### PHYED 51 Course Outline as of Fall 2011

# **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	ľ	Nbr of Weeks	<b>Course Hours Total</b>	
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: CSU GE:	Area Transfer Area	Effective: Effective:	Inactive: Inactive:
<b>IGETC:</b>	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

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

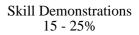
Assignments, test result extrapolation

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

Class performances, Fitness assessment practicum

Writing 10 - 20%

Problem solving 5 - 10%



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

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

Attendance

**Representative Textbooks and Materials:** 

Exams 20 - 30%

Other Category 30 - 50%