



## **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
- identify and explain current physical activity guidelines for adults according to ACSM and the Canadian Physical Activity Guide
- explain the terms moderate and vigorous physical activity
- 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

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

Potential Elements of the Performance:

- explain elements that support positive behaviour change - increased awareness and knowledge of physical activity, enhance motivation to become and remain physically active, teach or enhance skills needed to establish and maintain desired behaviour, enhance readiness to change physical activity behaviour
- explain environmental factors that support positive behaviour change – fostering social networks, establishing and maintaining a physical environment supportive of an active lifestyle, establish and support policies supportive of a physically active way of life )
- identify personal stage of readiness using the behaviour modification exercise

**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
- discuss environmental factors that support successful lifestyle change (transportation, childcare)
- 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 and discuss active healthy living opportunities within the community
- reflect on field experience and relate 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 Healthy Active Living 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:**

The following semester grades will be assigned to students:

- Assignment #1 – 10%
- Assignment #2 – 25%
- Placement – S/U
- Learning Activities – 20%
- Midterm – 20%
- Final – 25%

| <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.                                                                                    |                               |

***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.