



COURSE OUTLINE: FIT0153 - LEADERSHIP II-ADULTS

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

Course Code: Title	FIT0153: LEADERSHIP II-HEALTHY LIVING FOR ADULTS
Program Number: Name	1120: COMMUNITY INTEGRATN
Department:	C.I.C.E.
Academic Year:	2022-2023
Course Description:	The CICE student, with the assistance of a learning specialist, will gain an understanding of adult human behaviour as it relates to initiating and adhering to healthy lifestyle changes. Several phases of adulthood will be defined and analyzed with special emphasis being placed on the role that healthy active living can play on improving the well-being of adults as they age. The role of supportive family and workplace environments will be explored as necessary components of a healthy active lifestyle for the adult. Through study and practical experience, the CICE student, with the assistance of a learning specialist, will learn effective leadership techniques to design, conduct, and evaluate various purposeful physical activity sessions and active living programs for adults. The CICE student, with the assistance of a learning specialist, will investigate and participate in a variety of community active living leadership opportunities within private and community fitness facilities.
Total Credits:	4
Hours/Week:	4
Total Hours:	56
Prerequisites:	FIT0101, FIT0108, FIT0109
Corequisites:	There are no co-requisites for this course.
This course is a pre-requisite for:	FIT0204
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.
Please refer to program web page for a complete listing of program outcomes where applicable.	
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.
- 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:

CSEP-PATH: Physical Activity Training for Health by CSEP
 Publisher: CSEP Edition: 2nd

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. Identify and explain patterns and barriers to physical activity as they apply to various stages of adulthood	1.1 List and explain patterns of physical activity as they relate to adults 1.2 Identify and explain current physical activity guidelines for adults according to the Canadian Physical Activity Guidelines
Course Outcome 2	Learning Objectives for Course Outcome 2
2. Apply basic knowledge of cardiorespiratory physiology, anatomy, biomechanics and exercise physiology to training programs	2.1 Identify appropriate training techniques for a variety of clients 2.2 Identify appropriate training plans to improve health related components of fitness 2.3 Design and implement a complete training plan for a client 2.4 Demonstrate ability to teach basic human movement including appropriate cues, demonstration and corrective coaching.
Course Outcome 3	Learning Objectives for Course Outcome 3
3. Explain and demonstrate effective communication and leadership styles for adults	3.1 Identify and explain key components of effective communication 3.2 Contrast effective and ineffective communication styles 3.3 Demonstrate effective communication through providing and accepting feedback 3.4 Apply knowledge of concepts of motivational interviewing techniques
Course Outcome 4	Learning Objectives for Course Outcome 4
4. Demonstrate the ability to design and modify activities	4.1 Apply current research of adult lifestyle patterns to physical activity programming for adults



	and programs to the abilities and strengths of individuals	4.2 Define safety guidelines for physical activity programs for adults 4.3 Identify appropriate equipment for adult physical activity programs for adults 4.4 Discuss elements of program modifications for physical, social and emotional considerations as they apply to music, scheduling, and class format 4.5 Recognize limitations as fitness provider with respect to individuals with special circumstances
	Course Outcome 5	Learning Objectives for Course Outcome 5
	5. Identify, contribute to and evaluate adult physical activity programs and events in the community.	5.1 Identify and discuss active healthy living opportunities within the community 5.2 Reflect on field experience and relate to personal professional goals
	Course Outcome 6	Learning Objectives for Course Outcome 6
	6. Analyze current research of health, fitness and well-being trends for Adults	6.1 Identify potential new markets for adult active living programming 6.2 Discuss current physical activity trends for adults

Evaluation Process and Grading System:

Evaluation Type	Evaluation Weight
Assignments	60%
Tests	40%

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.

