

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO



Sault College

COURSE OUTLINE

COURSE TITLE: Group Fitness

CODE NO. : FIT151 **SEMESTER:** 2

PROGRAM: Fitness and Health Promotion

AUTHOR: Tania Hazlett

DATE: Jan 09 **PREVIOUS OUTLINE DATED:** N/A

APPROVED: "Fran Rose"

CHAIR, HEALTH PROGRAMS

DATE

TOTAL CREDITS: 3

PREREQUISITE(S): OPA101, OPA104, PNG111

HOURS/WEEK: 3

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

I. COURSE DESCRIPTION:

In this course the learner will identify, explain and demonstrate the necessary elements of a group exercise class. Students will learn the skills necessary to effectively design and safely implement and lead a group fitness class. Skills will be mastered through practice teaching, peer and instructor evaluation, and participating in various community group fitness class settings.

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

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

1. Define and explain the essential components of a group exercise class.

Potential Elements of the Performance:

- Define and describe components of an effective warm up and cool down
- Define and describe essential components of muscular conditioning
- Define and describe essential components of cardio-respiratory training
- Define and describe essential components of flexibility training

2. Apply knowledge of muscle anatomy and joint actions to exercise design.

Potential Elements of the Performance:

- Identify the action of various muscles as they apply to group exercise
- Explain and demonstrate exercise progressions and multiple muscle group modifications
- Explain and demonstrate muscle conditioning exercises using proper body mechanics

3. Identify and compare various types/forms/styles of group exercise classes.

Potential Elements of the Performance:

- Identify and explain advantages and disadvantages of various group strength training classes
- Identify and explain advantages and disadvantages of various group flexibility training classes
- Identify and explain advantages and disadvantages of various group aerobic training classes
- Identify and explain advantages and disadvantages of various group relaxation classes

4. Identify and compare various types of group training equipment.

Potential Elements of the Performance:

- Explain advantages and disadvantages of equipment used in group aerobic, strength, balance and flexibility classes
- Distinguish between effective and ineffective group training equipment and the identify the appropriate use of the equipment

5. Explain and demonstrate appropriate group exercise communication and leadership styles.

Potential Elements of the Performance

- Define and compare student centered versus teacher centred instruction
- Identify and explain various motivation, feedback and cueing techniques

6. Identify the importance of appropriate music for group exercise classes.

Potential Elements of the Performance:

- Explain the advantages and disadvantages of the use of music in group exercise
- Define and explain the fundamentals of music in group exercise including rhythm, beat, tempo, phrasing
- Identify various music styles and apply to appropriate classes
- List recommendations for music volume in group exercise classes

7. Identify and interpret elements necessary to ensure safety of group fitness class participants.

Potential Elements of the Performance:

- Explain and interpret appropriate pre-screening tools
- Recognize and describe appropriate methods of monitoring exercise intensity
- List necessary elements of fitness facility and equipment safety
- Describe safe adaptation to a variety of instructional settings including faith, community and corporate.

8. Recognize, interpret and apply necessary changes to meet the developmental needs of a variety of groups.

Potential Elements of the Performance:

- Explain instructional modifications necessary to train diverse abilities
- Explain instructional adaptations necessary to train diverse ages

9. Explore elements of motivation and adherence as they apply to the group fitness participant.

Potential Elements of the Performance:

- Define the terms and examine research on motivation and adherence
- Explain recent trends in group fitness
- Explain techniques to incorporate health education and health promotion into group classes

10. Plan and demonstrate ability to conduct a group fitness class.

Potential Elements of the Performance:

- Demonstrate ability to create effective lesson plans
- Conduct a peer evaluated group fitness class

III. TOPICS:

1. Instructing a Group Exercise Class
2. Guidelines for Group Exercise Segments
3. Use of Music in the Group Exercise Class
4. Group Exercise Safety
5. Adaptations to Group Classes
6. Trends in Group Fitness

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

Kennedy-Armbruster, C. A., Yoke, M. M. (2005) *Methods of group exercise instruction*. Human Kinetics.

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.

Assignment #1 – 10%
Assignment #2 – 25%
Learning Activities – 20%
Midterm – 20%
Final – 25%

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%	2.00
C	60 - 69%	1.00
D	50 – 59%	0.00
F (Fail)	49% and below	
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:

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.

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.

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.

Plagiarism:

Students should refer to the definition of “academic dishonesty” in *Student Code of Conduct*. Students who engage in academic dishonesty will receive an automatic failure for that submission and/or such other penalty, up to and including expulsion from the course/program, as may be decided by the professor/dean. 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.

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.

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

VII. 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.

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