



COURSE OUTLINE: REC0106 - FITNESS MANAGEMENT

Prepared: Anna Morrison

Approved: Martha Irwin, Chair, Community Services and Interdisciplinary Studies

Course Code: Title	REC0106: FITNESS AND LIFESTYLE MANAGEMENT				
Program Number: Name	1120: COMMUNITY INTEGRATN				
Department:	C.I.C.E.				
Semesters/Terms:	22W				
Course Description:	This course deals with the pursuit of wellness with a focus on physical fitness. Topics include: positive lifestyle choices, self-management and behaviour change techniques, exercise prescription, fitness training methods and body fat management. Students in the CICE Program, with the assistance of a Learning Specialist, are introduced to a variety of fitness activities known to maximize health benefits while providing lifelong appeal.				
Total Credits:	3				
Hours/Week:	3				
Total Hours:	45				
Prerequisites:	There are no pre-requisites for this course.				
Corequisites:	There are no co-requisites for this course.				
Essential Employability Skills (EES) addressed in this course:	<p>EES 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>EES 2 Respond to written, spoken, or visual messages in a manner that ensures effective communication.</p> <p>EES 8 Show respect for the diverse opinions, values, belief systems, and contributions of others.</p> <p>EES 9 Interact with others in groups or teams that contribute to effective working relationships and the achievement of goals.</p> <p>EES 10 Manage the use of time and other resources to complete projects.</p> <p>EES 11 Take responsibility for ones own actions, decisions, and consequences.</p>				
General Education Themes:	Personal Understanding				
Course Evaluation:	<p>Passing Grade: 50%, D</p> <p>A minimum program GPA of 2.0 or higher where program specific standards exist is required for graduation.</p>				
Course Outcomes and Learning Objectives:	<p>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:</p> <table border="1"> <thead> <tr> <th>Course Outcome 1</th> <th>Learning Objectives for Course Outcome 1</th> </tr> </thead> <tbody> <tr> <td>Demonstrate an</td> <td>1.1 Describe the historical and contemporary issues related to</td> </tr> </tbody> </table>	Course Outcome 1	Learning Objectives for Course Outcome 1	Demonstrate an	1.1 Describe the historical and contemporary issues related to
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	<p>understanding of the concept of wellness.</p>	<p>the concepts of health and wellness 1.2 Contrast the past definition of health with the contemporary concept of wellness 1.3 Explore the validity of the statement - health is a matter of choice 1.4 Describe how over reliance on our health care system impacts us as individuals and as a society 1.5 Identify seven dimensions of wellness and behaviour choices which enhance each of them 1.6 Describe self-management strategies which allow one to adopt healthy lifestyle behaviours, set goals and monitor progress 1.7 Identify key features of the change process including precontemplation, contemplation, preparation, action and maintenance</p>
	<p>Course Outcome 2</p>	<p>Learning Objectives for Course Outcome 2</p>
	<p>Demonstrate knowledge and skills related to the fitness dimension of wellness.</p>	<p>2.1 Describe the development of the fitness movement and relevance of fitness in evolutionary success 2.2 Differentiate between health-related and performance-related fitness 2.3 Define each of the five components of health-related fitness 2.4 Outline the minimum exercise requirements necessary to improve each component of fitness applying the FITT Formula of exercise prescription 2.5 Explain the importance of a warm-up and cool-down and describe the critical elements of both 2.6 Identify examples of aerobic activities which have the potential to increase cardiorespiratory endurance 2.7 Explain how our understanding of physical activities of man as he evolved is influencing fitness practices today. 2.8 Describe tools developed to assess exercise intensities 2.8 Explain the following principles of training such as progressive overload, rest, individuality and specificity</p>
	<p>Course Outcome 3</p>	<p>Learning Objectives for Course Outcome 3</p>
	<p>Demonstrate knowledge and skills related to the development of muscular strength, endurance and flexibility.</p>	<p>3.1 Describe the many ways that muscular strength and muscular endurance training enhance wellness 3.2 Identify and apply several important safe exercise practices when weight training 3.3 Describe how to establish an ideal training weight for a beginner and for an experienced weight trainer 3.4 Identify weight training exercises for the major muscle groups 3.5 Describe and demonstrate the concentric and eccentric phases of dynamic muscular contractions 3.6 Choose and execute a weight training program to achieve improvement or maintenance of muscular strength and/or endurance 3.7 Describe how flexibility training enhances wellness 3.8 Describe the factors which limit flexibility 3.9 Compare the benefits and risks of static, ballistic, PMF and</p>

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	<p>dynamic stretching techniques</p> <p>3.10 Demonstrate safe and effective exercises which enhance flexibility</p> <p>3.11 Identify some common unsafe exercise and their safer alternatives</p> <p>3.12 Describe how the study of evolutionary biology is influencing change in training practices regarding resistance exercise and maintenance of flexibility</p>
Course Outcome 4	Learning Objectives for Course Outcome 4
Identify, administer, evaluate and interpret results of fitness tests for the five components of health related fitness.	<p>4.1 Describe fitness assessment methods for each of the five components of health-related fitness</p> <p>4.2 Perform various fitness assessment procedures on an individual</p> <p>4.3 Evaluate fitness assessment results and make appropriate training recommendations</p> <p>4.4 Complete relevant program specific fitness tests</p>
Course Outcome 5	Learning Objectives for Course Outcome 5
Identify important exercise considerations, safety and care of the lower back.	<p>5.1 Identify recommendations for safe exercise practices</p> <p>5.2 Identify major contributors to injury risk and how to reduce risk</p> <p>5.3 Explain general recommendations for common injuries (R.I.C.E.)</p> <p>5.4 Describe recommendations to reduce risk of lower back injury such as core strength development</p>
Course Outcome 6	Learning Objectives for Course Outcome 6
Describe the essential elements of nutrition.	<p>6.1 Explore evolutionary and cultural dietary habits</p> <p>6.2 Identify the six major nutrients and describe their main functions in the body</p> <p>6.3 Contrast and compare Canadian Dietary Recommendations including Canada's Food Guide, Heart and Stroke Dietary Guidelines and Diabetes Association Guidelines</p> <p>6.4 Compare the vast array of opinions and practices regarding consumption of carbohydrates, proteins and fats</p> <p>6.5 Compare types of fatty acids and describe their role in maintenance of good health</p> <p>6.6 Use technology to analyze meals for nutritional content and to gather information to determine strategies for improvement</p> <p>6.7 Review recent research and trends related to nutrition including paleo, ketogenic and ancestor eating strategies</p>
Course Outcome 7	Learning Objectives for Course Outcome 7
Evaluate the effectiveness of various fat-management techniques and differentiate between those which are health-enhancing and those which are health diminishing.	<p>7.1 Describe the relationship between body composition and wellness</p> <p>7.2 Explain the concept of weight and body size preoccupation and describe how this trend negatively impacts us</p> <p>7.3 Explain the role exercise plays in managing body composition</p> <p>7.4 Compare obesity theories and the effectiveness of weight/fat loss strategies</p>

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	7.5 Describe nutritional strategies which promote healthy body composition 7.6 Identify trends in body composition and body composition management
Course Outcome 8	Learning Objectives for Course Outcome 8
Identify and apply the concepts related to stress and stress management to one's personal life.	8.1 Define the terms stress and stressor 8.2 Describe the three stages of the General Adaptation Syndrome (the stress response) 8.3 Define and give examples of eustress, distress and optimal stress 8.4 Explain how perception and control are related to the experience of stress 8.5 Explain the relationship of life changes and susceptibility to stress-related illnesses 8.6 Describe the harmful short term, long term and chronic effects of too much stress 8.7 Complete stress event evaluations like the Holmes and Rahe Life Event scale 8.8 Experience and critique several relaxation techniques as stress management strategies 8.9 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 8.10 Explain the concept of reframing and its relationship to stress management 8.11 Identify behaviour types and their relationship to stress
Course Outcome 9	Learning Objectives for Course Outcome 9
Describe the important issues to consider when making the pursuit of wellness a lifetime endeavour.	9.1 Experience and discuss lifelong sports endeavours and how to adapt sports to multi-ages, coed and multiple ability level participants 9.2 Describe ways to foster wellness throughout all developmental stages 9.3 Describe trends which will affect our wellness in the future 9.4 List environmental concerns that may impact our wellness 9.5 Discuss issues related to sexual health
Course Outcome 10	Learning Objectives for Course Outcome 10
Discuss issues related to illness and the disease processes and health practices for prevention.	10.1 Identify how heart disease and cancer deaths rank in overall death statistics 10.2 List primary and secondary risk factors for cancer and heart disease risk. 10.3 Give guidelines for preventing heart disease, such as dietary practices, blood screening and monitoring blood pressure 10.4 Identify cancer risk and prevention strategies 10.5 Identify safe sex practices 10.6 Identify health issues related to drug, alcohol and smoking use and community resources for lifelong support

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Evaluation Process and Grading System:

Evaluation Type	Evaluation Weight
Assignments/Projects	30%
In-Class Assignments	30%
Written Test 1	20%
Written Test 2	20%

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.

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.

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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:

December 14, 2021

Addendum:

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

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