

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO



**SAULT
COLLEGE**

COURSE OUTLINE

COURSE TITLE: Fitness Assessments II

CODE NO. : FIT207 **SEMESTER:** 3

PROGRAM: Fitness and Health Promotion

AUTHOR: Lisa Maida

DATE: Sept, 2016 **PREVIOUS OUTLINE DATED:** n/a

APPROVED: *“Marilyn King”* *June, 2016*

	CHAIR	DATE
TOTAL CREDITS:	3	
PREREQUISITE(S):	FIT156	
HOURS/WEEK:	3	

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I. COURSE DESCRIPTION:

This course is the second part of a two part series (Fitness Assessments I and II). This course will further build upon the skills and concepts learned in Fitness Assessments I. Students will also develop an understanding of skill-related assessments to determine a person's speed, balance, coordination, power, and agility and assessments to determine functional mobility and muscle balance. The concepts of advanced assessments such as VO2 max testing will be introduced. CSEP-PATH concepts and skills will be enhanced to prepare students for the national CSEP-CPT examination. The student will be expected to demonstrate competence in the administration of learned assessments, as well as effective instruction, cuing and providing feedback to the client.

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

Upon successful completion of this course, the student will demonstrate the ability to:

1. Enhance communication skills with clientsPotential Elements of the Performance:

- Communicate appraisal results in both written and oral formats
- Communicate appraisal results in a comprehensible manner to the client
- Promote to the client an understanding of their current fitness status

2. Identify, assess, interpret and record a client's assessment results using evidenced based assessments and techniquesPotential Elements of the Performance:

- Match appropriate assessments to a variety of client needs
- Administer a variety of skill related assessments, such as;
 - Speed
 - Balance
 - Coordination
 - Agility
 - Power
 - Anaerobic Fitness
 - Aerobic Fitness
 - 5-RM
- Interpret and communicate results to the client
- Document results using SOAP format.

3. **Determine a client's functional mobility and apply basic knowledge of exercise physiology, anatomy, biomechanics to relevant aspects of the appraisal**

Potential Elements of the Performance:

- Assess, correct and/or modify a client's technique as they perform basic movement patterns (squat, hinge, lunge, push, pull, twist, gait)
- Assess a client's muscle balance

4. **Assess the needs and abilities of clients in various professions in order to develop relevant assessments, activities, and exercises**

Potential Elements of the Performance:

- Define Musculoskeletal Disorders
- Describe the three potential hazards to developing a musculoskeletal disorder
- Understand and explain the connection between the demands of their client's job and the physical assessments related to their job
- Demonstrate an understanding of ergonomics as it relates to human movement and performance during fitness-related activities
- Able to make recommendations for task modification on the job and for physical activities of daily living
- Able to provide appropriate exercise recommendations to improve a person's performance during a work-related assessment and on the job

5. **Understand the basic protocol, physiology, and scope of practice for advanced assessments**

Potential Elements of the Performance:

- Assist with monitoring a client during a VO2 max test
- Assist with monitoring a client during a 1-RM test

6. **Utilize relevant theory to discuss weaknesses and strengths of performance related appraisal protocols**

Potential Elements of the Performance:

- Differentiate between similar appraisal protocols
- Demonstrate an ability to search for evidenced-based assessments
- Develop an assessment resource tool to identify appropriate assessments for a variety of health and skill related components

III. TOPICS:

1. Review CSEP Protocols
2. Skill Related Assessments
3. Introduction to Ergonomics
4. Work-related Assessments
5. Functional Movements
6. Identifying Evidenced Based Assessments

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

CSEP-PATH (purchased in year 1)
FITKIT (purchased in year 1)

V. EVALUATION PROCESS/GRADING SYSTEM:

Weekly Labs/Learning Activities – 55%

Assessment Resource Binder – 35%

Assignment – 10%

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.

If a faculty member determines that a student is at risk of not being academically successful, the faculty member may confidentially provide that student's name to Student Services in an effort to help with the student's success. Students 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.

OFC Certification:

To be considered an ideal candidate for the OFC Group Fitness and Personal Fitness Trainer Certification, students must obtain a minimum overall grade of 75%.

VII. COURSE OUTLINE ADDENDUM:

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