

Curriculum Proposal Cover Sheet – form is available on-line as an interactive PDF

LSC Use Only Proposal No:	UWUCC Use Only Proposal No: <u>11-150</u>	
LSC Action-Date: <u>AP-4/5/12</u>	UWUCC Action-Date: <u>App-4/19/12</u>	Senate Action Date: <u>App-5/01/12</u>

Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee

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Proposing Department/Unit <u>Health and Physical Education</u>	Phone <u>724 357 7645</u>

Check all appropriate lines and complete all information. Use a separate cover sheet for each course proposal and/or program proposal.

1. Course Proposals (check all that apply)

New Course Course Prefix Change Course Deletion

Course Revision Course Number and/or Title Change Catalog Description Change

Current course prefix, number and full title: _____

Proposed course prefix, number and full title, if changing: HPED 143 Wellness Through Strength Training

2. Liberal Studies Course Designations, as appropriate

This course is also proposed as a Liberal Studies Course (please mark the appropriate categories below)

Learning Skills Knowledge Area Global and Multicultural Awareness Writing Intensive (include W cover sheet)

Liberal Studies Elective (please mark the designation(s) that applies – must meet at least one)

Global Citizenship Information Literacy Oral Communication
 Quantitative Reasoning Scientific Literacy Technological Literacy

3. Other Designations, as appropriate

Honors College Course Other: (e.g. Women's Studies, Pan African)

4. Program Proposals

Catalog Description Change Program Revision Program Title Change New Track

New Degree Program New Minor Program Liberal Studies Requirement Changes Other

Current program name: _____

Proposed program name, if changing: _____

5. Approvals	Signature	Date
Department Curriculum Committee Chair(s)		<u>3/7/12</u>
Department Chairperson(s)		<u>3/7/12</u>
College Curriculum Committee Chair		<u>3/28/12</u>
College Dean		<u>3/30/12</u>
Director of Liberal Studies (as needed)		<u>4/16/12</u>
Director of Honors College (as needed)		
Provost (as needed)		
Additional signature (with title) as appropriate		
UWUCC Co-Chairs		<u>4/19/12</u>

APR 13 2012 APR 2 2012
Liberal Studies Liberal Studies

NEW SYLLABUS OF RECORD

I. Catalog Description

HPED 143 Wellness through Strength Training	3 class hours
	0 lab hours
	3 credits
	(3c-0l-3cr)

This course promotes the attainment of personal well-being through the use of a comprehensive strength training program. Students will focus on the attainment of improved wellness by creating and participating in an exercise regime that focuses on muscular fitness, flexibility, and body composition. The exercise program will utilize a variety of resistive regimes including kettle bells, dumbbell circuits, and plyometrics. Students will evaluate their current level of fitness then participate in a physical activity self-improvement program. This course will meet Dimensions of Wellness for Liberal Studies. Other 143 courses will also fulfill this requirement, and any of these courses may be substituted for each other and may be used interchangeably for D or F repeats but may not be counted for duplicate credit.

IIa. Course Outcomes and Assessment (Expected Undergraduate Student Learning Outcomes - EUSLO)

Objective 1:

Identify the many dimensions of health and explain how they are interdependent for producing a healthy level of physical and mental well being.

Expected Learning Outcome 1:

Informed Learners

Rationale:

Students will have a level of knowledge of the components of physical wellness and the influence of other dimensions on overall health. Assignments will require students to analyze the exercise principles that lead to improved fitness and use these principles as a portion of a plan to prevent chronic disease.

Objective 2:

Assess existing physical parameters that define an individual's physical status related to well being.

Expected Learning Outcome 2:

Informed and Empowered Learners

Rationale:

Students will assess their pre- and post fitness and health status utilizing a battery of physical assessments that measure strength, muscular endurance, body composition, and aerobic capacity. Online assessments will evaluate overall wellness and chronic disease risk.

Objective 3:

Develop, implement and evaluate a plan for self-improvement through the use of strength and flexibility exercise, circuit training, plyometrics, and aerobic exercise.

Expected Learning Outcome 3:

Empowered and Responsible Learners

Rationale:

Assignments will require students to assess their current health and fitness status to create a plan for self-improvement. The plan will be implemented through an individualized exercise program conducted in class. Carryover to lifestyle practices outside of class will be stressed

Objective 4:

Describe the impact of physical health behaviors upon personal well-being and the effect of poor health habits on the economy and society.

Expected Learning Outcome 3:

Responsible Learners

Rationale:

Students will analyze the effect of poor health on the nation's health care system, economy of the community, and the burden on personal finances. They will analyze the ethical use of performance enhancing supplements.

Objective 5:

Access and evaluate strength training and health information from current literature and reliable internet sources.

Expected Learning Outcome 2:

Empowered Learners

Rationale:

Students will be able to effectively access health and fitness information from reliable sources. Assignments will require students to know the components of reliable sources of information. They will apply these analyses to plan and evaluate their own wellness plan and gain a historical and futuristic perspective of fitness.

III. Course Outline**A. Introduction to Wellness (3 hours)**

1. Definitions and descriptions of health and wellness
2. Descriptions of the dimensions of wellness
3. Emphasis upon the interdependent nature of the dimensions of wellness
4. Major factors that influence wellness and chronic disease
5. Assessment of strength and flexibility parameters
6. Strategies to identify and access reliable health information on the internet

B. Assessment of Other Physical Parameters and Health Assessment (3 hours)

1. Assessment of aerobic capacity
2. Assessment of body composition
3. Assessment of lifestyle parameters
4. Performance of strength and endurance exercises

C. Muscular Strength and Endurance (7 hours)

1. Definitions and descriptions of muscular strength and muscular endurance
2. Benefits of possessing muscular fitness
3. Use of kettle bells and core exercises
4. Performance of strength and endurance exercises

D. Exam 1 (1 hour)**E. Circuit Training and Plyometric Exercise (7 hours)**

1. Important concepts of circuit training
2. Important concepts of plyometric exercise
3. Use of supersets
4. Performance of circuit training and plyometric exercises

F. Flexibility (3 hours)

1. Definition and description of flexibility
2. Benefits of participating in flexibility exercises
3. Performance of flexibility exercises

G. Developing a Strength, Endurance, and Flexibility Self-Improvement Plan (3 hours)

1. Assessment of strengths and challenges based on assessment results
2. Identification of specific challenge to target for improvement
3. Principals of effective physical goal-setting
4. Review of protocol for semester self-improvement plan
5. Performance of exercise plan

H. Exam 2 (1 hour)

I. Aerobic Fitness (3 hours)

1. Definition and description of aerobic fitness
2. Benefits of possessing aerobic fitness
3. Use of a variety of aerobic equipment
4. Performance of aerobic exercise

J. Healthy Eating and Weight Management (5 hours)

1. Food sources for obtaining essential nutrients
2. Analysis of current eating habits
3. Metabolic and lifestyle influences upon body weight
4. Caloric balance: calories consumed vs. calories expended
5. Strategies for successful weight management
6. Performance of exercise plan

K. Chronic Disease Prevention and Stress Management (3 hours)

1. Prevention of heart disease, cancer, and diabetes
2. Strategies to manage stress
3. Performance of exercise plan

L. Performance Enhancing Drugs, Alcohol, and Supplements (2 hours)

1. Anabolic steroid influence on performance
2. Influence of alcohol on health
3. Influence of performance enhancing supplements

M. Reassessment of Physical Parameters (1 hour)

1. Retest of all physical parameters
2. Evaluation of the effect of self improvement plan on goals

N. Final Exam (2 hours)

IV. Evaluation Methods

1. Examinations - 40 %

Three examinations will be administered with the third during final exams. Tests will evaluate Objectives 1 and 4.

2. Plan for Self-Improvement in Physical Wellness – 30%

Students will assess their deficiencies in their personal health. They will highlight their level of muscular strength and endurance, flexibility, aerobic capacity, and body composition. Students will develop an individualized plan to improve those parameters and other health weaknesses that have been identified. The plan will evaluate Objectives 2 and 3.

The self-improvement plan will be based on the individual results of the physical and health assessments. The plan will include a fitness component with a strength emphasis that will be conducted in the class based on proper exercise protocol provided by the instructor. The plan will also include weight management and other healthy lifestyle components. Students will journal their progress and assess their progress with a post-test session.

3. Exercise Journal – 10%

Students will track their progress to achieving the goals of their health plan. The journal will include a journal of their workout progression. The journal will assess Objective 2 and 3.

4. Learning Assignments (Physical Assessments, Health Assessments, and Internet Assignments) – 20%

Students will be required to locate and assess reliable health information from the internet and submit short papers that will summarize and critique the usefulness of the information. Grading these assignments will evaluate Objective 5.

V. Grading Scale

Grading Scale: A: $\geq 90\%$ B: 80-89% C: 70-79% D: 60-69% F: $< 60\%$

VI. Attendance Policy

The course attendance policy will be consistent with the university undergraduate attendance policy included in the Undergraduate Catalog.

VII. Required Textbooks

American College of Sports Medicine (2011). *ACSM's Complete Guide to Fitness and Health*. Champaign, IL: Human Kinetics

Supplemental Books and Readings

Students will be assigned articles that will emphasize areas of important health issues. These articles will require analysis based on ethical beliefs of health related topics.

VIII. Special Resource Requirements

Access to IUP fitness equipment at prescheduled times.

IX. Bibliography

American College of Sports Medicine. (2006). *ACSM's Resource Manual for Guidelines for Exercise Testing and Prescription 5th ed.* Baltimore, MD: Lippincott Williams and Wilkins.

Austin, Krista and Bob Soeboher. (2011). *Performance Nutrition*. Champaign, IL: Human Kinetics.

- Baehle, Thomas and Roger Earle. (2011). *Weight Training: Steps to Success 4th ed.* Champaign, IL: Human Kinetics.
- Baehle, Thomas and Roger Earle. (2008). *Essentials of Strength Training and Conditioning: National Strength and Conditioning Association 3rd ed.* Champaign, IL: Human Kinetics.
- Benson, Roy and Declan Connolly. (2011). *Heart Rate Training.* Champaign, IL: Human Kinetics.
- Berg, Kristian. (2011). *Prescriptive Stretching.* Champaign, IL: Human Kinetics.
- Bishop, Tim. (2012). *Stronger Legs and Lower Body.* Champaign, IL: Human Kinetics.
- Blonna, Richard. (2011). *Coping with Stress in a Changing World 5th ed.* New York, NY: McGraw-Hill.
- Brown, Stanley et. al. (2006). *Exercise Physiology: Basis of Human Movement in Health and Disease.* Baltimore, MD: Lippincott Williams and Wilkins.
- Clark, Michael et. al. (editors). (2012). *National Academy of Sports Medicine Essentials of Personal Fitness Training 4th ed.* Baltimore, MD: Lippincott Williams and Wilkins.
- Delavier, Frederic and Michael Gundill. (2011). *The Strength Training Anatomy Workout.* Champaign, IL: Human Kinetics.
- Donatelle, Rebecca. (2012). *Health: The Basics 10th ed.* Glenview, IL: Pearson.
- Donatelle, Rebecca. (2013). *My Health: An Outcomes Approach.* Glenview, IL: Pearson.
- Gambetta, Vern. (2007). *Athletic Development: The Art and Science of Functional Sports Conditioning.* Champaign, IL: Human Kinetics.
- Kaminsky, Leonard (editor). (2010). *ACSM's Health-Related Physical Fitness Assessment Manual 3rd ed.* Baltimore, MD: Lippincott Williams and Wilkins.
- Lewis-McCormick, Irene. (2012). *A Women's Guide to Muscular Strength.* Champaign, IL: Human Kinetics.
- Miller, Todd. (2012). *NSCA's Guide to Tests and Assessments.* Champaign, IL: Human Kinetics.
- Olpin, Michael and Margie Hesson. (2010). *Stress Management for Life 2nd ed.* Belmont, CA. Wadsworth.
- Ross, Jonathan. (2012). *Abs Revealed: Enhanced Edition.* Champaign, IL: Human Kinetics.

HPED 143 Wellness through Strength Training (3c-01-3cr)

Prerequisites: None

This course promotes the attainment of personal well-being through the use of a comprehensive strength training program. Students will focus on the attainment of improved wellness by creating and participating in an exercise regime that focuses on muscular fitness, flexibility, and body composition. The exercise program will utilize a variety of resistive regimes including kettle bells, dumbbell circuits, and plyometrics. Students will evaluate their current level of fitness then participate in a physical activity self-improvement program. This course will meet Dimension of Wellness for Liberal Studies. Other 143 courses will also fulfill this requirement, and any of these courses may be substituted for each other and may be used interchangeably for D or F repeats but may not be counted for duplicate credit.

Course Analysis Questionnaire

Section A: Details of the Course

- A1 The course is a three credit course that is designed to meet the wellness requirement of the liberal studies requirements. The course will be a variable title course.
- A2 The course is a new course so it will not affect existing courses.
- A3 The course has never been offered at IUP.
- A4 The course will not be a dual-level course.
- A5 The course will not be offered for variable credit.
- A6 HPE 126 Wellness/Weight Training (Edinboro University)
PE 141 Personal Physical Fitness (Slippery Rock University)
PEDC 0158 Weight Training (University of Pittsburgh)
- A7 No, the content of this course is not required by a professional society.

Section B: Interdisciplinary Implications

- B1 This course may be taught by other faculty members in the Health and Physical Education department.
- B2 This course does not overlap with courses in other departments.
- B3 This course will not be cross-listed with other departments.
- B4 If needed, seats can be made available to students in the School of Continuing Education.

Section C: Implementation

- C1 This course will not require any additional faculty.
- C2 This course will not require any additional or revisions to facilities. Resources are adequate for this course.
- C3 This course will not require any additional funding.
- C4 This course could be taught every semester.
- C5 There could be multiple sections of this course offered each semester.
- C6 There would be 40 students per section of the course depending on the fitness facility used.

C7 There are no recommendations of class size by any professional group.

C8 This course will not be offered as distance education.

Liberal Studies Course Approval General Information

1. This course will be taught by different instructors in the Health and Physical Education department. Sections will be taught in an equivalent format based upon the course syllabus of record and insured by the department Coordinator of Wellness and semester meetings of the instructors in the Wellness area.

2. The contributions of women and various ethnic groups in the field of wellness and fitness are evident. The exercise plan developed and performed by students will be individualized. The influence of gender and culture on health disparities will be analyzed for disease prevention.

Donatelle, Rebecca. (2012). *Health: The Basics 10th ed.* Glenview, IL: Pearson.

Donatelle, Rebecca. (2013). *My Health: An Outcomes Approach.* Glenview, IL: Pearson.

Lewis-McCormick, Irene. (2012). *A Women's Guide to Muscular Strength.* Champaign, IL: Human Kinetics.

3. Students will be assigned articles that will emphasize areas of important health issues. These articles will require analysis based on ethical beliefs of health related topics.

4. This course will meet the Wellness liberal studies requirement and will be the only course students take in this discipline.

Section D: Miscellaneous

Sample assignment: SHARP Assessment (Student Health and Risk Profile)

SAMPLE ASSIGNMENT – SHARP Assessment**PART I. TESTWELL ASSESSMENT****Assignment**

Students are to access online and complete the TestWell's health assessments. Completing the assessment consists of answering a series of questions about current health conditions and health behaviors. Once the questions are answered, TestWell will calculate sub-scores for ten different areas of health, as well as an overall score that will classify current health status along a continuum of Excellent – Good – Room for Improvement. After the scores are calculated, record them in the spaces provided on this page.

Purpose

Researchers believe that health is multidimensional- that many different components make up one's overall level of health. Striving to attain balance among the dimensions will increase one's potential to experience a healthy and fulfilling life. Completing the assessment will increase awareness of these various dimensions, and identify the health-supportive and health-inhibiting dimensions at this time. Ultimately, by making changes in the lesser-developed dimensions, an improved quality of life is likely to be experienced.

Directions for Accessing and Completing the TestWell

1. Go to the Internet site of: <http://beta.testwell.org>
2. Click on "Free Assessments" at top
3. Click the age-appropriate assessment
 - College Assessment:** if your age is within the range of 18-24
 - Adult Assessment:** if your age is within the range of 25-50
 - Older Adult Assessment:** if your age 51 and older
4. You will be asked to enter some demographic information
5. After which you will go to the first set of questions
6. TestWell includes answering 5 questions for 10 separate areas related to overall well-being; after answering the last question, click the "finish" button, and TestWell will calculate your scores

RECORD YOUR COMPOSITE SCORE

Composite score: _____

Composite Score Interpretation

- 800 – 1000 Excellent
 600 – 790 Good
 Below 600 Room for Improvement

RECORD YOUR SECTION SCORES

Physical _____
 Nutritional _____
 Self-Care _____
 Safety _____
 Environmental _____

Sexuality _____
 Emotional _____
 Intellectual _____
 Occupational _____
 Spirituality _____

Section Score Interpretation

80 – 100 Excellent
 60 – 79 Good
 ↓ 60 Room for Improvement

PART II. FITNESS PARAMETERS**1. RESTING HEART RATE**

Pre Score: _____ BPM

- low ↓ 50
 normal low 50-60
 average 60-80
 normal high 80-90
 high ↑ 90

Post Score: _____ BPM

- low ↓ 50
 normal low 50-60
 average 60-80
 normal high 80-90
 high ↑ 90

2. RESTING BLOOD PRESSURE

Pre Score: _____ / _____ mm Hg

- | | SYSTOLIC/DIASTOLIC | |
|--|--------------------|---------|
| <input type="checkbox"/> optimal | < 120 | < 80 |
| <input type="checkbox"/> normal | 120-130 | 80-85 |
| <input type="checkbox"/> high normal | 130-139 | 85-89 |
| <input type="checkbox"/> stage I HBP | 140-159 | 90-99 |
| <input type="checkbox"/> stage II HBP | 160-179 | 100-109 |
| <input type="checkbox"/> stage III HBP | ≥ 180 | ≥ 110 |

Post Score: _____ / _____ mm Hg

- | | SYSTOLIC/DIASTOLIC | |
|--|--------------------|---------|
| <input type="checkbox"/> optimal | < 120 | < 80 |
| <input type="checkbox"/> normal | 120-130 | 80-85 |
| <input type="checkbox"/> high normal | 130-139 | 85-89 |
| <input type="checkbox"/> stage I HBP | 140-159 | 90-99 |
| <input type="checkbox"/> stage II HBP | 160-179 | 100-109 |
| <input type="checkbox"/> stage III HBP | ≥ 180 | ≥ 110 |

3. UPPER BODY STRENGTH (GRIP STRENGTH)

Pre Score:

Right Hand: _____ Left Hand: _____

Total: _____ KG (add R & L hand scores)

Post Score:

Right Hand: _____ Left Hand: _____

Total: _____ KG (add R & L hand scores)

- | | MALE | FEMALE |
|---|---------|--------|
| <input type="checkbox"/> Above Average: | 113-123 | 65-70 |
| <input type="checkbox"/> Average: | 106-112 | 61-64 |
| <input type="checkbox"/> Below Average: | 97-105 | 55-60 |
| <input type="checkbox"/> Poor: | < 96 | < 54 |

- | | MALE | FEMALE |
|---|---------|--------|
| <input type="checkbox"/> Above Average: | 113-123 | 65-70 |
| <input type="checkbox"/> Average: | 106-112 | 61-64 |
| <input type="checkbox"/> Below Average: | 97-105 | 55-60 |
| <input type="checkbox"/> Poor: | < 96 | < 54 |

4. LOWER BODY STRENGTH (LEG)

Pre Score: _____ lbs

- | | MALE | FEMALE |
|------------------------------------|-------|--------|
| <input type="checkbox"/> Excellent | ↑ 530 | ↑ 300 |
| <input type="checkbox"/> Good | 470 | 250 |
| <input type="checkbox"/> ↑ Average | 400 | 200 |
| <input type="checkbox"/> Average | 352 | 145 |

Post Score: _____ lbs

- | | MALE | FEMALE |
|------------------------------------|-------|--------|
| <input type="checkbox"/> Excellent | ↑ 530 | ↑ 300 |
| <input type="checkbox"/> Good | 470 | 250 |
| <input type="checkbox"/> ↑ Average | 400 | 200 |
| <input type="checkbox"/> Average | 352 | 145 |

- | | | | |
|--|------|--|----|
| <input type="checkbox"/> ↓ Average 301 | 86 | <input type="checkbox"/> ↓ Average 301 | 86 |
| <input type="checkbox"/> Poor ↓ 300 | ↓ 85 | <input type="checkbox"/> Poor ↓ 300 | ↓ |

5. HAMSTRING/LOWER BACK FLEXIBILITY (SIT AND REACH)

Pre Score: _____ inches Post Score: _____ inches

- | | MALE | FEMALE | | MALE | FEMALE |
|------------------------------------|-------|--------|------------------------------------|-------|--------|
| <input type="checkbox"/> Excellent | ↑ 7 | ↑ 9 | <input type="checkbox"/> Excellent | ↑ 7 | ↑ 9 |
| <input type="checkbox"/> Good | 4 | 6 | <input type="checkbox"/> Good | 4 | 6 |
| <input type="checkbox"/> Average | 2 | 4 | <input type="checkbox"/> Average | 2 | 4 |
| <input type="checkbox"/> ↓ Average | - 1 | 2 | <input type="checkbox"/> ↓ Average | - 1 | 2 |
| <input type="checkbox"/> Poor | ↓ - 3 | ↓ 0 | <input type="checkbox"/> Poor | ↓ - 3 | ↓ 0 |

6. SHOULDER FLEXIBILITY (SHOULDER LIFT)

Pre Score: _____ inches Post Score: _____ inches

- | | | | |
|-------------------------------|-----------|-------------------------------|-----------|
| <input type="checkbox"/> ↑ 25 | Excellent | <input type="checkbox"/> ↑ 25 | Excellent |
| <input type="checkbox"/> 21 | Good | <input type="checkbox"/> 21 | Good |
| <input type="checkbox"/> 16 | Average | <input type="checkbox"/> 16 | Average |
| <input type="checkbox"/> 12 | ↓ Average | <input type="checkbox"/> 12 | ↓ Average |
| <input type="checkbox"/> ↓ 10 | Poor | <input type="checkbox"/> ↓ 10 | Poor |

7. CARDIORESPIRATORY FITNESS

Assessments Used: 1.5 Mile Run Test or
1.0 Mile Walk Test
Treadmill Test
Cycle Ergometry

Predicted Maximal Oxygen Uptake Score: _____ (pre)
Predicted Maximal Oxygen Uptake Score: _____ (post)

AEROBIC FITNESS NORMS FOR WOMEN

Age:	<u>18-29</u>	<u>30-39</u>	<u>40-49</u>	<u>50-59</u>
<input type="checkbox"/> Excellent	> 49	> 45	> 42	> 40
<input type="checkbox"/> Good	39 - 48.9	37 - 44.9	35 - 41.9	34 - 39.9
<input type="checkbox"/> Average	31 - 38.9	28 - 36.9	25 - 34.9	22 - 33.9
<input type="checkbox"/> Fair	24 - 30.9	20 - 27.9	17 - 24.9	15 - 21.9
<input type="checkbox"/> Poor	< 23.9	< 19.9	< 16.9	< 14.9

AEROBIC FITNESS NORMS FOR MEN

Age:	<u>18-29</u>	<u>30-39</u>	<u>40-49</u>	<u>50-59</u>
<input type="checkbox"/> Excellent	> 53	> 50	> 45	> 43

<input type="checkbox"/> Good	44 - 52.9	42 - 49.9	39 - 44.9	38 - 42.9
<input type="checkbox"/> Average	34 - 43.9	31 - 41.9	27 - 38.9	25 - 37.9
<input type="checkbox"/> Fair	25 - 33.9	23 - 30.9	20 - 26.9	18 - 24.9
<input type="checkbox"/> Poor	< 24.9	< 22.9	< 19.9	< 17.9

PART III. DISEASE RISK FACTORS

1. *BODY MASS INDEX* (locate an online version of BMR for score)

Pre Score: _____ Post Score: _____

<p>Rating:</p> <p><input type="checkbox"/> < 18.5 Underweight</p> <p><input type="checkbox"/> 18.5 - 24.9 Normal</p> <p><input type="checkbox"/> 25.0 - 29.9 Overweight</p> <p><input type="checkbox"/> 30.0 - 34.9 Obesity I</p> <p><input type="checkbox"/> 35.0 - 39.9 Obesity II</p> <p><input type="checkbox"/> > 40 Obesity III</p>	<p>Rating:</p> <p><input type="checkbox"/> < 18.5 Underweight</p> <p><input type="checkbox"/> 18.5 - 24.9 Normal</p> <p><input type="checkbox"/> 25.0 - 29.9 Overweight</p> <p><input type="checkbox"/> 30.0 - 34.9 Obesity I</p> <p><input type="checkbox"/> 35.0 - 39.9 Obesity II</p> <p><input type="checkbox"/> > 40 Obesity III</p>
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2. *BODY COMPOSITION*

Assessments used: Skinfold/Hydrostatic Weighing/Bioelectrical Impedance

Skinfold - Males

Pre _____ Post _____

Chest: _____ mm _____ mm

Abdomen: _____ mm _____ mm

Thigh: _____ mm _____ mm

TOTAL: _____ mm _____ mm

Skinfolds - Females

Pre _____ Post _____

Tricep: _____ mm _____ mm

Suprailiac: _____ mm _____ mm

Thigh: _____ mm _____ mm

TOTAL: _____ mm _____ mm

Pre Score Results

% body fat results _____ %

Muscle weight: _____ lbs

Fat weight: _____ lbs

Post Score Results

% body fat results _____ %

Muscle weight: _____ lbs

Fat weight: _____ lbs

Classification

- Unhealthy (too low)
- Acceptable
- Unhealthy (too high)

Male

- 6% and below
- 7% - 20%
- > 20%

Female

- 12% and below
- 13% - 30%
- > 30%

3. *BLOOD GLUCOSE*

Fasting: _____ mg/dl

Rating:

- < 110 mg/dl = Normal fasting glucose

- 110 to 125 mg/dl = Impaired fasting glucose
- > 126 mg/dl = Diabetes

4. LIPID PANEL

Total Cholesterol: _____ mg/dl

- Desirable – Less than 200 mg/dl
- Borderline high – 200 to 239 mg/dl
- High – 240 mg/dl and above

LDL Cholesterol: _____ mg/dl

- Desirable – Less than 130 mg/dl
- Borderline high – 130 to 159 mg/dl
- High – 160 mg/dl and above

HDL Cholesterol: _____ mg/dl

- Desirable – Greater than 45 mg/dl
- Borderline risk – 36 to 44 mg/dl
- High risk – Less than 35 mg/dl

TC/HDL Ratio (risk of heart disease)

Below Average Risk

Average Risk

Moderate Risk

High Risk

MEN

≤ 3.8

3.9 - 4.7

4.8 - 5.9

≥ 6.0

WOMEN

≤ 2.9

3.0 - 3.6

3.7 - 4.6

≥ 4.7

Triglycerides: _____ mg/dl

Normal – < 160 mg/dl

Borderline risk – 161 to 200 mg/dl

High risk – > 200 mg/dl

PART IV. SUMMARY REPORT

Assignment

You are to construct a summary that describes the strengths and weaknesses of your completed assessments. Begin by reviewing your scores on all the assessments, and noting your ratings within the tables. The purpose is for you to determine where your strengths lie and describe how you plan to maintain them. Now become aware of areas that could be improved and with your current health knowledge, how would you improve your weaknesses. The paragraphs should be in this order:

1. Describe the tests and evaluations that you did well
2. Describe the tests and evaluations that you did poorly
3. Describe how you plan to maintain your strong points in the future
4. Describe how you plan to improve your weak points in the future

This summary will be used as the first step to construct your individual wellness plan.

Summary of SHARP assessments = Grading rubric

1. Description of assessments with good scores	2 points
2. Description of assessments with poor scores	2 points
3. Plan to maintain strong areas	2 points
4. Plan to improve weak areas	2 points
5. Usefulness of summary to construct plan	2 points
TOTAL:	10 points