpm, set at 1.5 kg</li> <li>• &gt; 100 bpm, set at 1.0 kg</li> </ul>				
Compare minute 2 HR to minute 3 HR during each stage.	0	1	2	
<ul style="list-style-type: none"> <li>• If difference within 5 bpm, consider stage complete</li> <li>• If &gt; 5 bpm, continue stage until final 2 minutes of stage meet criteria</li> </ul>				

### Cool-Down (3 points)

Allow client to cool down pedaling at 50 rpm with 0.5 kg of resistance	0	1		
Measure client's HR each minute until below 110 bpm or 3 minutes	0	1		
Thank client and information (i.e., est VO <sub>2max</sub> and ranking) available in future	0	1		

### General (5 points)

Regularly check client's status (i.e., once every stage)	0	1		
Regularly check pendulum resistance	0	1		
Regularly check client's RPM (per stage)	0	1		
<u>Inform client of workload changes prior to increase (per stage)</u>	0	1	2	

Quality (5 points) 1    2    3    4    5

Comments:

Interpretation (10 points): Points \_\_\_\_\_

Comments: