

I. COURSE DESCRIPTION:

The student will gain an 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 student will learn effective leadership techniques to design, conduct, and evaluate various purposeful physical activity sessions and active living presentations for adults. Students will investigate and participate 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 student will demonstrate the ability to:

- 1 Identify and explain 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
- explain the terms moderate and vigorous physical activity
- list and explain barriers to physical activity as they relate to adults according to the Canadian Fitness and Lifestyle Research Institute

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

3. Explain and demonstrate 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

4. Demonstrated the 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
- discuss safe adaptation to a variety of instructional settings(facilities)- corporate, faith, community
- recognize limitations as fitness provider with respect to individuals with special circumstances

5. 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

- 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:

- Patterns and Barriers of Physical Activity/Sport
- Principles of Client-Centered Assessment and Prescription
- Exercise Analysis, Design, and Demonstration
- Cardiovascular Exercise Prescription Model
- Resistance Training Prescription Model
- Muscle Balance and Flexibility Prescription Model
- Weight Management Prescription Model
- Current Trends in Healthy Active Living for Adults

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

Foundations of Professional Personal Training (2012) canfitpro
and Study Guide

V. EVALUATION PROCESS/GRADING SYSTEM:

Assignment #1 – 10%
Assignment #2 – 25%
Learning Activities – 20%
Midterm – 20%
Final – 25%
Placement S/U

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.

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.