



**Vocational Learning Outcomes for Police Foundations MTCU 53008 addressed in PFP108:**

*A graduate has reliably demonstrated the ability to:*

VLO #3: be accountable for one's actions when carrying out all tasks.

VLO #4: develop and implement ongoing effective strategies for personal and professional development.

VLO #6: work co-operatively in multidisciplinary teams to achieve mutual goals.

**Vocational Learning Outcomes for Protection, Security and Investigation MTCU 53007 addressed in PFP108:**

*A graduate has reliably demonstrated the ability to:*

VLO # 5: work effectively as a member of a protection and security team.

VLO #8: monitor, evaluate and accurately document behaviours, situations and events.

VLO #9: develop and implement ongoing effective strategies for personal and professional development.

**Essential Employability Skills addressed for Police Foundations MTCU 53008 and Protection, Security and Investigation MTCU 53007 addressed in PFP108:**

Communication

Respond to written, spoken, or visual messages in a manner that ensures effective communication

Numeracy

Execute mathematical operations accurately

Interpersonal

Show respect for the diverse opinions, values, belief systems and contributions of others

Interact with others in groups or teams in ways that contribute to effective working relationships and the achievement of goals

Personal

Manage the use of time and other resources to complete projects

Take responsibility for one's own actions, decisions, and consequences

## **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:**

**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:

- 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, execute, 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
- execute the fitness program as designed
- 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
- participate in team building activities as a leader and participant observer
- relay information to team members
- take initiative to begin training/warm-ups
- acts in a manner that encourages fellow classmates
- take action in the planning and execution of a training program outside of class time

#### **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 personal fitness effectively**

Potential Elements of the Performance:

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

**8. Demonstrate an appropriate fitness level in accordance with Ontario Police Standards or demonstrate improvement on Ontario Police Standards testing**

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 or demonstrate an understanding of the type of training required to complete this test successfully given the students ability at the present time
- demonstrate the PREP Shuttle Run at the level of 6.5 or demonstrate an understanding of the type of training required to complete the shuttle run successfully given the students ability at this time
- demonstrate improvement on all or portions of the PREP, PARE, OPC or COPAT testing
- demonstrate the PARE at 4 minutes and 45 seconds with the Push Pull machine at the minimum of 70 pounds or demonstrate an understanding of the type of training required to complete the PARE test successfully given the students ability at this time
- demonstrate 20 min run at the college standard of less than 2:00 per Tadcaster lap or train at an appropriate level and demonstrate some degree of improvement over three weeks
- demonstrate 60% score on push-up, sit-ups and sit and reach tests or demonstrate the ability to design and implement a program to achieve this goal given the present scores of the student
- demonstrate ability to press, pull and squat a total of 600 lbs (males) or 450 lbs (females) for a 5 repetition maximum or demonstrate the ability to design and implement a program to achieve this goal given the present scores of the student

**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:**

No text required.

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

Physical Fitness Testing	40%
In Class Activities	40%
Written Tests/Assignments	20%

Total 100%

**Students will be given the option to weight the grade more heavily in one of the above three areas or to use the standard evaluation as outlined above. The grading options will be described in the first week of classes. All options must be chosen and completed in the timelines given by the professor.**

## Missed Tests and Late Assignments

The PREP and PARE test cannot be set up for alternate testing in any circumstance. 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. When students are unable to complete a physical in class assignment due to injury, they will be given a written in class assignment to cover the objectives for that day. Students are expected to arrive on time and 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%	4.00
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.	

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

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 on the portal and LMS form part of this course outline.