



## **OBJECTIVES:**

Being able to offer safe and enjoyable programming is key to client adherence, fitness facilitation and activity motivation. High variety, leader enthusiasm, skilful delivery, safe presentation, and progress reports help to facilitate client fitness and insure the ongoing participation of older adults. In this course the focus is on developing broad leadership and assessment skills in facilitating enjoyable fitness activity among older adults. Developing yourself as a leader includes maximizing your current physical activity abilities, promoting enjoyment factors in your planning of a program, correcting your presentation weaknesses, conducting timely health and performance assessments to measure client risk factors and progress, and adding variety to your repertoire with new physical activity skills of your own.

By the end of this course, you will be able to:

- Recognize the available activities for older adults in your community and your fellow students' communities.
- Identify and explain the foundations of research on physical activity interventions.
- Explain the tools for measuring motivational readiness for behaviour change.
- Apply the mediators of behaviour change.
- Identify and discuss the fundamental motor learning concepts.
- Apply motor learning principles to program design of activities for older adults.
- Identify effective teaching and leadership skills for older adult activities.
- Apply the leadership and teaching theories to an exercise class for older adults.
- Develop a detailed and appropriate lesson plan for an exercise class for older adults.
- Discuss the various leadership behaviours and elements and their effectiveness in creating a successful activity class for older adults.
- Differentiate between group and individual activity sessions in terms of motivation, continued participation, and social rewards.
- Create an atmosphere of enjoyment, safety, and enthusiasm for your group activity sessions.
- Present and discuss ideas for incorporating safe and fun exercises into activities for older adults, including appropriate warm up and cool down activities.
- Identify the values of incorporating flexibility exercises into daily routines of older adults, considering possible age-related changes in range of motion in joints and muscles.
- Identify at least two types of stretching techniques and how to incorporate them into a physical activity program for older adults.
- Critique presented stretching techniques.
- Identify all the benefits of mind-body exercise, or mindful exercise, for older adults.
- Identify the fundamental components of traditional mindful exercise forms.
- Integrate simple mind-body exercises into a well-rounded exercise program for older adults.
- Apply knowledge of aquatic activities and training to appropriate programs for older adults.
- Develop aquatic exercises that are appropriate for older adults of different functional abilities.

## COURSE STRUCTURE:

You will proceed through the course by completing the content in sequence as outlined below. Refer to Moodle for all course readings and activities.

<b>MODULE 1</b>	
<b>Week 0:</b> <b>Sept 6-12, 2010</b>	<ul style="list-style-type: none"><li>• Order your textbooks:<ul style="list-style-type: none"><li>○ GPRC college bookstore (<b>780-539-2880</b>)</li></ul></li><li>• Visit &amp; become familiar with Moodle and the Program Information Page <b>“Older Adult Fitness &amp; Wellness Program”</b></li><li>• Post within the “Introductions” forum, and learn about your classmates.</li></ul>
<b>Week 1:</b> <b>Sept 13-19, 2010</b>	TOPICS: <ul style="list-style-type: none"><li>• Course outline and introductions</li><li>• Community Assets Map</li><li>• Elluminate Class</li></ul>
<b>Week 2:</b> <b>Sept 20-26, 2010</b>	TOPICS: <ul style="list-style-type: none"><li>• Motivation and Enjoyment</li></ul>
<b>MODULE 2</b>	
<b>Week 3:</b> <b>Sept 27- Oct 3, 2010</b>	TOPICS: <ul style="list-style-type: none"><li>• Goal Setting and Behavior Management</li><li>• Dance basics, part 1.</li></ul>
<b>Week 4:</b> <b>Oct. 4-10, 2010</b>	TOPICS: <ul style="list-style-type: none"><li>• Designing Exercise Programs for Older Adults</li><li>• Dance basics, part 2.</li></ul>
<b>MODULE 3</b>	
<b>Week 5:</b> <b>Oct. 11-17, 2010</b>	TOPICS: <ul style="list-style-type: none"><li>• Principles of Warm-Up and Cool-Down</li><li>• Ribbons and Scarves</li></ul>
<b>Week 6:</b> <b>Oct. 18-24, 2010</b>	TOPICS: <ul style="list-style-type: none"><li>• Flexibility Training</li><li>• Stretching methods</li></ul>
<b>MODULE 4</b>	
<b>Week 7:</b> <b>Oct. 25-31, 2010</b>	TOPICS: <ul style="list-style-type: none"><li>• Applying Motor Learning Principles to Program Design</li></ul>

<b>Week 8:</b> <b>Nov. 1-7, 2010</b>	<b>TOPICS:</b> <ul style="list-style-type: none"> <li>• Teaching and Leadership Skills</li> <li>• Lesson Planning</li> </ul>

<b>MODULE 5</b>
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<b>Week 9:</b> <b>Nov. 8-14, 2010</b>	<b>TOPICS:</b> <ul style="list-style-type: none"> <li>• Resistance Training for Older Adults</li> <li>• Fiatarone’s system</li> <li>• Therabands</li> </ul>
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<b>Week 10:</b> <b>Nov. 15-21, 2010</b>	<b>TOPICS:</b> <ul style="list-style-type: none"> <li>• Aerobic Endurance Training</li> <li>• Dance – Zumba Gold</li> <li>• Exerstrider</li> </ul>
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<b>MODULE 6</b>
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<b>Week 11:</b> <b>Nov. 22-28, 2010</b>	<b>TOPICS:</b> <ul style="list-style-type: none"> <li>• Mind-Body Exercise Training</li> <li>• Tai Chi</li> <li>• Restorative Yoga</li> </ul>
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<b>Week 12:</b> <b>Nov. 29-Dec. 5, 2010</b>	<b>TOPICS:</b> <ul style="list-style-type: none"> <li>• Aquatic Training</li> <li>• Medical considerations related to aquatics</li> </ul>
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<b>MODULE 7</b>
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<b>Week 13:</b> <b>Dec. 6 – Dec. 12, 2010</b>	<b>TOPICS:</b> <ul style="list-style-type: none"> <li>• Designing and Managing Group Conditioning Classes</li> <li>• Course wrap up and evaluations.</li> </ul>
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### COURSE ASSESSMENT/EVALUATION:

1. Online discussion forum postings & online participation	30%
2. Elluminate meetings	10%
3. Community Assets Map (Week 1)	10%
4. Assignment on warm up, cool down, and flexibility (Weeks 5 & 6)	5%
5. Movement Analysis (Week 7)	5%
6. Lesson Plan Draft (Week 8)	5%
7. Aquatic Lesson Plan (Week 12)	5%
8. Final Lesson Plan and video of teaching it (Week 13)	25%
9. Self-Evaluation	5%
TOTAL	100%

#### Online postings and Elluminate Participation:

Throughout the course there are many discussion forums that you must contribute to. Please refer to the **Program Information Page** “Older Adult Fitness & Wellness Program” and review the **Discussion Board Rubric** and **Netiquette: Appropriate Network Etiquette** prior to posting within a discussion board.

Participation in the Elluminate sessions is required of all students. If there is an unforeseen reason that you are not able to attend an Elluminate session, advanced notification to the course facilitator is requested. In the event that you miss an Elluminate session, you will be given access to a recorded copy of the Elluminate session that you missed.

#### Assignment Policy:

All assignments are requested to be digitally handed in on the day they are due. **Digital submissions will be accepted up until 11:59 pm on the due date.** Extensions on assignments may be granted and must be negotiated with the instructor **prior** to the due date and with a date specified for late submission. A penalty of 10% per day will be deducted from the final mark of a late assignment.

#### Student Rights and Responsibilities:

Please refer to the Student Rights and Responsibilities policy in the Grande Prairie Regional College Calendar or at <http://www.gprc.ab.ca/downloads/documents/StudentRightsandResponsibilities.pdf>

### Plagiarism and Cheating:

We expect honesty from our students. Penalties will be given according to the degree of the plagiarism or cheating. **If you are unsure whether an action is plagiarism or not, please consult the GPRC Library Student Resource Center or your course instructor for assistance.** For additional information, please refer to your GPRC Calendar or

<http://www.gprc.ab.ca/downloads/documents/Student%20Misconduct%20Plagiarism%20and%20Cheating.pdf>

### GRADING CRITERIA:

GRANDE PRAIRIE REGIONAL COLLEGE			
GRADING CONVERSION CHART			
Alpha Grade	4-point Equivalent	Percentage Guidelines	Designation
A <sup>+</sup>	4.0	90 – 100	EXCELLENT
A	4.0	85 – 89	
A <sup>-</sup>	3.7	80 – 84	FIRST CLASS STANDING
B <sup>+</sup>	3.3	77 – 79	
B	3.0	73 – 76	GOOD
B <sup>-</sup>	2.7	70 – 72	
C <sup>+</sup>	2.3	67 – 69	SATISFACTORY
C	2.0	63 – 66	
C <sup>-</sup>	1.7	60 – 62	
D <sup>+</sup>	1.3	55 – 59	MINIMAL PASS
D	1.0	50 – 54	
F	0.0	0 – 49	FAIL
WF	0.0	0	FAIL, withdrawal after the deadline