

# KIN M22: YOUTH, WOMEN, AND SENIOR TRAINING FOR FITNESS PROFESSIONALS

**Originator**

tcushman

**Co-Contributor(s)****Name(s)**

Kreil, Jeffrey (jkreil)

Black, Adam (ablack)

**College**

Moorpark College

**Attach Support Documentation (as needed)**

Ex Sci Advisory Comm Meet 2015.docx

Ex Sci Advisory Comm Meet 2019.docx

Ex Sci Advisory Comm Meet 2018.docx

Ex Sci Advisory Comm Meet 2017.docx

Ex Sci Advisory Comm Meet 2016.docx

**Discipline (CB01A)**

KIN - Kinesiology

**Course Number (CB01B)**

M22

**Course Title (CB02)**

Youth, Women, and Senior Training for Fitness Professionals

**Banner/Short Title**

Fitness for Youth, Womn, Senrs

**Credit Type**

Credit

**Honors**

No

**Start Term**

Fall 2021

**Catalog Course Description**

Develops techniques to support the unique needs of various special populations including youth, women, and seniors. Covers safe and effective fitness program delivery in supporting health and fitness goals of these diverse populations.

**Additional Catalog Notes**

Does NOT fulfill KIN/PE activity/Health requirement for Associate Degree.

**Taxonomy of Programs (TOP) Code (CB03)**

0835.20 - \*Fitness Trainer

**Course Credit Status (CB04)**

D (Credit - Degree Applicable)

**Course Transfer Status (CB05) (select one only)**

B (Transferable to CSU only)

**Course Basic Skills Status (CB08)**

N - The Course is Not a Basic Skills Course

**SAM Priority Code (CB09)**

B - Advanced Occupational

**Course Cooperative Work Experience Education Status (CB10)**

N - Is Not Part of a Cooperative Work Experience Education Program

**Course Classification Status (CB11)**

Y - Credit Course

**Educational Assistance Class Instruction (Approved Special Class) (CB13)**

N - The Course is Not an Approved Special Class

**Course Prior to Transfer Level (CB21)**

Y - Not Applicable

**Course Noncredit Category (CB22)**

Y - Credit Course

**Funding Agency Category (CB23)**

B - Partially Developed Using Economic Development Funds

**Course Program Status (CB24)**

1 - Program Applicable

**General Education Status (CB25)**

Y - Not Applicable

**Support Course Status (CB26)**

N - Course is not a support course

**Field trips**

Will not be required

**Grading method**

Letter Graded

**Alternate grading methods**

Student Option- Letter/Pass  
Pass/No Pass Grading

**Does this course require an instructional materials fee?**

No

**Repeatable for Credit**

No

**Is this course part of a family?**

No

**Units and Hours**

**Carnegie Unit Override**

No

**In-Class****Lecture****Minimum Contact/In-Class Lecture Hours**

52.5

**Maximum Contact/In-Class Lecture Hours**

52.5

**Activity****Laboratory****Total in-Class****Total in-Class****Total Minimum Contact/In-Class Hours**

52.5

**Total Maximum Contact/In-Class Hours**

52.5

**Outside-of-Class****Internship/Cooperative Work Experience****Paid****Unpaid****Total Outside-of-Class****Total Outside-of-Class****Minimum Outside-of-Class Hours**

105

**Maximum Outside-of-Class Hours**

105

**Total Student Learning****Total Student Learning****Total Minimum Student Learning Hours**

157.5

**Total Maximum Student Learning Hours**

157.5

**Minimum Units (CB07)**

3

**Maximum Units (CB06)**

3

**Advisories on Recommended Preparation**

KIN M16 or KIN M17 or KIN M18 or Current Certified Fitness Professional

**Requisite Justification****Requisite Type**

Recommended Preparation

**Requisite**

KIN M16 or KIN M17 or KIN M18

**Requisite Description**

Course not in a sequence

**Level of Scrutiny/Justification**

Content review

**Requisite Type**

Recommended Preparation

**Requisite**

Current Certified Fitness Professional

**Requisite Description**

Other (specify)

**Specify Other Requisite Description**

Professional work experience

**Level of Scrutiny/Justification**

Other (specify)

**Specify Other Level of Scrutiny/Justification**

Relevant experience

**Student Learning Outcomes (CSLOs)**

**Upon satisfactory completion of the course, students will be able to:**

- 1 identify the unique physiological differences among common special populations
- 2 implement appropriate assessments in order to safely and accurately collect data.

**Course Objectives**

**Upon satisfactory completion of the course, students will be able to:**

- 1 explain the current need for professionals who specialize in various populations.
- 2 conduct a risk stratification to determine physical activity readiness for a client.
- 3 describe unique health-related issues concerning various populations.
- 4 conduct appropriate health and fitness assessments for various populations.
- 5 create specialized exercise programs for select special populations.
- 6 differentiate between mother and fetal needs across trimesters.
- 7 identify unique needs of specific medical conditions.

**Course Content**

**Lecture/Course Content**

**(20%) - Introduction to various special populations**

- Fitness professional role with special populations
- Analysis of current US demographics

**(30%) - Specialized Fitness Assessments**

- Summative and formative evaluative methods
- Assessment protocols
- Appropriate selection of assessments

**(20%) - Introducing Various Special Populations**

- Youth clients
- Senior clients

- Female clients
- Pre-existing medical conditions

### **(30%) - Exercise Program Design for Special Populations**

- Components of an exercise program
- Manipulation of selected acute variables
- Modifying existing programs
- Collaborating with health care professionals on exercise prescription

### **Laboratory or Activity Content**

N/A

## **Methods of Evaluation**

**Which of these methods will students use to demonstrate proficiency in the subject matter of this course? (Check all that apply):**

Problem solving exercises  
Skills demonstrations

**Methods of Evaluation may include, but are not limited to, the following typical classroom assessment techniques/required assignments (check as many as are deemed appropriate):**

Group projects  
Individual projects  
Laboratory activities  
Laboratory reports  
Objective exams  
Oral presentations  
Portfolios  
Quizzes  
Reports/papers  
Research papers  
Skill tests or practical examinations  
Simulations

## **Instructional Methodology**

**Specify the methods of instruction that may be employed in this course**

Collaborative group work  
Class activities  
Class discussions  
Case studies  
Distance Education  
Demonstrations  
Group discussions  
Guest speakers  
Instructor-guided interpretation and analysis  
Instructor-guided use of technology  
Laboratory activities  
Lecture

**Describe specific examples of the methods the instructor will use:**

1. Instructor will facilitate a small group presentation where students will use the readings to develop an appropriate program for an individual. They will explain the rationale and point out the differences in their program due to certain contraindications or precautionary measures.
2. Students will be asked to recall from experiences in training where modifications had to be used for a specific individual. They will then decide if this is a common modification for the specific population, or a common practice for all individuals.

## **Representative Course Assignments**

### **Writing Assignments**

1. Case study that portrays the rationale behind a specific work out for an individual.
2. Research of a chronic condition and its effects on the individual's training program. The student will be expected to show specific examples of acute variables that will be modified.

**Critical Thinking Assignments**

1. Class discussion to determine effective teaching strategies for special populations that struggle with certain activities of daily living. Class will explore the benefits of helping an individual become more proficient with movements, in the hopes to improve ones quality of life.
2. Class will rationalize, with evidence based knowledge, the dilemma of ideal age for a youth athlete to participate in a strength training program. Class will discuss the strategies one must utilize to explain this to the athletes parents.

**Reading Assignments**

1. Research articles from multiple sources to help further justify special population modifications.
2. Read and summarize the effects of aging on the human body from assigned readings in the textbook.

**Skills Demonstrations**

1. Conducting select fitness assessments.
2. Demonstrating modified exercise selection.

**Outside Assignments****Representative Outside Assignments**

1. Case study that portrays the students understanding of special population modifications and program design.
2. Complete assignments such as critical thinking assignments, program design, assessment strategies, and summaries.
3. Participate in cooperative group planning for presentations and/ or projects.

**Articulation****Equivalent Courses at 4 year institutions**

| University                     | Course ID | Course Title | Units |
|--------------------------------|-----------|--------------|-------|
| no comparable course available |           |              |       |

**Equivalent Courses at other CCCs**

| College                        | Course ID | Course Title | Units |
|--------------------------------|-----------|--------------|-------|
| no comparable course available |           |              |       |

**District General Education****A. Natural Sciences****B. Social and Behavioral Sciences****C. Humanities****D. Language and Rationality****E. Health and Physical Education/Kinesiology****F. Ethnic Studies/Gender Studies****Course is CSU transferable**

Yes

**CSU Baccalaureate List effective term:**

F2021

**CSU GE-Breadth****Area A: English Language Communication and Critical Thinking****Area B: Scientific Inquiry and Quantitative Reasoning****Area C: Arts and Humanities****Area D: Social Sciences****Area E: Lifelong Learning and Self-Development****Area F: Ethnic Studies****CSU Graduation Requirement in U.S. History, Constitution and American Ideals:****IGETC****Area 1: English Communication****Area 2A: Mathematical Concepts & Quantitative Reasoning****Area 3: Arts and Humanities****Area 4: Social and Behavioral Sciences****Area 5: Physical and Biological Sciences****Area 6: Languages Other than English (LOTE)****Textbooks and Lab Manuals****Resource Type**

Textbook

**Classic Textbook**

No

**Description**Williamson, Peggie. *Exercise for Special Populations*. 2nd ed., Lippincott Williams & Wilkins, 2018.**Resource Type**

Manual

**Description***ACE Senior Fitness Manual*. American Council on Exercise, 2014.**Resource Type**

Manual

**Description**Skinner, James S., Cedric X. Bryant, and Sabrina Merrill. *ACE Medical Exercise Specialist Manual*. American Council on Exercise. 2015**Resource Type**

Manual

**Description**Faigenbaum, Avery D., and Wayne Westcott. *ACE Youth Fitness Manual*. American Council on Exercise.

## Library Resources

### Assignments requiring library resources

Possible research using the Library's print and online resources, particularly EBSCO CINAHL database.

### Sufficient Library Resources exist

Yes

### Example of Assignments Requiring Library Resources

Identifying specific conditions prevalent in specific populations. Differentiate between a congenital heart defect in children and coronary heart disease in older populations.

## Distance Education Addendum

### Definitions

#### Distance Education Modalities

Hybrid (51%–99% online)  
Hybrid (1%–50% online)  
100% online

### Faculty Certifications

Faculty assigned to teach Hybrid or Fully Online sections of this course will receive training in how to satisfy the Federal and state regulations governing regular effective/substantive contact for distance education. The training will include common elements in the district-supported learning management system (LMS), online teaching methods, regular effective/substantive contact, and best practices.

Yes

Faculty assigned to teach Hybrid or Fully Online sections of this course will meet with the EAC Alternate Media Specialist to ensure that the course content meets the required Federal and state accessibility standards for access by students with disabilities. Common areas for discussion include accessibility of PDF files, images, captioning of videos, Power Point presentations, math and scientific notation, and ensuring the use of style mark-up in Word documents.

Yes

### Regular Effective/Substantive Contact

#### Hybrid (1%–50% online) Modality:

| Method of Instruction                        | Document typical activities or assignments for each method of instruction  |
|--|--|
| Asynchronous Dialog (e.g., discussion board) | -Student discussions of appropriate programming modifications for youth clients<br>-Student discussions of how to develop a healthcare provider network for client support |
| Other DE (e.g., recorded lectures)           | -Narrated lectures<br>-Embedded videos   |

#### Hybrid (51%–99% online) Modality:

| Method of Instruction                        | Document typical activities or assignments for each method of instruction  |
|--|--|
| Asynchronous Dialog (e.g., discussion board) | -Student discussions of appropriate programming modifications for youth clients<br>-Student discussions of how to develop a healthcare provider network for client support |
| Other DE (e.g., recorded lectures)           | -Narrated lectures<br>-Embedded videos   |



**100% online Modality:**

| <b>Method of Instruction</b>                 | <b>Document typical activities or assignments for each method of instruction</b>   |
|--|--|
| Asynchronous Dialog (e.g., discussion board) | -Student discussions of appropriate programming modifications for youth clients<br>-Student discussions of how to develop a healthcare provider network for client support |
| Other DE (e.g., recorded lectures)           | -Narrated lectures<br>-Embedded videos   |

**Examinations****Hybrid (1%–50% online) Modality**

Online

**Hybrid (51%–99% online) Modality**

Online

**Primary Minimum Qualification**

PHYSICAL EDUCATION

**Additional local certifications required**

Current fitness industry certification

**Review and Approval Dates****Department Chair**

11/02/2020

**Dean**

11/02/2020

**Technical Review**

12/03/2020

**Curriculum Committee**

02/02/2021

**DTRW-I**

02/11/2021

**Curriculum Committee**

MM/DD/YYYY

**Board**

03/09/2021

**CCCCO**

MM/DD/YYYY

**DOE/accreditation approval date**

MM/DD/YYYY