

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

**PF 2150 (3)
Practicum 1: Older Adult Leadership and Lifestyle Coaching**

(75 hours; 0-1-4)

**Fall 2009
Course Outline**

INSTRUCTOR: Kathy Nilsson

OFFICE: K216

OFFICE HOURS: TBD

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OFFICE PHONE: TBD

COURSE DESCRIPTION:

Your goal in this course is to gain practical experience by promoting the weekly physical activity of one individual aged 55+ or older. Thus the course is very eclectic and applied, offering you the opportunity to bring your professional skills and recent learning into play with one older client (volunteer). You are strongly encouraged to review and assemble applied materials from any of the certification courses that have brought you to this point.

A instructor 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 professional in this field. Once you are "out there" we encourage you to keep your instructor 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.

COURSE OBJECTIVES:

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 appropriate exercise accommodations for common older adult disabilities.
- 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.
- Understand the common barriers to active living.
- 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 TEXTS:

Jones, C. J., & Rose, D. J. (Eds.). (2005). *Physical Activity Instruction of Older Adults*. Windsor, ON: Human Kinetics.

Marcus, Bess H., & Forsyth, L.H. (2003). *Motivating People to be Physically Active*. Physical Activity Intervention Series.

O'Brien Cousins, S. (1998). *Exercise, Aging and Health*. Philadelphia, PA: Brunner/Mazel.

WEB BASED SOFTWARE:

On occasion this course will use *Moodle*, <http://moodle.gprc.ab.ca>, a computer-mediated communication (CMC) web-based software system. Learners who are new to *Moodle* should contact the Moodle Help Desk at: edtechrequests@gprc.ab.ca for orientation.

COURSE STRUCTURE:

You will proceed through the course by completing the content in sequence as outlined below. For the course readings, please complete the assigned readings prior to class.

Week	Content & Readings
Week 1:	<p>Professional role of an Active Living Practitioner. Strengths and weaknesses as an Active Living Practitioner. Older Adult Exercise Status Inventory.</p> <p><u>Readings:</u></p> <ul style="list-style-type: none">• Chapter 7 of O'Brien Cousins (1998) text: "Reversing the Downward Spiral" by Art Burgess.• Jones and Rose (2005), pages 375-376 "Code of Ethics".• O'Brien Cousins (1998), pages 116-123 "Assessing Physical Activity"
Week 2:	<p>Your Professional Role and Readiness. Disabling Conditions, Legal Standards, and Risk Management. Knowing Your Client.</p> <p><u>Readings:</u></p> <ul style="list-style-type: none">• Chapters 21 & 22 of Jones and Rose (2005).• Jones and Rose (2005), pages 356-357.• Chapters 1, 2, 3 of Marcus & Forsyth (2003).• Chapters 6 through 13 inclusive - O'Brien Cousins, S. (1998).
Week 3 & 4:	<p>Preparing for and Gathering Client Information</p> <p><u>Readings:</u></p> <ul style="list-style-type: none">• Chapters 4 & 5 of Marcus and Forsyth (2003).• O'Brien Cousins, S. (2003). Grounding theory in self-referent thinking: Explaining motivation for older adult physical activity. <i>Psychology of Sport & Exercise</i>, 4, 81-100.• O'Brien Cousins, S. (2005). 'Just do it... before you talk yourself out of it': The self-talk of adults thinking about physical activity. <i>Psychology of Sport & Exercise</i>, 6, 313-334.• Chapter 2 of Marcus & Forsyth (2003). <p>Assignment #1 Due – Sept. 29.</p>
Week 5 & 6:	<p>Conducting the Client Interview</p> <ul style="list-style-type: none">• Oct. 5 & Oct. 8• No Lab/Session - October 12 (Thanksgiving)
Week 7:	<p>Client Needs Analysis and Active Living Prescription</p> <ul style="list-style-type: none">• Prescription to Client Oct. 19
Weeks 8-13:	<p>Prescription Implementation & Client Monitoring</p> <ul style="list-style-type: none">• First session begins Oct. 22• Client wrap-up interview on Nov. 30

	<p>Assignment #2 Due – October 27. Assignment #3 Due – November 3.</p> <p>No Class – Dec. 1 & 3 Last Class – Dec. 7</p>
	<p>Assessment #4 Due - Dec. 14</p>

ASSESSMENT:

Assignment #1: Pre-Client Preparation Assignment – 20%

This assignment is divided into 4 segments:

- A. SELF-ADMINISTERED Older Adult Exercise Status Inventory – 5%
- B. Risk Management Form – 5%
- C. ACSM 5 Standards – 5%
- D. Client Stage of Readiness Assessment – 5%

Assignment #2: Interview, Transcription and Analysis Assignment - 25%

This assignment is divided into 2 segments:

- A. In-depth Interview & Transcription – 20%
- B. Interview Content Analysis – 5%

Assignment #3: Asset Mapping & Active Living Prescription - 15%

This assignment is divided into 2 segments:

- A. Client Active Living Asset Map – 5%
- B. Active Living Prescription – 10%

Assignment #4: Client Monitoring & Self Assessment – 40%

This assignment is divided into 3 segments:

- A. Client Monitoring & Active Living (Exercise) Stage Report – 30%
- B. Client's Process Evaluation – Credit only
- C. Self Assessment – 10%

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

<u>Alpha Grade</u>	<u>4-pt Equivalent</u>	<u>Percentage Guidelines</u>	<u>Designation</u>
A+	4.0	90-100	Excellent
A	4.0	85-89	Excellent
A-	3.7	80-84	First Class Standing
B+	3.3	76-79	First Class Standing
B	3.0	73-75	Good
B-	2.7	70-72	Good
C+	2.3	67-69	Satisfactory
C	2.0	64-66	Satisfactory
C-	1.7	60-63	Satisfactory
D+	1.3	55-59	Poor
D	1.0	50-54	Minimal Pass
F	0.0	0-49	Fail

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COURSE EQUIPMENT:

1. Audio or video/audio recorder and 2 hours of audio/videotapes (required)
2. Giveaway resources and materials for your client (required)
3. A PA Guide and calendar to outline the client's plan (required)
4. Pedometer or other small exercise equipment to loan your client, such as: hand weights, dynabands, posters, weights. (consult with your instructor on equipment choice)
5. Portable fitness equipment (may include): exercise videos, music CDs, music player, therabands, weights signage, measuring tape, stop watch, heart rate monitor, grip strength dynamometer, skin calipers etc. (consult with your instructor on equipment choice)

RESOURCES FOR CLIENT CONTACT:

Alberta Centre for Active Living. (2007). *The Rural Route to Active Aging: A Guide for People Who Want to Stay Active as They Age*. www.centre4activeliving.ca.

Alberta Centre for Active Living. (2005). *Active Independence: Home Support Exercise Program in Alberta*. www.centre4activeliving.ca.

Health Canada (1999). *Physical Activity Guide to Healthy Active Living for Older Adults*. www.paguide.com

Myers, A.M. (2003). Monitoring and evaluation physical activity programs for older adults. *ALCOA Research Update*, 4, March. Available: www.alcoa.ca.

OLDER ADULT INTERVIEW READINGS:

These are supportive readings that used interview or survey data and may augment your understanding of the main assignment of PF 2150. These readings are available on-line through the GPRC Library.

O'Brien Cousins, S. (2001). Thinking out loud: What older adults say about triggers for physical activity. *Journal of Aging & Physical Activity*, 9, 347-363.

O'Brien Cousins, S. (2000). "My heart couldn't take it." Older women's beliefs about personal risks in physical exercise. *Journal of Gerontology: Psychological Sciences*, 55B(5), P283-P294.

O'Brien Cousins, S. (2003). Seniors say the 'darndest' things: Quotable quotes that stimulate applied gerontology. *The Journal of Applied Gerontology*, 22(3), 359-378.

O'Brien Cousins, S. & Gillis, M. (2005). "Just do it": Voices of active and inactive older adults thinking about physically active lifestyles. *Psychology of Sport & Exercise*, 6, 313-334.

O'Brien Cousins, S. & Witcher, C. (2005). Older women living the bingo stereotype: Older women living the bingo stereotype: "Well so what? I play bingo. I'm not out there boozin'". *International Journal of Gambling Studies*, 4(2), 127-146.

Witcher, C.S.G., Holt, N.L., Spence, J.C. & O'Brien Cousins, S. (2007). A case study of physical activity among older adults in rural Newfoundland, Canada. *Journal of Aging & Physical Activity*, 15, 166-183.

Assignment Policy:

All assignments are expected to be digitally handed in at the time they are due. 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 submissions.

A penalty of one letter grade per day will be deducted from the final mark of a late assignment. For example, a paper graded at a C would receive an adjusted grade of C- if handed in one day late. Late assignments are due by 1600 hours.

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, and Netiquette. A link to your Program Information site is provided in the course information section of each course.