

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

**PF 2250 (3)
Practicum 2: Specialization in Older Adult Physical Activity
(75 hours; 0-1-4)**

Winter 2010 - Course Outline

INSTRUCTOR: Kathy Nilsson

OFFICE: K216

OFFICE HOURS: Monday – Friday (9-11am)

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COURSE DESCRIPTION:

In this Practicum, your goal is to gain experience and confidence in leading physical activity for A GROUP of older adults. This applied course offers you an opportunity to bring together all your skills and ideas in an active living group leadership setting of your own design.

Ideally you are responsible for 10-15 hours of active leadership in a formal exercise class, dance program or sport setting. If you do not feel ready for an independent leadership experience, a second option is to be responsible for assisting a current certified leader or master instructor/coach in your community.

In addition to leading 10-15 hours of group exercise, you are also responsible for creating a 3-4 minute choreographed musical exercise routine. These are your two main assignments in this course! As you will see in the course requirements, various evaluations from program participants, peer evaluations, an external examiner, and your own self-evaluation offer marks toward your grade.

COURSE OBJECTIVES:

The overall objective of PF 2250 is to strengthen your physical activity leadership skills and instructional confidence in older adult group settings. By the end of the course, you will be able to:

- Present the important features of a health-promoting, enjoyable, and well-balanced fitness program or training session for older adults according to AFLCA group exercise leader performance standards

- Apply reasonable standard of care, utilize sound risk management, reduce damaging actions of any client in the group, and promote proper technique in key movements.
- Conduct health screening, liability waiver, informed consent and program evaluation.
- Show prudence, tact and patience in difficult situations.
- Handle clients in a confidential way within the dynamics of a public setting.
- Identify common mistakes made by exercise leaders, and recognize ways to improve one's leadership.
- Show efficiencies in class organization such as rapid attendance taking, self-assessment of clients (RPE), use of physical space, distribution and collection of equipment.
- Design and demonstrate innovative use of themes and props in establishing novelty and building the atmosphere of a class.
- Use clear and audible cues for movement, group management, and appropriate use of music during the exercise session.
- Plan activities that are easy to learn, and progress in intensity and complexity over time.
Use full inclusion strategies within the range of physical ability present in their client group.
- Choose enjoyable movements to promote fitness and meld them into choreographed musical segments.
- Use light fitness or sport equipment in creative ways to foster interest and motivation.
- Present sound movement with innovative use of themes, costume, or other props in establishing novelty and building the atmosphere of a class.
- Assess progress and change of participants using established and validated performance measures before and after the program.
- Design a well-choreographed musical exercise routine of 3-4 minutes.
- Organize instructional materials and lesson plans in a log with a self-reflection of one's abilities, weaknesses, and new learning.

COURSE TEXTS:

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

Rikli, R. & Jones, J. (2001). *Senior Fitness Test Manual*. Windsor, ON: Human Kinetics.

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: Jan. 5, 2010	<p><u>Content:</u></p> <ul style="list-style-type: none"> • Placement Options, “Marketing a Program; Selling Your Skills”
Week 2: Jan. 12, 2010	<p><u>Content:</u></p> <ul style="list-style-type: none"> • Review the unique aspects of leading older adults in active living. • Screening tools and measures, liability and registration forms <p><u>Readings:</u></p> <ul style="list-style-type: none"> • Jones & Rose - chapter 3 & 5 • Review Handbook - Physical Activity Guide for Older Adults • Read A.C. Burgess and J.C. Hudec (2003). Fitness and Physical Activity for Older Adults. Chapter 25 in Adapted Physical Activity. http://site.ebrary.com/lib/gprc/docDetail.action?docID=10132452 (e-book p. 498-519).
Week 3: Jan. 19, 2010	<p><u>Content:</u></p> <ul style="list-style-type: none"> • SFT – Review & Group Testing Protocols <p><u>Readings:</u></p> <ul style="list-style-type: none"> • Rikli & Jones – chapter 4 <p>**Assignment #1 Due</p>
Week 4: Jan. 26, 2010	<p><u>Content:</u></p> <ul style="list-style-type: none"> • Choreography • Risk Management & Emergency Action Planning <p><u>Readings:</u></p> <ul style="list-style-type: none"> • Jones & Rose - chapter 22
Week 5: Feb 2, 2010	<p><u>Content:</u></p> <ul style="list-style-type: none"> • 3-4 minute Routine - <i>Assignment #2 Due</i> • Discussion on practicum Journaling
Week 6: Feb 9, 2010	<p><u>Content:</u></p> <ul style="list-style-type: none"> • Practicum Reporting <p>**Assignment #3 Due</p>
Weeks 7-13: Feb 16 – Apr. 13, 2010	<p><u>Content:</u></p> <ul style="list-style-type: none"> • Practicum Reporting <p>**Assignment #4 Due – TBD (Feb 19th) **Assignment #5 Due – TBD (Mar 5th or 8th) **Assignment #6 Due – April 13th **Assignment #7 Due – April 13th</p>

ASSESSMENT:

Assignment #1:	Pre-Program Preparation: This assignment is divided into 2 segments: A. Program Marketing / Introduction Letter – 5% B. Pre-Program Forms and Measures – 5%	10%
Assignment #2:	Demonstration of 3-4 minute Routine	10%
Assignment #3:	Risk Management Planning	10%
Assignment #4:	Instructor Evaluation (Early programming feedback)	10%
Assignment #5:	Instructor Evaluation (Late programming feedback)	10%
Assignment #6:	Pre-Post Program Results	10%
Assignment #7:	Leader Self-Evaluation & Lesson Log This assignment is divided into 2 segments: A. Leader Self-Evaluation – 10% B. Lesson Log – 30%	40%

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 handed on the day they are due. **Submissions will be accepted (digitally) 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.