



## **Learning Objectives**

### **Fitness for the Older Adult**



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### **Chapter 1 & 2: Understanding and Motivating Older Adults**

#### **Chapter Objectives:**

1. Assess the effect of aging on learning and motivation.
2. Articulate the theories of health-related behavior changes.
3. Apply the behavior change strategies affecting motivation of older adults.
4. Analyze communication and leadership skills related to older adults.
5. Demonstrate an awareness of participants' feedback during a fitness class by acknowledging individual differences, considering potential diverse cultural and educational backgrounds.

### **Chapter 3: Physiology of Aging and Exercise**

#### **Chapter Objectives:**

1. Identify the difference between chronological and functional age.
2. List the common measures of functional age.
3. Discuss the theories of aging.
4. List the structural changes associated with aging and their functional consequences.
5. State the benefits of exercise to cardiovascular function, pulmonary function, blood lipids, muscle strength and endurance, & flexibility (physiological systems).
6. Identify the short term and long term psychological benefits of exercise and relate them to class design and leadership.
7. Discuss the social implications and identify the social benefits of regular physical activity.
8. Identify and describe the three levels of the health-fitness gradient.
9. Describe general principles of exercise programming for older adults.

### **Chapter 5 & 6: Pre-Exercise Screening and Physical-fitness Assessment:**

#### **Chapter Objectives:**

1. State 4 purposes of the pre-screening process.
2. Discuss limitations of defining the older adult according to chronological age.
3. Define biological age.
4. List factors that affect the rate of aging.
5. Identify evidence that physiologic aging advances more rapidly with inactivity.
6. Define and give examples of Activities of Daily Living (ADL).
7. Discuss the procedures utilized in pre-exercise screening.
8. List adverse physical side effects and effects on exercise response that can occur from use and misuse of medications.
9. State the reasons why older adults are more vulnerable to adverse reactions to medications.
10. Discuss the use of heart rate monitoring with older adults.
11. Describe the uses of scales to rate perceived exertion, degree of difficulty, pain or breathlessness.
12. List 3 reasons for using the talk-test with older adults.
13. List reasons for including pre-exercise interview, physical assessment, ongoing assessment and post-exercise response as part of the process of working with older adults in an exercise setting.

## **Chapter 7: Older Adult Exercise Techniques:**

### **Chapter Objectives:**

1. Evaluate older adult exercise safety precautions and guidelines specific to each functional grouping.
2. Assess the appropriateness of an exercise/exercises for a specific individual/group.
3. Apply specific training guidelines for aerobic, strength and flexibility components.
4. Determine why music should and should not be used in an older adult fitness class.

## **Chapter 8: Exercise Programming:**

### **Chapter Objectives:**

1. Identify and describe the five levels of functional ability.
2. Identify program needs of each of the five levels of functional ability.
3. Describe the basic programming required for each of the five functional ability levels.
4. Describe recommended methods of monitoring the exercise intensity of an older adult.
5. Understand the importance of the warm-up and cool-down components in all class levels.
6. Identify characteristics a leader and class structure should possess.
7. Evaluate the external factors (facility, staff, costs) prior to developing and recruiting participants for classes.
8. Focus on where to apply your marketing efforts.
9. Indicate strategies a leader can use to increase compliance and motivation.

## **Chapter 9: Common Health Challenges Faced by Older Adults:**

### **Chapter Objectives:**

1. Articulate the specifics of each medical condition in relation to older adults and exercise. (cardiovascular, respiratory, musculoskeletal, neurological, visual and auditory).
2. Analyze exercise guidelines specific to individuals with chronic diseases.
3. Describe the physiological responses to common medications for older adults.