

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
- demonstrate skills in developing appropriate short and long 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
- 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
- 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
- Describe the unique nature of the stress experienced by emergency services personnel
- Describe the impact of shift work and identify effective ways to deal with it

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 1.5 min run at a speed of 11:30
- 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 6 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 “acceptable” 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. Official supporting documentation, such as a physician's certificate, may be required as confirmation of illness. Students must make appropriate arrangements with the instructor as soon as they 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.

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 in post-secondary courses:

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
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.	

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:

Special Needs:

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 Special Needs 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.

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.

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VII. PRIOR LEARNING ASSESSMENT:

Students who wish to apply for advanced credit in the course should consult the professor. 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.

VIII. DIRECT CREDIT TRANSFERS:

Students who wish to apply for direct credit transfer (advanced standing) should obtain a direct credit transfer form from the Dean's secretary. Students will be required to provide a transcript and course outline related to the course in question.