

# PHED 22C: CORE CONDITIONING

## Foothill College Course Outline of Record

Heading	Value
<b>Effective Term:</b>	Summer 2025
<b>Units:</b>	1
<b>Hours:</b>	3 laboratory per week (36 total per quarter)
<b>Advisory:</b>	This course is included in the Flexibility & Stability family of activity courses.
<b>Degree &amp; Credit Status:</b>	Degree-Applicable Credit Course
<b>Foothill GE:</b>	Area 7: Lifelong Learning
<b>Transferable:</b>	CSU/UC
<b>Grade Type:</b>	Letter Grade (Request for Pass/No Pass)
<b>Repeatability:</b>	Not Repeatable

## Student Learning Outcomes

- Identify the principles and goals for core conditioning.
- Demonstrate proper technique while performing various core conditioning exercises.

## Description

A combination pilates and yoga course designed to improve strength, body control, and coordination. Resistance and stability equipment will be incorporated with abdominal, low back, and full body exercises. Students must provide their own fitness mat.

## Course Objectives

The student will be able to:

1. Define and explain components of fitness related to health and sports movement
2. Identify muscles of the core and major muscle groups
3. Recognize the relationship between core control, body awareness, and posture
4. Demonstrate and develop personalized fitness routine using props of choice
5. Understand and demonstrate how to effectively add props to pilates and yoga exercises
6. Identify similarities, differences, and benefits of pilates and yoga breathing techniques
7. Describe and explain the warm-up phase, the workout phase, and the cool-down phase of a core training session

## Course Content

1. Components of fitness—health and sports related
  - a. Instructor will provide discussion and handouts on the health-related and sports-related aspects of fitness
  - b. Other discussions include defining terms: homeostasis, training effects, exercise prescription, SOAPPM, PRICE, and FIT principles/acronyms

- c. Warm-up, work-out, cool-down guidelines will be provided by the instructor
2. Core and major muscle groups
    - a. Core: abdominals, low back, hips and gluteals, and pelvic floor
    - b. Major: deltoid, latissimus dorsi/rhomboids, biceps/triceps, hamstrings/quadriiceps, gastrocnemius
  3. Core control
    - a. Instruction and resources for further study on core control will be provided by the instructor; essential information: pelvic neutral and neutral spine and relaxation
    - b. Principles from pilates, yoga, Alexander techniques, and economy of movement will be discussed, demonstrated, and practiced by the students
  4. Breathing styles
    - a. Pilates: nose/mouth, lateral/back breathing, inhale to prepare for movement/exhale to move
    - b. Yoga: rapid and forceful nose/mouth for cleansing the lungs, nose-nose for focus, relaxation, stamina, alternate nostril for balancing/center mind and body
  5. Students will work with props individually and in groups to explore body awareness, creativity, and self-expression and discovery

## Lab Content

Lab content may contain but is not limited to:

1. Pilates mat exercises
2. Foam rolling
3. Warm-up and cool-down exercises
4. Discussion of health related topics and issues

## Special Facilities and/or Equipment

1. Fitness mat, classroom for chalk-talk and video reviews.
2. When taught as an online distance learning or hybrid section, students and faculty need ongoing and continuous internet and email access.

## Method(s) of Evaluation

Methods of Evaluation may include but are not limited to the following:

Pre- and post-testing on terminology, writing an exercise prescription, muscular strength, endurance and flexibility, as well as balancing activities with use of props. The method of evaluation may include direct instructor observation/assessment and/or written evaluation  
Regular and safe participation  
Students will develop a fitness goal and create a fitness plan to meet the needs of goal

## Method(s) of Instruction

Methods of Instruction may include but are not limited to the following:

Demonstrating skill in class by performing each exercise with awareness and increased understanding of student's fitness goals  
Developing a fitness plan

## **Representative Text(s) and Other Materials**

Hopson, Janet L., Rebecca J. Donatelle, and Tanya R. Littrell. Get Fit, Stay Well!, 7th ed.. 2017.

Although this text is older than the suggested "5 years or newer" standard, it remains a seminal text in this area of study.

## **Types and/or Examples of Required Reading, Writing, and Outside of Class Assignments**

1. Optional writing exercises based on recommended reading and class topics

## **Discipline(s)**

Physical Education