

I. COURSE DESCRIPTION:

This course will provide students with the ability to 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. Students will 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 student will demonstrate the ability to:

1. Identify and explain special needs circumstances that would require 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 athletes
- 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 those of low socioeconomic status

2. Explain and demonstrate 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 barriers to physical activity and 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 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 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
 - Identify Canadian Fitness Safety Standards that 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 activities and programs to the abilities and strengths of a variety of individuals and groups with special needs.
Potential Elements of the Performance:
 - Participate in and design an activity and/or program for an individual or group with special needs.

7. Identify, contribute to and evaluate various 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. Definitions of Special Populations
2. Effective Communication with Special Populations
3. Moving Beyond Barriers and Effective Motivational Techniques
4. Safe Delivery of Programs for Special Populations
5. Program Design for Special Populations

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

Exercise for Special Populations
Peggy Williamson
Lippincott, Williams and Wilkins

V. EVALUATION PROCESS/GRADING SYSTEM:

1. 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.

1. Learning Activities – 10%
2. Assignment 1 – 30%
3. Assignment 3 – 30%
4. Placement – Satisfactory/ Unsatisfactory
5. Final – 30%

2. All test/exams are the property of Sault College.

3. Students missing any of the tests or exams because of illness or other serious reason must notify the professor **BEFORE** the test or exam. The professor reserves the right to request to support the student's request.

4. Those students who have notified the professor of their absence that day will be eligible to arrange an opportunity as soon as possible to write the test or exam at another time. Those students who **DO NOT NOTIFY** the professor will receive a zero for that test or exam.

5. For assignments not handed in by the due date, the mark received will be zero. Extensions will be granted if requested in writing at least 24 hours before the due date. There will be a deduction of one percent (of final grade) per day for every school day late with the permission of an extension. This means that an extension for 5 school days (1 week), will result in 5 percentage points deducted from the final grade.

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% | 2.00 |
| C | 60 - 69% | 1.00 |
| D | 50 – 59% | 0.00 |
| F (Fail) | 49% and below | |
| 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. | |

NOTE: Mid Term grades are provided in theory classes and clinical/field placement experiences. Students are notified that the midterm grade is an interim grade and is subject to change.

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.