

I. COURSE DESCRIPTION:

This course introduces the student to the concept of wellness and provides practical strategies for developing a healthy lifestyle. Topics include: positive lifestyle choices, self-management and behaviour change techniques, exercise prescription and fitness training methods. Through participation in hands-on learning experiences, students gain the knowledge and skills necessary to make positive lifestyle changes. If students choose to incorporate their knowledge and skills into daily living, they will see an overall increase in personal wellness and fitness, as well as improved performance on law enforcement specific physical performance 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; 8) Make sound decisions based on an evaluation of situations; 9) Cope with stress and optimize fitness and wellness

A. LEARNING OUTCOMES:

- 1) Demonstrate an understanding of the concepts of wellness and self-responsibility
- 2) Apply behaviour management strategies to enhance personal wellness, improve job performance, and ultimately increase career opportunities
- 3) Demonstrate knowledge related to the development of physical fitness
- 4) Demonstrate knowledge and skills related to cardiovascular endurance
- 5) Demonstrate knowledge and skills related to weight training
- 6) Demonstrate knowledge and skills related to the development of flexibility
- 7) Demonstrate knowledge of physical requirements in law enforcement
- 8) Design, monitor, and adapt a weight training program for a beginner
- 9) Demonstrate understanding of 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) Understand concepts of wellness and self-responsibility.**

Potential Elements of the Performance:

- contrast the past definition of health with the contemporary concept of wellness
- explore the validity of the Statement "Health is a matter of choice"
- identify seven dimensions of wellness and behaviours which enhance each of them
- complete lifestyle inventories and self-examination exercises to gain information on one's level of wellness
- identify societal norms which promote unwellness

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

2) Apply behaviour management strategies to enhance personal wellness, improve job performance and ultimately increase career opportunities.

Potential Elements of the Performance:

- identify five stages of change that occur in the process of permanently changing a behaviour
- demonstrate skills in developing appropriate short and long term goals
- identify methods of dealing with obstacles and resistance that interfere with obtaining goals
- identify time management techniques which aid in the achievement of goals

3) Demonstrate knowledge and skills related to the development of physical fitness.

Potential Elements of the Performance:

- 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
- lead a group warm-up, cool-down or flexibility portion of class

4) Demonstrate knowledge and skills related to cardiovascular endurance

Potential Elements of the Performance:

- identify examples of aerobic activities which have the potential to increase cardio respiratory endurance
- explain the following principles of training: progressive overload, rest, maintenance and specificity
- identify the benefits of cardiovascular activity
- demonstrate the ability to program and use several different pieces of cardio equipment
- list advantages and disadvantages of various programs
- demonstrate knowledge of predicted maximum heart rate and training zone based on age and knowledge of fitness level
- utilize personal information in planning a specific program to meet police entrance standards
- identify advantages of cross training

5) Knowledge and skills related to weight training

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 strength training weight for a beginner and for an experienced weight trainer

- identify major muscle groups
- identify weight training exercises for the major muscle groups
- describe and demonstrate the concentric and eccentric phases of dynamic muscular contraction.
- identify common fallacies related to weight training
- demonstrate beginner level skills at finding a strength training weight
- demonstrate the ability to safely perform weight training exercises for all major body parts
- demonstrate knowledge and safe use of fitness equipment
- design a weight training program specific to passing police employment standards
- demonstrate specific core strength, grip strength and upper body exercises that enhance police testing success

6) Demonstrate knowledge and skills related to the development of flexibility

Potential Elements of the Performance:

- describe how flexibility training enhances wellness
- describe the factors which limit flexibility
- compare the effects of static (passive) and dynamic (ballistic) stretching technique
- demonstrate safe and effective exercises which enhance flexibility for major muscle groups
- identify some common unsafe exercises and their safer alternatives

7) Demonstrate knowledge of physical requirements in law enforcement

Potential Elements of the Performance:

- identify general features of PREP, PARE, COPAT, POPAT, OPC or other BFOR tests
- identify other physical requirements of policing related to sight hearing and health

8) Design a personal fitness personal fitness program that addresses the achievement of employment standards and lifetime maintenance of fitness

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 for a beginner which includes:
 - 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 cardio respiratory 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 them to achieve the identified employment standards
- complete several fitness tests and use the information to plan the fitness program incorporate personal fitness information obtained on fitness tests to design a fitness program to meet employment standards in the field of criminal justice.

9) Demonstrate understanding of an appropriate fitness level in accordance with Ontario Police Standards

Potential Elements of the Performance:

- attempt several cardiovascular tests such as the Shuttle Run, 1.5 mile run, 12 minute walk test or the bike ergometer test and evaluate fitness
- attempt the OPC component tests (push-ups, curl-ups, sit and reach, 1.5 mile run) and evaluate fitness
- demonstrate knowledge of common police tests and the most commonly failed components

NOTE: Although the PREP test is not attempted by students this term, it is important that students know that they must achieve a 6.5 on the shuttle portion and 162 seconds on the obstacle component of the PREP test in order to graduate with a Police Foundation Diploma. Police testing is introduced in the second term. LASA students may choose other fitness tests in second term.

III. TOPICS:

- 1) A Wellness Way of Life
- 2) Behaviour Management
- 3) Introduction to Fitness
- 3) Exercise Prescription and Program Design
- 4) Cardiovascular fitness training
- 5) Weight Training
- 6) Fitness Assessment

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

"Fitness and Lifestyle Management for Law Enforcement", by N. Wagner Wisotski

V. EVALUATION PROCESS/GRADING SYSTEM:

On-line Assignments	15
In Class-Gym Practicum Assignments	85
Fitness Principles Assignment	
Chest, Back and Legs Exercise Trials	
Finding a Training Weight Assignment	
Weight Training Design	
5RM Assignment	
Modification of Weight Training Program Design	
Completion of Five Days of Designed Program	
Weight Training Technique Demonstrations	
Locating Cardio Machines Base Level Performance	
Fitness Testing Reflection Assignment	

100%

Missed Tests

All students who miss a test will receive a zero for the test. Students who meet minimum requirements will be allowed to make up their missed test by writing the supplemental examinations. Students who have official supporting documentation, such as a physician's certificate should discuss other options for course completion if a major illness or injury prevented them from completing at least 80% of their classes.

Instructor's Phone #: 759-2554 Ext 3204
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%	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.

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:

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.

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 postsecondary institutions.

Prior Learning Assessment:

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. Please refer to the Student Academic Calendar of Events for the deadline date by which application must be made for advance standing.

Credit for prior learning will also be given upon successful completion of a challenge exam or portfolio.

Substitute course information is available in the Registrar's office.

Disability Services:

If you are a student with a disability (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.

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 *Student Code of Conduct*. A professor/instructor may assign a sanction as defined below, or make recommendations to the Academic Chair for disposition of the matter. The professor/instructor may:

- (i) issue a verbal reprimand,
- (ii) make an assignment of a lower grade with explanation,
- (iii) require additional academic assignments and issue a lower grade upon completion to the maximum grade "C",
- (iv) make an automatic assignment of a failing grade,
- (v) recommend to the Chair dismissal from the course with the assignment of a failing grade.

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.

Student Portal:

The Sault College portal allows you to view all your student information in one place. **mysaultcollege** gives you personalized access to online resources seven days a week from your home or school computer. Single log-in access allows you to see your personal and financial information, timetable, grades, records of achievement, unofficial transcript, and outstanding obligations, in addition to announcements, news, academic calendar of events, class cancellations, your learning management system (LMS), and much more. Go to <https://my.saultcollege.ca>.

Electronic Devices in the Classroom:

Students who wish to use electronic devices in the classroom will seek permission of the faculty member before proceeding to record instruction. With the exception of issues related to accommodations of disability, the decision to approve or refuse the request is the responsibility of the faculty member. Recorded classroom instruction will be used only for personal use and will not be used for any other purpose. Recorded classroom instruction will be destroyed at the end of the course. To ensure this, the student is required to return all copies of recorded material to the faculty member by the last day of class in the semester. Where the use of an electronic device has been approved, the student agrees that materials recorded are for his/her use only, are not for distribution, and are the sole property of the College.

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.