



Fitness and Health Promotion Program Standard

The approved program standard for Fitness and Health Promotion programs of instruction leading to an Ontario College Diploma delivered by Ontario Colleges of Applied Arts and Technology (MTCU funding code 52209).

Ministry of Colleges and Universities
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Contents

Introduction	1
Development of system-wide program standards	1
Program standards	1
The expression of program standards as vocational learning outcomes	2
The presentation of the vocational learning outcomes	2
The development of a program standard	2
Updating the program standard	3
Vocational standard	4
The vocational learning outcomes	7
Glossary	17
Essential employability skills	19
General education requirement	22

Introduction

This document is the Program Standard for the Fitness and Health Promotion programs of instruction leading to an Ontario College Diploma delivered by Ontario Colleges of Applied Arts and Technology (MTCU funding code 52209).

Development of system-wide program standards

In 1993, the Government of Ontario initiated program standards development with the objectives of bringing a greater degree of consistency to college programming offered across the province, broadening the focus of college programs to ensure graduates have the skills to be flexible and to continue to learn and adapt, and providing public accountability for the quality and relevance of college programs.

The Program Standards Unit of the Ministry of Colleges and Universities has responsibility for the development, review and approval of system-wide standards for programs of instruction at Ontario Colleges of Applied Arts and Technology.

Program standards

Program standards apply to all similar programs of instruction offered by colleges across the province. Each program standard for a postsecondary program includes the following elements:

- [Vocational standard](#) (the vocationally specific learning outcomes which apply to the program of instruction in question),
- [Essential employability skills](#) (the essential employability skills learning outcomes which apply to all programs of instruction); and
- [General education requirement](#) (the requirement for general education in postsecondary programs of instruction).

Collectively, these elements outline the essential skills and knowledge that a student must reliably demonstrate in order to graduate from the program.

Individual Colleges of Applied Arts and Technology offering the program of instruction determine the specific program structure, delivery methods and other curriculum matters to be used in assisting students to achieve the outcomes articulated in the standard. Individual colleges also determine whether additional local learning outcomes will be required to reflect specific local needs and/or interests.

The expression of program standards as vocational learning outcomes

Vocational learning outcomes represent culminating demonstrations of learning and achievement. They are not simply a listing of discrete skills, nor broad statements of knowledge and comprehension. In addition, vocational learning outcomes are interrelated and cannot be viewed in isolation from one another. As such, they should be viewed as a comprehensive whole. They describe performances that demonstrate that significant integrated learning by graduates of the program has been achieved and verified.

Expressing standards as vocational learning outcomes ensures consistency in the outcomes for program graduates, while leaving to the discretion of individual colleges, curriculum matters such as the specific program structure and delivery methods.

The presentation of the vocational learning outcomes

The **vocational learning outcome** statements set out the culminating demonstration of learning and achievement that the student must reliably demonstrate before graduation.

The **elements of the performance** for each outcome define and clarify the level and quality of performance necessary to meet the requirements of the vocational learning outcome. However, it is the performance of the vocational learning outcome itself on which students are evaluated. The elements of performance are indicators of the means by which the student may proceed to satisfactory performance of the vocational learning outcome. The elements of performance do not stand alone but rather in reference to the vocational learning outcome of which they form a part.

The development of a program standard

In establishing the standards development initiative, the Government determined that all postsecondary programs of instruction should include vocational skills coupled with a broader set of essential skills. This combination is considered critical to ensuring that college graduates have the skills required to be successful both upon graduation from the college program and throughout their working and personal lives.

A program standard is developed through a broad consultation process involving a range of stakeholders with a direct interest in the program area, including employers, professional associations, universities, secondary schools and program graduates working in the field, in addition to students, faculty and administrators at the colleges themselves. It represents a consensus of participating stakeholders on the essential learning that all program graduates should have achieved.

Updating the program standard

The Ministry of Colleges and Universities will undertake regular reviews of the vocational learning outcomes for this program to ensure that the Fitness and Health Promotion Program Standard remains appropriate and relevant to the needs of students and employers across the Province of Ontario. To confirm that this document is the most up-to-date release, please contact the [Ministry of Colleges and Universities](#).

Vocational standard

All graduates of Fitness and Health Promotion programs have achieved the [ten vocational learning outcomes \(VLOs\)](#), in addition to achieving the essential employability outcomes and meeting the general education (GE) requirement.

Preamble

The job market for **fitness*** professionals is undergoing many changes, as are many of the human services occupational practice environments today. There is a growing demand for and need for the provision of **fitness coaching*** and instruction, and **leisure*** programs that emphasize **active living***. This has imposed new and increased responsibilities for the agencies and individuals who provide service delivery.

With an aging population and increased obesity in the population in general and children in particular, many medical and **allied health practitioners*** are promoting the benefits of an active and healthy **lifestyle***. This places an emphasis on finding **leisure*** or **fitness*** programs for health-conscious individuals to join or seeking workouts with a trained **fitness*** professional (certified personal trainer, instructor or coach). The explosive growth in corporate **fitness*** companies who provide **facilities*** and services, municipal **facilities*** that offer **leisure*** and **fitness*** programs, **fitness*** professionals who offer in-person, in-home or office, or distance services, and employers who subsidize employee **wellness*** and **fitness*** memberships and programs are illustrative of the growth in this sector.

An increasing aspect of building fit and active **lifestyles*** is a focus on **health promotion*** benefits for the general population and **wellness*** for individuals. This creates a focus on instructional, **coaching***, interpersonal and relational skills, and a strong **client*** service orientation. Graduates, as **fitness*** specialists involved in service delivery, are required to work with a range of other professionals, both medical professionals and **allied health practitioners*** to develop and deliver programs for a range of both individual and group **clients***. Those who enter the field of **fitness*** and **leisure*** program development and service provision must be prepared to remain current in the knowledge and practices of **exercise science*** as it relates to **fitness*** and **wellness***. The concept of **wellness*** and its relationship to **active living*** is integral to the learning of the graduates of the **fitness*** cluster of programs. Practitioners must be skilled in identifying the needs of communities, organizations and individuals, and to address a wide range of **goals*** and objectives for varying populations. They are required to develop or adapt programs that will engage, motivate and create adherence for participants.

Fitness* professionals conduct comprehensive **assessments*** of **fitness*** capability and **lifestyle*** (activity, sleep, **nutrition***, socialization, access, health conditions, etc.) factors for **clients***. They provide exercise recommendations and ongoing **coaching*** and instruction. **Fitness*** professionals must often work with program administrators,

facilities* managers, community organizations, other medical and service providers, and funders.

Additional areas of knowledge and skills developed in the programs pertain to the operation/management of **fitness* facilities***, identification and management of safety factors, limitations, or injury issues, compliance with applicable laws and regulations, protection of **client*** information and privacy, leadership and supervision, program administration, and promotion, marketing and **client*** retention. Business skills are needed to manage their own practice as sole providers or contractors, and management of others may be required for work in corporate or municipal settings. These skills in the graduates are recognized in the sector and are paramount in the provision and management of safe, effective **fitness*** and **wellness*** programs and service delivery.

Graduates may find employment in the **fitness*** industry in a variety of settings including: **fitness*** and health clubs (both corporately or privately owned); non-profit and community organizations; public, municipal or institutional **fitness*** and recreation centres; corporate employer **fitness* facilities***, private **fitness*** studios; private personal training and **coaching*** services; franchised **fitness*** program methods; sports speciality training **facilities*** and camps; alternative health clinics; and in affiliation with **allied health practitioners***. They are prepared to meet the demands of an evolving, multi-dimensional market for **fitness***, **wellness*** and **health promotion*** service provision.

There are opportunities for graduates to pursue further educational qualifications and degree completion. Graduates should contact individual colleges for further information.

[*See Glossary](#)

Note: The [Ontario Council on Articulation and Transfer](#) (ONCAT) maintains the provincial postsecondary credit transfer portal, [ONTransfer](#).

Synopsis of the vocational learning outcomes

Fitness and Health Promotion (Ontario College Diploma)

The graduate has reliably demonstrated the ability to:

1. Conduct an **assessment*** of the physical **fitness***, activity level and **lifestyle*** of the **client*** using standardized protocols, to build an individualized exercise program.
2. Develop, implement and evaluate safe training programs grounded in fundamentals of anatomy, bio-mechanics, cardiorespiratory physiology, and **nutrition*** to support the **fitness*** and **wellness* goals*** of **clients***.
3. Instruct individual **clients*** and groups in the correct techniques for executing **fitness** and training programs to achieve results that meet their **goals*** for **fitness***, **active living***, and **wellness***.
4. Select and apply interview tools and **coaching* strategies*** that will enable **clients*** and groups improve their **fitness***, and **wellness*** in sustainable ways.
5. Develop business plans for a **fitness*** and/or training business organization to ensure sustainability and viability while mitigating risks.
6. Support community **health promotion* strategies*** for active healthy living in the general population.
7. Establish and maintain positive working relationships with **clients***, **staff***, allied health professionals and volunteers in the delivery of programs, activities, and the use of **facilities***.
8. Provide positive reinforcement to empower **clients*** and help them sustain their efforts.
9. Develop plans and implement **strategies*** for ongoing professional growth and development.
10. Communicate information persuasively and accurately in oral, written, and other media formats.

[*See Glossary](#)

Note: The learning outcomes have been numbered as a point of reference; numbering does not imply prioritization, sequencing, nor weighting of significance.

The vocational learning outcomes

1. The graduate has reliably demonstrated the ability to: conduct an **assessment*** of the physical **fitness***, activity level and **lifestyle*** of the **client*** using standardized protocols, to build an individualized exercise program.

Elements of the performance

- a. Conduct **fitness* assessments*** using standardized **assessment*** protocols.
- b. Determine state of readiness of the **client*** to engage in physical activity.
- c. Identify **clients*** who should seek medical clearance prior to doing a **fitness*** appraisal or before becoming physically active.
- d. Administer informed consent documents to youth and adults.
- e. Protect the confidentiality of all **client*** records and information.
- f. Gather information about **lifestyle*** and activity level using a variety of **assessment*** tools.
- g. Assess body composition.
- h. Assess flexibility, range of motion, and muscular strength and endurance using a variety of current and relevant **assessment*** techniques.
- i. Apply knowledge of sub-maximal cardiovascular **fitness*** testing.
- j. Monitor heart rate and blood pressure during **fitness* assessment***.
- k. Apply knowledge of anaerobic and aerobic energy systems in **fitness* assessments***.
- l. Determine the impact of secondary factors such as **nutrition***, sleep and social supports in the process of conducting a **fitness* assessment***.
- m. Measure, record, and interpret results of **assessments*** accurately and clearly.
- n. Synthesize the results of health-related and performance-related **fitness* assessments*** to develop individualized exercise and **wellness*** programs.
- o. Develop **fitness*** programming using theories of behaviour change as it relates to **active living*** and exercise.
- p. Communicate **assessment*** results in both written and verbal formats in a manner that is comprehensible to the **client*** and enables an understanding of their current **fitness*** status.
- q. Work within the **scope of practice*** as a **fitness*** professional.

[*See Glossary](#)

2. The graduate has reliably demonstrated the ability to: develop, implement and evaluate safe training programs grounded in fundamentals of anatomy, biomechanics, cardiorespiratory physiology, and **nutrition*** to support the **fitness*** and **wellness* goals*** of **clients***.

Elements of the performance

- a. Apply knowledge of a broad range of physical activity options (e.g., **leisure*** activities, organized sports, exercise **facilities***, **active living*** groups) following AODA guidelines to develop programs.
- b. Determine the needs, wants, abilities, and limitations of the **client*** related to **fitness*** and **wellness* goal*** setting.
- c. Facilitate referrals to appropriate information sources health care professionals, alternative health care options, other **fitness*** professionals, or community resources when necessary.
- d. Develop and implement programs that are based in the fundamentals of cardiorespiratory physiology, anatomy, the musculoskeletal system, biomechanics, and exercise physiology.
- e. Use the base of relevant theories to evaluate the strengths and weaknesses of **client* fitness*** performance and progress.
- f. Respond to the concerns and issues of individuals who are at greater health risks.
- g. **Recommend*** safe and healthy activities, exercises, and programs for aerobic **fitness***, muscular strength and endurance, improvement of body composition, and flexibility as needed.
- h. Select exercises and appropriate equipment for individual **clients*** to target various muscle groups as necessary.
- i. Identify exercises that are contraindicated for the **client*** and inform **client** of these.
- j. Explain and demonstrate the importance of good body mechanics and posture.
- k. Explain the impact of unhealthy **lifestyle*** choices to the **client***.
- l. Develop **strategies*** for preventing or dealing with **fitness***-related injuries and refer to other health professionals where appropriate.
- m. Modify exercises and activities to prevent or accommodate injury or limitation in the **client***.
- n. Evaluate the success of **client*** training programs at regular intervals.

[*See Glossary](#)

3. The graduate has reliably demonstrated the ability to: instruct individual **clients*** and groups in the correct techniques for executing **fitness*** and training programs to achieve results that meet their **goals*** for **fitness***, **active living***, and **wellness***.

Elements of the performance

- a. Use of language and communication styles appropriate for the **client*** or group, based on a wide range of variables.
- b. Establish rapport and a supportive environment for the individual or group **client***.
- c. Present a knowledgeable, professional, and genuinely authentic manner.
- d. Recognize and respond sensitively to individual rights and cultural diversity.
- e. Interpret verbal communication and nonverbal behaviour and validate your understanding with the **client***.
- f. Use **coaching*** skills to create a safe and supportive relationship with the **client***.
- g. Use active listening skills.
- h. Employ an effective variety of interviewing techniques and styles.
- i. Apply motivational techniques that might be used to increase **client*** adherence.
- j. Recognize responses to different training methodologies.
- k. Monitor the **client(s)*** response to training and modify training to suit their needs.
- l. Match activities and programs to the needs and strengths of individuals or groups.
- m. Instruct and monitor **clients*** in the safe use of a variety of exercise equipment.
- n. Use appropriate principles of motivation and learning to train and instruct **clients*** as individuals or as group participants.
- o. Plan classes and activities using various training **strategies***.
- p. Employ principles of sports psychology to **clients*** engaged in athletic training programs.
- q. Observe **client*** performance and give appropriate and timely feedback to the **client***.
- r. Modify the activity/exercise and change equipment/training method or other prescriptive factors to suit **client*** needs.
- s. Provide feedback to meet needs of individuals and group members.
- t. Monitor intensity and progression of activity/exercise programs.
- u. Apply knowledge of first aid as appropriate.
- v. Maintain CPR training and certification requirements and use CPR as necessary.
- w. Ensure **clients*** are instructed in the safe usage of all equipment.
- x. Provide appropriate supervision and spotting techniques where needed.
- y. Facilitate communication among individuals and group members in group training settings.

[*See Glossary](#)

4. The graduate has reliably demonstrated the ability to: select and apply interview tools and **coaching* strategies*** that will enable **clients*** and groups to improve their **fitness*** and **wellness*** in sustainable ways.

Elements of the performance

- a. Facilitate the **clients*** understanding of their current **state*** and how their progress or lack of progress could impact their experience and **goals***.
- b. Collaborate with the **clients*** in the development of their **goals***, and state of readiness for change related to their **fitness*** and **wellness***.
- c. Encourage a realistic understanding by **clients**** of their current health status.
- d. Explain the relationship among self-esteem, self-efficacy, and healthy living.
- e. Identify issues related to the **clients**** current **lifestyle*** (e.g., diet, health-risk behaviours, stressors) into any **fitness*** or **wellness*** plans.
- f. Assist **clients*** in identifying **lifestyle*** needs that are important to them.
- g. Assist **clients*** in choosing activities that are compatible with identified needs.
- h. Monitor exercise and activity programs and adapt and modify, when necessary, to meet the needs of the **client***.
- i. Apply knowledge of behaviour change theories as they relate to developing programs for **clients***.

[*See Glossary](#)

5. The graduate has reliably demonstrated the ability to: develop business plans for a **fitness*** and/or training business organization to ensure sustainability and viability while mitigating risks.

Elements of the performance

- a. Apply knowledge of different forms of businesses (e.g., partnerships, sole proprietorship, corporation).
- b. Identify and recognize business opportunities and employ an entrepreneurial approach.
- c. Incorporate an entrepreneurial approach to the development of a business plan to deliver of **fitness*** and **wellness*** programs and activities.
- d. Conduct and analyse basic market research to support business plans.
- e. Develop a budgeting process for programs, **facilities***, equipment, inventory, and supplies.
- f. Apply knowledge of contracts and service agreements to assist in the development and implementation of an effective business plan.
- g. Develop and implement appropriate, current, and relevant systems of records and reports.
- h. Incorporate the effective use of current and relevant information technology.
- i. Apply knowledge of the structure and operations of private, government, and non-profit organizations in the **fitness***, and **wellness*** sector.
- j. Apply basic knowledge of human resources policies and procedures where necessary.
- k. Coordinate rental and reservation agreements to satisfy community, agency, policy, and **client*** needs.
- l. Develop and practice sales **strategies*** to promote **fitness*** programs, activities, and **facilities***.
- m. Employ **strategies*** to deal with business management risks.
- n. Employ **risk management* strategies*** to deal with such issues as safety, security, public health, and liability.
- o. Ensure that equipment maintenance and safety checks are completed in a timely manner.
- p. Apply knowledge of legislation, regulations, standards, and policies affecting the provision, safety, cleanliness, and maintenance of **facilities*** (e.g., Fitness Safety Standards, Occupational Health and Safety Act, Health and Safety Plan, AODA).
- q. Identify minimum qualifications of staffing to ensure safe operations of programs and activities within a facility (e.g., aquatics, equipment, gymnasium).

[*See Glossary](#)

6. The graduate has reliably demonstrated the ability to: support community **health promotion* strategies*** for active healthy living in the general population.

Elements of the performance

- a. Implement activities, programs, and events in alignment with policy and advocacy **goals*** and objectives for promoting **active living*** in the general population.
- b. Participate in the promotion and delivery of activities, programs and events that respond to needs and interests of **clients*** and maximize the benefits of health and **wellness*** in the general population.
- c. Assess needs, abilities and interests of **clients*** in order to develop relevant activities, programs, and events.
- d. Integrate principles of lifespan development to the design and implementation of health and **wellness*** promotion initiatives.
- e. Identify requirements for **facilities***, equipment, financial resources, inventory, and supplies.
- f. Promote an understanding of the determinants of health and **wellness***.
- g. Participate in initiatives that emphasize promotion of **active living*** and **fitness*** as aspects of total **wellness***.
- h. Apply **strategies*** for creating supportive environments that will ensure positive impacts on the health and **wellness*** of people.
- i. Contribute to the strengthening of community action that focuses on issues affecting health.
- j. Identify community, national, and international organizations associated with **health promotion***.
- k. Contribute to **strategies*** that will assist individuals and community groups to take personal responsibility for health and **wellness***.
- l. Promote the importance and value of sound **nutrition***, sufficient physical activity, stress management, regular medical consultations, and abstinence from, or regulation of, the use of drugs, tobacco, and alcohol.
- m. Evaluate the impact of **health promotion* strategies*** implemented.
- n. Analyze **lifestyle*** intervention research.
- o. Use **strategies*** which support the inclusion of culturally diverse populations and individuals with special needs.
- p. Use qualitative and quantitative evaluation tools to assess the impact of **health promotion*** activities, programs, and events.

[*See Glossary](#)

7. The graduate has reliably demonstrated the ability to: establish and maintain positive working relationships with **clients***, **staff***, allied health professionals, and volunteers in the delivery of programs, activities, and use of **facilities***.

Elements of the performance

- a. Communicate clearly with **clients***, **staff***, allied health professionals and volunteers in written and verbal forms, in the delivery of **fitness*** and **wellness*** programs.
- b. Listen effectively to respond to opportunities with customers, **clients*** and consumers.
- c. Recognize the importance and characteristics of excellent **customer*** service and promote its use in all **client*** interactions.
- d. Respond to concerns or problems expressed by customers, **clients***, colleagues and members of the public with openness, and take actions to resolve or escalate within the organization.
- e. Determine ways to improve the organization's ability to meet **client*** and colleague needs.
- f. Use appropriate communications style (e.g. tone, register, etc.) to match the workplace setting and intended audience.
- g. Apply skills related to working effectively in groups and as a member of a team to achieve **goals***, and resolve differences or opposing views.
- h. Conduct all interactions in an ethical, responsible and legal manner.
- i. Seek out and act upon constructive feedback to enhance work performance.
- j. Use appropriate information and communication technologies to maintain accurate and timely information for all **clients***, **staff***, and **co-workers***.
- k. Develop and use effective and creative problem-solving skills.
- l. Apply knowledge of planning and facilitating effective meetings.
- m. Prepare and deliver presentations when necessary.
- n. Apply sound decision-making techniques.
- o. Utilize **strategies*** for ensuring quality and team cohesion in a variety of settings.
- p. Maintain paper-based and electronic records that are current, accurate, concise, secure, and organized.
- q. Utilize appropriate professional business practices such as confidentiality and ethical behaviour when promoting service or dealing with colleagues and **clients***.

[*See Glossary](#)

8. The graduate has reliably demonstrated the ability to: provide positive reinforcement to empower **clients*** and help them sustain their efforts.

Elements of the performance

- a. Assist **clients*** in building routines for behaviour change.
- b. Use appropriate motivational **strategies*** which account for the individual capacity and coping skills of the **client***.
- c. Provide regular feedback and reinforce positive behaviours and progress.
- d. Use constructive feedback, delivered respectfully and in a sensitive manner to correct **client*** performance.
- e. Show unconditional positive regard and remain non-judgmental.
- f. Communicate empathy for the **client***.
- g. Apply an understanding of **adherence strategies***.
- h. Use a variety of **strategies*** for supporting **clients*** (e.g., self-contracts, social supports, accountability).
- i. Establish follow-up measures and timelines for the achievement of **fitness* goals***.
- j. Determine **clients**'* expectations for follow-up and encourage them to return.
- k. Demonstrate appropriate level of leadership in the selection, training, and guiding of required volunteers when necessary.

[*See Glossary](#)

9. The graduate has reliably demonstrated the ability to: develop plans and implement **strategies*** for ongoing professional growth and development.

Elements of the performance

- a. Identify the purpose and value of health, **fitness***, and well-being organizations and other related organizations at regional, provincial, and national levels.
- b. Adhere to organizational and professional codes of conduct, core values, and codes of ethics.
- c. Clarify one's own professional role in the health, **fitness***, and mental and **social* wellness*** in the field of practice.
- d. Identify trends and issues in the field of health, **fitness***, and well-being.
- e. Access and use professional development resources and activities which promote professional growth.
- f. Apply effective time management skills and personal organization abilities to all aspects of work.
- g. Utilize **strategies*** for effectively adapting to stress and a variety of stressors.
- h. Select and use creative problem-solving and solution-enhancement skills.
- i. Present one's self using a format which best identifies skills, knowledge, attributes, and experience (e.g., resume, portfolio, interview, webpage, social media, professional networks).
- j. Meet requirements for maintaining and improving relevant professional qualifications, certifications, and affiliations through professional development activities and other lifelong learning opportunities.
- k. Establish reasonable and realistic personal and professional **goals*** to enhance work performance.

[*See Glossary](#)

10. The graduate has reliably demonstrated the ability to: communicate information persuasively and accurately in oral, written, and other media formats.

Elements of the performance

- a. Conduct interpersonal communications with authenticity and respect to develop and maintain working relationships.
- b. Use email and social media in a professional and ethical manner and in compliance with workplace and professional standards.
- c. Ensure documentation and record keeping is accurate, retained securely and complies with legislation, workplace regulations and professional standards.
- d. Speak and write clearly, concisely, persuasively, and logically.
- e. Review accuracy of content, spelling and grammar in documents, and electronic messages before sending to the target audience.
- f. Apply the principles of accepted business etiquette (e.g. cultural, regional, global, etc.).
- g. Use electronic communications technology such as email, voice mail, and text messaging appropriately to communicate effectively.
- h. Use social media tools for professional application to meet organizational needs.
- i. Prepare and present written and oral formal and informal reports to enhance the quality of service.
- j. Use professional and industry specific terminology effectively.
- k. Participate efficiently and effectively in meetings using professional protocols.
- l. Prepare correspondence, reports, presentations, and other print and electronic documents using appropriate software.

[*See Glossary](#)

Glossary

Active living – a way of being that includes movement and physical activity for sport, leisure or performance of ability.

Adherence strategies – techniques and methods used to assist clients to follow recommended programs and maintain activities, routines and habits designed to enhance their fitness and wellness.

Allied health practitioners – other service providers who may be involved in enabling the fitness and wellness of clients, such as physiotherapists, occupational therapists, dietitians, chiropractors, naturopaths, osteopaths, massage therapists, acupuncturists, etc.

Assessment – a comprehensive protocol of questions and requests for demonstration of specific activities, administered by a fitness professional to determine fitness capacity and lifestyle factors for each individual to be used in developing or adapting a fitness and wellness plan.

Clients – individuals, groups, organizations or corporations who seek the services of a fitness professional related to their fitness and wellness.

Coaching – a form of learning for development in which a fitness professional acts as a coach to supports the client in achieving a specific personal or professional fitness and wellness goals by providing training and guidance from their expertise.

Co-workers – someone in a peer or non-reporting working relationship with a fitness, this term may also extend to associates or contractors.

Exercise science – the physiology of physical exercise that involves the study of the acute responses and chronic adaptations to exercise.

Facilities – building or locations where fitness activities, sports instruction, or active living programs are offered to clients to enable their fitness and wellness.

Fitness – state of physical capacity for movement and performance of exercise activity, sport or leisure activity.

Goals – a future or desired result that a person or a group of people envisions, plans and commits to achieve within a finite time frame.

Health promotion – is the process of enabling people as a general population, to increase control over, and to improve, their health through the use of a wide range of social and environmental interventions.

Leisure – the experience of time spent away from business/work, domestic chores, and

education, and necessary activities such as eating and sleeping.

Lifestyle – the full range of habits, choices and behaviours of individuals that comprise the manner in which they conduct their lives.

Nutrition – the intake of macro and micro nutrients through foods and supplements to sustain the wellness of the individual.

Risk management – the forecasting and evaluation of risks (financial, legal and safety) together with the identification of procedures to avoid or minimize their impact relating to the work of fitness professionals.

Scope of practice – describes the procedures, actions, and processes that a health or human services practitioner is permitted to undertake in keeping with the terms of their professional license, credential or professional organization standards.

Staff – people in an employment relationship with a fitness professional in an organization or business, there they may be a peer or reporting relationship.

Strategies – plan of action designed to achieve an identified goal through activities such as programs or exercises, and lifestyle changes.

Wellness – a state of complete physical, mental, and social well-being, that is not merely the absence of disease or infirmity. Establishing goals for wellness is an active process of becoming aware of and making choices toward a healthy and fulfilling life that is more than being free from illness, through a dynamic process of learning, change and growth.

Essential employability skills

All graduates of the Fitness and Health Promotion program of instruction must have reliably demonstrated the essential employability skills learning outcomes listed below, in addition to achieving the [vocational learning outcomes](#) and meeting the [general education requirement](#).

Context

Essential Employability Skills (EES) are skills that, regardless of a student's program or discipline, are critical for success in the workplace, in day-to-day living and for lifelong learning.

The teaching and attainment of these EES for students in, and graduates from, Ontario's Colleges of Applied Arts and Technology are anchored in a set of three fundamental assumptions:

- these skills are important for every adult to function successfully in society today;
- our colleges are well equipped and well positioned to prepare graduates with these skills;
- these skills are equally valuable for all graduates, regardless of the level of their credential, whether they pursue a career path, or they pursue further education.

Skill categories

To capture these skills, the following six categories define the essential areas where graduates must demonstrate skills and knowledge.

- Communication
- Numeracy
- Critical Thinking & Problem Solving
- Information Management
- Interpersonal
- Personal

Application and implementation

In each of the six skill categories, there are a number of defining skills, or sub skills, identified to further articulate the requisite skills identified in the main skill categories. The following chart illustrates the relationship between the skill categories, the defining skills within the categories and learning outcomes to be achieved by graduates from all postsecondary programs of instruction that lead to an Ontario College credential.

EES may be embedded in General Education or vocational courses, or developed through discrete courses. However these skills are developed, all graduates with Ontario College credentials must be able to reliably demonstrate the essential skills required in each of the six categories.

Skill category	Defining skills: Skill areas to be demonstrated by graduates:	Learning outcomes: The levels of achievement required by graduates. The graduate has reliably demonstrated the ability to:
Communication	<ul style="list-style-type: none"> • Reading • Writing • Speaking • Listening • Presenting • Visual literacy 	<ol style="list-style-type: none"> 1. communicate clearly, concisely and correctly in the written, spoken and visual form that fulfills the purpose and meets the needs of the audience. 2. respond to written, spoken or visual messages in a manner that ensures effective communication.
Numeracy	<ul style="list-style-type: none"> • Understanding and applying mathematical concepts and reasoning • Analyzing and using numerical data • Conceptualizing 	<ol style="list-style-type: none"> 1. execute mathematical operations accurately.
Critical Thinking & Problem Solving	<ul style="list-style-type: none"> • Analyzing • Synthesizing • Evaluating • Decision making • Creative and innovative thinking 	<ol style="list-style-type: none"> 1. apply a systematic approach to solve problems. 2. use a variety of thinking skills to anticipate and solve problems.

Information Management	<ul style="list-style-type: none"> • Gathering and managing information • Selecting and using appropriate tools and technology for a task or a project • Computer literacy • Internet skills 	<ol style="list-style-type: none"> 1. locate, select, organize and document information using appropriate technology and information systems. 2. analyze, evaluate and apply relevant information from a variety of sources.
Interpersonal	<ul style="list-style-type: none"> • Teamwork • Relationship management • Conflict resolution • Leadership • Networking 	<ol style="list-style-type: none"> 1. show respect for the diverse opinions, values, belief systems and contributions of others. 2. interact with others in groups or teams in ways that contribute to effective working relationships and the achievement of goals.
Personal	<ul style="list-style-type: none"> • Managing self • Managing change and being flexible and adaptable • Engaging in reflective practices • Demonstrating personal responsibility 	<ol style="list-style-type: none"> 1. manage the use of time and other resources to complete projects. 2. take responsibility for one's own actions, decisions and their consequences.

General education requirement

All graduates of the Fitness and Health Promotion program must have met the [general education requirement](#) described below, in addition to achieving the [vocational](#) and [essential employability skills](#) learning outcomes.

Requirement

The General Education Requirement for programs of instruction is stipulated in the [Credentials Framework](#) (Appendix A in the Minister's Binding Policy Directive Framework for Programs of Instruction).

In programs of instruction leading to either an Ontario College Diploma or an Ontario College Advanced Diploma, it is required that graduates have been engaged in learning that exposes them to at least one discipline outside their main field of study and increases their awareness of the society and culture in which they live and work. This will typically be accomplished by students taking 3 to 5 courses (or the equivalent) designed discretely and separately from vocational learning opportunities.

This general education learning would normally be delivered using a combination of required and elective processes.

Purpose

The purpose of General Education in the Ontario college system is to contribute to the development of citizens who are conscious of the diversity, complexity and richness of the human experience; who are able to establish meaning through this consciousness; and who, as a result, are able to contribute thoughtfully, creatively and positively to the society in which they live and work.

General Education strengthens students' essential employability skills, such as critical analysis, problem solving and communication, in the context of an exploration of topics with broad-based personal and/or societal importance.

Themes

The themes listed below will be used to provide direction to Ontario Colleges in the development and identification of courses that are designed to fulfil the General Education Requirement for programs of instructions.

Each theme provides a statement of Rationale and offers suggestions related to more specific topic areas that could be explored within each area. These suggestions are neither prescriptive nor exhaustive. They are included to provide guidance regarding the nature and scope of content that would be judged as meeting the intent and overall

goals of General Education.

Arts in society:

Rationale:

The capacity of a person to recognize and evaluate artistic and creative achievements is useful in many aspects of his/her life. Since artistic expression is a fundamentally human activity, which both reflects and anticipates developments in the larger culture, its study will enhance the student's cultural and self-awareness.

Content:

Courses in this area should provide students with an understanding of the importance of visual and creative arts in human affairs, of the artist's and writer's perceptions of the world and the means by which those perceptions are translated into the language of literature and artistic expression. They will also provide an appreciation of the aesthetic values used in examining works of art and possibly, a direct experience in expressing perceptions in an artistic medium.

Civic Life:

Rationale:

In order for individuals to live responsibly and to reach their potential as individuals and as citizens of society, they need to understand the patterns of human relationships that underlie the orderly interactions of a society's various structural units. Informed people will have knowledge of the meaning of civic life in relation to diverse communities at the local, national and global level and an awareness of international issues and the effects of these on Canada, as well as Canada's place in the international community.

Content:

Courses in this area should provide students with an understanding of the meaning of freedoms, rights and participation in community and public life, in addition to a working knowledge of the structure and function of various levels of government (municipal, provincial, national) in a Canadian and/or in an international context. They may also provide an historical understanding of major political issues affecting relations between the various levels of government in Canada and their constituents.

Social and cultural understanding:

Rationale:

Knowledge of the patterns and precedents of the past provide the means for a person to gain an awareness of his or her place in contemporary culture and society. In

addition to this awareness, students will acquire a sense of the main currents of their culture and that of other cultures over an extended period of time in order to link personal history to the broader study of culture.

Content:

Courses in this area are those that deal broadly with major social and cultural themes. These courses may also stress the nature and validity of historical evidence and the variety of historical interpretation of events. Courses will provide the students with a view and understanding of the impact of cultural, social, ethnic or linguistic characteristics.

Personal Understanding:

Rationale:

Educated people are equipped for life-long understanding and development of themselves as integrated physiological and psychological entities. They are aware of the ideal need to be fully functioning persons: mentally, physically, emotionally, socially, spiritually and vocationally.

Content:

Courses in this area will focus on understanding the individual: his or her evolution; situation; relationship with others; place in the environment and universe; achievements and problems; and his or her meaning and purpose. They will also allow students the opportunity to study institutionalized human social behaviour in a systematic way. Courses fulfilling this requirement may be oriented to the study of the individual within a variety of contexts.

Science and technology:

Rationale:

Matter and energy are universal concepts in science, forming a basis for understanding the interactions that occur in living and non-living systems in our universe. Study in this area provides an understanding of the behaviour of matter that provides a foundation for further scientific study and the creation of broader understanding about natural phenomena.

Similarly, the various applications and developments in the area of technology have an increasing impact on all aspects of human endeavour and have numerous social, economic and philosophical implications. For example, the operation of computers to process data at high speed has invoked an interaction between machines and the

human mind that is unique in human history. This and other technological developments have a powerful impact on how we deal with many of the complex questions in our society.

Content:

Courses in this area should stress scientific inquiry and deal with basic or fundamental questions of science rather than applied ones. They may be formulated from traditional basic courses in such areas of study as biology, chemistry, physics, astronomy, geology or agriculture. As well, courses related to understanding the role and functions of computers (e.g., data management and information processing) and assorted computer-related technologies should be offered in a non-applied manner to provide students with an opportunity to explore the impact of these concepts and practices on their lives.

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