



**COURSE DESCRIPTION:**

This course introduces the 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, fitness training methods, body fat management, and basic nutrition. 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 stress 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:**

- 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 and skills related to the development of physical fitness
- 4) Design, monitor, and adapt a personal fitness program that addresses the achievement of employment standards
- 5) Demonstrate development of an appropriate fitness level in accordance with Ontario Police Standards
- 6) Describe the essential elements of sound nutrition and weight control

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

Upon successful completion of this course, the student will demonstrate the ability to:

- 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

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

**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
- define 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
- identify examples of aerobic activities which have the potential to increase cardiorespiratory endurance
- determine appropriate exercise intensities using the Karvonen formula and “Borg's Rate of Perceived Exertion” scale
- explain the following principles of training: progressive overload, rest, and specificity
- identify the many health benefits of regular physical activity
- 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 training weight for a beginner and for an experienced weight trainer
- 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
- 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
- identify some common unsafe exercises and their safer alternatives
- describe the relationship between body composition and wellness
- explain the concept of weight and body size preoccupation and describe how this trend negatively impacts us
- explain how exercise influences body composition and contributes to body fat management
- compare the effectiveness of exercise combined with healthy eating versus dieting alone, as weight/fat loss strategies

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

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

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

- describe strategies which promote healthy weight gain for those who are underweight
- identify activities which have the potential to improve body composition through fat reduction and/or muscle gain
- identify several myths related to fat management

**4) Design, monitor, and adapt 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 which include:
  - 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 cardiorespiratory 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 alter one's fitness program appropriately in response to fitness results
- describe alternate exercise practices to ensure lifetime fitness participation

**5) Demonstrate an appropriate fitness level in accordance with Ontario Police Standards.**

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

- demonstrate the PREP Shuttle Run with a minimum development of 5
- demonstrate the OPC component tests (push-ups, curl-ups, sit and reach, 1.5 mile run) at 60% of OPC standards

**NOTE: All Police Foundations students must achieve the above fitness standards in order to meet the prerequisite requirements to continue in the Police Foundations Program in semester two. Students must achieve a 6.5 on the shuttle portion and 162 seconds on the obstacle component of the PREP test in order to graduate with a Police Foundation Diploma.**

**6) Describe the essential elements of sound nutrition.**

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

- describe three ways dietary habits of North Americans have changed in the past 75 years and explain how these changes have affected our nutritional wellness
- identify the percentage of calories recommended in the diet for carbohydrates, proteins, and fats
- list the seven dietary guidelines for North Americans
- list the six major nutrients and describe their main function in the body

**6) Describe the essential elements of sound nutrition.**

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

- identify the health benefits of soluble and insoluble fiber and list good sources of each
- differentiate between complex and simple carbohydrates
- identify the recommended limit of daily cholesterol consumption and list foods high in cholesterol
- list examples of saturated, monounsaturated and polyunsaturated fats and explain their relationship to coronary heart disease
- identify the recommended number of daily servings from the food groups in the Canada Food Guide
- give examples of small changes that can be incorporated into daily food selections and preparations that could make a significant change in one's nutritional wellness

**7) Evaluate the effectiveness of various fat-management techniques and differentiate between those which are health-enhancing and those which are health diminishing.**

**Potential Elements of the Performance:**

- Describe the relationship between body composition and wellness
- Explain the concept of weight and body size preoccupation and describe how this trend negatively impacts us
- Explain how exercise influences body composition and contributes greatly to body fat management
- Compare the effectiveness of as weight/fat loss strategies
- Describe strategies which promote healthy weight gain for those who are underweight
- Identify activities which have the potential to improve body composition through fat reduction and/or muscle gain
- Compare effectiveness of tools to measure body composition.

**III. TOPICS:**

- 1) A Wellness Way of Life
- 2) Behaviour Management
- 3) Introduction to Fitness
- 4) Exercise Prescription and Program Design
- 5) Fitness Assessment
- 6) Introduction to Nutrition
- 7) Body Composition and Body Fat Management

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

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

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

**Part 1**

Written Test #1	30%
Written Test #2	35%
Written Test #3	35%
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	100%

**Part 2**

Nutrition Assessment Assignment	20%
Fitness Testing Reflection assignment	20%
In class Assignments	60%
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Total	100%

Students must achieve a passing grade in Part 1 and in Part 2. 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 postsecondary courses:***

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+	90 - 100%	4.00
A	80 - 89%	3.75
B	70 - 79%	3.00
C	60 - 69%	2.00
R (Repeat)	59% or below	0.00
CR (Credit)	Credit for diploma requirements has been awarded.	
S	Satisfactory achievement in field placement or non-graded subject areas.	
U	Unsatisfactory achievement in field placement or non-graded subject areas.	
X	A temporary grade. This is used in limited situations with extenuating circumstances giving a student additional time to complete the requirements for a course (see <i>Policies &amp; Procedures Manual - Deferred Grades and Make-up</i> ).	
NR	Grade not reported to Registrar's office. This is used to facilitate transcript preparation when, for extenuating circumstances, it has not been possible for the faculty member to report grades.	

## 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 E1204, Extension 493, 717, or 491 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.