

I. COURSE DESCRIPTION:

This course is the second part of a two part series (Fitness Assessments I and II). This course will further build upon the skills and concepts learned in Fitness Assessments I. The CICE student, with assistance from a Learning Specialist, will also develop a basic understanding of skill-related assessments to determine a person's speed, balance, coordination, power, and agility and assessments to determine functional mobility and muscle balance. The concepts of advanced assessments such as VO2 max testing will be introduced. CSEP-PATH concepts and skills will be enhanced. The CICE student will be expected to demonstrate according to ability basic competence in the administration of learned assessments, as well as effective instruction, cuing and providing feedback to the client.

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

Upon successful completion of this course, with the assistance of a Learning Specialist, the CICE student will demonstrate the ability to:

1. Basically enhance communication skills with clients

Potential Elements of the Performance:

- Communicate appraisal results in both written and oral formats
- Communicate appraisal results in a comprehensible manner to the client
- Promote to the client an understanding of their current fitness status

2. Basically identify, assess, interpret and record a client's assessment results

using evidenced based assessments and techniques

Potential Elements of the Performance:

- Match appropriate assessments to a variety of client needs
- Administer a variety of skill related assessments, such as;
 - o Speed
 - o Balance
 - o Coordination
 - o Agility
 - o Power
 - o Anaerobic Fitness
 - o Aerobic Fitness
 - o 5-RM
- Interpret and communicate results to the client
- Document results using SOAP format.

3. Basically determine a client's functional mobility and apply basic knowledge of exercise physiology, anatomy, biomechanics to relevant aspects of the appraisal

Potential Elements of the Performance:

- Assess, correct and/or modify a client's technique as they perform basic movement patterns (squat, hinge, lunge, push, pull, twist, gait)
- Assess a client's muscle balance
- 4. Basically assess the needs and abilities of clients in various professions in order to develop relevant assessments, activities, and exercises
Potential Elements of the Performance:
 - Define Musculoskeletal Disorders
 - Describe the three potential hazards to developing a musculoskeletal disorder
 - Understand and explain the connection between the demands of their client's job and the physical assessments related to their job
 - Demonstrate an understanding of ergonomics as it relates to human movement and performance during fitness-related activities
 - Able to make recommendations for task modification on the job and for physical activities of daily living
 - Able to provide appropriate exercise recommendations to improve a person's performance during a work-related assessment and on the job
- 5. Understand the basic protocol, physiology, and scope of practice for advanced assessments
Potential Elements of the Performance:
 - Assist with monitoring a client during a VO2 max test
 - Assist with monitoring a client during a 1-RM test
- 6. Basically utilize relevant theory to discuss weaknesses and strengths of performance related appraisal protocols
Potential Elements of the Performance:
 - Differentiate between similar appraisal protocols
 - Demonstrate an ability to search for evidenced-based assessments
 - Develop an assessment resource tool to identify appropriate assessments for a variety of health and skill related components

III. TOPICS:

1. Review CSEP Protocols
2. Skill Related Assessments
3. Introduction to Ergonomics
4. Work-related Assessments
5. Functional Movements
6. Identifying Evidenced Based Assessments

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

CSEP-PATH (purchased in year 1)
FITKIT (purchased in year 1)

V. EVALUATION PROCESS/GRADING SYSTEM:

Weekly Labs/Learning Activities – 55%

Assessment Resource Binder – 35%

Assignment – 10%

The following semester grades will be assigned to students:

Grade

Definition Grade Point Equivalent

A+	90 – 100%	4.00	
A	80 – 89%		
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 academically successful, the faculty member may confidentially provide that student's name to Student Services in an effort to help with the student's success. Students 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.

OFC Certification:

To be considered an ideal candidate for the OFC Group Fitness and Personal Fitness Trainer Certification, students must obtain a minimum overall grade of 75%.

VII. COURSE OUTLINE ADDENDUM:

The provisions contained in the addendum located in D2L and on the portal form part of this course outline.

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.

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. 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.

B. 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.

C. 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

D. Evaluation:

Is reflective of modified learning outcomes.