

I. 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. The CICE students are introduced to a variety of fitness activities known to maximize health benefits while providing lifelong appeal.

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. Demonstrate a basic understanding of the concept of wellness.
Potential Elements of the Performance:
 - Describe the historical and contemporary issues related to the concepts of health and wellness
 - Contrast the past definition of health with the contemporary concept of wellness
 - Explore the validity of the statement “health is a matter of choice”
 - Describe how over reliance on our health care system impacts us as individuals and as a society
 - Identify seven dimensions of wellness and behaviour choices which enhance each of them
 - Describe and demonstrate self-management strategies which allow one to adopt healthy lifestyle behaviours

2. Demonstrate basic knowledge and skills related to the fitness dimension of wellness.
Potential Elements of the Performance:

Describe the development of the fitness movement and explain how it impacts our leisure and work lives

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

3. Demonstrate basic knowledge and skills related to the development of muscular strength, endurance and flexibility.

Potential Elements of the Performance:

- 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 contractions
- Identify common fallacies related to weight training
- Design and follow a weight training program to achieve improvement or maintenance of muscular strength and/or endurance
- Describe how flexibility training enhances wellness
- Describe the factors which limit flexibility
- Compare the effects of static (passive) and dynamic (ballistic) stretching techniques
- Demonstrate safe and effective exercises which enhance flexibility
- Identify some common unsafe exercise and their safer alternatives

4. Have a basic understanding of how to identify, administer, evaluate and interpret results of fitness tests for the five components of health related fitness.

Potential Elements of the Performance:

- Describe fitness assessment methods for each of the five components of health-related fitness
- Perform various fitness assessment procedures on a classmate
- Evaluate fitness assessment results and make appropriate training recommendations

5. Have a basic understanding of important exercise considerations, safety and care of the lower back.

Potential Elements of the Performance:

- Identify the safe exercises from a list of safe and contraindicated exercises
- Identify recommendations for safe exercise in hot and cold weather.
- Identify major contributors to injury risk and how to reduce risk
- Explain general recommendations for common injuries (R.I.C.E.)
- Describe recommendations to reduce risk of lower back injury

6. Have a basic understanding of the essential elements of sound nutrition and heart-smart eating.

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 six major nutrients and describe their main functions in the body
- Identify the percentage of calories recommended in the diet for carbohydrates, proteins and fats
- Describe the dietary guidelines for North Americans
- Differentiate between complex and simple carbohydrates
- Describe the health benefits of soluble and insoluble fibre and list good sources of each
- List examples of saturated, monounsaturated and polyunsaturated fats and explain their relationship to coronary heart disease
- Identify foods high in cholesterol
- Identify the key concepts promoted in “Canada’s Food Guide for Healthy Eating”
- Analyze meals for dietary fat and fibre content
- Examine one’s own nutritional behaviour and outline strategies for improvement

7. Have a basic understanding of 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 exercise combined with healthy eating versus dieting alone, 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
- Identify several myths related to fat management

8. Have a basic understanding of the concepts related to stress and stress management to one's personal life.

Potential Elements of the Performance:

- Define the terms stress and stressor
- Describe the three stages of the General Adaptation Syndrome (the stress response)
- Define and give examples of eustress, distress and optimal stress
- Explain how perception and control are related to the experience of stress
- Explain the relationship of life changes and susceptibility to stress-related illnesses
- Measure one's life changes encountered in the last year using the Holmes and Rahe Life Event Scale
- Describe the harmful effects of too much stress
- Contrast Type A, Type B and Type C behaviour patterns
- Identify Type a behaviour modification techniques
- Explain why exercise is an ideal strategy for managing stress
- Experience and critique several relaxation techniques as stress management strategies
- 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
- Explain the concept of "reframing" and its relationship to stress management

9. Have a basic understanding of the important issues to consider when making the pursuit of wellness a lifetime endeavour.

Potential Elements of the Performance:

- Define quackery and identify the common characteristics of quackery
- Discriminate between a credible health product/discovery and a bogus or flimsy finding
- Give examples of wellness programs that can be offered in the workplace
- Describe ways to foster wellness habits in children
- Describe several precautions to enhance personal safety
- Describe trends which will affect our wellness in the future
- Describe future challenges related to wellness
- List environmental concerns that may impact our wellness

10. Have a basic understanding of cancer risk and prevention strategies.

Potential Elements of the Performance:

- Identify how cancer deaths rank in overall death statistics
- List primary and secondary risk factors for cancer
- Give guidelines for preventing sun over exposure; selecting foods that reduce cancer risk; and self screening practices

11. Have a basic understanding of the problems associated with substance abuse and addictive behaviour.

Potential Elements of the Performance:

- Describe issues related to alcohol abuse
- Identify health hazards related to smoking and passive smoking
- Identify the side effects of marijuana, cocaine

III. TOPICS:

1. Physical Fitness, Health and Wellness
2. Assessing Your Present Level of Fitness
3. Principles of Exercise
4. Training Methods and Safe Exercise Practices for Each Component of Fitness
5. Exercise Considerations
6. Nutrition
7. Body Composition and Body Fat Management
8. Stress
9. Wellness Trends and Challenges for the Future
10. Cancer
11. Substance Abuse

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

Handouts will be provided.

V. EVALUATION PROCESS/GRADING SYSTEM:

Written Test #1	40%
Written Test #2	40%
In Class Assignments Including	<u>20%</u>
Attendance & Participation	Total 100%

Each student is excused from 3 classes. Following the 3 absences, there will be a penalty of 5% for each additional class missed to a maximum of 20%.

Note: Missed Tests and Late Assignments

If you miss a written test, you must call your instructor on the scheduled test day 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. Make appropriate arrangements with your instructor 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.

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. 2636
Instructor's Office: A1291

The following semester grades will be assigned to students in post-secondary courses:

<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.

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:

Disability Services:

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 your professor and/or the Disability Services office. Visit Room E1101 or call Extension 2703 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 post-secondary institutions.

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 the *Student Code of Conduct*. 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:

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

- Written test covering the six learning outcomes identified for this course.
- Completion of the Behaviour Management assignment and the Fitness Program assignment.
- Completion of the Canadian Standard Test for Fitness Assessment (STFA).

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.

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.