



El Camino College
COURSE OUTLINE OF RECORD – Official

Subject:	ALH
Course Number:	507
Descriptive Title:	Healthy Aging: Fall Prevention, Balance, and Mobility
Division:	Library and Learning Resources
Department:	Emeritus
Course Disciplines:	Health, Health Care Ancillaries
Catalog Description:	This noncredit course is designed for older adults interested in improving their balance, mobility, and overall physical confidence to reduce the risk of falls. Through gentle, guided exercises and practical instruction, students will strengthen muscles, improve coordination, and develop strategies to prevent falls in everyday life. Topics include common fall risk factors, home safety, posture and gait improvement, and the safe use of assistive devices. Emphasis is placed on promoting independence, wellness, and active aging in a supportive and inclusive environment.
Prerequisite:	
Co-requisite:	
Recommended Preparation:	
Enrollment Limitation:	
Hours Lecture (per week):	.33
Hours Laboratory (per week):	.66
Outside Study Hours:	.66
Total Course Hours:	18
Course Units:	0
Grading Method:	No Grade
Credit Status:	Noncredit
Transfer CSU:	No
Effective Date:	
Transfer UC:	No
Effective Date:	
General Education ECC:	
Term:	
Other:	
CSU GE:	
Term:	
Other:	
IGETC:	
Term:	

Other:	
CalGETC:	
Term:	
Other:	
Student Learning Outcomes:	Upon completion of the course, students will be able to: 1. demonstrate improved balance and mobility through consistent participation in guided exercises tailored to older adults. 2. identify common environmental and personal risk factors for falls and apply preventative strategies in daily routines. 3. develop a personalized fall prevention plan incorporating strength, flexibility, and balance exercises alongside lifestyle modifications.
Course Objectives:	1. Practice exercises designed to improve strength, coordination, and flexibility related to balance and mobility. 2. Recognize intrinsic (health-related) and extrinsic (environmental) risk factors that contribute to falls in older adults. 3. Demonstrate safe movement techniques for standing, walking, and navigating stairs or uneven surfaces. 4. Apply techniques for improving posture, gait, and spatial awareness. 5. Understand the role of vision, medication management, and assistive devices in fall prevention. 6. Create and maintain a home safety checklist to minimize trip and slip hazards. 7. Engage in discussions and activities that promote confidence, independence, and proactive health behaviors.
Major Topics:	I. Introduction to Fall Prevention (lecture) A. Overview of fall risks among older adults B. Importance of balance and mobility for healthy aging II. Physical Conditioning for Fall Prevention (lab) A. Strength training exercises for lower body stability B. Flexibility and stretching to increase range of motion III. Balance Training Techniques (lab) A. Static and dynamic balance exercises B. Activities to improve coordination and postural control IV. Environmental Safety and Home Modifications (lecture) A. Identifying and eliminating home hazards B. Creating a personalized home safety checklist

	V. Safe Movement and Body Mechanics (lab) A. Proper techniques for walking, standing, and reaching B. Navigating stairs, curbs, and uneven surfaces safely VI. Medical and Lifestyle Considerations (lecture) A. Effects of medications, vision, and chronic conditions on balance B. Nutrition, hydration, and sleep as factors in fall prevention VII. Assistive Devices and Community Resources (lecture) A. Correct use of canes, walkers, and other mobility aids B. Local programs and support services for older adults VIII. Confidence Building and Goal Setting (lecture) A. Addressing fear of falling and building self-efficacy B. Developing a personal fall-prevention and mobility plan
Total Lecture Hours:	6
Total Laboratory Hours:	12
Total Hours:	18
A.1. Primary Methods of Evaluation (Part 1 - CCN courses only):	
Primary Method of Evaluation:	3) Skills demonstration
Typical Assignment Using Primary Method of Evaluation:	Instructions: 1. Walk through your home (or a room you use often, like your bedroom, bathroom, or hallway). 2. Look carefully at your surroundings and use the checklist below to guide your observations. 3. Write short notes (bullet points are fine) about what you notice and any changes you can make. Checklist: • Are walkways clear of clutter and cords? • Are rugs secured or do they slide easily? • Is lighting adequate in hallways, stairs, and bathrooms? • Do you have grab bars or railings where needed (bathroom, stairs)? • Is there furniture you might trip over or that's hard to get around? Write-up: In 4–6 bullet points, summarize: • At least two hazards you identified. • At least one change you made or plan to make. • One thing you learned by doing this activity. Bring your notes to class to share in small group discussion. You may also bring a photo (optional) if you'd like to show something you changed or found interesting.

Critical Thinking Assignment 1:	Instructions: 1. Choose 3 balance or mobility exercises that you’ve practiced in class (examples: heel-to-toe walk, chair stands, single-leg stand, seated marches). 2. Create a routine that you can safely do at home. You may want to include how many times or how long you’ll do each one. 3. Write down your routine using the template below. Template: • Exercise 1: _____ How often: _____ • Exercise 2: _____ How often: _____ • Exercise 3: _____ How often: _____ Reflection: In 2–3 sentences, write one benefit you hope to gain from this routine and how you will remind yourself to do it regularly.
Critical Thinking Assignment 2:	Instructions: 1. Think about a regular activity you do at home or in the community (examples: grocery shopping, stepping into a shower, getting out of bed, gardening). 2. Describe the balance challenges that activity presents. 3. Write a short plan for how you can use a safety tip or movement technique from class to make that activity safer or easier. Write-up Example Format: • My activity: _____ • The balance challenge: _____ • What I will do to stay safe: _____ Bring this to class to discuss with a partner. You may also share your strategies with the larger group if you feel comfortable.
Other Evaluation Methods:	Class Performance, Embedded Questions, Matching Items, Multiple Choice, Objective Exam, Quizzes, True/False
If Other:	
Instructional Methods:	Demonstration, Discussion, Group Activities, Guest Speakers, Lab, Lecture
If other:	
Work Outside of Class:	Answer questions, Journal (done on a continuing basis throughout the semester), Required reading, Skill practice
If Other:	
Up-To-Date Representative Texts:	Reynolds, Roxanne. A Senior's Guide to Fall Prevention and Healthy Living. Balboa Press, 2011. (Discipline Standard)
Alternative Texts:	
Required Supplementary Readings:	

Other Required Materials:	
Requisite	
Category	
Requisite course:	
Requisite and Matching skill(s): Bold the requisite skill. List the corresponding course objective under each skill(s).	
Requisite Skill:	
Requisite Skill and Matching skill(s): Bold the requisite skill(s). if applicable	
Requisite course:	
Requisite and Matching skill(s): Bold the requisite skill. List the corresponding course objective under each skill(s).	
Requisite Skill:	
Requisite Skill and Matching skill(s): Bold the requisite skill. List the corresponding course objective under each skill(s). if applicable	
Enrollment Limitations and Category:	
Enrollment Limitations Impact:	
Course Created by:	Matthew Kline
Date:	05/05/2025
Original Board Approval Date:	12/16/2025
Effective Term:	FA 2026