

**SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY**

**SAULT STE. MARIE, ONTARIO**



**SAULT  
COLLEGE**

**COURSE OUTLINE**

**COURSE TITLE:** Research and Trends in Wellness

**CODE NO. :** FIT154 **SEMESTER:** 2

**PROGRAM:** Fitness and Health Promotion

**AUTHOR:** Lisa Maidra, Heather Pusch

**INSTRUCTOR:**

**DATE:** Jan 2017 **PREVIOUS OUTLINE DATED:** 2016

**APPROVED:** *“Robert S. Chapman”* *Jan. 2017*

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**CHAIR, HEALTH PROGRAMS**

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**DATE**

**TOTAL CREDITS:** 3

**PREREQUISITE(S):** FIT 108

**HOURS/WEEK:** 3

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*For additional information, please contact the Chair, Health Programs*  
*School of Health, Community Services and Continuing Education.*  
*(705) 759-2554, Ext. 2689*

**I. COURSE DESCRIPTION:**

Students will learn to critically examine the latest research and trends in the rapidly-changing fitness and health promotion industry. Through discussion and independent study the students will learn to assess evidence based information and industry fads. Group and individual presentation of findings will assist students in developing their practical health promotion skills.

**II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:**

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

1. Demonstrate an understanding of types of research, the research process and its use in the field of fitness and health.

Potential Elements of the Performance:

- Describe Analytical Research
- Describe Descriptive Research
- Describe Experimental Research
- Describe Qualitative Research
- Describe parts of the thesis; introduction, method, results, discussion and conclusion

2. Demonstrate the skills necessary to complete research in the field of fitness and health.

Potential Elements of the Performance:

- Identify and utilize professional publications
- Demonstrate the computer literacy skills necessary to complete research
- Demonstrate a basic understanding of appropriate referencing

3. Demonstrate an ability to critically analyze and interpret valid research articles and popular trends.

Potential Elements of Performance:

- Define and describe the difference between trends and fads
- Ability to identify current trends
- Demonstrate the ability to search for credible, peer-reviewed literature
- Demonstrate the ability to identify unbiased research
- Demonstrate the ability to summarize research into their own words

- Demonstrate an understanding of sample size, sources, duration, and validity of articles
4. Discuss and apply critical thinking of research articles and trends to the field of fitness and health.

Potential Elements of Performance:

- Demonstrate the ability to discuss the difference between conflicting articles

### III. TOPICS:

1. Introduction to Research and Trends in Physical Activity
2. Primary and Secondary Sources
3. Types of Research
4. Conducting a Research Study in Physical Activity
5. Reading and Interpreting Physical Activity Research and Trends
6. Communicating Research Findings
7. Referencing

### IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

Readings as Required

### V. EVALUATION PROCESS/GRADING SYSTEM:

Assignments – 65%  
 Learning Activities – 10%  
 Exam – 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.

If a faculty member determines that a student is at risk of not being successful in their academic pursuits and has exhausted all strategies available to faculty, student contact information may be confidentially provided to Student Services in an effort to offer even more assistance with options for success. Any student 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.

### Late Assignments:

Assignments will be accepted up to three days after the due date. Students will be deducted 3% for each calendar day that it is late. Assignments submitted after three calendar days of the assigned due date will not be accepted.

### Missed Tests/Exams:

Students will receive a zero for missed tests or exams. If the student cannot write the exam due to unforeseen circumstances the student must notify the instructor BEFORE the exam date. If a student missed the test/exam, did not notify the instructor prior to the exam, and still requests to write the test, the instructor *may* only accept this request if the student can provide proof of an extreme circumstance.

## VII. COURSE OUTLINE ADDENDUM:

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