

# SAMPLE COURSE APPLICATION

Course name: FITNESS ALBERTA'S FITNESS FOR THE OLDER ADULT

Content	TIMES	TRAINER-EDUCATOR-Guest FACILITATOR	DELIVERY/TECHNIQUE	NOTES (Safety protocols, course etiquette details)
Post Agenda Introductions/Icebreaker  Course overview  General/Administration	1 hour	Trainer-educator (provide certifications)	Interview – provide 3 questions  Interactive PP lecturette	Note that there will be class development for them in groups or independently. Also what activities will be involved for learning – sample classes etc. – health and safety expectation - Course etiquette and expectations “Need to knows” process Expectations of our time together Scope of Practice – Specialty leaders Email/ph.# Overlap of information throughout the manual.
Chapter 1: P 1-11 Defining the Senior Population	1 hour		PP Lecturette, self-directed learning – meeting various learning styles  Open discussion on stereotyping older adults - pg. 4	Highlight, p. 3 notes Content notes
Chapter 3: P 39–59 Physiology of Exercise	2 hours		PP – lecturette Group work – consider a significant other Small groups - Benefits – charades	content notes
Chapter 5: P 89-109 Pre-Exercise Interview and Screening	1 hour	Guest facilitator (provide qualifications)	Interactive PP lecturettes,  Hands-on, self-directed learning – meeting various learning styles.  Hand outs	Focus on RPE and Talk Test  Reasons of Pre-screening Content notes Introduce Figure 5-1 (table to use when designing programs – this will be used for practical assignment.)
Chapter 6: P 111-166 Physical Fitness Assessments	.5 hour		Lecturette	Scope of Practice Specifically pg 117 – HR Pg 119 – RPE Pg 133 – Talk Test

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Chapter 8: P 187-235 Exercise Programming	3.5 hours		PP lecturettes, hands-on, self-directed learning – meeting various learning styles.  Query group for their definition of functional fitness  Brainstorm  Sample class – w.u, body, c.d.	Slides in order of: 3 P's SEAT Model FITT Class Design Principles of Conditioning – warm up & cool down Functional Fitness  SEARCH Tool Safety considerations & modifications Music Other content to address
Practical Assignment discussion – just to have them start thinking about what functional group they would like to develop a program for.	1 hour	Trainer-educator	Lecturettes, self-directed learning – meeting various learning styles.	Facilitation techniques addressed – participants can develop on their own or with others that choose the same level OR Trainer can just break into groups and assign levels. Provide details on what their practical assignment will involve. Using the grid on p XX - choose which functional group they would like to design a class for. They develop a warm up, body & cool down. Prepare to present back to the group/lead group through one of the components. Can use music or not.

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Chapter 9: P 237-269 Common Health Challenges faced by older adults	4 hours		Group research  Presentation preparations	Have flip charts/markers/highlighters available for groups to use.  E.g. Medical conditions posted around the room – break into groups – research in manual – exercise guidelines. Each group presents back to the rest. Trainer-educator caps off with any pertinent information that may or may not have been addressed.
Practical assignment	2.5 hours	Trainer-educator	Group research  Presentation preparations	Have flip charts/markers/highlighters available for groups to use. Review process again. Query group to see who chose what and group or support those who want to do it on their own.
Chapter 2: P 13-37 Motivation and Adherence	3 hours		Interactive, lectorettes, hands-on, self-directed learning – meeting various learning styles.  Older Adult Leadership skills – Brainstorm  Motivation – brainstorm	Use slide and checklist for yourself.  Transtheoretical Model of Behavioural Change P16  Slide - Common Barriers & overcoming (2slides)  Slide – What motivates us to begin Goal setting slides
Wrap Up	.5 hour		Lecturette Q & A  Evaluation	Key Learnings – sticky notes exercise Fitness Alberta certification process – “Where to from here?”