

# Physical Conditioning and Assessment III

## Course Design

### 2001-2002

#### Course Information

<b>Organization:</b>	Eastern Arizona College
<b>Division:</b>	Health & Physical Education
<b>Course Number:</b>	HPE204
<b>Title:</b>	Physical Conditioning and Assessment III
<b>Credits:</b>	1
<b>Developed by:</b>	McCluskey
<b>Lecture/Lab Ratio:</b>	0 Lecture/2 Lab
<b>Transfer Status:</b>	ASU-EPE205, NAU-E, UA-DEC(EXSS)
<b>Extended Registration</b>	
<b>Class:</b>	Extended registration available
<b>CIP Code:</b>	36.0108
<b>Assessment Mode:</b>	Pre and Post Test 10%, Questions=20/Points=20
<b>Semester Taught:</b>	Fall and Spring
<b>Gen. Ed. Area:</b>	AAS Degree
<b>Separate Lab:</b>	No
<b>Awareness Course:</b>	No
<b>Intensive Writing</b>	
<b>Course:</b>	No
<b>Prerequisites:</b>	1. Must be 13 years or older.
<b>Educational Value:</b>	<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>
<b>Goals:</b>	<ol style="list-style-type: none"><li>1. To assist the student in the development of realistic and attainable health goals.</li><li>2. To assist the student in attainment of those health goals.</li><li>3. To assist the student in creating a healthy lifestyle.</li></ol>

**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

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

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

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

## 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	17 hours, 15 visits and a post-test score
B	15-16 hours, 13 visits and a post-test score
C	13-14 hours, 11 visits and a post-test score
D	11-12 hours, 9 visits and a post-test score
F	10 hours or below
Pass	11 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