



COURSE OUTLINE: FIT0151 - GROUP FITNESS CICE

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Approved: Martha Irwin, Dean, Community Services and Interdisciplinary Studies

Course Code: Title	FIT0151: GROUP FITNESS FOR CICE
Program Number: Name	1120: COMMUNITY INTEGRATN
Department:	C.I.C.E.
Academic Year:	2022-2023
Course Description:	In this course the CICE student, with the assistance of a learning specialist, will identify, explain and demonstrate the necessary elements of a group exercise class. The CICE student, with the assistance of a learning specialist, will learn the skills necessary to effectively design and safely implement and lead a group fitness class. Skills will be developed through practice teaching, peer and instructor evaluation, and participating in various community group fitness class settings.
Total Credits:	3
Hours/Week:	3
Total Hours:	42
Prerequisites:	There are no pre-requisites for this course.
Corequisites:	There are no co-requisites for this course.
Vocational Learning Outcomes (VLO's) addressed in this course:	1120 - COMMUNITY INTEGRATN VLO 1 Integrate fully in academic, social and community activities. VLO 2 Develop and apply transferrable learning strategies to promote self-determination, life satisfaction, and lifelong learning. VLO 5 Further develop confidence, self-awareness, and self-advocacy skills related to independence, employment, and personal well-being.
Essential Employability Skills (EES) addressed in this course:	EES 1 Communicate clearly, concisely and correctly in the written, spoken, and visual form that fulfills the purpose and meets the needs of the audience. EES 2 Respond to written, spoken, or visual messages in a manner that ensures effective communication. EES 4 Apply a systematic approach to solve problems. EES 5 Use a variety of thinking skills to anticipate and solve problems. EES 6 Locate, select, organize, and document information using appropriate technology and information systems. EES 7 Analyze, evaluate, and apply relevant information from a variety of sources. EES 8 Show respect for the diverse opinions, values, belief systems, and contributions of others. EES 9 Interact with others in groups or teams that contribute to effective working relationships and the achievement of goals. EES 10 Manage the use of time and other resources to complete projects.

Please refer to program web page for a complete listing of program outcomes where applicable.



EES 11 Take responsibility for ones own actions, decisions, and consequences.

Course Evaluation:

Passing Grade: 50%,

A minimum program GPA of 2.0 or higher where program specific standards exist is required for graduation.

Books and Required Resources:

Methods of Group Exercise Instruction by Yoke
Publisher: Human Kinetics Publishers Edition: 4th
ISBN: 9781492571766

Course Outcomes and Learning Objectives:

Upon successful completion of this course, the CICE student, with the assistance of a Learning Specialist will acquire varying levels of skill development relevant to the following learning outcomes:

Course Outcome 1	Learning Objectives for Course Outcome 1
1. Demonstrate appropriate exercises for each of the essential components of a group exercise class.	1.1 Identify essential components of an effective warm up and cool down 1.2 Identify essential components of cardio-respiratory training 1.3 Identify essential components of muscular conditioning 1.4 Identify essential components of flexibility training 1.5 Identify appropriate warm-up and cool-down exercises 1.6 Identify appropriate cardio-respiratory exercises 1.7 Identify appropriate musculoskeletal exercises 1.8 Identify appropriate flexibility exercises
Course Outcome 2	Learning Objectives for Course Outcome 2
2. Design exercise classes grounded in the fundamentals of anatomy, biomechanics and physiology	2.1 Identify exercises for each of the major muscle groups 2.2 Identify progressions and regressions of a variety of exercises 2.3 Identify exercises for planes of motions 2.4 Discuss the execution of a variety of exercises 2.5 Identify physiological changes that occur within the cardiovascular, muscular and nervous system.
Course Outcome 3	Learning Objectives for Course Outcome 3
3. Critique various types/forms/styles of group exercise classes.	3.1 Participate in a variety of fitness style classes 3.2 Identify and explain advantages and disadvantages of various group classes 3.3 Recognize the type of participants that attend the various styles of classes 3.4 Identify various forms of a circuit 3.5 Identify various forms of an interval class
Course Outcome 4	Learning Objectives for Course Outcome 4
4. Design group exercise classes using appropriate exercise equipment	4.1 Identify equipment used in group aerobic, strength, and flexibility classes 4.2 Distinguish between effective and ineffective group training equipment 4.3 Identify the appropriate use of various equipment 4.4 Weigh the advantages and disadvantages of various types of group training equipment for a variety of exercises and



	participants
Course Outcome 5	Learning Objectives for Course Outcome 5
5. Demonstrate appropriate group exercise communication and leadership styles.	5.1 Identify and explain various motivation, feedback and cueing techniques 5.2 Present as a knowledgeable fitness professional 5.3 Interpret verbal and non-verbal communication and behavior correctly 5.4 Demonstrate a variety of leadership styles to meet the needs of the clients 5.5 Identify group cohesion as it applies to group exercise 5.6 Identify the importance of role modeling for group exercise instructors 5.7 Identify healthy environment principles in group exercise
Course Outcome 6	Learning Objectives for Course Outcome 6
6. Demonstrate the importance of appropriate music for group exercise classes.	6.1 Explain the advantages and disadvantages of the use of music in group exercise 6.2 Explain the fundamentals of music in group exercise including rhythm, beat, tempo, and phrasing 6.3 Identify various music styles and apply to appropriate classes 6.4 List recommendations for music volume in group exercise classes
Course Outcome 7	Learning Objectives for Course Outcome 7
7. Demonstrate elements necessary to ensure safety of group fitness class participants.	7.1 Determine client readiness for physical activity and identify clients who should seek medical clearance prior to becoming physically active 7.2 Protect the confidentiality of all client records and information 7.3 Assess heart rate before, during, and after training 7.4 Recognize and describe appropriate methods of monitoring exercise intensity 7.5 List necessary elements of fitness facility and equipment safety and design strategies to manage risk 7.6 Recognize contraindicated movements and identify appropriate modifications 7.7 Identify minimum qualifications to ensure safe operation of programs and activities 7.8 Apply knowledge of first aid and CPR as necessary 7.9 Identify communicable diseases and their transmission 7.10 Identify appropriate order of exercises
Course Outcome 8	Learning Objectives for Course Outcome 8
8. Design fitness classes for a variety of developmental needs	8.1 Explain instructional modifications necessary to train diverse abilities and ages 8.2 Utilize strategies which support the inclusion of diverse populations and individuals with special needs 8.3 Identify AODA guidelines
Course Outcome 9	Learning Objectives for Course Outcome 9
9. Demonstrate principles of	9.1 Define the terms of motivation and adherence

	motivation and adherence as they apply to the group fitness participant.	9.2 Explain recent trends in group fitness 9.3 Identify techniques to incorporate health education and health promotion into group classes 9.4 Examine research on motivation and adherence 9.5 Execute motivational cueing
	Course Outcome 10	Learning Objectives for Course Outcome 10
	10. Conduct a circuit or interval group fitness class	10.1 Demonstrate elements of communication, leadership, risk management, program and exercise design, motivation, and instructional modifications to the planning and implementation of a group exercise class. 10.2 Participate in peer evaluations 10.3 Design various circuit and interval based workouts 10.4 Differentiate between circuit and interval based workouts 10.5 Identify steps to designing a circuit and interval based workout
	Course Outcome 11	Learning Objectives for Course Outcome 11
	11. Demonstrate appropriate cueing for a group fitness class	11.1 Define cueing types, visual, verbal, safety, alignment, motivational, educational, tactile, and imagery 11.2 Identify examples of each cueing type

Evaluation Process and Grading System:

Evaluation Type	Evaluation Weight
Assignments	40%
Practical Exams	60%

CICE Modifications:

Preparation and Participation

1. A Learning Specialist will attend class with the student(s) to assist with inclusion in the class and to take notes.
2. Students will receive support in and outside of the classroom (i.e. tutoring, assistance with homework and assignments, preparation for exams, tests and quizzes.)
3. Study notes will be geared to test content and style which will match with modified learning outcomes.
4. Although the Learning Specialist may not attend all classes with the student(s), support will always be available. When the Learning Specialist does attend classes he/she will remain as inconspicuous as possible.

A. Further modifications may be required as needed as the semester progresses based on individual student(s) abilities and must be discussed with and agreed upon by the instructor.

B. Tests may be modified in the following ways:

1. Tests, which require essay answers, may be modified to short answers.
2. Short answer questions may be changed to multiple choice or the question may be simplified so the answer will reflect a basic understanding.
3. Tests, which use fill in the blank format, may be modified to include a few choices for each question, or a list of choices for all questions. This will allow the student to match or use visual clues.
4. Tests in the T/F or multiple choice format may be modified by rewording or clarifying statements into layman's or simplified terms. Multiple choice questions may have a reduced



number of choices.

C. Tests will be written in CICE office with assistance from a Learning Specialist.

The Learning Specialist may:

1. Read the test question to the student.
2. Paraphrase the test question without revealing any key words or definitions.
3. Transcribe the student's verbal answer.
4. Test length may be reduced and time allowed to complete test may be increased.

D. Assignments may be modified in the following ways:

1. Assignments may be modified by reducing the amount of information required while maintaining general concepts.
2. Some assignments may be eliminated depending on the number of assignments required in the particular course.

The Learning Specialist may:

1. Use a question/answer format instead of essay/research format
2. Propose a reduction in the number of references required for an assignment
3. Assist with groups to ensure that student comprehends his/her role within the group
4. Require an extension on due dates due to the fact that some students may require additional time to process information
5. Formally summarize articles and assigned readings to isolate main points for the student
6. Use questioning techniques and paraphrasing to assist in student comprehension of an assignment

E. Evaluation:

Is reflective of modified learning outcomes.

NOTE: Due to the possibility of documented medical issues, CICE students may require alternate methods of evaluation to be able to acquire and demonstrate the modified learning outcomes

Date:

December 19, 2022

Addendum:

Please refer to the course outline addendum on the Learning Management System for further information.

