

PHYED 52 Course Outline as of Fall 2003

CATALOG INFORMATION

Dept and Nbr: PHYED 52 Title: FITNESS FOR LIVING
Full Title: Fitness for Living
Last Reviewed: 2/10/2003

Units		Course Hours per Week		Nbr of Weeks	Course Hours Total	
Maximum	2.00	Lecture Scheduled	1.00	17.5	Lecture Scheduled	17.50
Minimum	2.00	Lab Scheduled	3.00	8	Lab Scheduled	52.50
		Contact DHR	0		Contact DHR	0
		Contact Total	4.00		Contact Total	70.00
		Non-contact DHR	0		Non-contact DHR	0

Total Out of Class Hours: 35.00

Total Student Learning Hours: 105.00

Title 5 Category: AA Degree Applicable
Grading: Grade Only
Repeatability: 00 - Two Repeats if Grade was D, F, NC, or NP
Also Listed As:
Formerly: PE 95

Catalog Description:
Knowledge of physical fitness, benefits, training principles, appropriate exercise and health practices with application to lifelong health and exercise habits. Includes lecture, laboratory, exercise, and physical fitness tests.

Prerequisites/Corequisites:

Recommended Preparation:
Eligibility for ENGL 100 or ESL 100.

Limits on Enrollment:

Schedule of Classes Information:
Description: Knowledge of physical fitness, benefits, training principles, appropriate exercise & health practices with application to lifelong health & exercise habits. Includes lecture, lab exercise & physical fitness tests. (Grade Only)
Prerequisites/Corequisites:
Recommended: Eligibility for ENGL 100 or ESL 100.
Limits on Enrollment:

Transfer Credit: CSU;UC.

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:	Transferable	Effective:	Spring 1994	Inactive:	Fall 2011
UC Transfer:	Transferable	Effective:	Fall 2000	Inactive:	Fall 2011

CID:

Certificate/Major Applicable:

Major Applicable Course

COURSE CONTENT

Outcomes and Objectives:

The primary objective of this course is to provide students with the knowledge and skills required to make wise decisions about lifetime fitness and healthy life styles. At the completion of this course the student will be able to do the following:

1. Assess current personal lifestyle and develop a plan for optimal lifelong wellness.
2. Identify and explain how the health related components of physical fitness contribute to general health and wellness.
3. Identify the potential risks as well as the benefits associated with exercise.
4. Demonstrate practical techniques for assessing one's own fitness status.
5. Analyze training principles (ie., "progressive overload") and relate them to fitness program design and participation; plan a fitness program suited to individualized needs based on the results of personal fitness assessment.
6. Participate in a variety of correctly performed activities designed to improve their physical fitness levels.
7. Explain how nutrition relates to health and wellness, and describe components of healthy nutritional habits; assess personal eating habits and design a sound individual nutritional program.
8. Demonstrate the ability to evaluate and distinguish between good and bad commercial fitness and nutritional programs and products.

Topics and Scope:

A. OUTLINES OF TOPICS TO BE ADDRESSED IN THE COURSE

1. Definition and Importance of Physical Fitness Components
 - a. Health Related Physical Fitness
 - 1) body composition
 - 2) cardiovascular endurance
 - 3) flexibility
 - 4) muscular endurance
 - 5) muscular strength
 - b. Skill Related Physical Fitness
 - 1) agility
 - 2) balance
 - 3) coordination
 - 4) power
 - 5) reaction
2. Health Related Physical Fitness Self Appraisal
 - a. body composition
 - b. cardiovascular endurance
 - c. flexibility
 - d. muscular endurance
 - e. muscular strength
3. Nutrition for Health and Wellness
 - a. Guidelines for basic healthful nutrition
 - b. Physiological and psychological principles of weight management
 - c. Assessment of present individual dietary intake
 - d. Nutritional planning for lifelong health
 - e. Nutritional myths and misconceptions
 - f. Nutritional guidelines for special populations
4. Principles of Exercise Program Design
 - a. Workout components: warm up, workout, cool down
 - b. Overload and adaptation
 - c. Specificity
 - d. Progression
 - e. Individual differences
 - f. Frequency, Intensity, Time (FIT) Formula and target zones
 - g. Application of basic exercise principles to health related fitness components
5. Designing and Individualized Physical Fitness Program
 - a. Interpret physical fitness appraisal results
 - b. Set realistic goals
 - c. Establish a program based upon the FIT formula (frequency, intensity, and time) for each physical fitness component
 - d. Select specific activities to achieve goals
 - e. Establish the importance of daily record keeping
 - f. Emphasize exercise adherence
 - g. Re-assess and modify program
6. Assessment of Current Personal Lifestyle and Risk Factors
 - a. Identify and evaluate lifestyle components, e.g.
 - 1) cardiovascular risk factors
 - 2) cancer risk factors
 - 3) addictive behaviors (i.e. chemical dependency)
 - 4) stress management including relaxation techniques

- b. Set goals for lifestyle modification
- c. Establish behavioral modification program
- d. Establish the importance of daily record keeping
- e. Re-assess lifestyle components and modify program
- 7. Health and Fitness Consumer Awareness and decision Making
 - a. Evaluate products and services
 - b. Identify characteristics of qualified experts
 - c. Expose common myths and fallacies
 - d. Examine marketing/media distortions
 - e. Other
- 8. Exercise Benefits and Potential Exercise Risks
 - a. Examine benefits
 - 1) Physiological
 - 2) Psychological/Emotional
 - 3) Social
 - b. Examine risks
 - 1) Exercise related injuries
 - a. traumatic, acute, overuse
 - b. prevention
 - c. treatment
 - 2) Equipment
 - 3) Environment
- 9. Exploration of Exercise Options
 - a. List and compare traditional and non-traditional sports and games
 - b. List and compare individual and group activities

Assignment:

WRITING ASSIGNMENTS

1. All assignments require college level writing skills where appropriate to course content. Appropriate writing assignments are related, but not limited to concepts of fitness, strength training, flexibility, cardiovascular health, weight management and nutrition, stress management, healthy lifelong wellness, health and fitness quackery.
2. Examples of writing Assignments::
 - a. Goals paper
 - b. Lab reports
 - c. Essays on current health and fitness topics
 - d. Nutritional analysis
 - e. Summary and evaluation of assigned reading or film, video viewing.
 - f. Special projects e.g. visits to "Health" spa/fitness center or mini research projects.

D. APPROPRIATE OUTSIDE ASSIGNMENTS

Examples of Outside Assignments may include but are not limited to wellness and fitness goals paper; compiling a Wellness Notebook (articles, handouts etc.); reports on assigned library and media center audio tapes, video tapes, books; nutritional analysis; lifestyle assessment; observation and report of fitness facilities or weight loss centers; participation in assigned fitness events (health fairs, fun runs, etc.); and maintaining an exercise log.

E. APPROPRIATE ASSIGNMENTS THAT DEMONSTRATE CRITICAL THINKING

1. Planning and writing a personal fitness program applying the concepts used in the course.
2. Written goals paper where the principles of life long wellness (nutrition, weight management, stress reduction, etc.) are applied to daily health maintenance.
3. Evaluation of the laboratory assignments and their application to personal needs.

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, Term papers

Writing
20 - 30%

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

Homework problems, Field work, Lab reports, Exams

Problem solving
20 - 25%

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

Class performances, Performance exams

Skill Demonstrations
10 - 20%

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

Multiple choice, True/false, Matching items, Completion, ESSAY EXAM, QUIZZES

Exams
20 - 25%

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

Personal plan project ,Reading reports

Other Category
20 - 25%

Representative Textbooks and Materials:

Fit and Well: Core concepts and Labs in Fitness and Wellness.
By Thomas Fahey Mayfield Pub.