



# COURSE OUTLINE

## FIT0108

Prepared: Heather Pusch, Tania Hazlett    Approved: Bob Chapman

<b>Course Code: Title</b>	FIT0108: PERSONAL WELLNESS AND LIFESTYLE CHANGE						
<b>Program Number: Name</b>	1120: COMMUNITY INTEGRATN						
<b>Department:</b>	C.I.C.E.						
<b>Semester/Term:</b>	17F						
<b>Course Description:</b>	This course will introduce and provide practical application of the concepts of wellness, fitness and lifestyle management. Emphasis will be placed on taking control of individual health and lifestyle habits so that the student can understand the choices and effort necessary to take responsibility for health and well being. Through examination of personal lifestyle and health behaviours the students will gain the understanding necessary to apply these health promoting skills to others.						
<b>Total Credits:</b>	3						
<b>Hours/Week:</b>	3						
<b>Total Hours:</b>	45						
<b>This course is a pre-requisite for:</b>	FIT0153, FIT0154						
<b>Essential Employability Skills (EES):</b>	<p>#1. Communicate clearly, concisely and correctly in the written, spoken, and visual form that fulfills the purpose and meets the needs of the audience.</p> <p>#2. Respond to written, spoken, or visual messages in a manner that ensures effective communication.</p> <p>#7. Analyze, evaluate, and apply relevant information from a variety of sources.</p> <p>#8. Show respect for the diverse opinions, values, belief systems, and contributions of others.</p> <p>#9. Interact with others in groups or teams that contribute to effective working relationships and the achievement of goals.</p> <p>#10. Manage the use of time and other resources to complete projects.</p> <p>#11. Take responsibility for ones own actions, decisions, and consequences.</p>						
<b>Course Evaluation:</b>	Passing Grade: 50%,						
<b>Evaluation Process and Grading System:</b>	<table border="1"> <thead> <tr> <th>Evaluation Type</th> <th>Evaluation Weight</th> </tr> </thead> <tbody> <tr> <td>Assignments</td> <td>40%</td> </tr> <tr> <td>Labs</td> <td>20%</td> </tr> </tbody> </table>	Evaluation Type	Evaluation Weight	Assignments	40%	Labs	20%
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Tests	40%
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### Course Outcomes and Learning Objectives:

Upon successful completion of this course, the CICE student, with the assistance of a Learning Specialist will acquire varying levels of skill development relevant to the following learning outcomes:

#### Course Outcome 1.

Describe the benefits and significance of participating in a lifetime fitness and wellness program

#### Learning Objectives 1.

- Identify leading Canadian health issues related to lifestyle
- define physical fitness and health-related and skill-related components
- explain the difference between physical fitness and wellness
- define wellness and list the dimensions
- identify Canada's Physical Activity Guidelines
- identify risk factors that may interfere with safe participation in physical fitness activities and prescreening procedures

#### Course Outcome 2.

Explain the components and process of behaviour change

#### Learning Objectives 2.

- identify barriers to change
- explain concepts of motivation and locus of control
- identify stages of change
- describe processes of change and identify techniques to facilitate change
- identify and describe personal SMART goals

#### Course Outcome 3.

Define nutrition and describe its relationship with health and well-being



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### **Learning Objectives 3.**

- describe how to use Canada's Food guide to achieve a balanced diet
- describe the function of nutrients in the human body
- conduct a nutrient analysis and suggest changes and strategies for implementation to meet the Dietary Reference Index
- describe the Dietary Guidelines for Canadians

### **Course Outcome 4.**

Explain the concepts associated with body composition

### **Learning Objectives 4.**

- explain the difference between essential fat and storage fat
- identify the importance of body mass index (BMI) and waist circumference in the assessment of risk for disease
- explain the physiology of weight loss
- explain the role of a lifetime exercise program as the key to a successful weight loss and weight maintenance program
- describe behaviour modification techniques that assist adherence to a lifetime weight maintenance program

### **Course Outcome 5.**

Define components of cardiorespiratory endurance and describe the benefits of training in maintaining health and well-being

### **Learning Objectives 5.**

- determine readiness to begin an exercise program
- identify, develop and participate in personal aerobic and anaerobic training sessions
- participate in cardiorespiratory fitness assessments
- interpret assessment results according to health fitness and physical fitness standards
- explain the FITT principle



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- identify and develop personal adherence strategies for exercise

### **Course Outcome 6.**

Explain the importance of muscular strength, endurance and flexibility in maintaining health and well-being

### **Learning Objectives 6.**

- identify factors that affect muscular strength, endurance and flexibility
- explain health fitness benefits muscular conditioning and stretching
- identify, develop and participate in personal muscular conditioning and stretching sessions
- participate in strength, endurance and flexibility fitness assessments
- interpret assessment results according to health fitness and physical fitness standards
- identify contraindicated exercises

### **Course Outcome 7.**

Describe the effects of a healthy lifestyle on longevity

### **Learning Objectives 7.**

- estimate life expectancy and determine real physiological age
- outline guidelines for preventing consumer fraud
- list factors to consider when selecting a health and fitness club and appropriate exercise equipment
- Define facility standards and instructor certifications necessary for safe program delivery
- List and describe the Canadian Fitness Safety Standards
- review health and fitness accomplishments and chart a personal wellness program for the future

### **Course Outcome 8.**

Develop personal plan for physical fitness and lifestyle change



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### Learning Objectives 8.

- Assess current personal health status
- demonstrate ability to select tools, design strategies, and create an action plan by applying the guiding principles of behaviour change as it relates to active living and exercise
- develop personal fitness and lifestyle programs based on appraisal results, goals, and stages of readiness for change
- Identify strategies that support change(e.g., self-contracts, social supports and accountability)
- monitor exercise and activity programs and adapt and modify, when necessary, to meet the needs
- Consider issues related to lifestyle (e.g., diet, health-risk behaviours, stressors) into any plans for change
- evaluate success of personal program

### CICE Modifications:

#### Preparation and Participation

1. A Learning Specialist will attend class with the student(s) to assist with inclusion in the class and to take notes.
2. Students will receive support in and outside of the classroom (i.e. tutoring, assistance with homework and assignments, preparation for exams, tests and quizzes.)
3. Study notes will be geared to test content and style which will match with modified learning outcomes.
4. Although the Learning Specialist may not attend all classes with the student(s), support will always be available. When the Learning Specialist does attend classes he/she will remain as inconspicuous as possible.

**A.** Further modifications may be required as needed as the semester progresses based on individual student(s) abilities and must be discussed with and agreed upon by the instructor.

#### **B. Tests may be modified in the following ways:**

1. Tests, which require essay answers, may be modified to short answers.
2. Short answer questions may be changed to multiple choice or the question may be simplified so the answer will reflect a basic understanding.
3. Tests, which use fill in the blank format, may be modified to include a few choices for each question, or a list of choices for all questions. This will allow the student to match or use visual clues.
4. Tests in the T/F or multiple choice format may be modified by rewording or clarifying statements into layman's or simplified terms. Multiple choice questions may have a reduced number of choices.



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**C. Tests will be written in CICE office with assistance from a Learning Specialist.**

***The Learning Specialist may:***

1. Read the test question to the student.
2. Paraphrase the test question without revealing any key words or definitions.
3. Transcribe the student's verbal answer.
4. Test length may be reduced and time allowed to complete test may be increased.

**D. Assignments may be modified in the following ways:**

1. Assignments may be modified by reducing the amount of information required while maintaining general concepts.
2. Some assignments may be eliminated depending on the number of assignments required in the particular course.

***The Learning Specialist may:***

1. Use a question/answer format instead of essay/research format
2. Propose a reduction in the number of references required for an assignment
3. Assist with groups to ensure that student comprehends his/her role within the group
4. Require an extension on due dates due to the fact that some students may require additional time to process information
5. Formally summarize articles and assigned readings to isolate main points for the student
6. Use questioning techniques and paraphrasing to assist in student comprehension of an assignment

**E. Evaluation:**

Is reflective of modified learning outcomes.

**NOTE:** Due to the possibility of documented medical issues, CICE students may require alternate methods of evaluation to be able to acquire and demonstrate the modified learning outcomes

**Date:**

Wednesday, September 6, 2017

Please refer to the course outline addendum on the Learning Management System for further information.