

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: CSU;

Repeatability: Two Repeats if Grade was D, F, NC, or NP

## **ARTICULATION, MAJOR, and CERTIFICATION INFORMATION:**

<b>AS Degree:</b>	<b>Area</b>			Effective:	Inactive:
<b>CSU GE:</b>	<b>Transfer Area</b>			Effective:	Inactive:
<b>IGETC:</b>	<b>Transfer Area</b>			Effective:	Inactive:
<b>CSU Transfer:</b>	Transferable	Effective:	Fall 1997	Inactive:	Fall 2011
<b>UC Transfer:</b>		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:**