



## I. COURSE DESCRIPTION:

The CICE student, with assistance from a learning specialist, will acquire a basic theory and practical knowledge skill level required to assist in the design of individual training and lifestyle programs tailored to the clients needs and wants. Topics covered include: client assessment and interviews, exercise monitoring, and program design for cardiovascular fitness, strength training, endurance training, flexibility, and weight loss and weight control. CICE students will gain practical experience through assisting in training a 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 prescribe, design, implement, and evaluate individual training and lifestyle programs (cardiovascular, strength, endurance, flexibility, or weight loss and control).

Potential Elements of the Performance:

- Apply knowledge of a broad range of physical activity options
- Prescribe safe and healthy activities, exercises, and programs
- Select exercises and appropriate equipment for individual clients
- Apply training principles
- Identify assessment and prescription limitations of the fitness professional
- Apply motivational techniques
- Plan and schedule activities, and programs by developing and applying appropriate principles, purposes, goals, objectives, and time lines
- Demonstrate the correct selection of equipment and execution of various types of activities/exercises

2. Basically assess client needs.

Potential Elements of the Performance:

- Select tools, design strategies, and create action plans by applying the guiding principles of behavior change
- Determine the needs, wants, abilities, and limitations of the client for goal setting
- Apply knowledge of assessment to determine the needs of the client
- Match activities and programs to the needs and strengths of individuals or groups

3. Basically monitor client progress.

Potential Elements of the Performance:

- Monitor client's response to training and modify training to suit client needs

- Monitor exercise and activity programs and adapt and modify, when necessary, to meet the needs of the client
- Observe client performance and give appropriate and timely feedback to the client
- Monitor intensity and progression of activity/exercise programs
- Present information in a clear and understandable manner utilizing a variety of instructional techniques to fully involve client
- Provide appropriate supervision and spotting techniques where needed
- Ensure clients are instructed in the safe usage of all equipment

4. Basically demonstrate appropriate level of leadership and professionalism in the selection, training, and guiding of required volunteers

Potential Elements of the Performance:

- Appropriately responding to the concerns, needs, and issues of individuals

### III. TOPICS:

1. Risk stratification and documentation
2. Client Consultation
3. Health Appraisals
4. Advanced Program Design
5. Client Cases
6. Exercise Psychology for the Personal Trainer
7. Nutrition Consulting for the Personal Trainer
8. Application of Ergonomics in program design
9. Best practices: applying research
10. Introduction to Business for Personal Trainers

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

None

### RECOMMENDED RESOURCES:

CSEP-PATH Manual

Client Centered Exercise Prescription

ACSM's Resources for Personal Training

### V. EVALUATION PROCESS/GRADING SYSTEM:

A combination of tests and assignments will be used to evaluate student achievement of the course objectives. A description of the evaluation methods follows and will be discussed by the teacher during the semester.

- Client Training Program – 50%
- Final exam – 30%
- Research Assignment(s) – 20%

Note: Missed Tests and Late Assignments

If you miss a written test/quiz, you must call/email your instructor BEFORE the test to explain your absence. Only medical emergencies and extreme circumstances will warrant the opportunity to write the missed test at a later date. Official supporting documentation, such as a physician's certificate, may be required as confirmation of your illness. Arrangements with your instructor must be made as soon as you resume attendance at Sault College. Failure to comply with this policy will result in a zero grade for the missed test.

Written assignments must be submitted on the date and time specified. If the student is unable to do so, the teacher must be notified 24 hours prior to the due date and time. Failure to request an extension or requesting an extension later than 24 hours prior to the due date, will result in a zero grade for the assignment. For example; if the due date is on September 16, anything submitted after the 16th, will be counted as 0 grade. Similarly, if the assignment is due on September 16th by 5pm, anything submitted after 5pm will be considered late and will receive a 0 grade. 1% per day of extension (with permission) will be deducted from the assignment for up to three academic days. For example, if an assignment has been granted a three day extension, there will be a 1% penalty each day it is late (total of 3%).

The request for an extension does not necessarily result in an extension. The final decision to permit an extension resides with the professor. The professor may choose to discuss the situation with the coordinator and/or dean of the program.

In the event of extenuating circumstances (i.e. death, acute illness, disaster, etc.) where the extension could not be anticipated and which precludes the student from submitting the assignment on the due date an extension will be granted without penalty. The student is obliged to notify the teacher within 24 hours of the due date and collaborate on a date of submission. Appropriate documentation may be requested by the teacher to validate the extenuating circumstances.

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% in the course and 80% on the final practical.

## VII. COURSE OUTLINE ADDENDUM:

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

### Addendum:

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.