

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO



Sault College

COURSE OUTLINE

COURSE TITLE: FITNESS AND LIFESTYLE MANAGEMENT II

CODE NO. : PFP208 **SEMESTER:** 2

PROGRAM: POLICE FOUNDATIONS AND LASA

AUTHOR: ANNA MORRISON

DATE: JAN/02 **PREVIOUS OUTLINE DATED:** JAN/01

APPROVED:

DEAN

DATE

TOTAL CREDITS: 3

PREREQUISITE(S): PFP108

LENGTH OF COURSE: 15 WEEKS
2 HRS/WK

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For additional information, please contact Judi Maundrell, Dean
School of Health and Human Services
(705) 759-2554, Ext. 603/689

I. COURSE DESCRIPTION:

This course builds on the knowledge and skills developed in Fitness and Lifestyle Management I. Topics include: coronary heart disease prevention, basic nutrition and heart-smart eating, stress management, back injury prevention, fitness assessment and exercise prescription. Through participation in a variety of 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 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; 8) Make sound decisions based on an evaluation of situations; 9) Cope with stress and optimize fitness and wellness.

Upon successful completion of this course, the student will demonstrate the ability to:

1. Identify the risk factors of coronary heart disease and describe specific disease prevention strategies.

Potential Elements of the Performance:

- Describe the impact of heart disease on North American society
- Identify the primary risk factors for coronary heart disease
- Identify the eight secondary heart disease risk factors
- Identify with heart disease risk factors are controllable and which are uncontrollable
- Define the following terms: arteriosclerosis, atherosclerosis, angina pectoris, myocardial infarction and stroke.
- Identify the symptoms of a heart attack
- Identify the role of saturated fats and cholesterol in the development of atherosclerosis
- Explain the roles of high density lipoprotein and low density lipoprotein in heart health
- Explain how smoking specifically increases one's risk of coronary heart disease
- Identify normal blood pressure range and values that indicate hypertension
- Identify the blood cholesterol reading which indicates high blood cholesterol

- Describe the Type A behaviour personality traits that contribute to heart disease risk
- Describe how regular aerobic exercise positively impacts several heart disease risk factors
- Identify future trends that will impact heart disease

2. Describe 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

3. Describe and apply the basic concepts and skills related to back injury prevention.

Potential Elements of the Performance:

- Describe the impact of back pain on North Americans
- Describe the common causes of back pain
- Explain the importance of exercise in the prevention and treatment of back pain
- Describe the relationship of posture and back pain
- Describe the impact of prolonged sitting on the back
- Explain why most types of employment do not support back health
- Outline tips for proper lifting and lowering of heavy objects
- Outline tips related to sleeping that will help to prevent and aid back problems
- Identify basic strength exercises designed to prevent and treat back pain

- Identify basic stretch exercises designed to prevent and treat back pain
 - Explain how weight training helps to prevent back injury and pain
 - Describe a balanced weight training program that will contribute to back health
 - Explain how cardiorespiratory endurance training helps to prevent back injury and pain
4. 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 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
 - 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
5. 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

6. Apply one's knowledge of fitness development by designing a personal fitness program that addresses the achievement of high-level fitness and employment fitness standards.

Potential Elements of the Performance:

- Participate in a variety of fitness tests for each component of fitness
 - Design a personal fitness program in response to fitness assessment results
 - Apply one's knowledge related to the development and maintenance of fitness and design an effective personal fitness program which includes:
 - appropriate warm-up and cool-down activities and application of the
 - F.I.T.T. formula of exercise prescription (Frequency, Intensity, Time and Type) for each component of fitness
 - Training for cardiorespiratory endurance, muscular strength, muscular endurance, flexibility and body composition improvement or maintenance
 - Apply the principles of progressive overload, specificity and rest to ensure that one's fitness program enables the student to achieve the identified employment standards
 - Design a fitness program for an individual who can not achieve a pass on the PREP test for any of the following reasons: the individual is too heavy to climb the wall, the individual is unfit and scores a 3, 5 or 6 on the shuttle run, the individual is too weak and can not push or pull the restraint machine.
7. Demonstrate an appropriate fitness level in accordance with Ontario Police Standards.

Potential Elements of the Performance:

- Demonstrate the OPC component tests (timed push-up, timed curl-ups, sit and reach, 1.5 mile run) at 75% of OPC standards
- Demonstrate the PREP at 175 seconds with the Push Pull machine at the minimum of 70 pounds
- Demonstrate the PREP Shuttle run at a level of 6.5

III. TOPICS:

1. Coronary Heart Disease
2. Nutrition and Heart-Smart Eating
3. Back Health
4. Stress Management
5. Coping with Shift Work
6. Exercise Prescription and Program Design
7. Fitness Assessment

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

Wisotzki-Wagner, Nancy. Fitness and Lifestyle Management for Law Enforcement.

V. EVALUATION PROCESS/GRADING SYSTEM:

| | |
|-----------------------------------------------------|-----|
| Rules and Regulation of Police Testing | 10% |
| PREP Test (Fitness Test) | 15% |
| Assignment 1 Fitness Design Assignment | 15% |
| Assignment 2 Execution of Design/Results/Reflection | 10% |
| Final Exam | 50% |

Note: Missed Tests and Late Assignments

If you miss a written test, fitness test or in-class assignment 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/complete the missed test or assignment 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 or assignment.

Assignments will not be accepted beyond the due date.

The following semester grades will be assigned to students in postsecondary courses:

| <u>Grade</u> | <u>Definition</u> | <u>Grade Point Equivalent</u> |
|--------------|----------------------------------------------------------------------------|-------------------------------|
| A+ | 90 - 100% | 4.00 |
| A | 80 - 89% | 3.75 |
| B | 70 - 79% | 3.00 |
| C | 60 - 69% | 2.00 |
| R (Repeat) | 59% or below | 0.00 |
| CR (Credit) | Credit for diploma requirements has been awarded. | |
| S | Satisfactory achievement in field placement or non-graded subject areas. | |
| U | Unsatisfactory achievement in field placement or non-graded subject areas. | |

| | |
|----|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| X | A temporary grade. This is used in limited situations with extenuating circumstances giving a student additional time to complete the requirements for a course (see <i>Policies & Procedures Manual – Deferred Grades and Make-up</i>). |
| NR | Grade not reported to Registrar's office. This is used to facilitate transcript preparation when, for extenuating circumstances, it has not been possible for the faculty member to report grades. |

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 instructor and/or the Special Needs office. Visit Room E1204 or call Extension 493, 717, or 491 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 postsecondary institutions.

Plagiarism:

Students should refer to the definition of “academic dishonesty” in *Student Rights and Responsibilities*. 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, as may be decided by the professor. 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.

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:

Students who wish to apply for advanced credit in the course should consult the instructor. Credit for prior learning will be given upon successful completion of the following:

- Written test covering the learning outcomes identified for this course
- Completion of the nutrition assignment, the stress management assignment and the fitness program design 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.

Instructor's Phone #: 759-2554, ext. 547

Instructor's Office: E3215