



## COURSE OUTLINE: FIT107 - FUNCTIONAL ANATOMY

Prepared: Lisa Folz

Approved: Bob Chapman, Chair, Health

<b>Course Code: Title</b>	FIT107: FUNCTIONAL ANATOMY
<b>Program Number: Name</b>	3040: FITNESS AND HEALTH
<b>Department:</b>	FITNESS & HEALTH PROMOTION
<b>Semesters/Terms:</b>	19F
<b>Course Description:</b>	This course examines the relationship between structure and function of the musculoskeletal system. The basic composition and function of the musculoskeletal system will be studied. The student will gain knowledge of the skeletal system and well as names, attachments and actions of the primary muscle groups. Application of musculoskeletal movement will be practiced through practical experience studying various exercises.
<b>Total Credits:</b>	3
<b>Hours/Week:</b>	3
<b>Total Hours:</b>	45
<b>Prerequisites:</b>	There are no pre-requisites for this course.
<b>Corequisites:</b>	There are no co-requisites for this course.
<b>Substitutes:</b>	FIT106, OPA103
<b>This course is a pre-requisite for:</b>	FIT155, FIT156
<b>Vocational Learning Outcomes (VLO's) addressed in this course:</b>	<b>3040 - FITNESS AND HEALTH</b> VLO 2 Prescribe appropriate physical activity, fitness, active living, and lifestyle programs to enhance health, fitness, and well-being of clients. VLO 6 Train individuals and instruct groups in exercise and physical activities.
<small>Please refer to program web page for a complete listing of program outcomes where applicable.</small>	
<b>Essential Employability Skills (EES) addressed in this course:</b>	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 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.
<b>Course Evaluation:</b>	Passing Grade: 50%,
<b>Books and Required</b>	Manual of Structural Kinesiology by R. T Floyd



SAULT COLLEGE | 443 NORTHERN AVENUE | SAULT STE. MARIE, ON P6B 4J3, CANADA | 705-759-2554

**Resources:**

Publisher: McGraw-Hill Edition: 20th  
ISBN: 9781259870439

**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:

<b>Course Outcome 1</b>	<b>Learning Objectives for Course Outcome 1</b>
1. Demonstrate an understanding of all major muscle groups and bones of the human body	1.1 Recognize, label, and locate major muscles and bones of the head, neck, torso, upper and lower arm, hip, pelvis, upper and lower leg, and foot on anatomical diagrams, on self and on another person.
<b>Course Outcome 2</b>	<b>Learning Objectives for Course Outcome 2</b>
2. Demonstrate an understanding of the origin and insertion sites and actions of all the major muscle groups of the human body.	2.1 Name and locate the major muscles of the human body (with origin and insertion points of specified muscles) on a diagram, on self and on another person. 2.2 State the actions of all major muscle groups on a chart, in person, and to another person
<b>Course Outcome 3</b>	<b>Learning Objectives for Course Outcome 3</b>
3. Properly identify and execute exercises to strengthen and stretch muscles and muscle groups.	3.1 Identify major muscles and their actions during a variety of strengthening and stretching exercises on a chart, on self and on another person. 3.2 Describe and demonstrate proper execution of strengthening and stretching exercises for all major muscle groups using anatomical terminology on a chart, on self and on another person.
<b>Course Outcome 4</b>	<b>Learning Objectives for Course Outcome 4</b>
4. Identify which muscles are the primary movers, secondary movers and antagonistic movers for a variety of strengthening and stretching exercises.	4.1 Identify which muscles are primary movers, secondary movers and antagonistic movers for a variety of strengthening and stretching exercises on a chart, on self, and on another person.

**Evaluation Process and Grading System:**

<b>Evaluation Type</b>	<b>Evaluation Weight</b>
Assignments	40%
Tests	60%

**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:** August 7, 2019



SAULT COLLEGE | 443 NORTHERN AVENUE | SAULT STE. MARIE, ON P6B 4J3, CANADA | 705-759-2554

**Addendum:**

Please refer to the course outline addendum on the Learning Management System for further information.

