



COURSE OUTLINE: FIT208 - GROUP FITNESS II

Prepared: Lisa Folz

Approved: Bob Chapman, Chair, Health

Course Code: Title	FIT208: GROUP FITNESS II
Program Number: Name	3040: FITNESS AND HEALTH
Department:	FITNESS & HEALTH PROMOTION
Semesters/Terms:	19F
Course Description:	This course continues to enhance the necessary skills, acquired in Group Fitness, to develop and lead a group fitness class. In this course the student will be exposed to a greater variety of group fitness styles, for example, Cycling, Step, Yoga, Aqua-fit, and other specialty classes, and will participate in various community group fitness settings. The student will be challenged to identify, explain and demonstrate the necessary elements of each style of class and enhance their communication, leadership, motivational, and professionalism skills. Finally the student will be tasked to develop and instruct a specialty group fitness class of their choice to their peers. In addition, this course will effectively prepare the student for various group fitness certifications in the industry.
Total Credits:	3
Hours/Week:	3
Total Hours:	45
Prerequisites:	FIT151
Corequisites:	There are no co-requisites for this course.
Vocational Learning Outcomes (VLO's) addressed in this course: Please refer to program web page for a complete listing of program outcomes where applicable.	3040 - FITNESS AND HEALTH VLO 2 Prescribe appropriate physical activity, fitness, active living, and lifestyle programs to enhance health, fitness, and well-being of clients. VLO 3 Utilize appropriate interviewing and counselling skills to promote or enhance health, fitness, active living, and well-being of clients. VLO 4 Collaborate with individuals in the selection and adoption of strategies that will enable them to take control of and improve their health, fitness, and well-being. VLO 5 Develop, implement, and evaluate activities, programs, and events which respond to identified needs and interests of clients and maximize the benefits of health, fitness, and well-being. VLO 6 Train individuals and instruct groups in exercise and physical activities. VLO 7 Contribute to community health promotion strategies. VLO 8 Assist in the development of business plans for health and fitness programs, activities and facilities. VLO 9 Implement strategies and plans for ongoing personal and professional growth and development. VLO 10 Develop and implement risk management strategies for health and fitness programs, activities and facilities. VLO 11 Interact effectively with clients, staff, and volunteers in health and fitness programs, activities and facilities.



SAULT COLLEGE | 443 NORTHERN AVENUE | SAULT STE. MARIE, ON P6B 4J3, CANADA | 705-759-2554

Essential Employability Skills (EES) addressed in this course:

- EES 1 Communicate clearly, concisely and correctly in the written, spoken, and visual form that fulfills the purpose and meets the needs of the audience.
- EES 2 Respond to written, spoken, or visual messages in a manner that ensures effective communication.
- EES 4 Apply a systematic approach to solve problems.
- EES 5 Use a variety of thinking skills to anticipate and solve problems.
- EES 7 Analyze, evaluate, and apply relevant information from a variety of sources.
- EES 8 Show respect for the diverse opinions, values, belief systems, and contributions of others.
- EES 9 Interact with others in groups or teams that contribute to effective working relationships and the achievement of goals.
- EES 10 Manage the use of time and other resources to complete projects.
- EES 11 Take responsibility for ones own actions, decisions, and consequences.

Course Evaluation:

Passing Grade: 50%,

Course Outcomes and Learning Objectives:

Upon successful completion of this course, the CICE student, with the assistance of a Learning Specialist will acquire varying levels of skill development relevant to the following learning outcomes:

Course Outcome 1	Learning Objectives for Course Outcome 1
1.Design, implement, and evaluate a variety of group exercise specialty classes grounded in the fundamentals of anatomy, physiology and biomechanics.	1.1 Demonstrate and coach correct technique for appropriate exercises and movements for a variety of group exercise specialty classes 1.2 Describe the common physiological responses that occur with a variety of specialty classes 1.3 Describe how exercise physiology theories apply to the design of a variety of group exercise specialty classes 1.4 Describe how biomechanical factors are applied to the design of a variety of group exercise specialty classes 1.5 Assess various specialty classes and how the fundamentals of anatomy, physiology and biomechanics are integrated.
Course Outcome 2	Learning Objectives for Course Outcome 2
2. Describe, explain and demonstrate choreographic techniques	2.1 Apply music theory to the development and design of a beat-driven group exercise class 2.2 Demonstrate and coach basic choreography movements 2.3 Build choreography combinations utilizing appropriate transitions and anticipatory cues 2.4 Create and teach a choreographed routine with at least 64-count blocks and proper cueing
Course Outcome 3	Learning Objectives for Course Outcome 3
3. Identify professional certifications and career opportunities within the group fitness industry	3.1 Identify current trends in group fitness 3.2 Identify certification pathways for different group fitness modalities 3.3 List strategies to plan for ongoing professional development in relation to group fitness
Course Outcome 4	Learning Objectives for Course Outcome 4
4. Apply group fitness theory	4.1 Identify and utilize communication styles appropriate for the



	and coaching-based concepts to a variety of specialized group exercise classes	group 4.2 Create rapport with participants to empower and connect with them in various group classes 4.3 Generate and apply motivational strategies 4.4 Understand the integration of health components into group exercise design 4.5 Demonstrate how to create a positive class environment 4.6 Demonstrate the ability to provide a variety of cues appropriate for various specialty classes to ensure safety and effectiveness 4.8 Apply appropriate guidelines and timeframes to a variety of specialized fitness classes 4.9 Coach participants through various specialty classes 4.10 Create a lesson plan to teach various specialty classes 4.11 Observe and analyze the framework and coaching needs of various specialty classes
	Course Outcome 5	Learning Objectives for Course Outcome 5
	5. Employ risk management strategies to deal with safety and liability of the instructor, participants, and facility	5.1 Identify the various types of participants within group fitness classes and their needs and health risks 5.2 Understand and observe basic business practices for group exercise programming 5.3 Ensure clients are instructed in the safe usage of all equipment and in the safe execution of all exercises 5.4 Apply exercise modification and progression skills for participant injury prevention 5.5 Apply first-aid and injury management techniques 5.6 Understand the scope of practice for group fitness instructors 5.7 Discuss health screening tools utilized for safe group exercise programming
	Course Outcome 6	Learning Objectives for Course Outcome 6
	6. Identify, demonstrate and assess elements of professionalism required for work in various group fitness settings	6.1 Observe various professionals in the group exercise field and assess their professionalism 6.2 Demonstrate application of various elements of professionalism within the classroom such as time management, organization, preparedness, dependability, communication etc. 6.3 Utilize reflective practices to assess personal professionalism skills
Evaluation Process and Grading System:	Evaluation Type	Evaluation Weight
	Assignments	70%
	Practical Evaluations	30%
CICE Modifications:	<u>Preparation and Participation</u>	
	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. 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.

B. 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.

C. 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.

D. 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

E. Evaluation:

Is reflective of modified learning outcomes.

NOTE: Due to the possibility of documented medical issues, CICE students may require alternate methods of evaluation to be able to acquire and demonstrate the modified learning outcomes



Date: August 7, 2019

Addendum: Please refer to the course outline addendum on the Learning Management System for further information.

