

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO



**SAULT
COLLEGE**

COURSE OUTLINE

COURSE TITLE: Leadership II – Healthy Active Living for Adults

CODE NO. : FIT152 **SEMESTER:** 2

PROGRAM: Fitness and Health Promotion

AUTHOR: Tania Hazlett

INSTRUCTOR: Steve McLeod

DATE: Jan 2012 **PREVIOUS OUTLINE DATED:** 2011

APPROVED: _____
"Marilyn King" Dec. 2011

CHAIR **DATE**

TOTAL CREDITS: 5

PREREQUISITE(S): FIT 102

HOURS/WEEK: 5

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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. Apply basic knowledge of cardiorespiratory physiology, anatomy, biomechanics and exercise physiology to training programs

Potential Elements of the Performance:

- Identify appropriate training techniques for a variety of clients
- Identify appropriate training plans to improve health related components of fitness
- Design and implement a complete training plan for a classmate

4. Define and explain the process of behavior change as it relates to readiness for physical activity

Potential Elements of the Performance:

- Explain the trans-theoretical model
- Explain the health belief model
- Explain essential components necessary for behavior change

5. 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

6. 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

7. Explain and demonstrate effective communication and leadership styles for adults
Potential Elements of Performance:
 - identify and explain key components of effective communication
 - contrast effective and ineffective communication styles
 - demonstrate effective communication through providing and accepting feedback

8. Demonstrated 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

9. Identify and explain the role of supportive environments on the adult healthy active lifestyle
Potential Elements of the Performance:
 - define and discuss employee fitness programs
 - define and discuss family oriented fitness opportunities

10. 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

- 11 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/Sport
3. Principles of Client-Centered Assessment and Prescription
4. Exercise Analysis, Design, and Demonstration
5. Cardiovascular Exercise Prescription Model
6. Resistance Training Prescription Model
7. Muscle Balance and Flexibility Prescription Model
8. Weight Management Prescription Model
9. Current Trends in Healthy Active Living for Adults

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

Client-Centered Exercise Prescription 2nd ed. John C. Griffin
ACSM's Foundations of Strength Training and Conditioning N. Ratamass
Readings as Assigned

V. EVALUATION PROCESS/GRADING SYSTEM:

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

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.

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:

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:

The provisions contained in the addendum located on the portal form part of this course outline.