

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO



Sault College

COURSE OUTLINE

COURSE TITLE: Fitness and Life Style Management III
CODE NO. : PFP308 **SEMESTER:** 3
PROGRAM: Police Foundations
AUTHOR: Anna Morrison
DATE: Sept/2009 **PREVIOUS OUTLINE DATED:** Sept/2008
APPROVED: “Angelique Lemay”

CHAIR, COMMUNITY SERVICES

DATE

TOTAL CREDITS: 3
PREREQUISITE(S): None
LENGTH OF COURSE: 3 hpw

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For additional information, please contact the Chair, Community Services
School of Health and Community Services
(705) 759-2554, Ext. 2603

I. COURSE DESCRIPTION:

This course builds on the learning outcomes of Fitness and Lifestyle Management I and II which focus on wellness and the development of a healthy lifestyle.

Topics include: positive lifestyle choices, self-management and behaviour change techniques, managing stress and shift work, exercise prescription and group leadership. Through participation in in-class fitness activities and self directed fitness training, students will work towards improving their fitness level and meeting the employment standards on law enforcement specific fitness 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; 2) communicate accurately, persuasively and credibly to develop effective working relationships with individuals, groups and multi-disciplinary teams in order to achieve goals. 8) Make sound decisions based on an evaluation of situations; 9) Cope with stress and optimize fitness and wellness.

A. LEARNING OUTCOMES:

- 1) Apply behaviour management strategies to enhance personal wellness, improve job performance, and ultimately increase career opportunities
- 2) Design, monitor, and adapt a personal fitness program that addresses the achievement of employment standards
- 3) Demonstrate a knowledge of content and protocol for a variety of employment specific tests in criminal justice
- 4) Demonstrate leadership qualities and skills when dealing with class activities
- 5) Demonstrate knowledge of stress, critical incidents and post-traumatic stress disorder and the role exercise and relaxation techniques can play in management
- 6) Identify physiological, psychological and social effects of shift work and coping strategies for shift work in law enforcement
- 7) Develop and implement personal strategies to manage stress effectively
- 8) Demonstrate 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 student will demonstrate the ability to:

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

Potential Elements of the Performance:

- apply the nine processes of behaviour change in an attempt to enhance one's level of wellness
- use fitness test information to develop long and short term goals
- complete a behaviour change contract/plan based on goals identified through self- evaluation

2. Design, monitor, and adapt a personal fitness program that addresses the achievement of employment standards

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 the student 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

3. Demonstrate knowledge of content and protocol of a variety of employment readiness tests in criminal justice.

Potential Elements of the Performance

- describe BFOR testing
- identify major components and rules of PARE, PREP, POPAT, COPAT, OPC and PEEL regional testing
- identify the specific test for each police force
- describe minimum fitness requirements to be successful at each test.

4. Demonstrate leadership qualities and skills when dealing with class activities

Potential Elements of the Performance

- arrive on time, participate fully
- help with equipment
- report on group attendance
- relay information to team members
- take initiative to begin training/warm-ups
- acts in a manner that encourages fellow classmates

5. Identify and apply the concepts related to stress and stress management to one's personal life.

Potential Elements of the Performance:

- Define the terms stress and stressor
- Define and give examples of eustress, distress and optimal stress
- List stressors in daily life
- Describe the kinds of stress law enforcement personnel face
- Describe the short and long term harmful effects of too much stress as well as the effects of chronic exposure to stress
- Contrast Type A, Type B and Type C behaviour patterns and modification techniques
- Explain why exercise is an ideal strategy for managing stress
- Explain what a critical incident is, how it can cause stress for law enforcement personnel, and how the stress should be handled.
- Identify the factors that affect responses to critical incidents
- Explain what post-traumatic stress disorder is, how to recognize someone suffering from it, and what you can do to help an individual
- Explain how the following lifestyle behaviours/characteristics impact our experience of stress: eating habits, time management, alcohol, drugs and cigarette use, sleeping habits, satisfying relationships, seeking help and support of others, balancing work and play

6. Identify the physiological, psychological and social effects of shift work and describe coping strategies.

Potential Elements of the Performance:

- Describe trends in the workforce related to non-traditional hours
- Identify the effects of shift work
- Describe the importance of sleep
- Identify coping strategies like manipulating diet, light, physical activity, power napping and using your circadian rhythm to your advantage

7. Develop and implement personal strategies to manage personnel fitness effectively

Potential Elements of the Performance

- maintain a training record
- maintain a personnel training program including all components of health related fitness

8. Demonstrate an appropriate fitness level in accordance with Ontario Police Standards

Potential Elements of the Performance

- demonstrate the PREP at obstacle course at 2 min and 42 seconds with the Push Pull machine at the minimum load of 70 pounds
- demonstrate the PREP Shuttle Run at the level of 6.5
- demonstrate the PARE at 4 minutes and 40 seconds with the Push Pull machine at the minimum of 70 pounds
- demonstrate 20 min run at the college standard of less than 2:00 per Tadcaster lap
- demonstrate 60% score on push-up, sit-ups and sit and reach tests
- demonstrate ability to press, pull and squat a total of 600 lbs (males) or 450 lbs (females) for a 5 repetition maximum

III. TOPICS:

- 1) Behaviour Management
- 2) Exercise Prescription and Program Design
- 3) Coping with Stress
- 4) Coping with Shift Work

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

Text from previous year.

V. EVALUATION PROCESS/GRADING SYSTEM:

Fitness Testing	75%
In Class Assignments	10%
Written Test	15%

Total 100%

***NOTE: Students must achieve a score of 6.5 and 162 seconds in PREP testing to graduate with a Police Foundations diploma.**

Missed Tests and Late Assignments

The PREP and PARE test cannot be set up for alternate testing in any circumstance. All students are expected to complete two PREP and two PARE tests. The second test each term is used to determine the student's grade. Only medical emergencies and extreme circumstances will warrant the use of alternate evaluations for students.

The student is given an in class assignment each day. Students are expected to attend each class.

Instructor's Phone #: 759-2554 Ext 2547
Instructor's Office #: E3215

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.

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.

Students enrolled in Police Foundations or Law and Security Administration will require a minimum of 60% (C) as a passing grade in each course.

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:

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.

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.

Prior Learning Assessment:

Students who wish to apply for advance credit transfer (advanced standing) should obtain an Application for Advance Credit from the program coordinator (or the course coordinator regarding a general education transfer request) or academic assistant. Students will be required to provide an unofficial transcript and course outline related to the course in question. Please refer to the Student Academic Calendar of Events for the deadline date by which application must be made for advance standing.

Credit for prior learning will be given upon successful completion of the following:

- completion of the Behaviour Management, Fitness Program Design and Stress Management assignments
- completion of the Leadership Presentation assignment
- demonstration of an appropriate level of fitness in accordance with Ontario Police Standards.

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

Disability Services:

If you are a student with a disability (e.g. physical limitations, visual impairments, hearing impairments, or learning disabilities), you are encouraged to discuss required accommodations with your professor and/or the Disability Services office. Visit Room E1101 or call Extension 2703 so that support services can be arranged for you.

Communication:

The College considers **WebCT/LMS** as the primary channel of communication for each course. Regularly checking this software platform is critical as it will keep you directly connected with faculty and current course information. Success in this course may be directly related to your willingness to take advantage of the **Learning Management System** communication tool.

Plagiarism:

Students should refer to the definition of “academic dishonesty” in *Student Code of Conduct*. A professor/instructor may assign a sanction as defined below, or make recommendations to the Academic Chair for disposition of the matter. The professor/instructor may:

- (i) issue a verbal reprimand,
- (ii) make an assignment of a lower grade with explanation,
- (iii) require additional academic assignments and issue a lower grade upon completion to the maximum grade “C”,
- (iv) make an automatic assignment of a failing grade,
- (v) recommend to the Chair dismissal from the course with the assignment of a failing grade.

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.

Student Portal:

The Sault College portal allows you to view all your student information in one place. **mysaultcollege** gives you personalized access to online resources seven days a week from your home or school computer. Single log-in access allows you to see your personal and financial information, timetable, grades, records of achievement, unofficial transcript, and outstanding obligations. Announcements, news, the academic calendar of events, class cancellations, your learning management system (LMS), and much more are also accessible through the student portal. Go to <https://my.saultcollege.ca>.

Electronic Devices in the Classroom:

Students who wish to use electronic devices in the classroom will seek permission of the faculty member before proceeding to record instruction. With the exception of issues related to accommodations of disability, the decision to approve or refuse the request is the responsibility of the faculty member. Recorded classroom instruction will be used only for personal use and will not be used for any other purpose. Recorded classroom instruction will be destroyed at the end of the course. To ensure this, the student is required to return all copies of recorded material to the faculty member by the last day of class in the semester. Where the use of an electronic device has been approved, the student agrees that materials recorded are for his/her use only, are not for distribution, and are the sole property of the College.

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.