



**I. COURSE DESCRIPTION:**

This course will introduce and provide to the CICE student, practical application of the basic concepts of wellness, fitness and lifestyle management. With assistance from a learning specialist, the CICE student will acquire a fundamental knowledge of the choices and effort necessary to take responsibility for health and well-being. Through examination of personal lifestyle and health behaviours, the CICE student will gain the understanding necessary to assist with the application of these health promoting skills to others.

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

Upon successful completion of this course, the CICE student, with the assistance of a Learning Specialist will demonstrate a basic ability to:

1. **Have a basic understanding of** the benefits and significance of participating in a lifetime fitness and wellness program

Potential Elements of the Performance:

- 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

2. **Have a basic understanding of** the components and process of behaviour change

Potential Elements of the Performance:

- 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

3. **Have a basic understanding of** nutrition and describe its relationship with health and well-being

Potential Elements of the Performance:

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

4. **Have a basic understanding of** the concepts associated with body composition

Potential Elements of the Performance:

- explain the difference between essential fat and storage fat
- describe methods to assess body composition
- 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

5. **Have a basic understanding of** components of cardiorespiratory endurance and describe the benefits of training in maintaining health and well-being

Potential Elements of the Performance:

- 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
- identify and develop personal adherence strategies for exercise

6. **Have a basic understanding of** the importance of muscular strength, endurance and flexibility to fitness and preventative health care

Potential Elements of the Performance:

- 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

7. **Have a basic understanding of** the effects of a healthy lifestyle on longevity

Potential Elements of the Performance:

- 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
- review health and fitness accomplishments and chart a personal wellness program for the future

8. **With assistance of a learning specialist develop a** personal plan for physical fitness and lifestyle change

Potential Elements of the Performance:

- 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

**III. TOPICS:**

- Physical Fitness and Wellness
- Behaviour Modification
- Nutrition for Wellness
- Body Composition
- Weight Management
- Cardiorespiratory Endurance
- Muscular Strength and Endurance
- Muscular Flexibility
- Lifetime Fitness and Wellness

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

*Principles and Labs for Fitness and Wellness; First Canadian Edition  
Hoeger, Hoeger, Locke, Lauzon; Nelson Publishing*

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

Midterm Exam - 25%

Final Exam - 25%

Labs - 20%

Weekly Exercise Log - 10%

Assignments - 20%

The following semester grades will be assigned to students:

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+	90 – 100%	4.00
A	80 – 89%	3.00
B	70 - 79%	2.00
C	60 - 69%	1.00
D	50 – 59%	0.00
F (Fail)	49% and below	



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.

#### VI. SPECIAL NOTES:

##### Attendance:

Sault College is committed to student success. There is a direct correlation between academic performance and class attendance; therefore, for the benefit of all its constituents, all students are encouraged to attend all of their scheduled learning and evaluation sessions. This implies arriving on time and remaining for the duration of the scheduled session.

#### VII. COURSE OUTLINE ADDENDUM:

The provisions contained in the addendum located on the portal form part of this course outline.

**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. 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 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.

**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 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

**D. Evaluation:**



Is reflective of modified learning outcomes.