

I. Fitness Assessments I (FIT0156)

This course is the first part of a two part series (Fitness Assessments I and II). With assistance from a learning specialist, the CICE student will develop an fundamental understanding of a variety of fitness assessments used to determine a persons cardiovascular capacity, muscular strength and endurance, body composition, and flexibility. Baseline testing such as blood pressure and heart rate readings will also be practiced. CSEP-PATH concepts will be introduced in this course. The CICE student will be expected to demonstrate a basic competence skill level 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, the CICE student, with assistance of a Learning Specialist will demonstrate the basic ability to:

1. Apply a basic knowledge to assess levels of physical fitness to develop and evaluate safe and goal orientated strategies tailored to maximize the benefits of health, fitness and well-being.
Potential Elements of the Performance:
 - Apply appropriate exercises and activities to assist the client in improving their scores on particular fitness assessments
2. With the assistance of a Learning Specialist, the CICE student will communicate procedures, concepts and terminology, related to the delivery of fitness assessments, to clients in non-technical terms.
Potential Elements of the Performance:
 - Explain protocols of assessments learned in this course in detail to ensure safety and comfort of the client.
 - Explain the reason for completing certain fitness assessments to clients
 - Explain “submaximal VO₂” in non-technical terms
 - Explain “estimated 1RM” in non-technical terms
3. Apply a basic interpretation of fitness assessment results and communicate findings to clients, in non-technical terms
Potential Elements of the Performance:
 - Explain what blood pressure and heart rate measures and its relationship to exercise and performance
 - Explain subjective results from CSEP-PATH tools

- Explain how their body composition results relate to health and fitness
 - Explain how their submaximal aerobic and anaerobic results relate to their cardiorespiratory health and performance
 - Explain how their musculoskeletal results relate to health and performance
4. With the assistance of a Learning Specialist, the CICE student will identify clients who should seek medical clearance prior to performing a fitness appraisal or to becoming physically active.

Potential Elements of the Performance:

- Identify clients who may need to seek medical advice prior to an assessment or exercise session based on;
 - PAR-Q +
 - Informed Consent
 - Preliminary Considerations
 - Preliminary Observations
 - Resting Heart Rate and Blood Pressure
 - Contraindications
5. With the assistance of a Learning Specialist, the CICE student will utilize current theories to discuss weaknesses and strengths of various fitness assessments

Potential Elements of the Performance:

- Identify which protocols are appropriate for clients
 - Identify which protocols are appropriate to improve various areas of performance
6. With the assistance of a Learning Specialist, the CICE student will administer fitness assessments using a variety of laboratory instruments, techniques and procedures for baseline fitness evaluations

Potential Elements of the Performance:

- Utilize instruments such as; blood pressure cuff and stethoscope, HR monitor, skinfold calipers, weight scale, circumference tapes, goniometer, mCAFT steps, cycle ergometer, treadmill, flexometer, hand dynamometer, and stopwatch
 - Administer baseline procedures including pulse and blood pressure readings, body mass, body fat percentage, girth measurements, muscular strength, endurance and flexibility, aerobic and anaerobic submaximal VO₂ tests, and estimated 1RM tests.
7. With the assistance of a Learning Specialist, the CICE student will administer and evaluate a participant's competency in performing the CSEP-PATH standardized protocols

Potential Elements of the Performance:

- Blood pressure and heart rate protocols
- Waist circumference, weight and height protocols

- 1 mile walk test
 - mCAFT step test
 - YMCA cycle ergometer test
 - Ebbing Single Stage Walking Treadmill Test
 - Grip Strength
 - Sit and Reach
 - Push-ups
 - Single-leg balance
 - Back extension
 - Vertical jump
 - 1RM
8. With the assistance of a Learning Specialist, the CICE student will calculate various performance evaluations using standardized equations to determine a client's current fitness level
Potential Elements of the Performance:
- CSEP-PATH submaximal vo₂ (aerobic) equations
 - CSEP-PATH submaximal musculoskeletal equations
 - CSEP-PATH 1RM calculation
 - Calculate scores from various tools in the CSEP-PATH text
 - PASB-Q
 - Fantastic Lifestyle
 - Skinfold body fat % equations

III. TOPICS:

1. Introduction to Testing in the Lab
2. Mandatory Procedures and Reporting
3. Blood Pressure and Heart Rate Measurements
4. Body Composition Measurements
5. Skin fold Measurements
6. 1RM Testing
7. Submaximal Aerobic Tests
8. Musculoskeletal Tests

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

CSEP-PATH Physical Activity Training for Health, Canadian Society for Exercise Physiology, ISBN: 978-1-896900-32-2

FITKIT

V. EVALUATION PROCESS/GRADING SYSTEM:

Lab Reports – 15%
 Practical Exams (3) – 45%
 Written Tests (2) – 20%
 Final Written Exam – 20%

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 successful in their academic pursuits and has exhausted all strategies available to faculty, student contact information may be confidentially provided to Student Services in an effort to offer even more assistance with options for success. Any student wishing to restrict the sharing of such information should make their wishes known to the coordinator or faculty member.

VI. SPECIAL NOTES:Attendance:

Attendance in laboratory sessions is mandatory. If a student is absent from a laboratory session, the student will need to demonstrate competency of the skills before graduating.

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.

Late Assignments:

Assignments will be accepted up to three days after the due date. Students will be deducted 1% for each day that it is late. Assignments submitted after three days of the assigned due date will not be accepted.

Missed Tests/Exams:

Students will receive a 0 for missed tests or exams. If the student cannot write the exam due to unforeseen circumstances the student must notify the instructor BEFORE the exam date. If a student missed the test/exam, did not notify the instructor prior to the exam, and still requests to write the test, the instructor *may* only accept this request if the student can provide proof of an extreme circumstance.

OFC Requirement:

To be eligible for the Resistance Trainer Certification and Personal Trainer Certification you must pass this course with a 75% overall. You must also achieve an 80% on your final practical.

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.

VII. COURSE OUTLINE ADDENDUM:

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

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.