

I. COURSE DESCRIPTION:

CICE students, with assistance from a learning specialist, will identify special populations and modify variables to facilitate those with distinctive needs, cultural diversity and medical conditions to experience healthy active living. Characteristics of the athlete and effective leadership techniques for this special population will be addressed as well. CICE students will be assisted to apply knowledge gained through study and practical experience to design, lead, evaluate and participate in a variety of activity sessions for diverse populations within the college setting and community.

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

In general, this course addresses Vocational Learning Outcomes (cross-referenced with the Program Standards) in: assessment and application skills (1,2,4,5,6,7,11) evaluation skills (5), risk management (10), professional development (9) and communication skills (1,3,11) It addresses all of the Generic Skills Learning Outcomes.

Upon successful completion of this course the CICE student, with the assistance of a Learning Specialist, will demonstrate the ability to:

1. Identify and explain special needs circumstances that would require basic exercise program adaptation and other lifestyle modifications.

Potential Elements of the Performance:

- Define and explain program needs and adaptations for senior populations
- Define and explain program needs and adaptations for pre/postnatal women
- Define and explain program needs and adaptations for those with diverse physical limitations due to chronic disease
- Define and explain program needs and adaptations for visual and Auditory disabilities
- Define and explain program needs and adaptations for those with respiratory, cardiovascular, neurological and metabolic disease

2. Explain and demonstrate basic effective communication and leadership styles as they relate to individuals with special needs.

Potential Elements of the Performance:

- Explain and compare communication and leadership needs of those living with special conditions

3. Explain fundamental barriers to physical activity and basic motivational techniques for various populations

Potential Elements of the Performance:

- Explain physiological factors that contribute to limiting physical performance for special population sectors
- Explain psychological factors that contribute to limiting physical performance for special population sectors
- Explain economic and cultural factors that contribute to limiting physical performance for special population sectors
- Analyze motivational techniques that contribute to enhancing physical performance for special population sectors

4. Identify and discuss basic programs and leadership opportunities that are designed for individuals with special needs within communities

Potential Elements of the Performance:

- Research and describe and participate in programs designed for special needs populations.
- Research best practices for addressing the needs of special populations

5. Define and explain basic standards, regulations and precautions that are necessary to provide safe specialized physical activity programs.

Potential Elements of the Performance:

- Identify safe and effective testing protocols as they apply to special populations
- Describe limitations as a fitness provider with respect to dealing with individuals with special needs
- Research and analyze precautions related to programming for individuals and groups with special needs.

6. Demonstrate ability to design and modify basic activities and programs to the abilities and strengths of a variety of individuals and groups with special needs.

Potential Elements of the Performance:

- Design an activity and/or program for an individual or group with special needs.

7. Identify, contribute to and evaluate various basic community physical activity programs for special populations.

Potential Elements of the Performance:

- Participate in a practical community learning experience
- Reflect on practical experience and relate to personal professional goals

III. TOPICS:

1. Exercise for Pregnancy
2. Exercise for Older Adults
3. Exercise for Cardiac Disease & Hypertension
4. Exercise for Deaf and Visually Impaired
5. Exercise for Mental Health
6. Exercise for Cancer Patients
7. Exercise for Arthritis
8. Exercise for Diabetes
9. Exercise for Disabilities
10. Exercise for Overweight, Obesity, & Metabolic Syndrome
11. Exercise for Osteoporosis & Back Pain
12. Exercise for Pulmonary Diseases
13. Exercise for “other” populations (Renal disease, Alzheimer’s disease, Parkinson’s disease etc.)

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

ACSM’s Guidelines for Exercise Testing and Prescription
Ninth Edition

Lippincott Williams & Wilkins

V. EVALUATION PROCESS/GRADING SYSTEM:

A combination of tests and assignments will be used to evaluate student achievement of the course objectives. A description of the evaluation methods follows and will be discussed by the teacher during the first class. A practical placement component is also mandatory.

1. Final Exam – 20%
2. In class learning activities/homework – 60%
3. Assignment 1 (Program Design) – 20%
4. Placement – S/U

Note: Missed Tests and Late Assignments

If you miss a written test, you must call/email your instructor BEFORE the test to explain your absence. Only medical emergencies and extreme circumstances will warrant the opportunity to write the missed test at a later date. Official supporting

documentation, such as a physician’s certificate, may be required as confirmation of your illness. Arrangements with your instructor must be made as soon as you resume attendance at Sault College. Failure to comply with this policy will result in a zero grade for the missed test.

Written assignments must be submitted on the date and time specified. If the student is unable to do so, the teacher must be notified 24 hours prior to the due date and time. Failure to request an extension or requesting an extension later than 24 hours prior to the due date, will result in a zero grade for the assignment. For example; if the due date is on September 16, anything submitted after the 16th, will be counted as 0 grade. Similarly, if the assignment is due on September 16th by 5pm, anything submitted after 5pm will be considered late and will receive a 0 grade. Five marks per day of extension (with permission) will be deducted from the assignment for up to three academic days. For example, if an assignment has been granted a three day extension, there will be a five mark penalty each day it is late (total of 15 marks).

The request for an extension does not necessarily result in an extension. The final decision to permit an extension resides with the professor. The professor may choose to discuss the situation with the coordinator and/or dean of the program.

In the event of extenuating circumstances (ie. death, acute illness, disaster, etc.) where the extension could not be anticipated and which precludes the student from submitting the assignment on the due date an extension will be granted without penalty. The student is obliged to notify the teacher within 24 hours of the due date and collaborate on a date of submission. Appropriate documentation may be requested by the teacher to validate the extenuating circumstances.

Please see additional expectations for this course on your course syllabus.

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Grade	Definition	Grade Point Equivalent
A+	90 – 100%	4.00
A	80 – 89%	
B	70 - 79%	3.00
C	60 - 69%	2.00
D	50 – 59%	1.00
F (Fail)	49% and below	0.00

- CR (Credit) Credit for diploma requirements has been awarded.
- S Satisfactory achievement in field /clinical placement or non-graded subject area.
- U Unsatisfactory achievement in field/clinical placement or non-graded subject area.
- X A temporary grade limited to situations with extenuating circumstances giving a student additional time to complete the requirements for a course.
- NR Grade not reported to Registrar's office.
- W Student has withdrawn from the course without academic penalty.

If a faculty member determines that a student is at risk of not being successful in their academic pursuits and has exhausted all strategies available to faculty, student contact information may be confidentially provided to Student Services in an effort to offer even more assistance with options for success. Any student wishing to restrict the sharing of such information should make their wishes known to the coordinator or faculty member.

VI. SPECIAL NOTES:

Attendance:

Sault College is committed to student success. There is a direct correlation between academic performance and class attendance; therefore, for the benefit of all its constituents, all students are encouraged to attend all of their scheduled learning and evaluation sessions. This implies arriving on time and remaining for the duration of the scheduled session.

VII. COURSE OUTLINE ADDENDUM:

The provisions contained in the addendum located in D2L and on the portal form part of this course outline.

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. 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.

B. 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.

C. 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

D. Evaluation:

Is reflective of modified learning outcomes.