

HEALTH COACHING (3 units) – PHED 163 – SECTION 49930

SPRING 2023: Monday, Wednesday, Friday: 12:00pm – 12:50pm **CLASS LOCATION:** DMC 202

Senior Lecturer: **Sarah Hayes McGill**, she/her Pronouns Email: sarahhay@usc.edu
Office Hours: PED 107 ~ M-Th 11am or by appointment

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 & MIND BODY HEALTH OBJECTIVES:

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

- Understand anatomy, basic bio mechanical principles and terminology.
- Determine factors involved with development, fitness levels and training strategies.

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

- Apply 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 levels of fitness components.
- Identify common health and fitness myths along with trends involved with the evolving nature of physical education

COURSE MATERIALS:

1. **Book:** Jessica A. Matthews, Cedric X. Bryant, James S. Skinner, Daniel J. Green, **ACE The Professional's Guide to Health and Wellness Coaching**, American Council on Exercise, 2019.
2. **Exercise Book:** Green, Daniel. **ACE The Professional's Guide to Health and Wellness Coaching STUDY COMPANION**, American Council on Exercise, 2019.

USC BLACKBOARD™: <https://blackboard.usc.edu>

Class information, modules, assignments, grades, and additional resources will be posted on Blackboard.

COURSE REQUIREMENTS:

1. Attend Every Class
2. Participate in Class Discussions and Activities
3. Complete Assignments and Study Companion for each Chapter
4. Complete Quiz 1 and Quiz 2
5. Complete Midterm Exam and Final Exam

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 class discussion. Failure to do so will reduce participation points.
4. If you have any injuries, illnesses, or special concerns that I should know about that would limit your involvement in the course in any way, please let me know. I will keep your information STRICTLY confidential!
5. No make-up exams.

DESCRIPTION OF GRADING & ASSIGNMENTS:

**Plus and minus grades will be issued accordingly for each letter grade based on grade percentage.*

Assignment / Exam	Points	% of Grade	Point/grade-base cutoffs	
Study Companion	10	2.50%	A	205 - 232
Portfolio (2 Assignments: 1@3pts, 1@2pts)	5	1.00%	B	176 - 204
Asynchronous Assignments (CH 1-16)	32	5.00%	C	154 - 175
Final Reflection Paper	10	4.00%	D	132 - 153
Quiz 1	20	10.00%	F	below 131
Quiz 2	20	10.00%	** Points vary, based more on % for final grades. **	
In-Class Work & Participation	30	15.00%		
Group Presentation – Nutrition	5	2.50%	Total Points	
Midterm Exam	50	25.00%		
Final Exam	50	25.00%		

Extra credit work and make-up work are **not available, unless noted by instructor. It is your responsibility to attend class consistently, check assignments and grades on Blackboard and fulfill the requirements of this course.*

PARTICIPATION: (30 points / 15% of final grade)

Regular participation is required to obtain and integrate course material and is a large component of your final grade. Tardiness and/or leaving early will not be tolerated as it disrupts the class and practice. If you are late or leave early, you will only receive ½ credit for attending the class. You will be expected to actively participate in lecture by speaking, working in groups, etc., so be prepared to engage in your learning. Make-ups are only allowed for emergency situations and then only upon approval from instructor. **Extra credit work and make-up work are **not** available unless noted by instructor. Midterm and Final make-ups are only available in emergency situations. It is your responsibility to attend class consistently and fulfill the requirements of this course.*

**Some classes will meet asynchronously (on your own time schedule); these class directions will be posted on Blackboard.*

ASYNCHRONOUS ASSIGNMENTS: (32 points / 5% of final grade)

Complete the assignments for each chapter, which will be assigned and posted on Blackboard under Weekly Modules.

STUDY COMPANION: (10 points / 2.5% of final grade)

Complete each chapter in the study companion. Study companion's will be shown in class to receive credit for completion.

PORTFOLIO of ASSIGNMENTS: (5 points / 2.5% of final grade)

SMART goals 3 pts (wk. 1); Nutrition Label 2 pts (wk. 6). All assignments will be discussed during class time and details posted on Blackboard. Points for each assignment are earned through thorough completion of the assignment and timeliness of submission. All assignments must be submitted on Blackboard, via Assignments. Late assignments will receive ½ credit.

GROUP PRESENTATION: (10 points / 5% of final grade)

Assigned groups will present an assigned type of nutritional diet to the class. More details discussed Week 6, when discussing Chapter 8, Nutrition for Health and Well-being.

FINAL REFLECTION PAPER: (10 points / 4% of final grade)

Write a brief (1-2 pg.) paper reflecting on Health Coaching class. More details discussed in class.

QUIZZES & EXAMS:

Quizzes: 20 points (10% of final grade); 20 questions, composed of multiple choice and true/false.

Exams: 50 points (25% of final grade); 50 questions, composed of multiple choice and true/false.

**The absence from an exam will result in the lowering of the student's grade, by one letter grade, on the makeup exam.*

**Make-ups are only allowed for emergencies and then only upon approval from instructor.*

IMPORTANT DATES:

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|-----------------------|--|
| 3 rd week | Last day to change grading option (Letter Grade, P/NP, Audit) |
| 7 th week | Last day to drop without a "W" and to switch a pass/no pass status to a letter grade |
| 8 th week | Midterm |
| 9 th week | Last day to drop a W and to switch a pass/no pass status to a letter grade. |
| 12 th week | Last day to drop with a W on permanent record |
| 15 th week | Final Exam |

PHED 163 – Health Coaching – Course Outline – FALL 2023

Week 1		Chapter 1
Lecture	Intro: Syllabus Review; Chapter 1 – Role & Scope of the Health Coach	Pages: 1 – 23
	Chapter 2 – Core Components of Coaching	24 – 43
Week 2		Chapter 2
Lecture	Chapter 3 – Behavior-change Models and Theories	44 – 69
	Quiz 1 REVIEW – Chapters 1–3	
QUIZ 1	QUIZ 1 (Ch 1-3)	20 Points
Week 3		Chapter 3
Monday – Sept 4 – NO Class – Labor Day		
Lecture	Chapter 4 – Skills and Methods for Supporting Lifestyle Change	70 – 93
	Chapter 5 – Considerations for the Initial Session (Questionnaire)	94 – 117
Week 4		Chapter 4 & 5
Lecture	Chapter 6 – The Art of Coaching	118 – 141
	Quiz 2 REVIEW – Chapters 4–6	
QUIZ 2	QUIZ 2 (CH 4-6)	20 Points
Week 5		Chapter 6
Lecture	Chapter 7 – A Mindful Approach to Stress Management	142 – 165
Week 6		Chapter 7
Lecture	Chapter 8 – Nutrition for Health and Well-being	166 – 204
	Wednesday: Assignment - Nutrition Label / Friday: Group Assignment	Develop Presentation
Week 7		Chapter 8
Group Presentations: Popular Diets & Associated Risk Factors		In Class
Lecture	Chapter 8 – Nutrition Review	
Week 8		Chapter 8
Lecture	Chapter 9 – The Power of Physical Activity	206 – 249
Thurs, Oct 12 – 13 – NO Class – Fall Break		
Week 9		Chapter 9
Lecture	Chapter 10 – Understanding Other Lifestyle Factors: Sleep & Substance Use	250 – 280
	Midterm Exam REVIEW – Chapters 7–10	
EXAM 1	MIDTERM EXAM – (Ch 7–10)	50 Points

PHED 163 – Health Coaching – Course Outline (continued)

Week 10		Chapter 10
Lecture	Chapter 11 – Obesity	282 – 311
	Practicals – Waist Circumference, Waist-to-Hip Ratio, Body Composition	
Week 11		Chapter 11
Lecture	Chapters 12 – Cardiovascular Disease	312 – 340
	Chapters 13 – Hypertension	342 – 360
Week 12		Chapter 12 & 13
Lecture	Chapter 14 – Diabetes	362 – 389
Week 13		Chapter 14
Lecture	Chapter 15 – Depression and Anxiety	390 – 413
Week 14		Chapter 15
Lecture	Chapter 16 – Additional Diseases, Conditions, and Considerations	414 – 437
Week 15		Chapter 16
Lecture	Final Exam REVIEW – Chapters 11–16	Ch 11 – 16
~ Week 16 & 17 ~ December 6 – 13 ~ FINAL EXAMS ~		Review

****Please note this is a tentative outline and may be subject to change.
Any changes will be announced in class and/or via email.***

As Trojans, we will: *Act with integrity in the pursuit of excellence. Embrace diversity, equity, and inclusion, and promote well-being. Engage in open communication and be accountable for living our values.*
<https://culturejourney.usc.edu/explore/unifying-values/#our-unifying-values-and-behaviors>

COVID-19 (Class Guidelines)

USC (Covid-19) Resource Center <https://we-are.usc.edu/>

Statement on Academic Conduct & Support Systems

Academic Integrity

The University of Southern California is a learning community committed to developing successful scholars and researchers dedicated to the pursuit of knowledge and the dissemination of ideas. Academic misconduct, which includes any act of dishonesty in the production or submission of academic work, comprises the integrity of the person who commits the act and can impugn the perceived integrity of the entire university community. It stands in opposition to the university's mission to research, educate, and contribute productively to our community and the world.

All students are expected to submit assignments that represent their own original work, and that have been prepared specifically for the course or section for which they have been submitted. You may not submit work written by others or "recycle" work prepared for other courses without obtaining written permission from the instructor(s).

Other violations of academic integrity include, but are not limited to, cheating, plagiarism, fabrication (e.g., falsifying data), collusion, knowingly assisting others in acts of academic dishonesty, and any act that gains or is intended to gain an unfair academic advantage.

The impact of academic dishonesty is far-reaching and is considered a serious offense against the university. All incidences of academic misconduct will be reported to the Office of Academic Integrity and could result in outcomes such as failure on the assignment, failure in the course, suspension, or even expulsion from the university.

For more information about academic integrity see [the student handbook](#) or the [Office of Academic Integrity's website](#), and university policies on [Research and Scholarship Misconduct](#).

Please ask your instructor if you are unsure what constitutes unauthorized assistance on an exam or assignment, or what information requires citation and/or attribution.

Student & Disability Accommodations

USC welcomes students with disabilities into all of the University's educational programs. [The Office of Student Accessibility Services \(OSAS\)](#) is responsible for the determination of appropriate accommodations for students who encounter disability-related barriers. Once a student has completed the OSAS process (registration, initial appointment, and submitted documentation) and accommodations are determined to be reasonable and appropriate, a Letter of Accommodation (LOA) will be available to generate for each course. The LOA must be given to each course instructor by the student and followed up with a discussion. This should be done as early in the semester as possible as accommodations are not retroactive. More information can be found at osas.usc.edu. You may contact OSAS at (213) 740-0776 or via email at osasfrontdesk@usc.edu.

[Counseling and Mental Health](#)

(213) 740-9355 – 24/7 on call

Support Systems

Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention.

988 Suicide and Crisis Lifeline

988 for both calls and text messages – 24/7 on call

The 988 Suicide and Crisis Lifeline (formerly known as the National Suicide Prevention Lifeline) provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week, across the United States. The Lifeline is comprised of a national network of over 200 local crisis centers, combining custom local care and resources with national standards and best practices. The new, shorter phone number makes it easier for people to remember and access mental health crisis services (though the previous 1 (800) 273-8255 number will continue to function indefinitely) and represents a continued commitment to those in crisis.

Relationship and Sexual Violence Prevention Services (RSVP)

(213) 740-9355(WELL) – 24/7 on call

Free and confidential therapy services, workshops, and training for situations related to gender- and power-based harm (including sexual assault, intimate partner violence, and stalking).

Office for Equity, Equal Opportunity, and Title IX (EEO-TIX)

(213) 740-5086

Information about how to get help or help someone affected by harassment or discrimination, rights of protected classes, reporting options, and additional resources for students, faculty, staff, visitors, and applicants.

Reporting Incidents of Bias or Harassment

(213) 740-5086 or (213) 821-8298

Avenue to report incidents of bias, hate crimes, and microaggressions to the Office for Equity, Equal Opportunity, and Title IX for appropriate investigation, supportive measures, and response.

The Office of Student Accessibility Services (OSAS)

(213) 740-0776

OSAS ensures equal access for students with disabilities through providing academic accommodations and auxiliary aids in accordance with federal laws and university policy.

USC Campus Support and Intervention

(213) 740-0411

Assists students and families in resolving complex personal, financial, and academic issues adversely affecting their success as a student.

Diversity, Equity, and Inclusion

(213) 740-2101

Information on events, programs and training, the Provost's Diversity and Inclusion Council, Diversity Liaisons for each academic school, chronology, participation, and various resources for students.

USC Emergency

UPC: (213) 740-4321, HSC: (323) 442-1000 – 24/7 on call

Emergency assistance and avenue to report a crime. Latest updates regarding safety, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible.

USC Department of Public Safety

UPC: (213) 740-6000, HSC: (323) 442-1200 – 24/7 on call

Non-emergency assistance or information.

Office of the Ombuds

(213) 821-9556 (UPC) / (323-442-0382 (HSC)

A safe and confidential place to share your USC-related issues with a University Ombuds who will work with you to explore options or paths to manage your concern.

Occupational Therapy Faculty Practice

(323) 442-2850 or otfp@med.usc.edu

Confidential Lifestyle Redesign services for USC students to support health promoting habits and routines that enhance quality of life and academic performance.