

FACULTY OF HEALTH SCIENCES (FHS)

Fitness and Health Promotion

Program Guide | 2025-2026



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Please note the following important information:

Durham College (DC) strives to ensure the accuracy of the information in this publication. Please note that the academic curriculum is continually reviewed and revised to ensure program quality and relevancy. As such, the college reserves the right to modify or cancel any course, program, fee, procedure, and timetable or campus location at any time. Please consult the DC website for the most current information. Publish date: July 2025.

Welcome from Vice President,
Academic and Students



Dear Students,

Welcome to Durham College (DC)! You've made an excellent choice with DC. We offer an extensive range of industry-informed and community-orientated academic programs and extraordinary student services. Our students develop the professional and durable skills needed to build meaningful careers and make a positive impact in the world.

DC continues to lead the way by supporting students, delivering exceptional teaching and learning that is enhanced with opportunities for experiential learning and technology-enabled education. Our goal is to inspire students to create success for themselves and their communities through innovative and transformative education.

As this new semester begins, it's essential to recognize that our world is evolving rapidly. By choosing to study at DC this year, you've demonstrated a commitment to growth and adaptability, which will serve you well in your chosen field. Embrace new ways of learning and connect with your fellow students, faculty members, program coordinators, student advisor, and associate deans. They are all valuable resources to support your academic journey and career planning.

We eagerly anticipate supporting your success and believe you'll soon discover why DC ranks among Canada's top colleges.

Have a successful academic year!

A handwritten signature in black ink, appearing to read 'J. Choi'.

Dr. Jean Choi

Vice President, Academic

Welcome from the Executive Dean, Faculty of Health Sciences

Dear Students,

Welcome to the Faculty of Health Sciences at Durham College! I am thrilled to have you join our vibrant and supportive community, where your journey toward a meaningful and rewarding career in health care begins.

A career in health sciences is more than a profession, it's a calling to make a difference in the lives of others. At Durham College, we are committed to providing you with an education that is immersive, hands-on, and grounded in real-world experience. From our state-of-the-art simulation labs to clinical placements and on-campus facilities like the DC Dental Clinic, DC Kids Speech and Language Clinic, and DC Spa, you will gain the skills and confidence needed to thrive in today's dynamic health care environment.

Our programs are designed to empower you with the knowledge, competencies, and compassion required to succeed. But beyond academics, you'll find opportunities to connect, grow, and discover your passion. Whether you're just beginning your journey or continuing your studies, know that you are supported every step of the way by dedicated faculty and staff who care deeply about your success.

I encourage you to take full advantage of everything our Faculty and College has to offer. Ask questions, get involved, and never stop learning. You are now part of a community that believes in your potential and is here to help you achieve your goals.

I look forward to seeing all that you accomplish.



Dr. Rebecca Milburn
Executive Dean, Faculty of Health Sciences

Welcome from the Associate Deans, Faculty of Health Sciences

Welcome to the Faculty of Health Sciences at Durham College!

Whether you are beginning a one-year certificate, two-year diploma, or graduate certificate program, you are now part of a vibrant and inclusive learning community committed to excellence in healthcare education, practice, and research.

As you begin this exciting chapter, know that your program has been designed to support your growth both personally and professionally. Through a combination of classroom learning, hands-on experience, and field placement opportunities, you will develop the knowledge and practical skills needed to succeed in your chosen field.

Our faculty and staff are dedicated to your success. You will be supported by instructors who are passionate about their work and by student advisors, placement teams, and college-wide services that are here to help you navigate your academic journey. We encourage you to make the most of these resources and to actively engage with your peers and learning environment.

This guide contains key information to help you get started, including academic expectations, placement details, and support services for health, wellness, and academic success. We encourage you to review it carefully and reach out with any questions.

We are proud to welcome you to the Faculty of Health Sciences and look forward to supporting you in the year ahead.

Warm regards,



Gillian Dunn
Associate Dean



Dr. Aimee Karagiorgakis
Associate Dean



Lindsey MacIntosh
Associate Dean

Contact Information

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Student Advisor / Field Placement Officer

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TBD	Clinical Bioinformatics Email: Office: Extension:
TBD	Personal Support Worker & Personal Support Worker - Flex Email: Office: Extension:

[Quick Links | Student Services & Resources](#)

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[Access and Support Centre | ASC](#)

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Important Information

DC 2030 – Strategic Vision

Durham College's role as an educator, research hub, and partner has never been more critical. Graduates must be career-ready, equipped with skills and experience that align with industry demands and contribute to our local and global communities.

At this pivotal moment, our forward-thinking Strategic Vision will guide our growth, deepen our impact, and empower our students, employees, and communities to thrive.

This Strategic Vision sets out our four Goals: Future-Focused, Sustainable, People Centred, and Community Connected.

These goals provide a framework to guide decisions, align priorities, and drive meaningful outcomes, ensuring our resources and efforts are directed toward areas of greatest impact.

Read more about DC 2030 | Strategic Vision [here](#).

Academic Advising | Student Advisors

Student Advisors are committed to your success and are available year-round to support, encourage, plan, and advocate for students needing academic assistance in the following areas:

Academic Planning & Support

- Develop individual academic plans, including support for:
 - Failed courses or low GPA
 - Re-entry into a program
 - Off-stream course mapping
 - Reduced course loads (in collaboration with the Access and Support Centre – ASC)
- Assist with decisions around full-time or part-time studies
- Map out courses and upcoming semesters
- Help with timetable changes
- Review graduation requirements

Pathways & Program Decisions

- Identify future career goals and align academic decisions accordingly
- Discuss short- and long-term academic goals
- Explore program transfers or additional course options (e.g., Professional and Part-Time Learning)
- Support pathway planning to university or postgraduate programs
- Help find equivalent credits

Connection to Services

- Refer and provide access to key student supports such as:
 - Student Academic Learning Services (SALS)
 - Access and Support Centre (ASC)
 - Campus Health Centre
 - Other college resources to promote student success

Contact your Student Advisor

Visit the [Student Advisor website](#) to find contact information and connect with your advisor.

Academic Integrity

Academic integrity in teaching, learning and research is fundamental to our mission and is an expectation of the DC community. Acts that undermine academic integrity contradict our core values, erode educational inquiry and diminish the quality of our scholarship and reputation.

To ensure the highest academic standards, students are accountable for the work they produce, and student work must be the product of their efforts. The [Academic Integrity Policy and Procedure](#) provides a comprehensive explanation of DC's expectations regarding academic integrity.

Student Supports

DC offers students a variety of services to help you achieve academic success. From accessibility accommodations, financial aid, health services and wellness coaching to student life, recreation and career development, our knowledgeable staff provide holistic support to help students reach their greatest potential.

Please visit the [Student Services](#) page for more information on each of the student service areas.

Access and Support Centre (ASC)

The Access and Support Centre (ASC) provides services to students who are temporarily at-risk or identified with an exceptionality, to ensure equal access to all aspects of the academic environment. The ASC provides accommodations to meet students' individual needs through assistive technology, counseling and coaching.

The ASC team works in collaboration with faculty and other service areas to provide full opportunities for academic success for all students.

For more information on services available, please visit the [ASC website](#).

Wellness Coaching

Wellness coaches will meet with you individually to assist with developing a success plan, explore ways to reduce your stress and support your overall mental health and wellness while at college. Wellness coaches provide a safe, confidential space to explore what is blocking you from being your best possible self. During times when you are feeling overwhelmed or need someone to talk to, the wellness coaches will be there for you. For more information on coaching, please visit the [Coaching webpage](#).

Important Dates

DC strives to keep you informed of important dates throughout the academic year. Please review the 2025-2026 important dates that include fee payment deadlines, web registration, add/drop and grade release dates etc. You can find this information on the [Durham College website](#) and on [MyDC](#). Please review [MyDC](#) regularly for updates and reminders on important dates.

Academic Grading and Progression

Please refer to the ACAD 112 – [Academic Grading Policy and Procedure](#) documents for a complete overview of grading practices and ACAD 127 – [Academic Progression Policy and Procedure](#) to clearly understand the requirements necessary for a student to progress through an academic program.

Student Conduct Policy and Procedures

Durham College is dedicated to contributing to an academic community that is safe, inclusive, and respectful, where students develop individually and in concert with their peers. All members of the college community have the right to study or work without undue interference.

Students have the responsibility to respect the well-being, personal worth and dignity of all members of the campus community, which includes being mindful of individual accountability and self-regulation. Students must not adversely affect the rights of others or disrupt the constructive atmosphere of the College's learning environments.

Please refer to the [Student Conduct Policy and Procedures](#) for a complete overview of student rights and responsibilities, well-being and to ensure the campus community reflects the values of the college.

Student Academic Learning Services (SALS)

SALS helps DC students to achieve their academic goals through free services and resources, including subject specific support (math, accounting, biology, chemistry, physics and statistics), academic reading and writing, learning strategies, and assistance with English language proficiency. Students also have access to peer tutoring, online resources located through the MyDC landing page (under "Learning Resources"), and SALS ONLINE academic resources, videos, and quizzes in DC Connect.

Please email [SALS](#), or visit the [SALS website](#), for information on accessing resources and services, scheduling an appointment, registering for workshops, or signing- up to request or be a peer tutor.

Fitness and Health Prom SGEI (FITK)

Weekly Breakdown

Course Name	Mod	Code	Prerequisites	Corequisites	Lec Hrs	Lab Hrs	FP/Alt Hrs
FITK-SEM1							
Functional Anatomy		BIOL 1100			3	0	
Exercise Physiology 1		BIOL 1302			3	0	
Communications for Fitness and Health Promotion		COMM 1338			3	0	
Fitness Assessment 1		HLTH 1100			1	3	
Introduction to Wellness and Health Promotion		HLTH 1310			3	0	
Indigenous Elective	OPT1	INDG 0000			3	0	
					16	3	
FITK-SEM2							
Exercise Physiology 2		BIOL 2302	BIOL 1100, BIOL 1302		3	0	
Professional Practice and Standards		EDUC 1200	COMM 1338		3	0	
Fitness Class Leadership		HLTH 1200	HLTH 1100		1	2	
Fitness Assessment 2		HLTH 1201	BIOL 1100, BIOL 1302, HLTH 1100		2	2	
Exercise Prescription 1		HLTH 1202	BIOL 1100, BIOL 1302, HLTH 1100		2	2	
Nutrition		NUTR 1200			3	0	
Research Techniques and Application		RSCH 1200	COMM 1338		2	0	1
					16	6	1

Course Name	Mod	Code	Prerequisites	Corequisites	Lec Hrs	Lab Hrs	FP/Alt Hrs
FITK-SEM3							
Business Practices		BUSI 2100	EDUC 1200		3	0	
Field Placement Preparation		FDPL 2101	SPEC 0000		2	0	
Injury Management		FITS 2302	BIOL 1100, HLTH 1201, HLTH 1202		3	0	
General Elective Credit		GNED 0000			3	0	
Fitness Assessment 3		HLTH 2100	BIOL 2302, HLTH 1201		2	2	
Exercise Prescription 2		HLTH 2102	BIOL 2302, HLTH 1202		2	2	
Health Promotion and Behaviour Change		PSYC 3300	HLTH 1202, HLTH 1310		3	0	
					18	4	
FITK-SEM4							
Exercise Physiology 3: Diverse Populations		BIOL 2201	BIOL 2302, HLTH 2100, HLTH 2102, PSYC 3300		3	3	
Field Placement		FITP 2200	SPEC 0000		0	0	224
General Elective Credit		GNED 0000			3	0	
Community Health Promotion		HLTH 2200	BUSI 2100, NUTR 1200, PSYC 3300		3	0	
					9	3	224

Course Name	Mod	Code	Prerequisites	Corequisites	Lec Hrs	Lab Hrs	FP/Alt Hrs
FIT-SEM1							
Functional Anatomy		BIOL 1100			3	0	
Exercise Physiology 1		BIOL 1302			3	0	
Communications for Fitness and Health Promotion		COMM 1338			3	0	
Fitness Assessment 1		HLTH 1100			1	3	
Introduction to Wellness and Health Promotion		HLTH 1310			3	0	
Indigenous Elective	OPT1	INDG 0000			3	0	
					16	3	
FIT-SEM2							
Exercise Physiology 2		BIOL 2302	BIOL 1100, BIOL 1302		3	0	
Professional Practice and Standards		EDUC 1200	COMM 1338		3	0	
Fitness Class Leadership		HLTH 1200	HLTH 1100		1	2	
Fitness Assessment 2		HLTH 1201	BIOL 1100, BIOL 1302, HLTH 1100		2	2	
Exercise Prescription 1		HLTH 1202	BIOL 1100, BIOL 1302, HLTH 1100		2	2	
Nutrition		NUTR 1200			3	0	
Research Techniques and Application		RSCH 1200	COMM 1338		2	0	1
					16	6	1

Course Name	Mod	Code	Prerequisites	Corequisites	Lec Hrs	Lab Hrs	FP/Alt Hrs
FIT-SEM3							
Business Practices		BUSI 2100	EDUC 1200		3	0	
Field Placement Preparation		FDPL 2101	SPEC 0000		2	0	
Injury Management		FITS 2302	BIOL 1100, HLTH 1201, HLTH 1202		3	0	
General Elective Credit		GNED 0000			3	0	
Fitness Assessment 3		HLTH 2100	BIOL 2302, HLTH 1201		2	2	
Exercise Prescription 2		HLTH 2102	BIOL 2302, HLTH 1202		2	2	
Health Promotion and Behaviour Change		PSYC 3300	HLTH 1202, HLTH 1310		3	0	
					18	4	
FIT-SEM4							
Exercise Physiology 3: Diverse Populations		BIOL 2201	BIOL 2302, HLTH 2100, HLTH 2102, PSYC 3300		3	3	
Field Placement		FITP 2200	SPEC 0000		0	0	224
General Elective Credit		GNED 0000			3	0	
Community Health Promotion		HLTH 2200	BUSI 2100, NUTR 1200, PSYC 3300		3	0	
					9	3	224

Fitness and Health Promotion

Program Information

Program Description

The Durham College Fitness and Health Promotion (FHP) program prepares students to plan, promote, and deliver a wide range of services including physical activity, exercise, active living, and lifestyle programs to enhance the health, fitness, and wellness of clients in diverse settings and facilities. Students will develop skills in areas such as the physiological responses to acute and chronic exercise, designing individual and group physical exercise programs, conducting fitness assessment procedures, developing and promoting programs and services, identifying and managing safety and injury issues, and providing leadership integral to the ethical management of fitness facilities.

Fitness and health promotion professionals provide assessment, guidance, exercise design, and leadership services that require keen motivational, technical, and organizational abilities. Along with strong interpersonal and communication skills, the practical and administrative skills of graduates are recognized by the industry and are paramount in the provision and management of safe and effective health-related fitness programs and services.

This program is based in theory and layers in practical experience that will make textbook concepts come alive. Classroom lectures and learning activities prepare students for hands-on labs. Independent and collaborative projects prepare graduates to work with a variety of health-care professionals and wellness practitioners. To enable graduates to be successful when writing certification exams, students will develop core competencies in:

- Functional anatomy
- Exercise physiology
- Exercise assessment and prescription
- Entrepreneurial skills
- Behaviour modification
- Health Promotion
- Nutrition

Employment Opportunities

Where you could work:

- Corporate wellness centres
- Hospitals and clinics
- Entrepreneurial opportunities
- Municipal and community recreation services
- Senior centres, long-term care facilities
- Specialized training studios
- Spas, resorts, cruise ships
- Sporting organizations

What you could be:

- Wellness coach
- Fitness facility supervisor
- Fitness and wellness writer
- Strength and conditioning coach
- Physical fitness coordinator
- Fitness class manager
- Health and wellness programmer
- Active aging coordinator
- Tactical health and wellness professional
- Personal trainer
- Youth activity programmer
- Bridge to Kinesiology degree

Fitness and Health Promotion Learning Outcomes

The College Standards and Accreditation Council (CSAC) state that each program standard for a postsecondary program includes the following elements:

- Vocational standard: The vocationally specific learning outcomes which apply to the program in question;
- Generic skills standard: The generic skills learning outcomes which apply to programs of similar length; and
- General education standard: The requirement for general education courses that applies to postsecondary programs.

The vocational and generic skills components of program standards are expressed in terms of learning outcomes.

Learning outcomes represent culminating demonstrations of learning and achievement. In addition, learning outcomes are interrelated and cannot be viewed in isolation of one another. As such, they should be viewed as a comprehensive whole. They describe performances that demonstrate that significant integrated learning by graduates of the program has been achieved and verified.

Collectively, these elements outline the essential skills and knowledge that a student must reliably demonstrate to graduate from the program.

Synopsis of the Vocational Learning Outcomes

Upon successful completion of the Fitness and Health Promotion program, the graduate will have reliably demonstrated the ability to:

1. Conduct an assessment of the physical fitness, activity level and lifestyle of the client using standardized protocols, to build an individualized exercise program.
2. Develop, implement and evaluate safe training programs grounded in fundamentals of anatomy, biomechanics, cardiorespiratory physiology, the musculoskeletal system and nutrition to support the fitness and wellness goals of clients.
3. Instruct individual clients and groups in the correct techniques for executing fitness and training programs to achieve results that meet their goals for fitness, active living, and wellness.
4. Select and apply interview tools and coaching strategies that will enable clients and groups to improve their fitness and wellness in sustainable ways.
5. Develop business plans for a fitness and/or training business organization to ensure sustainability and viability while mitigating risks.
6. Support community health promotion strategies for active healthy living in the general population.
7. Establish and maintain positive working relationships with clients, staff, allied health professionals, and volunteers in the delivery of programs, activities, and use of facilities.
8. Provide positive reinforcement to empower clients and help them sustain their efforts.
9. Develop plans and Implement strategies* for ongoing professional growth and development.
10. Communicate information persuasively and accurately in oral, written, and other media formats.

Government of Ontario. (2020). *Fitness and Health Promotion Program Standard*. Toronto, Ontario: Ministry of Training, Colleges and Universities. <https://files.ontario.ca/mcu-fitness-and-health-promotion-program-stnd-may-2020-52209-en-2022-02-24.pdf>

Note: The learning outcomes have been numbered as a point of reference; numbering does not imply prioritization, sequencing, nor weighing of significance.

Technology Requirements

The fitness and health industry is continually moving towards a paperless data management method that allows for easier data collection and communication with clients. Fitness professionals require the

ability to input data and maintain appropriate monitoring of the health and safety of their clients. As such, all Fitness and Health Promotion students are required to have a tablet, with at least a 9-inch screen, that can access the internet and use a web browser to be compatible with the online platform implemented into curriculum.

Fitness and Health Promotion Fitness Kits

As a full-time student in the Fitness and Health Promotion program, you will receive a Fitness Kit in semester 1 and 3. The Fitness Kit includes equipment and clothing required for experiential learning activities that occur during laboratory sessions and field placement. Fitness Kits will be picked up at the beginning of the semester through the Durham College Campus Bookstore.

Certification

While industry certification is not a component of the diploma, graduating students will have met the educational requirements for registration with the Ontario Fitness Council and certification with the Canadian Society for Exercise Physiology.

Eligible graduates may complete industry certifications at their own cost and external to the program curriculum. As such, **the cost of certification(s) and registration(s) is not included with tuition fees**. All students must pay for each certification separately before formal certification is issued by the certifying body.

These certifications are not a component of the diploma and are not a requirement to graduate from the Fitness and Health Promotion program. The certifications enhance the graduate's marketability. Details of course-specific grade requirements and certification process is presented in class. Many employers expect candidates to have acquired certifications before commencing employment.

Ontario Fitness Council is the provincial provider with international portability through ICREPS (<http://www.icreps.org/>). Fitness and Health Promotion students are qualified to be registered as an OFC Group Exercise Instructor, an OFC Resistance Trainer, and an OFC Personal Fitness Trainer.

The **Canadian Society for Exercise Physiology** is the principal body for physical activity, health and fitness research, and personal training in Canada. Fitness and Health Promotion graduates are qualified to be certified as a CSEP–Certified Personal Trainer (CSEP-CPT) with an additional option for High Performance Specialist (CSEP-HPS).

Please visit these websites for further certification information:

- <http://www.csep.ca/en/membership/csep-cpt>
- <https://www.ontariofitnesscouncil.com/home/welcome>

Program Specific Academic Policies & Procedures

The Fitness and Health Promotion (FHP) program has developed program policies based upon its philosophy and goals. It is the student's responsibility to read, understand, and comply with the policies outlined in this, and any related documents, such as individual course outlines.

The Faculty of Health Sciences and the FHP program reserve the right to alter Policies and Procedures as needed to ensure program quality and relevancy. Students will be provided with written notification of any necessary changes.

The following policies apply to all courses unless students are advised otherwise. Additional policies specific to individual courses may be included in those Course Outlines.

Policies related to courses that include a lab component will be identified in the Fitness and Health Promotion Program Lab Manual of Policies and Procedures and the individual Course Outline.

Policies related to field placement (FITP 2200) will be identified in the Fitness and Health Promotion Field Placement Manual of Policies and Procedures and/or the individual Course Outline.

The Learning Environment

One factor that has a positive impact on student success is an appropriate learning environment. Acceptance of the information stated in the Program Guide will ensure a constructive learning environment for both students and faculty.

Scent-Free Environment

To create an appropriate learning environment for all is imperative to recognize that many individuals have sensitivities to chemical and organic scents. Chemical scents include scented deodorants, antiperspirants, perfumes, lotions, colognes, etc. Organic scents include body odour, perspiration, and unwashed clothing.

These odours would create a problem in the professional workplace and are thus unacceptable in learning environments. This is easily remedied by choosing personal items that are not scented as well as ensuring you have showered/bathed that day and are [wearing freshly laundered clothing](#).

Availability

All Durham College staff and faculty encourage open communication with students.

Appointments are available based on the individual professor's timetable. Appointments may be made in person or by email with each individual professor directly.

Classroom Conduct

It is expected that all members of the class, including the professor, will treat one another with courtesy and respect within all aspects of the learning environment (lab, in and out of classroom, field placement). There is a great deal of group and practical/lab work within the program, and it is an expectation that group members treat each other with respect and dignity. Respect creates a caring environment that supports teaching and learning. If individual behaviours interfere with the rights of others to teach or to learn, the professor has the right to hold the disruptive student(s) accountable and

disciplinary action may be initiated as per the College policies. See the College Policies on Student Conduct. <http://www.durhamcollege.ca/academicpolicies>.

Student Success

It is the student's responsibility to keep the faculty informed about any circumstances that may be interfering with the student's success in that course. The faculty cannot provide support and assistance if they are not aware that a problem exists. Students may leave messages on the faculty's voice mail or send an email to arrange for the faculty and the student to meet and work together to resolve any issues or challenges.

If a student has a concern about an individual course, the first line of solution is discussion with the professor. If the issue cannot be solved through collaboration, the student is advised to make an appointment with the Program Coordinator then their Student Advisor.

A pass mark is 50%. A Grade Point Average (GPA) of at least 2.00 is required for placement and for graduation. Students should strive for 60% or better in each subject to achieve a GPA of 2.0.

Attendance

Because of the relationship between theoretical knowledge and practical application in education, it is essential that students participate in all learning activities provided. Missed learning opportunities may lead to gaps in knowledge, grade reduction and potential safety hazards for the client during field placement.

Full attendance is required to meet the program learning outcomes, essential employability outcomes and to ensure quality, scaffolded learning that promotes students' professional success.

If a student is absent from class, it is their responsibility to learn what was missed by asking a classmate or a study group member **prior to the next class**.

Students are responsible for knowing all course requirements and instructions given in class, even if they are absent from that class. Students are encouraged to form support groups of three to four classmates who are willing to gather handouts, take notes and pass along instructions and information from classes that they have missed. The student who has missed class is encouraged to contact the professor immediately if any of the information they have received from classmates is unclear.

Students are responsible for recovering any missed material and instructions related to absence. In addition, it is the student's responsibility to complete all assignments and to be aware of announcements. It is the student's responsibility to arrive to class on time, review notes, readings, and other requirements in preparation for class.

In order to promote student success in courses, skill and knowledge acquisition, success in the program and field, any student who is frequently absent will be asked to meet with their professor to determine how the student might fully participate in learning activities. This process and guideline is followed in a consistent, supportive manner throughout the program to promote student success, communicate transparently, offer appropriate support to encourage attendance and active participation, and is not punitive.

Throughout the academic year, students will be expected to perform practical skills on classmates and clients. Working in partnerships with classmates, and practicing newly learned skills with and on

classmates, prior to training clients, is a significant component of the learning process. Students who are not prepared to work collaboratively in the client role with their classmates will not be able to achieve the learning outcomes of the Fitness and Health Promotion program.

During the final assessment period, there may be other scheduled activities related to the program. The student is expected to keep all of the final assessment period open for evaluations and activities as scheduled by the Faculty of Health Sciences. Missing these sessions may affect course success, program progression, or field placement.

Late Arrivals and Early Departures

Students are expected to arrive to class or lab on time both at the beginning of class or lab and after breaks. Students are expected to stay until the completion of class or lab. Arriving early or leaving late during lecture is inappropriate.

To optimize the learning and teaching environment, professors may refuse entry for arriving late until a suitable time to do so or may not allow entry at all. Professors shall discuss this expectation with their class.

Professors recognize that there are legitimate reasons for late arrivals. If an unavoidable lateness occurs, it is expected that the student enters the classroom using the back door (where available) as quietly as possible and take the first available seat to minimize disruption to students who arrived on time. If the behaviour is chronic and/or disturbs a class already in progress, the professor has the right to prohibit entry to the classroom or lab until a suitable break occurs.

During classes or labs in which a guest speaker is scheduled or when student peers are making a presentation, late arrival is not permitted. Special circumstances may be presented to the professor in advance of the class or lab for consideration.

Professors recognize that there are legitimate needs for leaving class early. Prior arrangements are to be made with the professor. When the behaviour is chronic and/or disturbs a class, the professor has the right to deny early departure.

Professional Decorum

In order to prepare students for field placement and the workplace, music devices/earphones are not permitted in the classroom or lab. The lab sessions are designed to replicate a professional setting as will be encountered during Field Placement in semester 4 as well as when working within the industry following convocation.

Program Uniform

The FHP program uniform consists of a program issued shirt and/or sweater, appropriate black workout bottoms, and clean athletic footwear. **Recreational hats** are not considered part of the uniform and, as such, are not permitted.

The program uniform shall be worn during:

- Participation during **any practical assignment** related to the Fitness and Health Promotion program.
- Participation during **any event** representing the Fitness and Health Promotion program.

- Participation in the **active portions** of class as announced by the professor.

Eating and Drinking in Classrooms

Light snacks and drinks, emitting minimal odour and unwrapping noise, are permitted in classrooms as long as the student takes responsibility for removing garbage and cleaning up their workspace before leaving the class. The professor has the right to revoke this privilege if these conditions are not met or if this practice negatively impacts the learning environment.

Communication

The student communication strategy, indicating required student communication channels, is found at <https://durhamcollege.ca/wp-content/uploads/Student-Communication-Matrix.pdf>

Students are expected to check MyDC daily for college-wide information.

Students are expected to check the Learning Management System, DC Connect, regularly throughout the business day for program-specific information.

Should a student have a login and/or performance issue with their MyDC or DC Connect, it is their responsibility to report the issue(s) to the IT Help Desk by calling 905-721-3333 or emailing ITsupport@dc-uoit.ca or visiting the Computer Commons, Room SW100.

Each Durham College student has a DC Connect email address, which they need to check regularly throughout the business day. This may be forwarded to the student's personal device. (Sign into DC Mail, go to settings, then account or email.)

Communication between students, faculty, and staff via email is limited to the DC Connect system. Durham College faculty and staff do not use or reply to personal email addresses.

Emails must include an appropriate greeting and closing and be grammatically correct with proper spelling and punctuation to reflect professional communication.

Computer equipment is required. The student is responsible to check with IT Support Help Desk to ensure their home equipment has the capacity to manage DC Connect. Students have access to computers in the Learning Commons if home access is not available.

Basic computing, keyboarding, and word processing skills as well as experience browsing the internet, sending and receiving emails is necessary for the facilitation of DC Connect.

It is strongly recommended the student who does not have basic computer skills, seek support from the Student Academic Learning Services (SALS) as soon as possible.

Use of Personal Technology & Communication Devices

All students are guided by the [Durham College Information Technology Acceptable Use Policy](#). In addition to this general policy, the following guidelines apply to the use of any technology in the FHP program.

- Professional behaviour and proper technology etiquette will be observed at all times when using cell phones, iPods, PDA's, laptops, tablets, or other electronic devices in the classroom, lab, or field placement.
- Technological devices may be used only when authorized by faculty for classroom activities, or

as an approved accommodation. Students seeking the latter will require an Accommodations Notice from the Access and Support Centre (ASC).

- Use of laptops or internet-based technology in the class is permitted related to coursework only. When faculty request students to close laptops or turn off other electronic devices to focus attention on a learning activity, it is expected that students respond promptly to this direction.
- No personal texting or phone conversation is allowed at any time or under any circumstance while in class, lab or during field placement. All devices must be silenced or turned off during these times unless required for course work.
- At no time may a student post anything related to faculty, staff, clients, other students, classes/field placement/lab on social media.
- Students may not take pictures/videos/recordings of clients/students/professors/staff without written consent.
- Students who abuse the privilege of using technology will be subject to disciplinary action.

Missed In-Class Activities, Quizzes, Exercises, Assignments

In order to earn in-process marks, students must be present in class the day the activities take place and meet the submission deadline. Many of the activities require student-teacher and student-student interaction and the intended learning cannot take place if the student is absent from this process.

In-process activities, quizzes, exercises, and assignments will be given only once. Due to the purpose and design of in-progress assessments, they cannot be made up or supplemented. Any missed in-class activities, quizzes, exercises, and assignments, including project presentations, will be assigned a mark of zero.

All in-class activities, quizzes, exercises, and assignment marks are earned through both scheduled and random activities conducted throughout the semester and are intended to give students the opportunity to apply concepts covered in class to enhance and reinforce learning. These activities may be unannounced. Given the nature of these activities, there are no make-ups or facility for submitting after the submission deadline. Students not in attendance during this time will receive a mark of zero. No makeup activities, quizzes, exercises, and assignments will be given.

Missed Presentations

A student who misses delivering their presentation on a previously scheduled date and time, individually or as part of a group, shall earn a grade of zero for that presentation.

Tests

Student must place their Durham College Student Photo ID on the upper right-hand corner of the desk during all tests and for all formal examinations. If a valid Durham College student I.D. card is not presented, the student may be asked to leave the room and may not be allowed to rewrite the test or exam. Please ensure that you bring your **DURHAM COLLEGE STUDENT I.D.** card to **all** tests and examinations.

Hats, caps, and sunglasses are not permitted to be worn during any evaluations, including tests, quizzes, presentations, and practical evaluations.

Missed Tests

There are no makeup, supplemental, or “do-over” tests.

Tests will be given only once. To reflect established practice in the workplace and demonstrate responsibility, students are required to provide voice mail or email notification **PRIOR** to the start of the scheduled test date and time if they are unable to attend the test. Students need to clearly state the reason why the test will be missed in their notification. **Students who fail to contact the professor by this time will receive a mark of zero on the test.**

Documentation validating the date and nature of the absence is required to substantiate missing a test. Documentation may take the form of a note from a doctor, dentist, auto mechanic, police officer, officer of the court, etc., depending on the circumstances surrounding the absence.

This documentation must be given to the professor no later than one week following the student's return to school. Students who fail to provide appropriate documentation to support their absences, within the required time frame, will receive a mark of zero on the test.

Failure to comply with the above will result in a mark of zero being assigned to that test.

When both prior notification **and** supporting documentation are duly received, the student may write the missed test during a scheduled pre-determined time in the Test Centre during Week 7 and/or Week 14. Tests missed during Weeks 1 to 7, inclusive, will be written in Week 7. Tests missed during Weeks 8 to 14, inclusive, will be written in Week 14. There will be one opportunity **only** to complete any missed tests. Students who are absent for a missed test in the scheduled pre-determined time in the Test Centre will receive a mark of zero on the test.

In cases of bereavement or other serious situations, the student needs to discuss the situation with the professor who will outline the procedures to be followed.

Students who arrive late on the day of a test will not be given any additional time to complete the test.

No student will be allowed to enter the test room after the first student to complete the test leaves the room. No student is permitted to leave the test room during the first 15 minutes of a test.

It is the student's responsibility to check the test time carefully. Ensure awareness of the date, time and location that the test is being written. Students need to write all tests during the scheduled times. When the class is scheduled to write a test outside of scheduled class time or in another room notice will be posted to DC Connect. **Tests may occur outside of scheduled class hours.**

For all tests, examinations, assignments, and lab reports a deduction of ½ mark per error may be made for incorrect spelling of terminology, to a maximum of 10% of the value of the evaluation. All marks will stand; there will be no rewrites or supplemental or alternative tests or examinations or assignments.

Refer to MyDC for evaluations scheduled during the final assessment period.

Assignments

It is the responsibility of the student to submit all assignments on time and as indicated on the assignment instructions.

Assignments are due by the date and time assigned in class and posted to DC Connect. All late assignments will be penalized at a rate of 10% per day (i.e., 24-hour period). Late assignments will not

be accepted beyond the fifth late day and will receive a grade of zero. A “day” includes each day of the weekend.

If a student experiences technical difficulties when attempting to submit an assignment electronically they need to contact the IT Help Desk at 905-721-3333 or email itsupport@dc-uoit.ca to open a ‘service ticket’. If the technical issue cannot be resolved, the ticket number is to be provided to the professor. The professor is not responsible for any computer problems the student may encounter when submitting an assignment electronically. Attachments that will not open, are not included with the submission, or do not contain any content are the responsibility of the student and are subject to late penalties.

In the event of an unexpected absence, students must contact the course professor prior to the due date and time. The professor will consider, individually, rare extenuating circumstances, which may cause an assignment to be late. The student must provide appropriate supporting documentation to validate the absence and secure permission for the assignment to be submitted at a later time and/or date.

The student is responsible for keeping a backup copy of all written assignments, marked assignments and course work for future reference and as evidence for professional portfolio.

The student takes full responsibility for assignments submitted by others on his/her behalf.

Assignments are NOT accepted at the Faculty of Health Sciences office under any circumstances.

In the event of an appeal, students are responsible for producing all assignments and course work.

Written work submitted must be the product of the student’s own efforts. Plagiarism and other forms of cheating are prohibited and are subject to consequences.

Evaluation Results

Students shall be provided with an opportunity to review graded evaluations. Students may request an interview with the course professor for clarification of evaluation results.

From time to time, a student may believe that an error or misapplication of a grade has been assigned. The policy and procedure to address academic appeals related to grading may be found at this link <https://durhamcollege.ca/wp-content/uploads/111-grade-appeals.pdf>.

Faculty shall return assignments to students within an appropriate timeframe for the assessment type. Typically, one week for multiple choice tests and three weeks for formal papers, at a maximum, with exceptions as advised by the professor. Students shall consult their course outlines for specific information on evaluation protocols. It is a student’s responsibility to review returned assignments. Students are responsible for keeping all assignments and course work for future reference.

Group Work

Throughout the program, students are expected to complete a variety of assignments that involve teamwork, team presentations and team projects. The following policies were developed to help students collaboratively and successfully complete these assignments.

- During teamwork, students will demonstrate respect for all members of the working team.
- Team members are expected to mutually agree upon distribution of workload for assignment

completion.

- All teamwork communication regarding meetings, workload distribution etc., must take place on DC Connect under Discussion created by the professor of the course.
- Any peer evaluations required for the assignment are to be completed confidentially, NOT as a team, and submitted separately to the professor of the course.
- Teamwork requires working through group dynamic issues. If challenges are encountered students must meet as a team, identify the issues, and collaboratively attempt to resolve the identified issues.
- If the issues are still not resolved after meeting, the team may make an appointment as a team with the professor of the course.

Varsity Athletes

Professors recognize the fact that varsity athletes will be unable to attend classes when they are officially representing Durham College. For this reason, varsity athletes are given a letter, identifying them as a varsity athlete, at the beginning of each semester to give to each of their professors.

In addition, varsity athletes are expected to notify the professors in whose courses they will be missing academic work before each absence from class due to scheduled varsity athletic events. It is the sole responsibility of each individual professor to determine the arrangements (e.g., early submission of work, rescheduling a test, etc.) to be followed when an absence due to varsity athletic participation occurs.

Because varsity athletic absences are pre-scheduled events, student athletes are expected to provide appropriate notification, one week prior to their participation in each scheduled varsity athletic event.

Varsity athletes are expected to complete final evaluations at the scheduled times and to complete end-of-semester work by the deadlines set by the professor unless an extraordinary circumstance interferes.

Off-Campus Classes

A few classes will have labs or events held at an off-campus site. It is the student's responsibility to provide their own transportation to and from the off-campus site. Students are responsible for all costs associated with such transportation that may or may not be proximal to transit lines.

Professionalism

The FHP student will be encouraged to use critical thinking, participate in team building, and share responsibility for their own learning.

Critical Thinking

Critical thinking includes the interpretation of ideas, appraisal of evidence for and against arguments, and the determination of what is reasonable and unreasonable. The student will be encouraged to employ critical thinking because this type of thinking leads to the problem-solving and decision-making

skills that are the basis for effective workplace practice. The student will be expected to research material and articles and will want, therefore, to become familiar with the Durham College Library and APA citation style.

Team Building

Fitness and Health Promotion professionals are members of interdisciplinary teams. Learning experiences will be planned to foster the co-operative spirit, communication skills, sharing and mentoring which are the foundations of teamwork.

Citizenship

Students, who participate in learning activities, are punctual, come prepared, contribute in a positive, constructive manner, follow established guidelines, and who demonstrate consideration and caring for themselves, their peers, professors, and others are considered “good citizens”.

Because the above-listed qualities are valued by the college community and the fitness and health promotion profession, they will be integrated throughout the FHP program.

As citizens of Durham College, students and staff have a mutual responsibility to uphold the key values of the College in their dealings with each other.

Fitness and Health Promotion Lab Manual of Policies & Procedures

Introduction

This Lab Manual is to be used as a resource while students are in the Fitness and Health Promotion program at Durham College.

For the purpose of this document, the term “lab” will be defined as all or any part of:

- Participation during **any practical assignment** related to the Fitness and Health Promotion Program
- Participation during **any event** representing the Fitness and Health Promotion program
- Participation in the **active portions** of:
 - HLTH 1100: Fitness Assessment 1
 - HLTH 1200: Fitness Class Leadership
 - HLTH 1201: Fitness Assessment 2
 - HLTH 1202: Exercise Prescription 1
 - HLTH 2100: Fitness Assessment 3
 - HLTH 2102: Exercise Prescription 2
 - BIOL 2201: Exercise Physiology 3: Diverse Populations

Professional Decorum

Students are expected to conduct themselves in a professional manner at all times. Guidelines outlined in this manual will help the students meet these standards. A faculty member's comments or requested changes regarding appearance or conduct are intended to establish and reinforce a pattern of professional behaviour.

If at any time, the standards outlined in this manual are not met, the student will be asked to leave lab and will be re-admitted once the standard is met. On their own time and without disrupting the lab, the student will be expected to catch up on any information presented and practise that which was missed due to their absence.

To earn in-process marks, students must be present in class the day the activities take place and meet the submission deadline. Many of the activities require student-teacher and student-student interaction and the intended learning cannot take place if the student is absent from this process.

Due to the purpose and design of in-process activities, which may include quizzes, exercises, and assignments, they are only offered once and cannot be made up or supplemented. Any missed in-class activities, quizzes, exercises, and assignments, including project presentations, will be assigned a mark of zero.

All in-class activities, quizzes, exercises, and assignment marks are earned through both scheduled and random activities conducted throughout the semester and are intended to give students the opportunity to apply concepts covered in class to enhance and reinforce learning. These activities may be unannounced. Given the nature of these activities, there are no make-ups or facility for submitting

after the submission deadline. Students not in attendance during this time will receive a mark of zero. No makeup activities, quizzes, exercises, and assignments will be given.

Uniform Requirements

The lab sessions are designed to replicate a **professional setting** as will be encountered during Field Placement in semester 4 as well as when working within the industry following convocation.

Students are **REQUIRED** to wear their program-supplied uniform during any lab.

Students are required to wear **solid black** workout shorts or pants that are appropriate in a professional health and fitness environment. Unacceptable shorts or pants include decorative flaps and buttons, belt loops, zippers, and revealing clothing.

Students are required to wear clean, appropriate **athletic shoes** that are in good repair, suitable and intended for working out, and properly laced and tied up.

Recreational hats/headwear are not permitted in lab.

Students are required to **arrive to lab** already changed into their uniform before the lab is to begin. No time will be allotted during lab for changing purposes. Students are **NOT** to change in public washrooms. Change rooms are available at the Flex upon presentation of a valid student ID card.

Appropriate, supportive **undergarments** must be worn and must not be visible.

During **off-campus lab sessions**, students are required to wear their uniform as outlined in this manual, including changing into uniform before lab begins and changing out of a uniform after lab has finished.

Practice **appropriate hygiene** when working with Professors or other classmates in lab. Personal toiletries (e.g., deodorant, mouthwash, etc.) should be used. Avoid scents including perfumes and colognes. Students should not attend lab after a personal workout without showering first.

Moisture-wicking clothing can trap and amplify scents. Avoid exposure to strong odors, including **tobacco** and cooking odors, while in uniform.

All components of the uniform must be **clean, odour-free, and professionally presentable**. Students are expected to wash their program uniform appropriately, to wear socks to minimize odour emitted from shoes, and to present with a clean, scent-free body. Follow the suggestions below to effectively clean and remove persistent odour from workout clothing:

1. **Dry Clothes Before Washing:** if you are unable to wash clothes immediately, hang workout clothes to dry to prevent bacterial growth and odour.
2. **Turn Clothes Inside Out and Wash Separately:** turn clothes inside out to clean odour-prone areas more effectively.
3. **Pre-Soak in Vinegar and Baking Soda:** Soak clothes in cold water with 1 cup of white vinegar and 1 tablespoon of baking soda for 30 minutes before washing. Alternatively, add a cup of white vinegar directly to the wash.
4. **Use Minimal Detergent:** Avoid using excess detergent which may leave order-trapping residue.
5. **Skip Fabric Softener:** Fabric softeners can coat fabrics, trapping bacteria and smells.

6. **Machine washing:** Wash clothes in cold water on a gentle cycle and air dry when possible.

Professional Conduct and Ethical Behaviour

Students **MUST** be **punctual and actively participate** during labs in their entirety. Students must attend only the lab section for which they are registered. Assigned readings must be completed and lectures reviewed prior to lab. Professors may determine that a student is not safe to participate in lab activities if they do not demonstrate the necessary knowledge and judgment to use modalities, equipment, and techniques safely.

Students must bring their entire **fitness kit** to laboratory sessions unless otherwise indicated by the Professor. The Professor will not provide assessment tools that are supplied in the student's fitness kit. Students must maintain their fitness kits in good working order.

Respect will be shown to clients, classmates, staff, and faculty at all times. Appropriate verbal and nonverbal communication is expected.

Students **requesting assistance** need to address faculty and classmates at arm's length, at an opportune moment, rather than calling across the lab. A professional approach to communication must be demonstrated at all times.

Water in a non-breakable container with a secure lid is permitted in the lab. Other food, drinks, and related scents are not permitted in the lab and may not be stored in the lab, including tobacco odour, gum, food, or drinks.

Personal items including purses, electronic devices, gym bags, knapsacks, or personal effects are not permitted in the labs. Students are advised to store personal belongings not permitted in the laboratory in a secure location. Lockers are available to rent: <https://durham.lockergm.net/>.

Students must observe client **confidentiality** at all times. Classmates who fulfill a client role are considered clients.

As per the Personal Information Protection and Electronic Documents Act (**PIPEDA**), the Freedom of Information and Personal Privacy Act (**FIPPA**), the Personal Health Information Protection Act (**PHIPA**), and lab policies, students must refrain from speaking to others, including classmates, about any student or client they interacted with during lab, practical assignments, or events.

Students must work effectively as team members.

Students must be receptive to constructive feedback.

Students must accept responsibility for their own actions.

Students must consider client comfort.

Electronic Devices in the Lab Setting

The Fitness and Health industry is continually moving towards a paperless data management method that allows for easier data collection and communication with clients. Fitness professionals require the ability to input data and maintain appropriate monitoring of the health and safety of their clients. As such, all Fitness and Health Promotion students are required to have a **tablet**, with at least a 9-inch screen, that can access the internet and use a web browser to be compatible with the online platform implemented into curriculum.

Technological devices may be used **ONLY** when authorized by faculty for lab activities, or as an approved accommodation. Students seeking the latter will require an Access Support Plan from the Access and Support Centre.

The use of electronic devices is not allowed at any time or under any circumstance while in lab, unless utilizing the program approved tablet. **All devices should be silenced or turned off and stored away during lab unless otherwise indicated by the Professor.**

At no time may a student post anything related to faculty/instructors, clients, other students, classes/practicum/lab on social media.

Students may not take pictures/videos/recordings of clients/students/Professors without written consent.

Students who abuse the privilege of using technology will be subject to disciplinary action as per College policies.

Attendance and Participation

Student attendance is **MANDATORY**. Students who have declared to follow the Ontario Fitness Council (OFC) pathway for registration and certification are required to attend **100%** of lab sessions in all courses.

Consequences of missing labs are clearly stated in the Course Outline under Evaluation Criteria/Notes.

Students missing a lab will receive a mark of **ZERO (0)** for any evaluations delivered during the lab session.

For **exceptional** circumstances, if the student is unable to attend lab, email notification (stating the reason why lab will be missed) is required prior to the start of lab. Students who fail to contact the Professor in a timely manner automatically receive a mark of **ZERO (0)** for any evaluations delivered during the lab session. It is up to the Professor to determine if the student is permitted to attend an alternate lab session. Such arrangements need to be confirmed with the Professor **ONE (1)** week in advance of the scheduled lab.

Missing a lab for work or work-related activities is not a valid reason for the above-noted exception.

Documentation validating the date and nature of the absence is required to substantiate an absence.

This documentation must be provided to the Professor within one (1) week following the student's return to school. Students who fail to provide appropriate documentation to support their absences, within the required time frame, forfeit the grade value of any evaluations delivered during the lab session; additional consequences may apply and are detailed in individual course outlines.

Full participation throughout the entire lab session is expected. Students must learn to be self-directed in order to become proficient in the skills required of a fitness professional. It is of utmost importance for students to optimize their lab time, to strive to master each competency, and to maintain proficiency of previously mastered skills. Students who do not fully participate in the lab in its entirety forfeit the grade value of any assessments delivered during the lab session.

Critical Errors

A critical error may be given for serious safety concerns which put the student or “client” at risk as well as any serious professional behaviour misconduct. Examples of this include but are not limited to the following:

- Failure to adhere to safety guidelines of the equipment
- Risk of serious injury to client while using equipment
- Blatant disregard for the client’s safety and client’s physical or mental capacity
- Disrespectful conduct towards client and/or Professor, evaluator, examiner

Important Notes: A critical error is determined based on the above criteria and at the discretion of the Professor or evaluator assessing the lab skill(s) or during the exam. If a student commits a critical error, they will earn a grade of **ZERO (0)** for that particular skill. The evaluator may stop the specific technique if it is unsafe and record it as a critical error but will allow the student to carry out the remainder of the skills (if applicable) after redirection as deemed safe.

Lab Space Etiquette

Students are expected to use the following lab space etiquette as outlined below:

- **Rooms G110 (Fitness Training Room) and G 106 (Fitness Studio):** Students will access each of these rooms from the G-wing hallway only. The small room connecting the Fitness Training Room and the Studio is strictly off-limits to students. Only Professors and Lab Assistants shall access this room.
- **Room G112 (storage room):** At the student’s discretion personal belongings (outerwear, for example) may be placed in this room during a lab session scheduled in G110 or G106. This room is not locked or monitored. Students are advised to store personal belongings not permitted in the laboratory in a secure location. Lockers are available to rent: <https://durham.lockergm.net/>
- **Room F126:** Students must change into their indoor shoes and place all outdoor footwear in the designated area with boot trays. All coats will be placed on the coat hooks and all backpacks/bags, etc. will be placed in the associated storage locker area.
- **Room F126A (Assessment Room within F126):** Students must obtain approval from their professor to utilize this room for specific assessments only. All other access is prohibited.

Outside of active lab sessions these rooms will be locked with **no access** available to students.

Monitor Duties

Students are expected to be partially responsible for the **operation and maintenance** of the lab.

Students will be designated as **monitors**. Expectations of monitors, as individuals or as teams, will be explicitly outlined by each individual faculty member in each course and shall be posted to DC Connect.

Monitors must arrive before lab starts and must remain after the rest of the class is dismissed to necessitate preparation and cleaning up. It is the monitor’s responsibility to arrange for a substitute

replacement should they be unable to attend to their role and responsibility. It is the originally assigned monitor's responsibility to advise, in advance, the Professor of any such change.

Duties will vary and will include, but not be limited to, preparing, cleaning, and returning the lab and its equipment to a pre-determined condition or state.

Medical Emergencies

First-Year Students:

Inform the professor immediately at any signs of distress in the lab environment, including changes in colour, respiration, speech, and perspiration.

Second-Year Students:

As per signs of distress noted with current Standard First Aid and CPR-C certification, activate the on-campus emergency response:

- Call for HELP!
- Dial extension 2400 on a lab phone or dial 905-721-3211.
- Describe the nature and location of the medical emergency.
- Administer CPR or first aid as required until Security arrives.

An automatic external defibrillator (AED) is located on the wall across from the lower-level Reception Desk at the Flex, as well as throughout the College.

Immediately upon resolution of the medical emergency, complete an [Incident / Injury Form](#)

Ensure Program Coordinator is aware of the situation.

Off-campus labs shall follow that facility's emergency procedures.

Safety

Harassment

Every Durham College student has the right to a harassment-free learning environment.

The nature of the fitness profession, including laboratories, includes hands-on experience. At various times, the student will be in the role of either appraiser, leader, or client and as such, will either be administering protocols, or leading an individual student or a small group of students, or allowing protocols to be administered to them or participating in a workout, all in a professional manner.

Informed consent practices will be adhered to at all times.

Should the student feel any discomfort, they need to advise a faculty member immediately. For further information please refer to the Durham College Harassment and Discrimination Policy ([ADMIN-202](#))

Fire

There is a two-stage fire alarm system at the College. When a fire alarm is activated, the alert signal is one pulse every two seconds, which warns that there may be a problem. No evacuation is required. If the alarm stops, no further action is required.

If the alarm changes to an evacuate signal, one pulse every second, evacuation is mandatory. All students and clients are to evacuate via the nearest exit. Faculty leading the lab are responsible for a safe evacuation.

Equipment

Damaged or broken equipment must be taken out of use and immediately reported to faculty.

Field Placement Manual of Policies and Procedures

The Fitness and Health Promotion program offers the student one field placement opportunity to work alongside successful fitness professionals to enrich their knowledge, practise their skills, and strengthen their abilities. Field Placement occurs in the second year of the program. During the fourth semester, the student participates in a 224-hour placement to maximize their exposure to possible career opportunities.

The field placement will take place for 16-hours per week over 14 weeks.

It is important that the students have a unique opportunity for field placement, free of known and potential **conflict of interest**. Placement will not be approved for:

- A school which the student previously attended
- A home-based business
- An agency at which the student had a previous coop or placement opportunity
- An agency at which the student's relative is an employer or employee or volunteer
- An agency at which the student is or has been an employer or an employee
- An agency at which the student is a current patient or client
- Any agency in which the student is in conflict of interest

To qualify for field placement the student must have:

- Successfully completed ALL semester 1 and 2 courses and earned a cumulative program Grade Point Average of at least 2.0 to be registered in Field Placement Preparation (FDPL 2101)
- Successfully completed ALL semester 1, 2, and 3 courses, and earned a cumulative program Grade Point Average of at least 2.0 for to be registered in Field Placement (FITP 2200)

Notes:

- Any student on Academic Probation or who has an unresolved Student Alert will not be permitted to participate in Field Placement until the issue pertaining to the Alert or Academic Probation has been successfully resolved.
- Students need to be aware that their digital footprint (e.g., Facebook, Instagram, Twitter, Snapchat, etc.) may negatively affect their field placement opportunities. Placement employers often investigate a placement student's digital footprint.
- Student requirements for field placement are detailed in the Fitness and Health Promotion Program Field Placement Manual of Policies & Procedures and/or the individual Course Outline.

Pre-Placement Requirements

Pre-placement requirements and processes are documented in the [Fitness and Health Promotion ERV Information Package](#).

- **Criminal Reference Check:** Students are required to secure a criminal reference check;

including Vulnerable Sector Screen prior to commencing placement.

- **Cardiopulmonary Resuscitation (CPR-C)** and current **Standard First Aid** is required prior to the start of placement, as required by the Canadian Society for Exercise Physiology (<https://csep.ca/csep-certification/renew-your-membership/>).
- **Health & Safety Requirements:** [Immunization Form](#) is required prior to the start of field placement.
 - **Tuberculosis Surveillance (TB skin testing):** All first year students and new entry students are required to provide proof of TB status as a part of the Entry Immunization Form. A two-step TB skin test is required. If a two-step TB skin test has been completed in the past, proof of this testing must be provided as well as a current yearly one step. If you are a known positive conversion, proof of a negative chest x ray, which is less than 1 year old, must be submitted along with documentation of the positive test result.
- **Influenza Immunization (Flu vaccination):** For placements in long term care facilities, students may be required to have had vaccination for influenza. Please ensure you are immunized and keep a record for your placement agency. If a student has not had an influenza immunization and a flu outbreak occurs in the agency and/or on the unit the student is assigned to, the student may be required to stay away from the practicum area until the flu outbreak is over.

Illness

Durham College has a responsibility to the practicum agencies concerning infection and disease control. As a student, you are responsible for assessing your ability to attend practicum/field placement. When reporting off due to illness, comply with the established policy for each agency. If illness or injury occurs while in a practicum segment, contact your practicum/placement officer for further direction.

Contact your healthcare professional or make a medical appointment through the Campus Health Centre for clearance to attend placement if you suspect you have:

- Contact with a communicable disease
- Gastrointestinal symptoms of diarrhea persisting for longer than 24 hours
- Respiratory symptoms such as a persistent fever of greater than 38 degrees and a new or worsening cough or shortness of breath

Management of Persons with Exposure to Blood or Body Fluids

Exposure encompasses situations such as a break in integrity of the skin due to needle stick injury, scratches, bites, lacerations and contact as a result of splashing with blood or other body fluids to which Routine Practices apply.

If an exposure occurs, immediately apply first aid measures.

1. Wash the area with soap and water
2. If eyes(s) splashed, rinse with tap water or saline with eye(s) open
3. If mouth is affected, spit out suspected fluid and rinse with water

4. If splashed and contact with skin occurs, wash area with soap and water, then assess the integrity of the skin contact

Reporting and post-exposure management

Students should report exposures immediately after they occur, as certain interventions that may be appropriate, for example prophylaxis against Hepatitis B, must be initiated promptly to be effective.

The exposed student should:

1. Notify their immediate supervisor (practicum professor or field placement advisor)
2. Follow the policy of the agency in which the exposure occurred
3. If no policy exists, report to emergency department of local hospital to determine risk level, treatment, counselling and suggested follow-up
4. Complete the Durham College [Incident / Injury Form](#). Relevant information includes the following:
 - a. Date, time, location (agency) of exposure
 - b. Job duty being performed by student/staff at the time of exposure
 - c. Details of exposure, including amount of fluid or material, type of fluid/material, severity of exposure, duration of contact
 - d. Description of source of exposure
5. Details about any referral for assessment/treatment
6. Follow – up counselling and ongoing evaluations by a physician can be arranged if the student does not have a physician

Travel Outside Canada

Please be aware that upon returning from travel outside of Canada, if unwell, you are advised to consult with your healthcare professional or make a medical appointment through the Campus Health Centre.

Acknowledgement

I have read and understood the Fitness and Health Promotion Student Guide and Lab Manual of Policies and Procedures, 2024-2025.

Should I have further questions or concerns, I shall approach my lab Professor.

Please complete the section below and submit to your Professor according to instructions provided on DC Connect.

Print your full name: _____

Student number: _____

Signature: _____

Date: _____

Courses

[Click Here for Course Outline Access Manual](#)

Semester 1

- [Functional Anatomy \(BIOL 1100\)](#)
- [Exercise Physiology 1 \(BIOL 1302\)](#)
- [Communications for Fitness and Health Promotion \(COMM 1338\)](#)
- [FNMI Elective \(FNMI 0000\)](#)
- [Fitness Assessment 1 \(HLTH 1100\)](#)
- [Introduction to Wellness and Health Promotion \(HLTH 1310\)](#)

Semester 2

- [Exercise Physiology 2 \(BIOL 2302\)](#)
- [Professional Practice and Standards \(EDUC 1200\)](#)
- [Fitness Class Leadership \(HLTH 1200\)](#)
- [Fitness Assessment 2 \(HLTH 1201\)](#)
- [Exercise Prescription 1 \(HLTH 1202\)](#)
- [Nutrition \(NUTR 1200\)](#)
- [Research Techniques and Application \(RSCH 1200\)](#)

Semester 3

- [Business Practices \(BUSI 2100\)](#)
- [Field Placement Preparation \(FDPL 2101\)](#)
- [Injury Management \(FITS 2302\)](#)
- [General Education Elective \(GNED 0000\)](#)
- [Fitness Assessment 3 \(HLTH 2100\)](#)
- [Exercise Prescription 2 \(HLTH 2102\)](#)
- [Health Promotion and Behaviour Change \(PSYC 3300\)](#)

Semester 4

- [Exercise Physiology 3: Diverse Populations \(BIOL 2201\)](#)
- [Field Placement \(FITP 2200\)](#)
- [General Education Elective \(GNED 0000\)](#)
- [Health Promotion and Community Development \(HLTH 2200\)](#)