

I. COURSE DESCRIPTION:

This course will introduce and provide practical application of the concepts of wellness, fitness and lifestyle management. Emphasis will be placed on taking control of individual health and lifestyle habits so that the CICE student can understand the basic 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 apply these health promoting skills to others.

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

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

1. Describe the basic 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. Explain the basic 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 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 nutrient analysis and suggest changes and strategies for implementation 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 the components of cardiorespiratory endurance and the basic 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
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- Define facility standards and instructor certifications necessary for safe program delivery
 - List and describe the Canadian Fitness Safety Standards
 - review health and fitness accomplishments and chart a personal wellness program for the future

8. With assistance from a Learning Specialist, develop a basic 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:

Anatomy of Exercise: A Trainer's Inside Guide to Your Workout
Manocchia, Firefly Books LTD.

V. EVALUATION PROCESS/GRADING SYSTEM:

Midterm Exam - 25%

Final Exam - 25%

Labs - 20%

Assignments – 30%

Note: Missed Tests and Late Assignments

If you miss a written test, you must call/email your instructor BEFORE the test to explain your absence. Only medical emergencies and extreme circumstances will warrant the opportunity to write the missed test at a later date. Official supporting documentation, such as a physician's certificate, may be required as confirmation of your illness. Arrangements with your instructor must be made as soon as you resume attendance at Sault College. Failure to comply with this policy will result in a zero grade for the missed test.

Written assignments must be submitted on the date and time specified. If the student is unable to do so, the teacher must be notified 24 hours prior to the due date and time. Failure to request an extension or requesting an extension later than 24 hours prior to the due date, will result in a zero grade for the assignment. For example; if the due date is on September 16, anything submitted after the 16th, will be counted as 0 grade. Similarly, if the assignment is due on September 16th by 5pm, anything submitted after 5pm will be considered late and will receive a 0 grade. Five marks per day of extension (with permission) will be deducted from the assignment for up to three academic days. For example, if an assignment has been granted a three day extension, there will be a five mark penalty each day it is late (total of 15 marks).

The request for an extension does not necessarily result in an extension. The final decision to permit an extension resides with the professor. The professor may choose to discuss the situation with the coordinator and/or dean of the program.

In the event of extenuating circumstances (ie. death, acute illness, disaster, etc.) where the extension could not be anticipated and which precludes the student from submitting the

assignment on the due date an extension will be granted without penalty. The student is obliged to notify the teacher within 24 hours of the due date and collaborate on a date of submission. Appropriate documentation may be requested by the teacher to validate the extenuating circumstances.

Please see additional expectations for this course on your course syllabus.

The following semester grades will be assigned to students:

Grade	Definition	Grade Point Equivalent
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.

If a faculty member determines that a student is at risk of not being successful in their academic pursuits and has exhausted all strategies available to faculty, student contact information may be confidentially provided to Student Services in an effort to offer even more assistance with options for success. Any student wishing to restrict the sharing of such information should make their wishes known to the coordinator or faculty member.

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 in D2L and 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.