



**I. COURSE DESCRIPTION:**

This course introduces the CICE student to the concept of wellness and provides practical strategies for developing a healthy lifestyle. Topics include: positive lifestyle choices, self-management and behaviour change techniques, exercise prescription and fitness training methods. Through participation in hands-on learning experiences, students gain the knowledge and skills necessary to make positive lifestyle changes. If students choose to incorporate their knowledge and skills into daily living, they will see an overall increase in personal wellness and fitness, as well as improved performance on law enforcement specific physical performance tests.

**II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:**

This course addresses generic outcomes in: communication (1), interpersonal skills (5), analysis(12), and accountability (10,11).

This course addresses the following Police Foundations Vocational Outcomes:

- 1) Act in a manner consistent with all relevant law and legislation, and professional, organizational and ethical standards;
- 8) Make sound decisions based on an evaluation of situations;
- 9) Cope with stress and optimize fitness and wellness

**A. LEARNING OUTCOMES: These learning outcomes will be attained with the support of an Educational Assistant from the CICE program.**

- 1) Demonstrate an understanding of the concepts of wellness and self-responsibility
- 2) Apply behaviour management strategies to enhance personal wellness, improve job performance, and ultimately increase career opportunities
- 3) Demonstrate knowledge related to the development of physical fitness
- 4) Demonstrate knowledge and skills related to cardiovascular endurance
- 5) Demonstrate knowledge and skills related to weight training
- 6) Demonstrate knowledge and skills related to the development of flexibility
- 7) Demonstrate knowledge of physical requirements in law enforcement
- 8) Design, monitor, and adapt a personal fitness program that addresses the achievement of supported employment opportunities within the students area of concentration (police foundations)
- 9) Demonstrate understanding of an appropriate fitness level in accordance with Ontario Police Standards

**B. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:**

Upon successful completion of this course, the CICE student, with the assistance of an Educational Assistant will demonstrate a basic ability to:

**II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:**

**1) Understand concepts of wellness and self-responsibility.**

***Potential Elements of the Performance:***

- contrast the past definition of health with the contemporary concept of wellness
- explore the validity of the Statement “Health is a matter of choice”
- identify seven dimensions of wellness and behaviours which enhance each of them
- complete lifestyle inventories and self-examination exercises to gain information on one's level of wellness
- identify societal norms which promote unwellness

**2) Apply behaviour management strategies to enhance personal wellness, improve job performance. and ultimately increase career opportunities.**

***Potential Elements of the Performance:***

- identify five stages of change that occur in the process of permanently changing a behaviour
- demonstrate skills in developing appropriate short and long term goals
- complete a behaviour change contract/plan based on goals identified through self- evaluation
- identify time management techniques which aid in the achievement of goals

**3) Demonstrate knowledge and skills related to the development of physical fitness.**

***Potential Elements of the Performance:***

- differentiate between health-related and performance—related fitness
- identify, and describe each of the five components of health-related fitness
- outline the minimum exercise requirements necessary to improve each component of fitness applying the “FITT Formula”. of exercise prescription
- explain the importance of a warm-up and cool down and describe the critical elements of both
- Be involved in leading a group warm-up, cool-down or flexibility portion of class

**4) Demonstrate knowledge and skills related to cardiovascular endurance*****Potential Elements of the Performance:***

- identify examples of aerobic activities which have the potential to increase cardio respiratory endurance
- have an understanding of, and give a basic explanation of the following principles of training: progressive overload, rest, maintenance and specificity
- identify the benefits of cardiovascular activity
- demonstrate the ability to program and use several different pieces of cardio equipment
- list advantages and disadvantages of various programs
- demonstrate knowledge of personal predicted maximum heart rate and training zone based on age and knowledge of fitness level
- utilize personal information in planning a specific program so as to understand the requirements to meet police entrance standards
- identify advantages of cross training

**5) Knowledge and skills related to weight training*****Potential Elements of the Performance:***

- describe the many ways that muscular strength and muscular endurance training enhance wellness
- identify and apply several important safe exercise practices when weight training
- describe how to establish an ideal strength training weight for a beginner and for an experienced weight trainer
- identify major muscle groups
- identify weight training exercises for the major muscle groups
- describe and demonstrate the concentric and eccentric phases of dynamic muscular contraction.
- identify common fallacies related to weight training
- demonstrate beginner level skills at finding a strength training weight
- demonstrate the ability to safely perform weight training exercises for all major body parts
- demonstrate knowledge and safe use of fitness equipment
- design a weight training program specific to passing police employ standards
- demonstrate specific core strength, grip strength and upper body exercises that enhance police testing success

**6) Demonstrate knowledge and skills related to the development of flexibility**

***Potential Elements of the Performance:***

- describe how flexibility training enhances wellness
- describe the factors which limit flexibility
- compare the effects of static (passive) and dynamic (ballistic) stretching technique
- demonstrate safe and effective exercises which enhance flexibility for major muscle groups
- identify some common unsafe exercises and their safer alternatives

**7) Demonstrate knowledge of physical requirements in law enforcement**

***Potential Elements of the Performance:***

- identify some of the general features of PREP, PARE, COPAT, POPAT, OPC or other BFOR tests
- Identify other physical requirements related to sight hearing and health

**8) Design a personal fitness program that addresses the achievement of employment standards and lifetime maintenance of fitness**

***Potential Elements of the Performance***

- apply the above knowledge and skills related to the development of physical fitness and design an effective personal fitness program for a beginner which includes:
  - appropriate warm-up and cool-down activities
  - application of the F.I.T.T. formula of exercise prescription for each component of fitness (i.e. frequency, intensity, time and type)
  - training for cardio respiratory endurance, muscular strength, muscular endurance, flexibility, and body composition improvement
- apply the principle of progressive overload, specificity and rest to ensure that one's fitness program enables them to achieve the identified employment standards
- complete several fitness tests and use the information to plan a fitness program that will enhance the CICE students opportunity to obtain appropriate employment in their field of study.

**9) Demonstrate understanding of an appropriate fitness level in accordance with Ontario Police Standards**

***Potential Elements of the Performance:***

- demonstrate the cardiovascular fitness level with several tests such as the Shuttle Run, 1.5 mile run, 12 minute walk test or the bike ergometer test and evaluate fitness
- complete the OPC component tests (push-ups, curl-ups, sit and reach, 1.5 mile run) and evaluate fitness
- demonstrate knowledge of common police tests and the most commonly failed components

**III. TOPICS:**

- 1) A Wellness Way of Life
- 2) Behaviour Management
- 3) Introduction to Fitness
- 3) Exercise Prescription and Program Design
- 4) Cardiovascular fitness training
- 5) Weight Training
- 6) Fitness Assessment

**IV. REQUIRED RESOURCES/TEXTS/MATERIALS:**

"Fitness and Lifestyle Management for Law Enforcement", by N. Wagner Wisotski

**V. EVALUATION PROCESS/GRADING SYSTEM:**

**Lecture Class**

Written Test #1	50 marks
Written Test #2	50 marks
	100 marks

**Gym Practicum**

Fitness Principles Assignment  
 Fitness Testing Reflection assignment  
 Finding a Training Weight  
 Weight Training Program Design and Delivery  
 Leadership Activity (observation or assist in)  
 Technique Demonstrations

100 marks

**All Gym Practicum assignments must be completed at a passing level.**

**Students must achieve a passing grade in Lecture Class and in Gym Practicum. Failing either section will result in a failing grade for the course.**

**Supplemental Examinations**

Supplemental examinations will be permitted for students who meet the following minimum requirements. The student must attend at least 80% of their lecture classes and they must have achieved a grade of 50% on three written tests. All students who miss a test will receive a zero for the test. Students who miss one test will be permitted to write the supplemental test as long as they have meet the attendance requirement and have at least a 50% grade on the two tests they completed. Only medical emergencies and extreme circumstances will warrant the opportunity to write the supplemental when two tests have been missed. Official supporting documentation, such as a physician's certificate, may be required as confirmation of your illness. Make appropriate arrangements with your instructor as soon as you resume attendance at Sault College.

**Late Assignments and In class assignments**

Students must achieve a passing grade in both part 1 and part 2 of the evaluation. Students are expected to participate in all inclass activities, however, two excused absences are allowed for each student. After two missed activities, the student losses five marks for each activity missed.

For each day that an assignment is late, ten percent of the total grade will be deducted. Assignments will not be accepted after seven days beyond the due date. Late assignments should be presented to your instructor in his/her office.

**Instructor's Phone #:** 759-2554 Ext 547  
**Instructor's Office #:** E3215

**The following semester grades will be assigned to students in post-secondary courses:**

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+	90 – 100%	4.00
A	80 – 89%	
B	70 - 79%	3.00
C	60 - 69%	2.00
D	50 – 59%	1.00
F (Fail)	49% and below	0.00
CR (Credit)	Credit for diploma requirements has been awarded.	
S	Satisfactory achievement in field /clinical placement or non-graded subject area.	
U	Unsatisfactory achievement in field/clinical placement or non-graded subject area.	
X	A temporary grade limited to situations with extenuating circumstances giving a student additional time to complete the requirements for a course.	

NR	Grade not reported to Registrar's office.
W	Student has withdrawn from the course without academic penalty.

**Note:** For such reasons as program certification or program articulation, certain courses require minimums of greater than 50% and/or have mandatory components to achieve a passing grade.

It is also important to note, that the minimum overall GPA required in order to graduate from a Sault College program remains 2.0.

## **VI. SPECIAL NOTES:**

### Special Needs:

If you are a student with special needs (e.g. physical limitations, visual impairments, hearing impairments, or learning disabilities), you are encouraged to discuss required accommodations with the instructor and/or the Special Needs office. Visit Room E1101, Extension 703 so that support services can be arranged for you.

### Retention of course outlines:

It is the responsibility of the student to retain all course outlines for possible future use in acquiring advanced standing at other postsecondary institutions.

### Plagiarism:

Students should refer to the definition of "academic dishonesty" in the *Student Rights and Responsibilities*. Students who engage in "academic dishonesty" will receive an automatic failure for that submission and/or such other penalty, up to and including expulsion from the course/program, as may be decided by the professor/dean. In order to protect students from inadvertent plagiarism, to protect the copyright of the material referenced, and to credit the author of the material, it is the policy of the department to employ a documentation format for referencing source material.

### Course outline amendments:

The Professor reserves the right to change the information contained in this course outline depending on the needs of the learner and the availability of resources.

Substitute course information is available in the Registrar's office.



**VII. PRIOR LEARNING ASSESSMENT:**

Students who wish to apply for advanced credit in the course should consult the professor. Credit for prior learning will be given upon successful completion of a challenge exam or portfolio.

**VIII. DIRECT CREDIT TRANSFERS:**

Students who wish to apply for direct credit transfer (advanced standing) should obtain a direct credit transfer form from the Dean's secretary. Students will be required to provide a transcript and course outline related to the course in question.

**CICE Modifications:**

**Preparation and Participation**

1. An Integrative Educational Assistant 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 Integrative Educational Assistant may not attend all classes with the student(s), support will always be available. When the Integrative Educational Assistant does attend classes he/she will remain as inconspicuous as possible.

**CICE Modifications:**

**A. 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.

**B. Tests will be written in the Learning Assistance Centre with assistance from an Integrative Educational Assistant.**

***The Integrative Educational Assistant 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.

**C. 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 Integrative Educational Assistant 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

**D. Evaluation:**

Is reflective of modified learning outcomes.