

I.

COURSE DESCRIPTION:

The student will gain an understanding of adult human behaviour as it relates to initiating and adhering to healthy lifestyle changes. Several phases of adulthood will be defined and analyzed with special emphasis being placed on the role that healthy active living can play on improving the well-being of adults as they age. The role of supportive family and workplace environments will be explored as necessary components of a healthy active lifestyle for the adult. Through study and practical experience, the student will learn effective leadership techniques to design, conduct, and evaluate various purposeful physical activity sessions and active living presentations for adults. Students will investigate and participate in a variety of community active living leadership opportunities within private and community fitness facilities.

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

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

1. **Identify and explain biological and psychosocial development with respect to physical activity and the various stages of adulthood**

Potential Elements of the Performance:

- define and discuss elements of the physical aging process and the effect of regular physical activity
- define and discuss elements of psychosocial development related to various stages of adulthood
- explain the effects of physical activity on the psychosocial wellbeing of the adult

2. **Identify and explain patterns and barriers to physical activity as they apply to various stages of adulthood**

Potential Elements of the Performance:

- list and explain patterns of physical activity as they relate to adults according to the Canadian Fitness and Lifestyle Research Institute
- list and explain barriers to physical activity as they relate to adults according to the Canadian Fitness and Lifestyle Research Institute

3. **Define and explain models and theories of the process of behaviour change as they relate to readiness for physical activity.**

Potential Elements of the Performance:

- explain and contrast various Health Promotion theories and models
- explain the essential components for change including self-efficacy, intention and readiness to change, supportive social network and nurturing environment
- identify personal stage of readiness to change

4. **Explain and apply interventions that strengthen individual intention to change**

Potential Elements of the Performance:

- explain elements that support positive behaviour change
- explain environmental factors that support positive behaviour change

5. **Explain and apply motivational strategies to increase adherence to lifestyle changes.**

Potential Elements of the Performance:

- discuss the term role model as it applies to physical activity adherence
- discuss disease and injury prevention as they apply to adherence to healthy active living
- examine research on motivation and adherence as they apply to adult physical activity

6. Explain and demonstrate effective communication and leadership styles for adults.

Potential Elements of the Performance:

- identify and explain key leadership styles
- identify and explain key components of effective communication
- contrast effective and ineffective communication styles
- demonstrate effective communication through providing and accepting feedback

7. Demonstrate the ability to design and modify activities and programs to the abilities and strengths of individuals.

Potential Elements of Performance:

- apply current research of adult lifestyle patterns to physical activity programming for adults
- define safety guidelines for physical activity programs for adults
- identify appropriate equipment for adult physical activity programs for adults
- discuss elements of program modifications for physical, social and emotional considerations – music, scheduling, class format
- discuss safe adaptation to a variety of instructional settings(facilities)- corporate, faith, community
 - recognize limitations as fitness provider with respect to individuals with special circumstances

8. Identify and explain the role of supportive environments on the adult healthy active lifestyle

Potential Elements of Performance:

- define and discuss employee fitness programs
- define and discuss family oriented fitness opportunities

9. Identify, contribute to and evaluate adult physical activity programs and events in the community.

Potential Elements of Performance:

- Identify, discuss and participate in healthy active living opportunities within the community
- reflect on field experience and relate this to personal professional goals

10. **Analyze current research of health, fitness and well-being trends for adults**

Potential Elements of Performance:

- identify potential new markets for adult active living programming
- discuss current physical activity trends for adults

III. TOPICS:

1. Stages of Adulthood
2. Patterns and Barriers of Physical Activity
3. Understanding Behaviour Change
4. Communicating with Adults
5. Safe Physical Activity Programming
6. Current Trends in Physical Activity Programming for Adults

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

U.S. Department of Health and Human Services. *Promoting physical activity: A guide for community action*, Human Kinetics: Windsor ON.

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.