

CATALOG INFORMATION

Dept and Nbr: PHYED 51 Title: FITNESS/HEALTH ASSESS
Full Title: Fitness/Health Assessment
Last Reviewed: 2/10/2003

Units		Course Hours per Week		Nbr of Weeks	Course Hours Total	
Maximum	1.00	Lecture Scheduled	0	17.5	Lecture Scheduled	0
Minimum	1.00	Lab Scheduled	2.00	17.5	Lab Scheduled	35.00
		Contact DHR	0		Contact DHR	0
		Contact Total	2.00		Contact Total	35.00
		Non-contact DHR	0		Non-contact DHR	0

Total Out of Class Hours: 0.00

Total Student Learning Hours: 35.00

Title 5 Category: AA Degree Applicable
Grading: Grade or P/NP
Repeatability: 00 - Two Repeats if Grade was D, F, NC, or NP
Also Listed As:
Formerly: PE 94

Catalog Description:
An individual functional fitness assessment for health and fitness components. Students receive test interpretation and personal exercise program guidelines.

Prerequisites/Corequisites:

Recommended Preparation:

Limits on Enrollment:

Schedule of Classes Information:
Description: Individualized fitness and health assessment, interpretation and guidelines for personal exercise program. (Grade or P/NP)
Prerequisites/Corequisites:
Recommended:
Limits on Enrollment:
Transfer Credit:
Repeatability: Two Repeats if Grade was D, F, NC, or NP

ARTICULATION, MAJOR, and CERTIFICATION INFORMATION:

AS Degree:	Area	Effective:	Inactive:
CSU GE:	Transfer Area	Effective:	Inactive:
IGETC:	Transfer Area	Effective:	Inactive:
CSU Transfer:		Effective:	Inactive:
UC Transfer:		Effective:	Inactive:

CID:

Certificate/Major Applicable:

Major Applicable Course

COURSE CONTENT

Outcomes and Objectives:

1. The student will demonstrate knowledge of personal health history information by making a personal health and fitness appraisal.
2. The student will display knowledge of the appropriate baseline testing procedure based on his/her goals and needs by writing a personal guidelines report.
3. The student will design a written individualized exercise program based upon his/her fitness assessment results.
4. The student will exhibit the knowledge of how to improve his/her quality of life by creating a written maintenance program of physical fitness.
5. The student will improve specific areas of body composition, flexibility, muscular strength and endurance, and cardiorespiratory efficiency by completing periodic testing programs.

Topics and Scope:

- A. Introduction to wellness and assessment
 1. What are wellness, physical fitness and health?
 2. Components of each term
- B. Health Screening
 1. PAR-Q
 2. Lifestyle Inventory
 3. Medical/Health history
- C. Baseline Fitness Assessment
 1. Submaximal cardiorespiratory endurance
 2. Musculoskeletal strength and endurance
 3. Flexibility
 4. Body composition
 5. Resting heart rate and blood pressure
- D. Test Interpretation
 1. Results from assessments

2. Comparison with norm tables
3. Individual guidelines
- E. Personal Goal Setting
 1. SMART goal setting
 2. Barriers to success
 3. Strategies for success
- F. Guidelines for an individualized exercise program
 1. F.I.T.T. Principle
 2. Progressive Overload
 3. Specificity Principle
- G. Strategies for successful programs
 1. Implementation strategies
 2. Record keeping
 3. Social network
- H. Individual and group health and fitness program activities
 1. Selection of activities based on test results and individual goals
- I. Fitness maintenance
 1. Strategies for maintaining a fit and healthy lifestyle
 2. Exploration of barriers and blocks
- J. Re-assessment and evaluative comparison

Assignment:

1. Establish at least three semester goals.
2. Development of an individual exercise program
3. Creation and utilization of an exercise log/journal
4. Completion of selected readings on heart disease risk factors, physical fitness components, healthy lifestyle habits

Methods of Evaluation/Basis of Grade:

Writing: Assessment tools that demonstrate writing skills and/or require students to select, organize and explain ideas in writing.

Written homework

Writing
10 - 20%

Problem Solving: Assessment tools, other than exams, that demonstrate competence in computational or non-computational problem solving skills.

Assignments, test result extrapolation

Problem solving
5 - 10%

Skill Demonstrations: All skill-based and physical demonstrations used for assessment purposes including skill performance exams.

Class performances, Fitness assessment practicum

Skill Demonstrations
15 - 25%

Exams: All forms of formal testing, other than skill performance exams.

Multiple choice, True/false, Matching items, Short answer

Exams
20 - 30%

Other: Includes any assessment tools that do not logically fit into the above categories.

Attendance

Other Category
30 - 50%

Representative Textbooks and Materials: