

Physical Conditioning and Assessment II

Course Design

2001-2002

Course Information

Organization:	Eastern Arizona College
Division:	Health & Physical Education
Course Number:	HPE105
Title:	Physical Conditioning and Assessment II
Credits:	2
Developed by:	McCluskey
Lecture/Lab Ratio:	0 Lecture/4 Lab
Transfer Status:	ASU-EPE205, NAU-E, UA-DEC(EXSS)
Extended Registration	
Class:	Extended registration available
CIP Code:	36.0108
Assessment Mode:	Pre and Post Test 10%, Questions=20/Points=20
Semester Taught:	Fall and Spring
Gen. Ed. Area:	AAS Degree
Separate Lab:	No
Awareness Course:	No
Intensive Writing	
Course:	No
Prerequisites:	1. Must be 13 years or older.
Educational Value:	<p>To General Education: The value of Physical conditioning and Assessment is that it gives the student the basis of good health and fitness that can be continued even after the completion of the course.</p> <p>To Major/Program: For physical education majors, it gives the basic understanding of a conditioning and fitness program.</p> <p>Other: The relationship to other classes is that according to research, physical fitness aids in the physical and mental well being of all whom participate.</p>
Goals:	<ol style="list-style-type: none">1. To assist the student in the development of realistic and attainable health goals.2. To assist the student in attainment of those health goals.3. To assist the student in creating a healthy lifestyle.

Description: Individualized, computerized 30-minute total body workout program designed to improve cardiovascular efficiency, joint flexibility and muscular strength. This program is designed to reduce resting heart rate, percent of body fat, and will aid in lowering levels of stress and blood pressure.

Textbooks: *None Required.*

Supplies: Tennis Shoes
Acceptable Work Out Attire

Competencies and Performance Standards

1. Understand the seven components of wellness.			
<i>Domain--Cognitive</i>	<i>Level--Application</i>	<i>Importance--Essential</i>	<i>Difficulty--Medium</i>
Criteria-- Criteria - Performance will be satisfactory when: <ul style="list-style-type: none"> • learner accept responsibility for understanding the seven components of wellness. 	Conditions-- Competence will be demonstrated: <ul style="list-style-type: none"> • by successful completion of post-test 	Learning Objectives: <ol style="list-style-type: none"> a. Accept responsibility for the seven components of wellness. 	
2. Improve the cardiovascular system.			
<i>Domain--Psychomotor</i>	<i>Level--</i>	<i>Importance--Essential</i>	<i>Difficulty--Medium</i>
Criteria-- Performance will be satisfactory when: <ul style="list-style-type: none"> • learner reaches and maintains their target heart rate zone for a minimum of 30 minutes during each workout. • learner completes a cardiovascular workout 3-6 times per week. 	Conditions-- Competence will be demonstrated: <ul style="list-style-type: none"> • when learner logs in 3-6 workouts each week • when learner reaches heart rate during logged in visits 	Learning Objectives: <ol style="list-style-type: none"> a. Students will complete a cardiovascular workout 3-6 times per week. b. Students will reach and maintain their target heart rate zone for a minimum of 30 minutes during each workout. 	
3. Acquire muscular endurance.			
<i>Domain--Psychomotor</i>	<i>Level--</i>	<i>Importance--Essential</i>	<i>Difficulty--Medium</i>
Criteria-- Performance will be satisfactory when: <ul style="list-style-type: none"> • learner completes the Super Circuit workout using 65%-85% of their 1 RM 3-5 times per week OR • learner completes 3 sets of 12 repetitions using 65%-85% of their 1 RM 3-5 times per week 	Conditions-- Competence will be demonstrated: <ul style="list-style-type: none"> • by number of visits and participation record of learner 	Learning Objectives: <ol style="list-style-type: none"> a. Students will complete 3 sets of 12 repetitions using 65%-85% of their 1 RM 3-5 times per week. OR... b. Students will complete the Super Circuit workout using 65%-85% of their 1 RM 3-5 times per week. 	
4. Increase muscle tone.			
<i>Domain--Psychomotor</i>	<i>Level--</i>	<i>Importance--Important</i>	<i>Difficulty--Medium</i>
Criteria-- Performance will be satisfactory when: <ul style="list-style-type: none"> • learner applies the principle of muscle specificity • learner uses controlled movements when performing lifts 	Conditions-- Competence will be demonstrated: <ul style="list-style-type: none"> • by successfully using controlled movements during lifts and applies muscle specificity principle. 	Learning Objectives: <ol style="list-style-type: none"> a. Students will apply the principle of specificity for muscle toning. b. Students will use controlled movements when performing their lifts. c. Students will adhere to the principle of twice as slow down as you went up. 	

5. Improve flexibility.			
<i>Domain--Psychomotor</i>	<i>Level--</i>	<i>Importance--Important</i>	<i>Difficulty--Medium</i>
Criteria-- Performance will be satisfactory when: <ul style="list-style-type: none"> learner completes a total body stretch and a 5-minute stretch before and after each work out 	Conditions-- Competence will be demonstrated: <ul style="list-style-type: none"> successfully completes body stretch before and after workouts 	Learning Objectives: <ul style="list-style-type: none"> a. Students will perform a total body stretch routine after completion of a 5 minute warm-up. b. Students will perform a total body stretch routine upon completion of their workout session. c. Students will stretch on their own time. 	
6. Adhere to a low fat, balanced diet.			
<i>Domain--Affective</i>	<i>Level--Responding</i>	<i>Importance--Important</i>	<i>Difficulty--Low</i>
Criteria-- Performance will be satisfactory when: <ul style="list-style-type: none"> learner follows a low fat, balanced diet 	Conditions-- Competence will be demonstrated: <ul style="list-style-type: none"> successfully creates and follows balanced nutritious diet 	Learning Objectives: <ul style="list-style-type: none"> a. Students will construct a low fat, balanced diet that they can follow at home. 	
7. Adopt lifetime fitness goals.			
<i>Domain--Affective</i>	<i>Level--Responding</i>	<i>Importance--Useful</i>	<i>Difficulty--Low</i>
Criteria-- Performance will be satisfactory when: <ul style="list-style-type: none"> learner reviews and analyzes progress throughout the year learner sets realistic goals for a life time physical fitness program 	Conditions-- Competence will be demonstrated: <ul style="list-style-type: none"> by the successful completion of physical fitness goals and review of progress 	Learning Objectives: <ul style="list-style-type: none"> a. Students will create a list of lifetime fitness goals that are attainable and realistic. b. Students will review and analyze progress of fitness goals periodically throughout the year. 	
8. Enjoy the socialization with others.			
<i>Domain--Cognitive</i>	<i>Level--Application</i>	<i>Importance--Useful</i>	<i>Difficulty--Low</i>
Criteria-- Performance will be satisfactory when: <ul style="list-style-type: none"> learner enjoys the company of others while working out in the wellness center learner communicates with others 	Conditions-- Competence will be demonstrated: <ul style="list-style-type: none"> when learner is able to communicate with others 	Learning Objectives: <ul style="list-style-type: none"> a. Students will learn to communicate with others. b. Students will learn to enjoy the company of others. 	
9. Adopt relaxation and stress reduction techniques.			
<i>Domain--Cognitive</i>	<i>Level--Application</i>	<i>Importance--Useful</i>	<i>Difficulty--Low</i>
Criteria-- Performance will be satisfactory when: <ul style="list-style-type: none"> learner acquires knowledge of a variety of relaxation and stress reduction techniques 	Conditions-- Competence will be demonstrated: <ul style="list-style-type: none"> learner shows understanding of a variety of relaxation and stress reduction techniques 	Learning Objectives: <ul style="list-style-type: none"> a. Students will learn a variety of relaxation and stress reduction techniques. 	

10 Improve overall strength.		
<i>Domain--Psychomotor</i>	<i>Level--</i>	<i>Importance--Important</i> <i>Difficulty--Medium</i>
Criteria-- Performance will be satisfactory when: <ul style="list-style-type: none"> • learner applies the FIT principle to increase overall body strength. 	Conditions-- Competence will be demonstrated: <ul style="list-style-type: none"> • when learner is able to understand apply FIT principle to increase overall body strength 	Learning Objectives: <ol style="list-style-type: none"> Students will apply the FIT principle to increase their overall body strength.

Types of Instruction

Orientation and physical assessment

Grading Policy

Evaluation Methods: 10% Post Test-- Students will drop one letter grade without a Post Test Score.
Students are graded on time accumulated.

Grading Scale:

Grade	Requirement
A	34 + hours accumulated, 30 visits, Pre/Post Test Score, Completion of module series at 80% or better
B	30 hours accumulated, 26 visits, Pre/ Post Test Score, completion of module series at 60% or better
C	26 hours accumulated, 22 visits, Pre/ Post Test Score, completion of module series
D	22 hours accumulated, 18 visits, Pre/Post Test Score
F	Below 21 hours accumulated, below 17 visits
Pass	22 visits

Learning Plans

Learning Plan The Wellness Plan

Overview: The purpose of this plan is to help students learn the concepts of healthy living, increased well-being and develop an exercise program that fits into their personal life style by creating realistic fitness and dietary goals.

Competency: 1. **Understand the seven components of wellness.**

Competency: 2. **Improve the cardiovascular system.**

Competency: 3. **Acquire muscular endurance.**

Competency: 4. **Increase muscle tone.**

Competency: 5. **Improve flexibility.**

Competency: 6. **Adhere to a low fat, balanced diet.**

Competency: 7. **Adopt lifetime fitness goals.**

Competency: 8. **Enjoy the socialization with others.**

Competency: 9. **Adopt relaxation and stress reduction techniques.**

Competency: 10. **Improve overall strength.**

Learning Activities:

_____ 1. Pre-test

_____ 2. Orientation

_____ 3. Physical Assessment

_____ 4. Workout Visits

_____ 5. Module Series

Performance

Assessment Activities:

_____ 1. Post Test

_____ 2. Attend Orientation

_____ 3. Complete physical assessment

_____ 4. Complete module series

_____ 5. Attendance