

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

**PF 2220
Lifestyle Assessment and Exercise Prescription for Older Adults
45 hours; 2-0-1**

**Winter 2010
Course Outline**

INSTRUCTOR: Kathy Nilsson
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COURSE DESCRIPTION:

This course includes examination and application of normative and more successful aging using bio-psycho-social assessments, health measurement and fitness instruments, individual observations, and population surveys.

Prerequisite: PE 1100 and PF 2900.

COURSE OBJECTIVES

- Be able to identify the functional benefits of exercise and specific exercise principles for older adults.
- Know all the steps and protocol of the pre-exercise and health screening, then be able to perform these steps in a practice setting.
- Recognize the role of the preliminary assessments.
- Know how to prepare for, perform, interpret and apply results of the preliminary assessments.
- Discuss the value of self-efficacy measurement tools.
- Complete an overview of Assessment tests and considerations for selecting the proper assessment tool.
- Know how to administer, interpret and apply the results for exercise prescription from the Senior Fitness test.
- Understand how to administer, interpret and apply the results for exercise prescription from the Fullerton Advanced Balance Scale
- Be introduced to a number of different field assessment tests, in such a manner that you will be able to understand the intent of the test, the target population, the process for administering the test and interpret the results for exercise prescription.

- Understand how to administer, interpret and apply the results from a number of different assessment tests for cardio-respiratory function.
- Review the procedures of body composition measurements (as learned from PF2900), and the special considerations for taking body composition measurements of older adults.
- Know how to administer, interpret and apply the results from a number of different assessment tests for muscle strength.
- Know the different methods to acquire balance measurements in a laboratory setting, then know how to interpret and apply the results for exercise prescription.
- Be able to outline specific warm-up & cool-down exercise principles for older adults.
- Identify specific safety recommendations of warm-ups, cool-downs and flexibility training for older adults.
- Outline specific flexibility training principles for older adults
- Be able to construct an exercise training program in respect to warm ups, cool-downs and flexibility training for an older adult.
- Be able to outline resistance training principles for older adults.
- Identify specific safety recommendations of resistance training for older adults.
- Review the training aspects of the Fit For Your Life program.
- Be able to construct an exercise training program in respect to resistance training for an older adult.
- Be able to outline aerobic training principles for older adults.
- Identify specific safety recommendations of aerobic training for older adults.
- Be able to construct an exercise training program in respect to aerobic training for an older adult.
- Be able to outline balance training principles for older adults.
- Identify specific safety recommendations of balance training for older adults.
- Interact with certain training aspects of the Fall Proof Program.
 1. Postural Strategy Training
 2. Gait Variation Enhancement and Variation Training
- Be able to construct an exercise training program in respect to balance training for an older adult.
- Be able to incorporate goal setting practices for the older adult participant.
- Recognize different leadership skills & tips.
- Review from PF 2250 aspects of class planning and marketing your program.
- Outline program design principles and practice how to manage and lead group classes
- Review from PF 2250 the important concepts that relates to legality, risk management and ethics.

REQUIRED TEXTS:

American Council on Exercise. (2005). C.X. Bryant & D.J. Green (Eds.) *Exercise for older adults: ACES's guide for fitness professionals (2nd Ed)*. San Diego, CA: American Council on Exercise.

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

Rose, D.J. (2003). *Fall proof!* Windsor, ON: Human Kinetics.

Spirduo, W., Francis, L., MacRae, P. (2005). *Physical dimensions of aging (2nd ed.)*
Windsor, ON: Human Kinetics.

COURSE STRUCTURE:

You will proceed through the course by completing the content in sequence as outlined below. Additional Readings will be provided as we progress through the course.

<p>Weeks 1 - 4: Jan. 5 - 28, 2010</p>	<p>CSEP training</p>
<p>Week 5: Feb. 2-4, 2010</p>	<p>Introduction & Pre-exercise and Health Screening. Readings: <ul style="list-style-type: none"> • Jones & Rose – Ch. 9 & Ch. 5 (p. 58-74). Preliminary Assessments Readings: <ul style="list-style-type: none"> • Jones & Rose – Ch. 5 (p. 74-78). • ACE Text – Ch. 4, (p. 108-121). </p>
<p>Weeks 6 & 7: Feb. 9-18, 2010</p>	<p>Field Based Assessment Tests Readings: <ul style="list-style-type: none"> • Spirduo – Ch.11, (p. 261-285) • Jones & Rose – Ch. 6 • Rikli & Jones – Ch. 4 • Fall Proof p. 65-71, and ACE - p.121 & p. 251-256 Additional Field Based Assessment Tests. Readings: <ul style="list-style-type: none"> • AAHPERD - Functional Fitness Test - Spirduo p. 267-269. • Berg Balance Test - Fall Proof p. 72-77, and ACE p.121 & p. 260-265. • Tinetti Gait Evaluation - ACE p. 122-123. • 50 foot walk - Fall Proof p. 79-81. • Multidirectional Reach Test - ACE p. 122 & p. 257-259. </p>
<p>Weeks 8 & 9: Feb. 23 – Mar. 4, 2010</p>	<p>Laboratory Based Assessment Tests for Cardio-respiratory function and body composition Readings: <ul style="list-style-type: none"> • Jones & Rose – Ch. 7 • CPAFLA manual – Review Body composition 7-11 to 7-23 • Body Composition – ACE Text – p. 111-113 </p>

	<p>Laboratory Based Assessment Tests for Muscle Strength and Balance</p> <p>Readings:</p> <ul style="list-style-type: none"> • Jones & Rose – Ch. 7 (p.104-108) • CPAFLA manual – Review Hand Grip Dynamometer 7-39 & 7-47 & 7-48 • CPAFLA manual – Review 7-36 to 7-57 (read these sections thinking about why these measurements may not be suitable for most older adults). <p>** Assignment #1 - Due: Mar 2, 2010</p>
<p>Weeks 10 & 11: Mar. 16 - 25, 2010</p>	<p>Warm-ups, Cool-downs & Flexibility Training for Older Adults.</p> <p>Readings:</p> <ul style="list-style-type: none"> • Jones & Rose – Ch. 10 & 11 • ACE text -(p.137-143) • FallProof text – Ch. 9 (pgs. 217-233). <p>Resistance Training for Older Adults</p> <p>Readings:</p> <ul style="list-style-type: none"> • Jones & Rose – Ch. 12 • ACE text – Ch. 6 (p.185-215) • FallProof text – Ch. 8 (p. 193-214) <p>** Assignment #2 - Due: Mar 23, 2010</p>
<p>Weeks 12 & 13: Mar. 30 - Apr.8, 2010</p>	<p>Aerobic Training for Older Adults</p> <p>Readings:</p> <ul style="list-style-type: none"> • Jones & Rose – Ch. 13 • ACE text – p. 133-136, 151-161. <p>Balance Training for Older Adults</p> <p>Readings:</p> <ul style="list-style-type: none"> • Jones & Rose – Ch. 14 (review) • ACE text – p. 173-176 • FallProof text - Read Chapters 4, 5, 6 & 7 (review)
<p>Week 14: Apr. 13-15, 2010</p>	<p>Program Planning and Class Structure</p> <p>Readings:</p> <ul style="list-style-type: none"> • Goal Setting - Jones & Rose Ch. 8 (p. 112-126). • leadership tips - Jones and Rose Ch. 19 (p. 301-313) • Tentative: class planning and marketing - ACE Ch. 7, p.221-245 <p>Putting it all together</p> <p>Readings:</p> <ul style="list-style-type: none"> • Tentative: Jones & Rose Ch. 20 & 22 (Review) <p>** Assignment #3 - Due: April 15, 2010</p> <p>** Self Assessment-Due: April 15, 2010</p>

ASSESSMENT:

Class Discussion Participation – 5%

Consistent attendance and participation is expected within this class. In the event that you will be missing any classes, advance notification is requested.

Assignment #1 - 20% (Due Date: Tentative – March 2, 2010)

Content: AAHPERD Functional Fitness Test.

Assignment #2 - 25% (Due Date: Tentative – March 23, 2010)

Content: Modified Balke Treadmill test & Astrand-Ryhming Leg & Arm Cycle Ergometer Test

Assignment #3 - 25% (Due Date: Tentative – April 15 , 2010)

Content: Exercise session design, delivery and reflection.

Self Assessment – 5% (Due Date: April 15, 2010)

Typically, a learner knows where his/her learning occurred/did not occur and whether or not this was attributable to the learner, the situation, or method of delivery. You will be expected to submit a 1-2 page self-assessment summarizing the learning that occurred or did not occur and what attributed to the learning or lack thereof. Conclude your assessment by submitting what you think your overall letter grade should be for this course.

Final Exam – 20%

The final exam will occur during Final Exam Week of April 17-29th.

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



Assignment Policy:

All assignments are requested to be digitally handed on the day they are due. **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 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.

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.** For additional information, please refer to your GPRC Calendar or <http://www.gprc.ab.ca/downloads/documents/Student%20Misconduct%20Plagiarism%20and%20Cheating.pdf>

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.