



strongly encouraged to review and assemble applied materials from any of the certification courses that have brought you to this point.

A supervisor will stand by to assist as needed as you work through a dynamic and guided process of real-world lifestyle promotion. We start off the course looking at legal issues and risk management for professionals in this field. Once you are “out there” we encourage you to keep your supervisor on top of your experiences and allow them to assist in any way they can.

By interviewing, assessing, listening, transcribing, analyzing, understanding, asset mapping, prescribing, and monitoring, you will discover what older adults are doing (and not doing) in your community related to health and wellness through active living. In addition, you will learn more about the actual individual challenges and barriers of being an older person in your community by uncovering programs and resources to assist you and your client in making progress. And you might even change your client’s lifestyle for the better, earning their deep respect and friendship.

Students who successfully complete this course will be able to:

- Articulate the professional role of an Active Living Practitioner.
- Identify your own strengths and weaknesses as an Active Living Practitioner.
- Conduct an Older Adult Exercise Status Inventory
- Identify common legal and ethical risks to which an Active Living Practitioner will be exposed and appropriate mitigations.
- Articulate basic components of Behavioural Theory, particularly as it relates to behavioural change.
- Identify the primary barriers to active living.
- Develop appropriate strategies for resolving active living barriers.
- Conduct an intentional interview to gather Exercise Stage Readiness information.
- Identify an older adult's Exercise Stage Readiness.
- Appropriately identify a client's active living needs.
- Identify community active living resources appropriate to your client.
- Develop an active living prescription.
- Document client progress with appropriate diagnostic, recommendation and legal information.
- Actively participate in a supportive, professional learning community in a client oriented setting.
- Clearly evaluate and articulate the outcome of an active living prescription.

### **COURSE STRUCTURE:**

You will proceed through the course by completing the content in sequence as outlined below.

Supplementary readings will be provided as required.

<b>Week 0:</b>	<b>Get 1st Aid/CPR Certified</b> Get 1st Aid/CPR Certified: One of the admission requirements for the AAFP Certificate/OAFW Diploma programs is a current 1st Aid/CPR. If by chance you do not have your 1st Aid/CPR, you will need to ensure you have this in place prior to working
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	with your practicum volunteer for this course. Use the time now to schedule your 1st Aid/CPR course, it is required to have it completed by mid-October.
<b>Week 1:</b> <b>Sept 13 &amp; 15, 2011</b>	<b>Role of the Active Living Practitioner (ALP)</b> <ul style="list-style-type: none"> <li>• Readings: Ch.7 - O'Brien Text</li> </ul> <b>Strengths &amp; Weaknesses as an ALP &amp; Code of Ethics</b> <ul style="list-style-type: none"> <li>• Readings: (pgs. 375-378) - Jones &amp; Rose Text</li> </ul>
<b>Week 2:</b> <b>Sept 20 &amp; 22, 2011</b>	<b>Older Adult – Exercise Status Inventory (OA-ESI)</b> <ul style="list-style-type: none"> <li>• Readings: (pgs. 116-123) - O'Brien Text</li> </ul> <b>Risk Management</b> <ul style="list-style-type: none"> <li>• Readings: Ch. 22 - Jones &amp; Rose Text.</li> </ul>
<b>Week 3:</b> <b>Sept 27 &amp; 29, 2011</b>	<b>ACSM – 5 Standards</b> <ul style="list-style-type: none"> <li>• Readings: pg. 356 - Jones &amp; Rose Text</li> </ul> <b>Professional Readiness &amp; Finding your client</b> - Readings: None
<b>Week 4:</b> <b>Oct 4 &amp; 6, 2011</b>	<b>Physical Activity Intervention</b> <ul style="list-style-type: none"> <li>• Readings: Ch.1 - Marcus &amp; Forsyth Text</li> </ul> <b>Behavior Modification &amp; Learning Theories</b> <ul style="list-style-type: none"> <li>• Readings: Ch.6 &amp; 9 - O'Brien Text, Ch.2 &amp; 3 - Marcus &amp; Forsyth</li> </ul>
<b>Week 5:</b> <b>Oct. 11 &amp; 13, 2011</b>	<b>Health Determinants</b> <ul style="list-style-type: none"> <li>• Readings: Ch.10 &amp; 11 - O'Brien Text</li> </ul> <b>Active Living Motivation</b> <ul style="list-style-type: none"> <li>• Readings: Ch.4 &amp; 5 - Marcus &amp; Forsyth Text, Library reserve article – <i>“Just do it...before you talk yourself out of it”: the self-talk of adults thinking about physical activity.</i></li> </ul>
<b>Week 6:</b> <b>Oct. 18 &amp; 20, 2011</b>	<b>Self Referent Thinking Model</b> <ul style="list-style-type: none"> <li>• Readings: Library reserve article – <i>Grounding theory in self-referent thinking: conceptualizing motivation for older adult physical activity.</i></li> </ul> <b>Preparing for the interview</b> <ul style="list-style-type: none"> <li>• Readings: Review Ch.4 &amp; 5 - Marcus &amp; Forsyth Text</li> </ul>
<b>Week 7:</b> <b>Oct. 25 &amp; 27, 2011</b>	<b>Transcription Content Analysis</b> - Readings: None <b>Active Living Prescription</b> - Readings: None
<b>Week 8:</b> <b>Nov. 1 &amp; 3, 2011</b>	<b>Asset Mapping</b> <ul style="list-style-type: none"> <li>• Readings: None</li> </ul> <b>No Class – Begin interviews</b>
<b>Week 9:</b> <b>Nov. 8 &amp; 10, 2011</b>	<b>Interview Debrief</b> - Readings: None <b>No Class – Activity prescription to client</b>

<b>Week 10:</b> <b>Nov. 15 &amp; 17, 2011</b>	<b>Progress reports – class discussions</b> <b>No Class - Working with client</b>
<b>Week 11:</b> <b>Nov. 22 &amp; 24, 2011</b>	<b>Progress reports – class discussions</b> <b>No Class - Working with client</b>
<b>Week 12:</b> <b>Nov. 29 &amp; Dec. 1, 2011</b>	<b>No Classes - Working with client</b>
<b>Week 13:</b> <b>Dec. 6 &amp; 8, 2010</b>	<b>Progress reports – class discussions</b> <b>Final Interview Debrief – class discussions</b>

**COURSE ASSESSMENT:**

<p><b>1. <u>Pre-Client Preparation Assignment</u></b></p> <p>This assignment is divided into 4 segments:</p> <ul style="list-style-type: none"> <li>A. SELF-ADMINISTERED Older Adult Exercise Status Inventory – 5%</li> <li>B. Risk Management Form – 5%</li> <li>C. ACSM 5 Standards – 5%</li> <li>D. Client Stage of Readiness Assessment – 5%</li> <li>E.</li> </ul>	Due: Oct. 5	20%
<p><b>2. <u>Interview, Transcription and Analysis Assignment</u></b></p> <p>This assignment is divided into 2 segments:</p> <ul style="list-style-type: none"> <li>A. In-depth Interview &amp; Transcription – 20%</li> <li>B. Interview Content Analysis – 5%</li> <li>C.</li> </ul>	Due: Nov. 16	25%
<p><b>3. <u>Asset Mapping &amp; Active Living Prescription</u></b></p> <p>This assignment is divided into 2 segments:</p> <ul style="list-style-type: none"> <li>A. Client Active Living Asset Map – 5%</li> <li>B. Active Living Prescription – 10%</li> </ul>	Due: Nov. 23	15%
<p><b>4. <u>Client Monitoring &amp; Self Assessment</u></b></p> <p>This assignment is divided into 3 segments:</p> <ul style="list-style-type: none"> <li>A. Client Monitoring &amp; Active Living (Exercise) Stage Report – 30%</li> <li>B. Client’s Process Evaluation – Credit only</li> <li>C. Self Assessment – 10%</li> </ul>	Due: Dec. 16	40%

**Assignment Policy:**

All assignments are requested to be digitally handed on the day they are due, hard copies are acceptable but are to be submitted at class time. **Digital submissions will be accepted up until 11:59pm 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. **All submissions are to contain a title page (where applicable) including: student name, course number and assignment title.**

**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 Library student resource center or refer to the Student Conduct section of the College Admission Guide at

<http://www.gprc.ab.ca/programs/calendar/> or the College Policy on Student Misconduct: Plagiarism and Cheating at [www.gprc.ab.ca/about/administration/policies/\\*\\*](http://www.gprc.ab.ca/about/administration/policies/**)

**Guidelines on Cell Phones and Other Personal Electronic Devices:**

Users of cell phones and other personal electronic devices must be attentive to the needs, sensibilities and rights of other members of the College community. The use of these devices must not disrupt the functions of the College overall and its classrooms and labs. Instructors have the right to have strict individual policies related to cell phones in order to provide and maintain a classroom environment that is conducive to learning and the respect of others.

Cell phones, PDAs and pagers must be turned off and placed out of sight in classrooms and computer labs during instructional time. Devices can be turned on and set to silent mode only with the expressed consent of individual instructors. Sending or receiving text messages or gaming on a cell phone during class is not acceptable. In addition, cell phones and other personal electronic devices incorporating cameras must be turned off and out of sight in any area in which individuals have reasonable expectations of privacy. This includes classrooms and computer labs.

Some instructors may have penalties for violations. If cell phones, pagers, calculators, recorders, digital cameras, PDAs, MP3 players or other personal electronic devices are used inappropriately for the purposes of cheating or academic dishonesty, then students who do so will be penalized appropriately under the Academic Honesty policy of Grande Prairie Regional College.

**STUDENT RESPONSIBILITIES:**

Students are expected to come to class prepared and on time. Please be sure to bring all necessary supplies for class lectures and have appropriate attire for any in-class activities. It is also expected that students complete the scheduled readings for the week prior to the classes. During class time, students are expected to actively engage in all class discussions and exercises. It is the expectation of the instructor that students will arrive to class on time; recurrent tardiness will be dealt with on an individual basis with possible additional assignments assigned to the offending student.

**GRADING CRITERIA:**

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