



## **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 those with diverse physical limitations
- Define and explain program needs and adaptations for visual and Auditory disabilities
- Define and explain program needs and adaptations for those with respiratory, cardiovascular, neurological and metabolic disease

### **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 those living with special 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:

- Determine eligibility of individuals with special precautions that fall within the certified personal trainer's scope of practice.
- Identify safe and effective testing protocols as they 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:

- 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:**

<b>Lecture/Lab Component</b>	<b>Placement Component</b>
• Evidence Based Risk Stratification	• Introduction to placement
• Cardiovascular Disease	• Portfolio
• Overweight/Obesity	• Placement Record Skills
• Older Adults	• Student Responsibilities
• Bone/Joint related Diseases	
• Disabilities	
• LTAD Model	
• Cancer Survivors	
• Diabetes	
• Pregnancy	
• Visual and Auditory Disabilities	
• Respiratory Diseases	

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

ACSM's Guidelines for Exercise Testing and Prescription  
Ninth Edition  
Lippincott Williams & Wilkins

Portfolio

## V. EVALUATION PROCESS/GRADING SYSTEM:

In the two hour lecture and two hour lab component, a combination of quizzes 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.

- Final Exam – 25%
- In class learning activities/homework – 50%
- Assignment 1 (Program Design) – 25%

In the one hour Placement Component there will be 4 hours (4 weeks) of lecture to prepare the student for placement, followed by 11 weeks of placement in the field. An S (Satisfactory) or U (unsatisfactory) grade will be used to evaluate student achievement of the course. A “U” grade in this portion will mean automatic failure of the entire course. To achieve an “S” grade, the student must;

- Attend 100% of the lectures (4/4)
- Submit a personal portfolio, meeting the instructor’s guidelines
- Complete and hand in all necessary placement requirements;
  - Weekly journal
  - Attendance record
  - Learning contract
  - Placement evaluation
  - Personal reflection
  - Complete 14 hours of placement

### **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 16<sup>th</sup>, will be counted as 0 grade. Similarly, if the assignment is due on September 16<sup>th</sup> 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.

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.

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%		
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.		

## 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.

## VII. COURSE OUTLINE ADDENDUM:

### Course Outline Amendments:

The faculty member 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 Key Dates Calendar 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. Student Services can provide information regarding the Prior Learning Assessment and Recognition policy or it can be viewed on the student portal.

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

### 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. In addition announcements, news, academic calendar of events, class cancellations, your learning management system (LMS), and much more is available. Go to <https://my.saultcollege.ca>.

Communication:

The College considers ***Desire2Learn (D2L)*** 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 this Learning Management System (LMS) communication tool.

Accessibility 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 the Accessibility Services office. Call Ext. 2703 or email [studentsupport@saultcollege.ca](mailto:studentsupport@saultcollege.ca) so that support services can be arranged for you.

Audio and Video Recording 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. Students with disabilities who require audio or visual recording devices in the classroom as an accommodation will receive approval from their counsellor once the Audio and Video Recording Devices in the Classroom Policy has been reviewed by the student. Recorded classroom instruction will be used only for individual academic use and will not be used for any other purpose. Recordings may only be used for individual study of materials presented during class and may not be published or distributed. Intentional misuse of audio and video recordings or intentional misrepresentation when requesting the use of a device for recording shall constitute a violation of this policy and laws protecting intellectual property.

Academic Dishonesty:

Students should refer to the definition of “academic dishonesty” in the *Student Code of Conduct*. Students who engage in academic dishonesty will be issued a sanction under the Student Code of Conduct which could lead to and include expulsion from the course/program. In order to protect students from inadvertent plagiarism, to protect the copyright of the material referenced, and to credit the author of the material, students must use a documentation format for referencing source material.

Tuition Default:

Students who have defaulted on the payment of tuition) as of the first week of November (fall semester courses), first week of March (winter semester courses) or first week of June (summer semester courses) will be removed from placement and clinical activities due to liability issues. This may result in loss of mandatory hours or incomplete course work. Sault College will not be responsible for incomplete hours or outcomes that are not achieved or any other academic requirement not met as of the result of tuition default. Students are encouraged to communicate with Financial Services with regard to the status of their tuition prior to this deadline to ensure that their financial status does not interfere with academic progress.