



COURSE OUTLINE: FIT0154 - TRENDS IN WELLNESS

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Approved: Martha Irwin, Chair, Community Services and Interdisciplinary Studies

Course Code: Title	FIT0154: RESEARCH AND TRENDS IN WELLNESS	
Program Number: Name	1120: COMMUNITY INTEGRATN	
Department:	C.I.C.E.	
Semesters/Terms:	19W	
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. Individual presentation of findings will assist students in developing their practical health promotion skills.	
Total Credits:	3	
Hours/Week:	2	
Total Hours:	30	
Prerequisites:	FIT0108	
Corequisites:	There are no co-requisites for this course.	
Essential Employability Skills (EES) addressed in this course:	<p>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.</p> <p>EES 2 Respond to written, spoken, or visual messages in a manner that ensures effective communication.</p> <p>EES 3 Execute mathematical operations accurately.</p> <p>EES 4 Apply a systematic approach to solve problems.</p> <p>EES 5 Use a variety of thinking skills to anticipate and solve problems.</p> <p>EES 6 Locate, select, organize, and document information using appropriate technology and information systems.</p> <p>EES 7 Analyze, evaluate, and apply relevant information from a variety of sources.</p> <p>EES 8 Show respect for the diverse opinions, values, belief systems, and contributions of others.</p> <p>EES 9 Interact with others in groups or teams that contribute to effective working relationships and the achievement of goals.</p> <p>EES 10 Manage the use of time and other resources to complete projects.</p> <p>EES 11 Take responsibility for ones own actions, decisions, and consequences.</p>	
Course Evaluation:	Passing Grade: 50%,	
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
	Demonstrate an understanding of types of	- Describe Analytical Research - Describe Descriptive Research



research, the research process and its use in the field of fitness and health.	<ul style="list-style-type: none"> - Describe Experimental Research - Describe Qualitative Research - Describe parts of the thesis, introduction, method, results, discussion and conclusion
Course Outcome 2	Learning Objectives for Course Outcome 2
Demonstrate the skills necessary to complete research in the field of fitness and health.	<ul style="list-style-type: none"> - Identify and utilize professional publications - Demonstrate the computer literacy skills necessary to complete research - Demonstrate a basic understanding of appropriate referencing
Course Outcome 3	Learning Objectives for Course Outcome 3
Demonstrate an ability to critically analyze and interpret valid research articles and popular trends.	<ul style="list-style-type: none"> - 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
Course Outcome 4	Learning Objectives for Course Outcome 4
Discuss and apply critical thinking of research articles and trends to the field of fitness and health.	<ul style="list-style-type: none"> - Demonstrate the ability to discuss the difference between conflicting articles

Evaluation Process and Grading System:

Evaluation Type	Evaluation Weight	Course Outcome Assessed
Assignments	60%	
Learning Activities	10%	
Tests	30%	

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 21, 2018

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

