

**GRANDE PRAIRIE REGIONAL COLLEGE
DEPARTMENT OF PHYSICAL EDUCATION, ATHLETICS, AND KINESIOLOGY**

PF 2140 (3)

**Fitness Facilitation and Activity Motivation for Older Adults
(45 hours; 2-0-1)**

**Fall 2009
Course Outline**

INSTRUCTOR: Bethe Goldie

OFFICE: K214 GPRC

OFFICE HOURS: TBA

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CLASS SCHEDULE: Monday 11:30 am - 1:20 pm Room J226

 Wednesday 1:00 - 1:50 pm Room M121

Wednesday's labs will usually be active but may occasionally take place at different locations. You will be given information ahead of each particular class.

COURSE DESCRIPTION:

This course will focus on information on how to include fun, play and active recreation as part of a natural and healthy (fit) lifestyle. A wide variety of topics will range from resistance training, stretching, balance training, fall prevention, to circuits, chair exercises, yoga, Tai-chi, dance, games, activities that include the family, etc.

COURSE 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 regional fitness certifications.
- Initiate and develop a community of inquiry.
- Identify a topic for your term project/presentation and accumulate information
- Recognize the available activities for older adults in your community and your peers' 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 the elements and theories of the Home Support Exercise Program.
- Coordinate and implement a lesson for one or more older adults, focusing on safely completing the 10 HSEP exercises.
- Apply your knowledge of HSEP to practical situations.
- Discuss your practical experience leading an older adult through the HSEP exercises.
- 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.
- 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 two types of stretching techniques and how to incorporate them into a physical activity program for older adults.
- Critique presented stretching techniques.
- Identify the most important skills needed for good balance and mobility, keeping in mind age-related changes in body systems.
- Apply your knowledge of progressive exercises for improved balance and mobility to lessons in which you can adjust the level of challenge and accommodate older adults with varying levels of skill.
- 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.

REQUIRED TEXTS

Jones, C.J., & Rose, D.J. (2005). *Physical activity instruction of older adults*. Windsor, Ontario: Human Kinetics.

Marcus, Bess H., and Forsyth, LeighAnn H. (2003) *Motivating people to be physically active (Physical Activity Intervention Series)*. Windsor, Ontario: Human Kinetics.

Alberta Centre for Active Living. (2006). *Active Independence: The Home Support Exercise Program (HSEP) in Alberta* – This will be given to you when you take the HSEP course.

COURSE STRUCTURE:

The course is structured into twelve weeks of classes with an evaluation day in the last week. There will not be a class on Wednesday, December 2.

Dates:	Title
September 9	Week 1: Course Introduction; Certification and Project Introduction
September 14 & 16	Week 2: Community Assets Map (CAM) Assignment
September 21 & 23	Week 3: Motivation and Enjoyment
September 28 & 30	Week 4: Home Support Exercise Program (HSEP)
October 5 & 7	Week 5: Motor Learning Principles
October 14	Week 6: Teaching and Leadership Skills
October 19 & 21	Week 7: Designing and Managing Group Classes
October 26 & 28	Week 8: Flexibility Training
November 2 & 4	Week 9: Balance and Mobility Training
November 9	Week 10: Mindful Exercise

November 16 & 18	Week 11: Aquatics
November 23 & 25	Week 12: Project Presentations
November 30, December 7	Week 13: Final Evaluations

ASSESSMENT:

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| 1. Term Project Reference Page (Task 1.4) | 5% |
| 2. Community Assets Map (Task 2.2) | 10% |
| 3. Movement Analysis Activity (Task 5.2) | 5% |
| 4. Lesson Plan (Task 6.2) | 10% |
| 5. Flexibility Assignment (Task 8.2) | 5% |
| 6. Balance & Mobility Training Assignment (Task 9.2) | 10% |
| 7. Mindful Exercise Activity & Discussion (Task 10.4) | 5% |
| 8. Aquatics Lesson Plan (Task 11.3) | 10% |
| 9. Project & Presentation (Task 12.1) | 30% |
| 10. Evaluation of presentations | 5% |
| 11. Participation in classes | 5% |

Grading will follow these GPRC approved guidelines as closely as possible:

<u>Alpha Grade</u>	<u>4-pt Equivalent</u>	<u>Designation</u>
A+	4.0	Excellent
A	4.0	Excellent
A-	3.7	First Class Standing
B+	3.3	First Class Standing
B	3.0	Good
B-	2.7	Good
C+	2.3	Satisfactory
C	2.0	Satisfactory
C-	1.7	Satisfactory
D+	1.3	Poor
D	1.0	Minimal Pass
F	0.0	Fail

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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 your program advisor.** Please refer to your GPRC Calendar or

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

Program Information:

Please view your Moodle **Program Information** site, <http://moodle.gprc.ab.ca> for additional information including Technical Requirements, additional Elluminate information, and Netiquette. A link to your Program Information site is provided in the course information section of each course.