

SCHOOL OF HEALTH AND SCIENCES

SYLLABUS

TITLE:	Modalities of Physical Activity
CODE:	CFI 305
PREREQUISITE	CFI 302
CREDITS:	3 credits 45 contact hours 1 term

DESCRIPTION

Study of muscle conditioning through various modalities of physical exercises. The theories, rules, and techniques of organizing and offering physical activities for groups and individuals through the modalities of stabilizer ball, medicine ball, elastic bands, yoga, battle ropes, and kick boxing will be studied. The course will be developed through lectures and practical exercises of each modality.

JUSTIFICATION

Physical inactivity and leisure among the general population are considered risk factors related to many of today's health problems mainly in children, adolescents, and the elderly. There is a need to develop exercise professionals who can design and deliver varied and innovative programming that facilitates the creation of favorable environments that promote healthy lifestyles for the general population.

The Exercise Science and Physical Education professional has the responsibility of designing, developing, and delivering programs that promote health for individuals and groups of different needs. The exercise professional is also trained to work as a personal trainer. The role of the exercise professional in this course requires the development of skills to perform the physical task of each modality of physical exercise, critical analysis, decision-making, teamwork, the ability to analyze the physical needs of clients and the construction of knowledge. The experiences to be promoted through the course aim to integrate learning, teaching, and practical experience from a holistic perspective.

This course will provide students with experiences that are expected to promote beliefs,

attitudes and, therefore, adaptive, and functional behavior based on the following dimensions: empathy, self-confidence, social responsibility, concern for the well-being of other people, and social awareness.

COMPETENCES

The course develops the following competences in students:

- **Communication**
- **Ethical sense and social justice**

OBJECTIVES

After completion of the course, students will be able to:

1. Define the concepts of muscle conditioning, group exercises, individual vs. mixed class, health/fitness components, and training principles.
2. Conduct reviews of the available literature on the various modalities of exercises, marketing, design and implementation, and evaluation of client progress.
3. Select the basic equipment needed to teach the exercise modalities in the course.
4. Develop logical, critical, and creative thinking skills.
5. Act responsibly by actively participating in teamwork.
6. Demonstrate outstanding teamwork skills.
7. Apply the oral and written communication skills acquired throughout the curriculum of their study program.
8. Recognize, differentiate, and practice values that form the moral conscience of human beings, whether in their personal, professional, and community dimensions.
9. Behave as an agent of social change, particularly in a community context.
10. Act ethically in activities that promote the well-being of the community, its environment, and its commitment to justice, equality, and peace.

CONTENTS

- I. Clarification of Concepts and Definitions
 - A. Group exercises, health/fitness-related components
 - B. Participant/client-centered or instructor-centered instructor concept, group cohesion
 - C. Evolution of the concept of “fitness”, the instructor as a “role model”

- D. Strategies for changing behaviors to physical activity
- E. Certifications
- II. General Instructions for Group Exercises
 - A. Group organization/data collection
 - B. Communication skills
 - C. Group selection
 - D. Creating positive exercise environments
 - E. Orientation to the new participant/client
 - F. Music for exercise
 - G. Signals
- III. General Security Concepts
 - A. Concept of contraindicated exercises
 - B. Ventilation and physical environment
 - C. Adequate equipment
 - D. Consent form
 - E. Disease history, Par-Q
- IV. Muscle Conditioning
 - A. Principles of training
 - B. Muscle balance
 - C. Posture
 - D. Functional training continuum
 - E. Heating and cooling concepts
- V. Modality: Stabilizing and Medicinal Balls
 - A. Origin
 - B. Concept of balance and the biomechanical system
 - C. C. How to choose the ball and its quality
 - D. D. Selection of exercises and techniques
 - E. Applying overload on stabilizer and medicine balls
 - F. Incorporation of other teams in the development of balance and strength
 - G. Basic vocabulary: core muscle, supine position, bridge, prone position, static position, multi-articulation, uni-articulation, tempo, and rest
 - H. Exercises for different parts of the body
 - I. Analysis and demonstration of designed exercise routines

VI. Modality: Elastic Bands

- A. Origin
- B. Band selection
- C. Techniques
- D. Applying overload with the elastic band
- E. Precautions and safety
- F. Importance of posture and band exercise
- G. Development of agility, speed, and power
- H. Analysis, demonstration, and practice of exercise on different parts or muscles of the body

VII. VII. Modality: Yoga

- A. Origin
- B. Philosophy, types of yoga
- C. Precautions and safety
- D. Basic equipment
- E. Importance of breathing
- F. Types of breathing
- G. Asanas (postures)
- H. Analysis, demonstration, and practice of various routines

VIII. Modality: Battle Ropes

- A. Introduction and history
- B. Fundamentals, advantages, and main errors
- C. Training keys and best practices (power, strength, and endurance)
- D. Precautions and safety
- E. Heating and cooling concepts
- F. Basic equipment
- G. Importance of breathing
- H. Positions
- I. Demonstration and practice of various routines

IX. Modality: Kickboxing

- A. Origin
- B. Philosophy
- C. Precautions and safety

- D. Basic equipment
- E. Importance of breathing
- F. Types of breathing
- G. Positions
- H. Analysis, demonstration, and practice of various routines

METHODOLOGY

The following strategies from the active learning methodology are recommended:

- Lectures & topic discussion
- Practices and visits
- Critical analysis of readings
- Use of the internet
- Oral and written presentations
- Demonstrations and practice of each modality
- Individual and team works
- Content production

EVALUATION

Partial assignments	20%
Oral presentations (Practical exams)	30%
Compositions (Visits and evaluations)	20%
Final project or exam (Final evaluation)	30%
Total	100%

LEARNING ASSESSMENT

The institutional assessment rubric is applied to the course's core activity.

BIBLIOGRAPHY

TEXTBOOK

Kennedy, C. A., Yoke, M. M. (2019) *Methods of Group Exercise Instruction* (4th ed.).
Human Kinetics.

REFERENCES

Birmingham, K. (2008). Falls exercise programmes put to the test. *Nursing Older*

People, 20(7), 5.

Biscontini, L. (2008). The changing face of group exercise. *American Fitness*, 25(7), 68-70.

Candel Campillo, N., Olmedilla Zafra, A., & Blas Redondo, A. (2008). Relaciones entre la práctica de actividad física y el autoconcepto, la ansiedad y la depresión en chicas adolescentes. *Cuadernos De Psicología Del Deporte*, 8(1).

Castejón Oliva, J. F., Hernández Álvarez, J. L., Velázquez Buendía, R., & Alonso Curiel, D. (2007) ¿Qué opinan y qué esperan los alumnos y las alumnas de la educación física? *Tándem*, 23.

Castillo Garzón, M.J., Ortega Porcel, F., & Ruiz Ruiz, J. (2005). Mejora de la forma física como terapia antienviejecimiento. *Medicina Clínica*, 24(104).

Keeling, S. (2009). How to pick the best. (2009). *Nursing Standard*, 23(21), 61-62.

Sherrington, C., Pamphlett, P. I., Jacka, J. A., Olivetti, L. M., Nugent, J. A., Hall, J. M., et al. (2008). Group exercise can improve participants' mobility in an outpatient rehabilitation setting: A randomized controlled trial. *Clinical Rehabilitation*, 22(6), 493-503.

Wagner, K., Haber, P., & Elmadfa, I. (2008). Thanks to body exercise, getting mobile and being less dependent. *Annals of Nutrition & Metabolism*, 52, 38-43.

ELECTRONIC REFERENCES

American Alliance for Health, Physical Education, Recreation and Dance:

www.aahperd.org

American College of Sport Medicine: www.acsm.org/sportmed

American Running and Fitness Association: www.arfa.org

Center for Livable Communities: www.lgc.org

National Coalition for Promoting Physical Activity: www.ncppa.org/ncppa

National Youth Sports Safety Foundation: www.nyssf.org

President's Challenge Physical Fitness Program: www.indiana.edu/preschal

For more information resources related to the course's topics, access the library's webpage <http://biblioteca.sagrado.edu/>

REASONABLE ACCOMMODATION

For detailed information on the process and required documentation you should visit the corresponding office. To ensure equal conditions, in compliance with the ADA Act (1990) and the Rehabilitation Act (1973), as amended, any student in need of reasonable accommodation or special assistance must complete the process established by the Vice Presidency for Student Affairs.

- Students participating in the Student Support Program (PAE, in Spanish) shall request their reasonable accommodation in PAE's offices.
- Students who do not participate in PAE shall request their reasonable accommodation at the Integral Wellness Center (*Centro de Bienestar Integral*, in Spanish).

ACADEMIC INTEGRITY

This policy applies to all students enrolled at Universidad del Sagrado Corazón to take courses with or without academic credit. A lack of academic integrity is any act or omission that does not demonstrate the honesty, transparency, and responsibility that should characterize all academic activity. Any student who fails to comply with the Honesty, Fraud, and Plagiarism Policy is exposed to the following sanctions: receive a grade of zero in the evaluation and / or repetition of the assignment in the seminar, a grade of F (*) in the seminar, suspension, or expulsion as established in the Academic Integrity Policy effective in November 2022.

RESEARCH COURSES

This course may require students to practice tasks related to the research process, such as taking informed consent or assent, administering instruments, conducting interviews, observations, or focus groups, among others. These assignments are part of an academic exercise and the information collected will not be used to share with third parties or disclose it in settings other than the classroom with the professor teaching the course.

Every student, as well as their professor, who will interact with human subjects as part of their research practice must be certified in ethics with human subjects in research by the Collaborative Institutional Training Initiative (CITI Program).

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