

**OA 507 Course Outline as of Spring 2014****CATALOG INFORMATION**

Dept and Nbr: OA 507 Title: FITNESS FOR OLDER ADULTS

Full Title: Fitness for Older Adults

Last Reviewed: 1/27/2020

Units		Course Hours per Week		Nbr of Weeks	Course Hours Total	
Maximum	0	Lecture Scheduled	0	18	Lecture Scheduled	0
Minimum	0	Lab Scheduled	5.00	6	Lab Scheduled	90.00
		Contact DHR	0		Contact DHR	0
		Contact Total	5.00		Contact Total	90.00
		Non-contact DHR	0		Non-contact DHR	0

Total Out of Class Hours: 0.00

Total Student Learning Hours: 90.00

Title 5 Category: Non-Credit

Grading: Non-Credit Course

Repeatability: 27 - Exempt From Repeat Provisions

Also Listed As:

Formerly: SE 507

**Catalog Description:**

This course is designed to enrich the quality of life of older adults through exercise. Course activities promote or maintain physical, mental, social and emotional well-being and accommodate varying skill levels. A variety of activities, including strength training, stretching, brain aerobics, interactive games, and relaxation are incorporated to encourage a healthier and more active life. This course is offered at numerous locations in Sonoma County in partnership with senior service providers.

**Prerequisites/Corequisites:****Recommended Preparation:****Limits on Enrollment:****Schedule of Classes Information:**

Description: This course is designed to enrich the quality of life of older adults through exercise. Course activities promote or maintain physical, mental, social and emotional well-being and accommodate varying skill levels. A variety of activities, including strength training, stretching,

brain aerobics, interactive games, and relaxation are incorporated to encourage a healthier and more active life. This course is offered at numerous locations in Sonoma County in partnership with senior service providers. (Non-Credit Course)

Prerequisites/Corequisites:

Recommended:

Limits on Enrollment:

Transfer Credit:

Repeatability: Exempt From Repeat Provisions

## **ARTICULATION, MAJOR, and CERTIFICATION INFORMATION:**

<b>AS Degree:</b>	<b>Area</b>	Effective:	Inactive:
<b>CSU GE:</b>	<b>Transfer Area</b>	Effective:	Inactive:
<b>IGETC:</b>	<b>Transfer Area</b>	Effective:	Inactive:
<b>CSU Transfer:</b>		Effective:	Inactive:
<b>UC Transfer:</b>		Effective:	Inactive:

**CID:**

**Certificate/Major Applicable:**

Not Certificate/Major Applicable

## **COURSE CONTENT**

### **Outcomes and Objectives:**

Upon completion of this course, the students will be able to accomplish some or all of the following objectives:

1. Increase number of repetitions and duration.
2. Follow the tempo of each exercise.
3. Develop fitness goals.
4. Describe benefits of physical fitness.
5. Engage with a partner in exercises.
6. Recognize and acknowledge accomplishments of self and others.
7. Develop a more positive attitude in life.
8. Reduce stress levels.
9. Apply healthy lifestyle practices.

### **Topics and Scope:**

The topics accommodate multiple levels of abilities and participation, and can be done standing or sitting, gently or actively. Topics may include, but are not limited to the following:

#### **I. Physical Exercises**

- A. Posture (e.g. neutral spine, lifted torso, set shoulders)
- B. Breathing (inhale and exhale with each movement)
- C. Warm-up (e.g. toe taps, easy walking in place, shoulder rolls, bend and straighten fingers, shake out arms)
- D. Range of motion/flexibility of trunk, neck, extremities, (e.g. rotation, flexion, extension)

- E. Strength training (e.g. chest, back, arms, legs, knees, abdominal)
- F. Aerobic/endurance (e.g. walk, kick, march, dance)
- G. Balance (e.g. leg raises, hip flexion and extension, side stepping, heel-toe walking, one foot stand, box step, stand up without using arm strength, calf/Achilles tendon stretch)
- H. Stretching and toning (e.g. side reach, swimming and rowing movements, waist twists, elbow to knee, overhead reach, bear hug)
- I. Tai Chi
- J. Yoga
- K. Cool down
- L. Duration and number of repetitions (e.g. hold time, pace)
- M. Exercise aids
  - 1. Light and heavy beach balls
  - 2. Stretching bands
  - 3. Barbells
  - 4. Rubber rings
  - 5. Streamers
  - 6. Soft balls
  - 7. Mats
- N. Use of visuals
  - 1. Anatomical charts and models
  - 2. Handouts
- II. Mental Stimulation
  - A. Coordination (e.g. crossovers, gait patterns, rhythms, hand-eye)
  - B. Benefits to physical health
    - 1. Reduction
      - a. Alzheimer's and dementia
      - b. Heart disease
      - c. Blood pressure
      - d. Obesity
      - e. Diabetes
      - f. Immune system
      - g. Back problems
      - h. Toxins
    - 2. Improvement
      - a. Mobility
      - b. Bone density
      - c. Sleep
      - d. Feet and toes
      - e. Rotator cuff
      - f. Circulation
      - g. Healing
      - h. Weight control
  - C. Benefits to mental health
    - 1. Self confidence
    - 2. Life satisfaction
    - 3. Happiness
    - 4. Reduction of depression and anxiety
  - D. Reminiscences (e.g. liked rowing a boat, swimming)
  - E. Brain games (e.g. name and touch body parts, use left hand instead of right)
- III. Social Interactions

- A. Greetings moving to music
  - B. Movement games (e.g. modified musical chairs, ball)
  - C. Group acknowledgements (e.g. birthdays, accomplishments, anniversaries)
  - D. Exercise partners (e.g. plastic pole, ball throw, ring toss)
  - E. Interaction games (e.g. passing a ball while saying the recipient's name)
- IV. Emotional Well-being

- A. Relaxation
  - 1. Breathing (deep breathing, following the breath)
  - 2. Quiet mind
  - 3. Meditation
  - 4. Muscle relaxation
  - 5. Visualization
  - 6. Positive thoughts/affirmations
- B. Music
  - 1. Tempos and lyrics for motivation
  - 2. Sing-along
- C. Emotional release with activity
- D. Positive self-evaluations (e.g. peer compliments, I learned... I accomplished...)
- E. Self massage (e.g. rub legs, arms, shoulders, feet, hands)
- F. Free form movement to uplifting music

V. Healthy Lifestyle

- A. Benefits to independence
  - 1. Self care (e.g. open a jar or pill bottle, button clothes, hold toothbrush, comb hair, use rest room and shower)
  - 2. Home maintenance (e.g. change a light bulb, hold a heavy pot, mobility in home, using eating utensils)
- B. Body awareness (expectations, limitations)
- C. Health journal
- D. Physiology
- E. Pulse
- F. Hydration
- G. Nutrition
- H. Proper dress and footwear
- I. Safety

**Assignment:**

- 1. Hands-on activity
- 2. Class discussions
- 3. Skill demonstrations
- 4. In-class activities

**Methods of Evaluation/Basis of Grade:**

**Writing:** Assessment tools that demonstrate writing skills and/or require students to select, organize and explain ideas in writing.

None	Writing 0 - 0%
<b>Problem Solving:</b> Assessment tools, other than exams, that demonstrate competence in computational or non-computational problem solving skills.	
None	Problem solving 0 - 0%
<b>Skill Demonstrations:</b> All skill-based and physical demonstrations used for assessment purposes including skill performance exams.	
Demonstration of skills or competencies (e.g. stretching, balance, range of motion, etc.)	Skill Demonstrations 20 - 40%
<b>Exams:</b> All forms of formal testing, other than skill performance exams.	
None	Exams 0 - 0%
<b>Other:</b> Includes any assessment tools that do not logically fit into the above categories.	
Attendance and participation in discussions and activities	Other Category 60 - 80%

**Representative Textbooks and Materials:**  
Instructor prepared materials