



COURSE OUTLINE: FIT151 - GROUP FITNESS

Prepared: Lisa Folz

Approved: Bob Chapman, Chair, Health

Course Code: Title	FIT151: GROUP FITNESS
Program Number: Name	3040: FITNESS AND HEALTH
Department:	FITNESS & HEALTH PROMOTION
Semesters/Terms:	20W
Course Description:	In this course the learner will identify, explain and demonstrate the necessary elements of a group exercise class. Students will learn the skills necessary to effectively design and safely implement and lead a group fitness class. Skills will be developed through practice teaching, peer and instructor evaluation, and participating in various community group fitness class settings.
Total Credits:	3
Hours/Week:	3
Total Hours:	45
Prerequisites:	OPA104
Corequisites:	There are no co-requisites for this course.
This course is a pre-requisite for:	FIT208
Vocational Learning Outcomes (VLO's) addressed in this course:	3040 - FITNESS AND HEALTH
Please refer to program web page for a complete listing of program outcomes where applicable.	VLO 1 Conduct assessments of fitness, well-being, and lifestyle for clients and effectively communicate assessment results.
	VLO 2 Prescribe appropriate physical activity, fitness, active living, and lifestyle programs to enhance health, fitness, and well-being of clients.
	VLO 3 Utilize appropriate interviewing and counselling skills to promote or enhance health, fitness, active living, and well-being of clients.
	VLO 4 Collaborate with individuals in the selection and adoption of strategies that will enable them to take control of and improve their health, fitness, and well-being.
	VLO 5 Develop, implement, and evaluate activities, programs, and events which respond to identified needs and interests of clients and maximize the benefits of health, fitness, and well-being.
	VLO 6 Train individuals and instruct groups in exercise and physical activities.
	VLO 7 Contribute to community health promotion strategies.
	VLO 9 Implement strategies and plans for ongoing personal and professional growth and development.
	VLO 10 Develop and implement risk management strategies for health and fitness programs, activities and facilities.
	VLO 11 Interact effectively with clients, staff, and volunteers in health and fitness programs, activities and facilities.
	Essential Employability



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

Skills (EES) addressed in this course:

- 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 6 Locate, select, organize, and document information using appropriate technology and information systems.
- EES 7 Analyze, evaluate, and apply relevant information from a variety of sources.
- EES 8 Show respect for the diverse opinions, values, belief systems, and contributions of others.
- 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.

Course Evaluation:

Passing Grade: 50%,

Books and Required Resources:

Methods of Group Exercise Instruction by Yoke
 Publisher: Human Kinetics Publishers Edition: 4th
 ISBN: 9781492571766

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:

Course Outcome 1	Learning Objectives for Course Outcome 1
1. Define, explain and demonstrate the essential components of a group exercise class.	1.1 Define and describe essential components of an effective warm up and cool down 1.2 Define and describe essential components of cardio-respiratory training 1.3 Define and describe essential components of muscular conditioning 1.4 Define and describe essential components of flexibility training 1.5 Demonstrate ability to apply components to program and exercise design
Course Outcome 2	Learning Objectives for Course Outcome 2
2. Apply knowledge of muscle anatomy and joint actions to exercise design.	2.1 Identify, explain and demonstrate the action of various muscles as they apply to group exercise 2.2 Select, explain and demonstrate exercise progressions and multiple muscle group modifications 2.3 Select, explain and demonstrate muscle and aerobic conditioning exercises, as well as flexibility stretches using proper body mechanics 2.4 Modify exercises and activities to prevent or accommodate injury or limitation in the client.
Course Outcome 3	Learning Objectives for Course Outcome 3
3. Apply knowledge of the body systems to exercise	3.1 Discuss the mechanics of the cardiovascular system and muscular system, including its response to exercise and



design	recovery 3.2 Explain and implement basic guidelines for developing a cardiovascular endurance, muscular endurance, and flexibility program 3.3 Determine appropriate exercises for cardiovascular and muscular development and recovery
Course Outcome 4	Learning Objectives for Course Outcome 4
4. Identify and compare various types/forms/styles of group exercise classes.	4.1 Participate in a variety of fitness style classes 4.2 Identify and explain advantages and disadvantages of various group classes
Course Outcome 5	Learning Objectives for Course Outcome 5
5. Identify and compare various types of group training equipment.	5.1 Explain advantages and disadvantages of equipment used in group aerobic, strength, and flexibility classes 5.2 Distinguish between effective and ineffective group training equipment and identify the appropriate use of the equipment
Course Outcome 6	Learning Objectives for Course Outcome 6
6. Explain and demonstrate appropriate group exercise communication and leadership styles.	6.1 Identify and explain various motivation, feedback and cueing techniques 6.2 Present as a knowledgeable fitness professional 6.3 Interpret verbal and non-verbal communication and behavior correctly 6.4 Demonstrate a variety of leadership styles to meet the needs of the clients 6.5 Understand group cohesion research as it applies to group exercise 6.6 Understand and apply the importance of role modeling for group exercise instructors 6.7 Understand and apply healthy environment principles in group exercise
Course Outcome 7	Learning Objectives for Course Outcome 7
7. Identify the importance of appropriate music for group exercise classes.	7.1 Explain the advantages and disadvantages of the use of music in group exercise 7.2 Define and explain the fundamentals of music in group exercise including rhythm, beat, tempo, and phrasing 7.3 Identify various music styles and apply to appropriate classes 7.4 List recommendations for music volume in group exercise classes
Course Outcome 8	Learning Objectives for Course Outcome 8
8. Identify and interpret elements necessary to ensure safety of group fitness class participants.	8.1 Determine client readiness for physical activity and identify clients who should seek medical clearance prior to becoming physically active 8.2 Protect the confidentiality of all client records and information 8.3 Assess heart rate before, during, and after training 8.4 Recognize and describe appropriate methods of monitoring exercise intensity 8.5 List necessary elements of fitness facility and equipment safety and design strategies to manage risk 8.6 Recognize contraindicated movements and identify



	appropriate modifications 8.7 identify minimum qualifications to ensure safe operation of programs and activities 8.8 apply knowledge of first aid and CPR as necessary 8.9 Identify communicable diseases and their transmission
Course Outcome 9	Learning Objectives for Course Outcome 9
9. Recognize, interpret and apply necessary changes to meet the developmental needs of a variety of groups.	9.1 Explain instructional modifications necessary to train diverse abilities and ages 9.2 Utilize strategies which support the inclusion of diverse populations and individuals with special needs 9.3 Apply AODA guidelines into program planning and implementation
Course Outcome 10	Learning Objectives for Course Outcome 10
10. Explore elements of motivation and adherence as they apply to the group fitness participant.	10.1 Define the terms and examine research on motivation and adherence 10.2 Explain recent trends in group fitness 10.3 Explain techniques to incorporate health education and health promotion into group classes
Course Outcome 11	Learning Objectives for Course Outcome 11
11. Plan and demonstrate ability to conduct a group fitness class	11.1 Apply and demonstrate elements of communication, leadership, risk management, program and exercise design, motivation, and instructional modifications to the planning and implementation of a group exercise class. 11.2 Conduct peer evaluated components of group fitness classes

Evaluation Process and Grading System:

Evaluation Type	Evaluation Weight
Assignments	40%
Practical Exam	40%
Tests/Quizzes	20%

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: December 17, 2019

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

