



## COURSE OUTLINE: FIT0204 - LEADERSHIP III

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

<b>Course Code: Title</b>	FIT0204: HEALTHY ACTIVE LIVING-SPEC POPULATIONS
<b>Program Number: Name</b>	1120: COMMUNITY INTEGRATN
<b>Department:</b>	C.I.C.E.
<b>Semesters/Terms:</b>	20F
<b>Course Description:</b>	This course will provide CICE students, with the assistance of a Learning Specialist, the ability to identify special populations and modify variables to facilitate those with distinctive needs, cultural diversity and medical conditions to experience healthy active living. Students will apply knowledge gained through study and practical experience to design, lead, evaluate and participate in a variety of activity sessions for diverse populations within the college setting and community.
<b>Total Credits:</b>	5
<b>Hours/Week:</b>	5
<b>Total Hours:</b>	75
<b>Prerequisites:</b>	FIT0153
<b>Corequisites:</b>	There are no co-requisites for this course.
<b>Essential Employability Skills (EES) addressed in this course:</b>	<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 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 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>
<b>Course Evaluation:</b>	<p>Passing Grade: 50%,</p> <p>A minimum program GPA of 2.0 or higher where program specific standards exist is required for graduation.</p>
<b>Other Course Evaluation &amp; Assessment Requirements:</b>	S/U for Placement Component (14 hours)

In response to public health requirements pertaining to the COVID19 pandemic, course delivery and assessment traditionally delivered in-class, may occur remotely either in whole or in part in the 2020-2021 academic year.



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**Books and Required Resources:**

Acsm's Guidelines for Exercise Testing and Prescription by Pescatello, Linda S.

**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>
Identify and explain special needs circumstances that would require exercise program adaptation and other lifestyle modifications.	<ul style="list-style-type: none"> <li>- Define and explain program needs and adaptations for senior populations</li> <li>- Define and explain program needs and adaptations for pre/postnatal women</li> <li>- Define and explain program needs and adaptations for those with diverse physical limitations</li> <li>- Define and explain program needs and adaptations for visual and Auditory disabilities</li> <li>- Define and explain program needs and adaptations for those with respiratory, cardiovascular, neurological and metabolic disease</li> </ul>
<b>Course Outcome 2</b>	<b>Learning Objectives for Course Outcome 2</b>
Explain and demonstrate effective communication and leadership styles as they relate to individuals with special needs.	<ul style="list-style-type: none"> <li>- Explain and compare communication and leadership needs of those living with special conditions</li> </ul>
<b>Course Outcome 3</b>	<b>Learning Objectives for Course Outcome 3</b>
Explain barriers to physical activity and motivational techniques for various populations	<ul style="list-style-type: none"> <li>- Explain physiological factors that contribute to limiting physical performance for special population sectors.</li> <li>- Explain psychological factors that contribute to limiting physical performance for special population sectors.</li> <li>- Explain economic and cultural factors that contribute to limiting physical performance for special population sectors.</li> <li>- Analyze motivational techniques that contribute to enhancing physical performance for special population sectors.</li> </ul>
<b>Course Outcome 4</b>	<b>Learning Objectives for Course Outcome 4</b>
Identify and discuss programs and leadership opportunities that are designed for individuals with special needs within communities.	<ul style="list-style-type: none"> <li>- Research and describe and participate in programs designed for special needs populations.</li> <li>- Research best practices for addressing the needs of special populations.</li> </ul>
<b>Course Outcome 5</b>	<b>Learning Objectives for Course Outcome 5</b>
Define and explain standards, regulations and precautions that are necessary to provide safe specialized physical activity programs.	<ul style="list-style-type: none"> <li>- Determine eligibility of individuals with special precautions that fall within the certified personal trainer's scope of practice.</li> <li>- Identify safe and effective testing protocols as they apply to special populations.</li> <li>- Describe limitations as a fitness provider with respect to dealing with individuals with special needs.</li> <li>- Research and analyze precautions related to programming for</li> </ul>

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	individuals and groups with special needs.
<b>Course Outcome 6</b>	<b>Learning Objectives for Course Outcome 6</b>
Demonstrate ability to design and modify activities and programs to the abilities and strengths of a variety of individuals and groups with special needs.	- Design an activity and/or program for an individual or group with special needs.
<b>Course Outcome 7</b>	<b>Learning Objectives for Course Outcome 7</b>
Identify, contribute to and evaluate various community physical activity programs for special populations.	- Participate in a practical community learning experience. - Reflect on practical experience and relate to personal professional goals.

**Evaluation Process and Grading System:**

Evaluation Type	Evaluation Weight
Assignments	40%
Exams	40%
In Class Activities and Labs	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.**

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***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:**

September 10, 2020

**Addendum:**

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

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