

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO



CICE COURSE OUTLINE

COURSE TITLE: Leadership II – Healthy Active Living for Adults

CODE NO. : FIT153 **SEMESTER:** Winter
MODIFIED CODE: FIT0153

PROGRAM: Fitness and Health Promotion

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DATE: Jan. 2015 **PREVIOUS OUTLINE DATED:** Jan. 2014

APPROVED: “Angelique Lemay” Jan. 2015

**Dean, School of Community Services
and Interdisciplinary Studies**

TOTAL CREDITS: 4

PREREQUISITE(S): FIT0108, FIT0109

HOURS/WEEK: 4

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I. COURSE DESCRIPTION:

The CICE student, with assistance from a learning specialist, will gain a fundamental 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 will learn effective leadership techniques to assist in the design of various purposeful physical activity sessions and active living presentations for adults. CICE students will engage in a variety of community active living leadership opportunities within private and community fitness facilities.

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

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

- 1 Identify and explain the basic patterns and barriers to physical activity as they apply to various stages of adulthood

Potential Elements of the Performance:

- list and explain patterns of physical activity as they relate to adults according to the Canadian Fitness and Lifestyle Research Institute
- identify and explain current physical activity guidelines for adults according to ACSM and the Canadian Physical Activity Guide

2. Apply basic knowledge of cardiorespiratory physiology, anatomy, biomechanics and exercise physiology to training programs

Potential Elements of the Performance:

- Identify appropriate training techniques for a variety of clients
- Identify appropriate training plans to improve health related components of fitness
- Design and implement a complete training plan for a classmate
- Demonstrate ability to teach basic human movement including appropriate cues, demonstration and corrective coaching.

3. Explain and demonstrate a basic knowledge of effective communication and leadership styles for adults

Potential Elements of Performance:

- identify and explain key components of effective communication
- contrast effective and ineffective communication styles
- demonstrate effective communication through providing and accepting feedback
- Demonstrated knowledge of concepts of change talk including motivational interviewing techniques

4. Demonstrate the basic ability to design and modify activities and programs to the abilities and strengths of individuals

Potential Elements of Performance:

- apply current research of adult lifestyle patterns to physical activity programming for adults
- define safety guidelines for physical activity programs for adults
- identify appropriate equipment for adult physical activity programs for adults
- discuss elements of program modifications for physical, social and emotional considerations – music, scheduling, class format
- recognize limitations as fitness provider with respect to individuals with special circumstances

5. With the assistance from a Learning Specialist, the CICE student will identify, contribute to and evaluate adult physical activity programs and events in the community.

Potential Elements of Performance:

- Identify and discuss active healthy living opportunities within the community
- Reflect on field experience and relate to personal professional goals

6. In a basic format, analyze current research of health, fitness and well-being trends for Adults

Potential Elements of Performance:

- Identify potential new markets for adult active living programming

- Discuss current physical activity trends for adults

III. TOPICS:

1. Patterns and Barriers of Physical Activity/Sport
2. Principles of Client-Centered Assessment and Short/Long Term exercise prescription.
3. Concepts of Motivational Interviewing to Elicit Change Behaviour
4. Exercise Analysis, Design, and Demonstration
5. Cardiovascular Exercise Prescription
6. Resistance Training Prescription
7. Muscle Balance/Flexibility Prescription
8. Weight Management Prescription
9. Current Trends in Healthy Active Living for Adults

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

- CSEP-PATH text
- Required reading as assigned by Instructor

V. EVALUATION PROCESS/GRADING SYSTEM:

- Assignment #1 – 10%*
- Assignment #2 – 25%*
- Learning Activities – 20%*
- Midterm – 20%*
- Final – 25%*

The following semester grades will be assigned to students:

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+	90 – 100%	4.00
A	80 – 89%	3.00
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.

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 on the portal form part of this course outline.

Addendum:

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

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.