

**Instructor:** Sarah Hayes, C.S.C.S

**Email:** sarahhay@usc.edu

**Office:** PED 106D

**Office Hours:** By appointment

**Phone:** 213-740-6153

**Class Meets: KAP 148 – T/Th 2:00-2:50pm**

**Course Description:**

This course is designed to provide knowledge and practical skills necessary to promote healthy lifestyle change and help others achieve their health and wellness goals. Topics include effective communication strategies, fitness assessments and screening, weight management concepts, basic nutrition, goal setting and behavioral change, exercise program design, legal and ethical responsibilities of the health coach.

**Course Objectives:**

Upon successful completion of the course, students will be able to:

* Apply effective communication strategies for health coaching, including building rapport and connecting with clients.
* Explain basic nutritional and physiological principles and apply them when implementing behavior-change and weight-management programs with clients.
* Gather important behavioral, health, and lifestyle assessment data from clients.
* Apply various methods for developing and implementing healthy eating strategies and exercise plans based on client assessment data.
* Demonstrate effective approaches for modifying behavior-change programs based on client needs and for promoting program adherence.
* Recognize the role of the coach as it relates to legal and ethical issues and professional responsibility.
* Be appropriately prepared for a National Health Coaching Certification Exam.

**Physical Education Program Objectives:**

**Students will understand the importance of sound health and fitness principles as they relate to better health and will be able to:**

* Define the various health components of fitness.
* Recognize the physical and mental benefits of increased activity.

**Students will be exposed to a variety of activities providing them the opportunity to:**

* Applied learned fundamental skills.
* Utilize physical activity as a tool to manage stress.

**Students will demonstrate proficiency through knowledge and acquired skills enabling them to:**

* Understand and utilize various training methods.
* Assess individual level of fitness components.
* Develop an appreciation of physical activity as a lifetime pursuit and a means to better health.

**Required Text:** Bryant, Cedric X., Daniel J. Green, and Sabrena Merrill, ACE Health Coach Manual, American Council on Exercise. 2013.

**A Study Guide:**  Green, Daniel. **The Manual,** American Council on Exercise, 2013.

**DECRIPTION OF ASSIGNMENTS & GRADING:**

 **Absence Rule: After every 3 unexcused absence your grade will drop one letter grade.**

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| Assignments: worksheets & case studies |  4 x 15pts each = 60 pts |
| Exam 1 Ch. 1-9Exam 2 Ch.10-17Quiz #1 / Quiz #2 |  100 pts 100 pts  20 pts / 20 pts  |
| In Class Activities | 4 x 25 pts each = 100 pts |
|  | **TOTAL = 400 pts** |

**Point Distribution**:

**Grading Scale: A (376+pts), A- (360 -375 pts), B+ (348-360 pts), B (336-347 pts), B- (320-335pts), C+ (308-319 pts), C (296-307 pts), C- (280-295 pts), D+ (268-279 pts), D (256-267 pts), D- (240-255pts), Pass (>240pts)**

**COURSE REQUIREMENTS:**

1. Attend Class Daily (arrive on time)
2. Complete all EXAMS
3. Complete all Assignments, Assessments/Exercises

**GENERAL CLASS POLICIES:**

1. Prior reading of assigned material will be helpful.
2. Please refer to Blackboard before class for additional information.
3. It is expected that all students will participate fully in each workout session. Failure to do so will reduce participation points.
4. Wear appropriate clothing for the activity days.
5. If you have any injuries, illnesses, pregnant, or special concerns that I should know about PLEASE let me know. I will keep your information STRICTLY confidential!
6. No make-up exams.
7. No late work will be accepted!

**BLACKBOARD :**

Students should check the Announcements and their EMAIL as the Instructor may need to add, delete, or update assignments or lecture topics at his discretion.

**USC Physical Education** IS NOT responsible or any lost, stolen or damaged property. If you choose to bring any valuables to class, it is strongly recommended that they be locked up during class. Locker rooms are available in the PE building and the Lyons Center.

**Emergency Preparedness/ course Continuity in a Crisis**

 In case of a declared emergency if travel to campus is not feasible, USC executive leadership will announce an electronic way for instructors to teach students in their residence halls or homes using a combination of blackboard, teleconferencing, and other technologies.

**Academic Integrity**

Students who violate University standards of academic integrity are subject to disciplinary sanctions, including failure in the course and suspension from the University. Since dishonesty in any form harms the individual, other students and the University, academic integrity policies will be strictly enforced. I expect you will familiarize yourself with the Academic Integrity guidelines found in the current Student handbook.

**Academic Accommodations**

Students requesting academic accommodations based on a disability are required to register with Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP when adequate documentation is filed. Please be sure the letter is delivered to the instructor as early in the semester as possible. DSP is open Monday-Friday, 8:30am-5:00pm. The office is in Student Union 301 and the phone number is (213) 740-0777.

**Statement on Academic Conduct and Support Systems**

**Academic Conduct**

Plagiarism – presenting someone else’s ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences.  Please familiarize yourself with the discussion of plagiarism in *SCampus* in Section 11, *Behavior Violating University Standards*<https://scampus.usc.edu/1100-behavior-violating-university-standards-and-appropriate-sanctions/>.  Other forms of academic dishonesty are equally unacceptable.  See additional information in *SCampus* and university policies on scientific misconduct, <http://policy.usc.edu/scientific-misconduct/>.

Discrimination, sexual assault, and harassment are not tolerated by the university.  You are encouraged to report any incidents to the *Office of Equity and Diversity* <http://equity.usc.edu/> or to the *Department of Public Safety* <http://capsnet.usc.edu/department/department-public-safety/online-forms/contact-us>.  This is important for the safety whole USC community.  Another member of the university community – such as a friend, classmate, advisor, or faculty member – can help initiate the report, or can initiate the report on behalf of another person.  *The Center for Women and Men* <http://www.usc.edu/student-affairs/cwm/> provides 24/7 confidential support, and the sexual assault resource center webpage sarc@usc.edu describes reporting options and other resources.

**Support Systems**

A number of USC’s schools provide support for students who need help with scholarly writing.  Check with your advisor or program staff to find out more.  Students whose primary language is not English should check with the *American Language Institute* <http://dornsife.usc.edu/ali>, which sponsors courses and workshops specifically for international graduate students.  *The Office of Disability Services and Programs* <http://sait.usc.edu/academicsupport/centerprograms/dsp/home_index.html>provides certification for students with disabilities and helps arrange the relevant accommodations.  If an officially  declared emergency makes travel to campus infeasible, *USC Emergency Information* <http://emergency.usc.edu/>will provide safety and other updates, including ways in which instruction will be continued by means of blackboard, teleconferencing, and other technology.

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| Week | **Course Topics** |  *Health Coach**Manual* |  *Master the*  *Manual* |  Activities/Homewk/Quiz |
| **Week 1** | **Chapter 1**  |  |  |  |
| Day 1 | Welcome to Health Coaching  |  |  |  |
| Day 2 | Introduction to Health Coaching, Ch 1 | 1–19 | 2–5 |  |
| **Week 2** | **Chapters 3 & 4** |  |  |  |
| Day 1 |  Health Behavior Sciences, Ch 3 | 49– 7 8 | 10–14 |  |
| Day 2 | Building Rapport, Ch 4 |  |   |   |
| **Week 3** | **Chapters 4 & 5** | 83– 95 | 16–18 |  |
| Day 1 | Building Rapport, Ch 4 |  |  |  |
| Day 2 | Connection Through Communication, Ch 5 | 9 7– 117 |  20–23 |  Communication |
| **Week 4** | **Chapter 6** |  |  |  |
| Day 1 | Basic Nutrition & Digestion, Ch 6 | 121 –158 | 24–28 |   |
| Day 2 | Basic Nutrition & Digestion, Ch 6 |  |  |  |
| **Week 5** | **Chapter 7** |  |  |  |
| Day 1 | Application of Nutrition- Dietary Guidelines | 160 –199 | 30–35 | Food Labels Assn. |
| Day 2 | Application of Nutrition- Pre-During-Post Exercise |  |  |  |
| **Week 6** | **Chapter 9** |  |  |  |
| Day 1 |  Current Concepts in Weight Management | 227 –253 | 42–46 |  |
| Day 2 |  Current Concepts in Weight Management |  |  |  |
| **Week 7** |  **Exam I Review** |  |  |  |
| Day 1 |  Exam I Review |  |  |  |
| Day 2 | Exam I Review |   |  |  **Quiz 1** |
| **Week 8** | **Exam I Review & Exam I** |  |  |  |
| Day 1 | Exam I Review |  |  |   |
| Day 2 | **Exam I (Chapters 1, 3-7, & 9)** |   |  |  **Exam I** |
| **Week 9** | **Chapter 10 & 11** |  |  |  |
| Day 1 | Initial Interview & Client Screening, Ch 10 | 257- 288 | 48-52 |  Screening Question. Assn. |
|  Day 2 |  Body-composition Assessment & Evaluation 11 | 291- 313 | 54-58 | Practice Assessments |
| **Week 10** | **Chapter 12** |  |  |  |
| Day 1 |  Physical-fitness Assessments | 315-356 | 60-65 | Fitness Assess. Assn. |
| Day 2 | Physical-fitness Assessments |  |  | Practice Assessments  |
| **Week 11** | **Chapters 13 & 14** |  |  |   |
| Day 1 | A Realistic Approach to Goal-setting, Ch 13 | 361-382 | 66-68 | SMART Goal Assn. |
| Day 2 | Lifestyle Modification & Behavioral Change , 14 | 385-408 | 70-74 |  |
| **Week 12** | **Chapter 16** |  |  |  |
| Day 1 | Exercise Program Considerations & Guidelines  | 441-467 | 80-84 | Practice Assessments |
| Day 2 | Exercise Program Considerations & Guidelines  |  |  |   |
| **Week 13** | **Chapter 17** |  |  |  |
| Day 1 & 2 | Exercise Program Design | 469-531 | 86-90 | Practice Exercises |
| **Week 14** | **Application of Health Coaching Skills** |  |  |  |
| Day 1  | TBA |  |  |   |
| Day 2 | Exam II Review -Review Concepts |  |  |  **Quiz 2** |
| **Week 15** | **Exam II**  |  |  |  |
| Day 1 | Q & A |  |  |  |
| Day 2 | **Exam II (Chapters 10-14, 16-17** |  |  | **Exam II** |

**Important Dates and Deadlines:**

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| **Jan. 16****Jan. 27** | **Martin Luther King, Jr. Day, University Holiday****Last day to change enrollment option to Pass/No Pass or Audit** |
|  |  |
| **Feb. 20** | **Presidents’ Day, University Holiday** |
| **Feb. 24** | **Last day to drop a course without a mark of “W” on the transcript** |
| **Feb. 24** | **Last day to change a Pass/No Pass course to letter grade** |
| **March 12-19** | **Spring Recess** |
| **April 7** | **Last day to drop a class with a mark of “W”**  |
| **April 28** | **Spring semester classes end** |