

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO



Sault College

COURSE OUTLINE

COURSE TITLE: Leadership III
Healthy Active Living - Special Populations

CODE NO. : FIT204 **SEMESTER:** 3

PROGRAM: Fitness and Health Promotion

AUTHOR: Tania Hazlett

DATE: Sept. 2009 **PREVIOUS OUTLINE DATED:** N/A

APPROVED: "Lucy Pilon"

| | CHAIR, HEALTH PROGRAMS | DATE |
|--|-------------------------------|-------------|
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TOTAL CREDITS: 5 credits

PREREQUISITE(S): FIT152

HOURS/WEEK: 5 hours/week

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For additional information, please contact Chair, Health Programs
School of Health and Community Services
(705) 759-2554, Ext. 2689

I. COURSE DESCRIPTION:

This course will provide students with 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. Characteristics of the athlete and effective leadership techniques for this special population will be addressed as well. 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.

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

In general, this course addresses Vocational Learning Outcomes (cross-referenced with the Program Standards) in: assessment and application skills (1,2,4,5,6,7,11) evaluation skills (5), risk management (10), professional development (9) and communication skills (1,3,11) It addresses all of the Generic Skills Learning Outcomes.

Upon successful completion of this course, the student will demonstrate the ability to:

1. Identify and explain special needs circumstances that would require exercise program adaptation and other lifestyle modifications.

Potential Elements of the Performance:

- Define and explain program needs and adaptations for senior populations
 - Define and explain program needs and adaptations for pre/postnatal women
 - Define and explain program needs and adaptations for athletes
 - Define and explain program needs and adaptations for those of cultural diversity
 - Define and explain program needs and adaptations for those of low socioeconomic status
2. Explain and demonstrate effective communication and leadership styles as they relate to individuals with special needs.

Potential Elements of the Performance:

- Explain and compare communication and leadership needs of special populations and those with high risk medical conditions.

3. Explain barriers to physical activity and motivational techniques for various populations

Potential Elements of the Performance:

- Explain physiological factors that contribute to limiting physical performance for special population sectors
- Explain psychological factors that contribute to limiting physical performance for special population sectors
- Explain economic and cultural factors that contribute to limiting physical performance for special population sectors
- Analyze motivational techniques that contribute to enhancing physical performance for special population sectors

4. Identify and discuss programs and leadership opportunities that are designed for individuals with special needs within communities

Potential Elements of the Performance:

- Research and describe and participate in programs designed for special needs populations.
- Research best practices for addressing the needs of special populations

5. Define and explain standards, regulations and precautions that are necessary to provide safe specialized physical activity programs.

Potential Elements of the Performance:

- Identify Canadian Fitness Safety Standards that apply to special populations
- Describe limitations as a fitness provider with respect to dealing with individuals with special needs
- Research and analyze precautions related to programming for individuals and groups with special needs.

6. Demonstrate ability to design and modify activities and programs to the abilities and strengths of a variety of individuals and groups with special needs.

Potential Elements of the Performance:

- Participate in and design an activity and/or program for an individual or group with special needs.

7. Identify, contribute to and evaluate various community physical activity programs for special populations.

Potential Elements of the Performance:

- Participate in a practical community learning experience
- Reflect on practical experience and relate to personal professional goals

III. TOPICS:

1. Definitions of Special Populations
2. Effective Communication with Special Populations
3. Moving Beyond Barriers and Effective Motivational Techniques
4. Safe Delivery of Programs for Special Populations
5. Program Design for the Athlete, Senior, and Pre/Postnatal Population

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

Title: Promoting Physical Activity: A Guide for Community Action (text also used in FIT152)

Author: U.S. Dept. of Health and Human Services

Publisher: Human Kinetics

Readings as assigned.

V. EVALUATION PROCESS/GRADING SYSTEM:

1. 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 first class.

1. Learning Activities – 10%
2. Assignment 1 – 15%
3. Assignment 2 – 15%
4. Assignment 3 – 30%
5. Placement – Satisfactory/ Unsatisfactory
6. Final – 30%

2. All test/exams are the property of Sault College.

3. Students missing any of the tests or exams because of illness or other serious reason must notify the professor **BEFORE** the test or exam. The professor reserves the right to request to support the student's request.

4. Those students who have notified the professor of their absence that day will be eligible to arrange an opportunity as soon as possible to write the test or exam at another time. Those students who **DO NOT NOTIFY** the professor will receive a zero for that test or exam.

5. For assignments not handed in by the due date, the mark received will be zero. Extensions will be granted if requested in writing at least 24 hours before the due date. There will be a deduction of one percent (of final grade) per day for every school day late with the permission of an extension. This means that an extension for 5 school days (1 week), will result in 5 percentage points deducted from the final grade.

The following semester grades will be assigned to students:

| <u>Grade</u> | <u>Definition</u> | <u>Grade Point Equivalent</u> |
|--------------|-------------------|-------------------------------|
| A+ | 90 – 100% | 4.00 |
| A | 80 – 89% | 3.00 |
| B | 70 - 79% | 3.00 |
| C | 60 - 69% | 2.00 |
| D | 50 – 59% | 1.00 |
| F (Fail) | 49% and below | 0.00 |

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| 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. |

NOTE: Mid Term grades are provided in theory classes and clinical/field placement experiences. Students are notified that the midterm grade is an interim grade and is subject to change.

VI. SPECIAL NOTES:

Course Outline Amendments:

The professor reserves the right to change the information contained in this course outline depending on the needs of the learner and the availability of resources.

Retention of Course Outlines:

It is the responsibility of the student to retain all course outlines for possible future use in acquiring advanced standing at other postsecondary institutions.

Prior Learning Assessment:

Students who wish to apply for advance credit transfer (advanced standing) should obtain an Application for Advance Credit from the program coordinator (or the course coordinator regarding a general education transfer request) or academic assistant. Students will be required to provide an unofficial transcript and course outline related to the course in question. Please refer to the Student Academic Calendar of Events for the deadline date by which application must be made for advance standing.

Credit for prior learning will also be given upon successful completion of a challenge exam or portfolio.

Substitute course information is available in the Registrar's office.

Disability Services:

If you are a student with a disability (e.g. physical limitations, visual impairments, hearing impairments, or learning disabilities), you are encouraged to discuss required accommodations with your professor and/or the Disability Services office. Visit Room E1101 or call Extension 2703 so that support services can be arranged for you.

Communication:

The College considers **WebCT/LMS** as the primary channel of communication for each course. Regularly checking this software platform is critical as it will keep you directly connected with faculty and current course information. Success in this course may be directly related to your willingness to take advantage of the **Learning Management System** communication tool.

Student Portal:

The Sault College portal allows you to view all your student information in one place. **mysaultcollege** gives you personalized access to online resources seven days a week from your home or school computer. Single log-in access allows you to see your personal and financial information, timetable, grades, records of achievement, unofficial transcript, and outstanding obligations. Announcements, news, the academic calendar of events, class cancellations, your learning management system (LMS), and much more are also accessible through the student portal. Go to <https://my.saultcollege.ca>.

Plagiarism:

Students should refer to the definition of “academic dishonesty” in *Student Code of Conduct*. A professor/instructor may assign a sanction as defined below, or make recommendations to the Academic Chair for disposition of the matter. The professor/instructor may:

- (i) issue a verbal reprimand,
- (ii) make an assignment of a lower grade with explanation,
- (iii) require additional academic assignments and issue a lower grade upon completion to the maximum grade “C”,
- (iv) make an automatic assignment of a failing grade,
- (v) recommend to the Chair dismissal from the course with the assignment of a failing grade.

In order to protect students from inadvertent plagiarism, to protect the copyright of the material referenced, and to credit the author of the material, it is the policy of the department to employ a documentation format for referencing source material.

Electronic Devices in the Classroom:

Students who wish to use electronic devices in the classroom will seek permission of the faculty member before proceeding to record instruction. With the exception of issues related to accommodations of disability, the decision to approve or refuse the request is the responsibility of the faculty member. Recorded classroom instruction will be used only for personal use and will not be used for any other purpose. Recorded classroom instruction will be destroyed at the end of the course. To ensure this, the student is required to return all copies of recorded material to the faculty member by the last day of class in the semester. Where the use of an electronic device has been approved, the student agrees that materials recorded are for his/her use only, are not for distribution, and are the sole property of the College.

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.