

STUDENT WARNING: This course syllabus is from a previous semester archive and serves only as a preparatory reference. Please use this syllabus as a reference only until the professor opens the classroom and you have access to the updated course syllabus. Please do NOT purchase any books or start any work based on this syllabus; this syllabus may NOT be the one that your individual instructor uses for a course that has not yet started. If you need to verify course textbooks, please refer to the online course description through your student portal. This syllabus is proprietary material of APUS.

SPHS540

Course Summary

Course : SPHS540 **Title :** Health and Wellness Coaching and Behavior Change

Length of Course : 8 **Faculty :**

Prerequisites : SPHS501, SPHS503 **Credit Hours :** 3

Description

Course Description:

This course examines a range of health related coaching skills including observation, active listening, asking the right questions, and motivating clients to facilitate changes toward health and fitness goals. Students explore coaching strategies for various health and wellness professional settings such as corporate wellness and health promotion, community health organizations, personal training, senior adult, and clients with lifestyle-related diseases. Competencies in health and wellness coaching include building rapport with clients; helping clients identify goals, helping clients identify strategies for action plans geared toward reaching their goals, and building accountability measures to ensure compliance and success. (Prerequisites: SPHS501 and SPHS503)

Course Scope:

This course will assist the student in developing health coaching skills by developing skills within the classroom. Students will use journal prompting in their own journey of facilitating health and wellness changes in their own life which will translate to better patient interaction in the workforce.

Objectives

After successfully completing this course, students will fulfill the following **Learning Objectives** (L.O.):

LO1: Develop interviewing techniques designed to assess general health in clients and gather information necessary to design appropriate programs.

LO2: Examine tools designed to facilitate health and exercise programming and subsequent accountability strategies.

LO3: Assess health and wellness coaching strategies and organizations.

LO4: Develop exercise, nutrition, and lifestyle change strategies for a diverse group of clients.

LO5: Design appropriate strategies for clients from socioeconomically disadvantaged backgrounds.

Outline

Week 1: Influences of Health and Wellness

Learning Objectives

LO3: Assess health and wellness coaching strategies and organizations.

Reading(s)

Beighle, A., & Morrow, J. (2014). Promoting Physical Activity: Addressing Barriers and Moving Forward. *Journal of Physical Education, Recreation & Dance*, 85(7), 23-26.

Thinking Your Way Into Health: Proper Diet

<https://www.youtube.com/watch?v=VSgeDgOCexs>

7 Dimensions of Wellness

<https://www.youtube.com/watch?v=jdB3sfPY9no>

Assignment(s)

Week #1 Discussion Forum

Week 2: Stress and Life Balance

Learning Objectives

LO2: Examine tools designed to facilitate health and exercise programming and subsequent accountability strategies.

Reading(s)

Richardson, K. M. (2017). Managing employee stress and wellness in the new millennium. *Journal of Occupational Health Psychology*, 22(3), 423-428.

Emotions, Stress and Health: Crash Course

<https://www.youtube.com/watch?v=4KbSRXP0wik>

Stress and Anxiety Flash Card term Quiz

<https://quizlet.com/117586016/arousal-stress-and-anxiety-flash-cards/>

Stress Management Help Guide

<https://www.helpguide.org/articles/stress/stress-management.htm>

Assignment(s)

- Assignment -Wellness Journal profile
- Forum 2

Week 3: Psychology of Motivation

Learning Objectives

LO2: Examine tools designed to facilitate health and exercise programming and subsequent accountability strategies.

Reading(s)

Chapter on Motivation

file:///C:/Users/Owner/OneDrive/APU/540/Week%203/Readings/Anshel_2014_Ch2-Motivaiton.pdf

Goal Setting: A Scientific Guide to Setting and Achieving Goals

<https://jamesclear.com/goal-setting>

Closing Thoughts on Motivation

https://www.lockton.com/Resource_/PageResource/MKT/The_Art_of_Health_Promotion.pdf

Contract: SMART Goals

Assignment(s)

- **Assignment: Contract S.M.A.R.T. Goal-setting Plan**
- **Forum 3**

Week 4: Barriers to Change

Learning Objectives

LO4: Develop exercise, nutrition, and lifestyle change strategies for a diverse group of clients.

Reading(s)

Beehler, G., Rodrigues, A., Kay, M., Kiviniemi, M., & Steinbrenner, L. (2014). Perceptions of barriers and facilitators to health behavior change Among veteran cancer survivors. *Military Medicine*, 9(179), 998-1005.

Michie, S., Van Stralen, M., & West, R. (2011). **The behaviour change wheel: A new method for characterising and designing behaviour change interventions.** *Implementation Science*, 6,(42) doi: [10.1186/1748-5908-6-42](https://doi.org/10.1186/1748-5908-6-42).

Neyens, D., & Childers, A. (2017). Determining barriers and facilitators associated with willingness to use a personal health information management system to support worksite wellness programs. *The Science of Lifestyle Change*, 31(4), 310-317.

Barriers to Change

<https://www.youtube.com/watch?v=VGlcY18PWQ>

Assignment(s)

Week #4 Discussion Forum

Week 5: Addictive behaviors

Learning Objectives

LO2: Examine tools designed to facilitate health and exercise programming and subsequent accountability strategies.

LO3: Assess health and wellness coaching strategies and organizations.

Reading(s)

[Grant, J., Potenza, M., Weinstein, A., & Gorelick, G. \(2010\). Introduction to behavioral addictions. American Journal of Drug and Alcohol Abuse, 36\(5\), 233-241. doi: 10.3109/00952990.2010.491884.](#)

[Alavi, S., Ferdosi, M., Jannatifard, M., Eslami, M., Alaghemandan, H., & Setare, M. \(2012\).](#)

Behavioral addiction versus substance addiction: Correspondence of psychiatric and psychological views. *International Journal of Preventive Medicine*, 3(4), 233-241. doi: 10.3109/00952990.2010.491884.

8 Common Behavioral Addictions

<https://www.everydayhealth.com/addiction-pictures/the-8-most-surprising-addictions.aspx#01>

Assignment(s)

Week #5 Discussion Forum

Week 5 Assignment: Journal Prompt for final journal

Week 6: Lifespan Changes

Learning Objectives

LO3: Assess health and wellness coaching strategies and organizations.

LO5: Design appropriate strategies for clients from socioeconomically disadvantaged backgrounds.

Reading(s)

Enns, J., Brennan, A., Bruderer, A., Liu-Ambrose, T., & Handy, T. (2017). Lifespan changes in Attention revisited: Everyday visual search. *Canadian Journal of Experimental Psychology*, 71(2), 160-171.

My Plate for Older Adults <https://hnrca.tufts.edu/myplate/>

Health Age and Life Expectancy Calculator <https://longevitycentres.com/age-calculator/>

Benefits Calculator <https://www.ssa.gov/planners/calculators/>

Worlds Oldest Gymnast <https://www.dailymail.co.uk/femail/article-2202811/Super-gran-Worlds-oldest-gymnast-aged-86-performs-jaw-dropping-routine-parallel-bars.html>

Assignment(s)

Week #6 Discussion Forum

Week 6 Assignment: Myplate and longevity paper

Week 7: Assessment

Learning Objectives

LO1: Develop interviewing techniques designed to assess general health in clients and gather information necessary to design appropriate programs.

LO3: Assess health and wellness coaching strategies and organizations.

LO5: Design appropriate strategies for clients from socioeconomically disadvantaged backgrounds.

Reading(s)

Bonnet, J., & Rippe, J. (2017). Lifestyle medicine: Evidence, education, and practical applications. *American Journal of Lifestyle Medicine*, 11(5), 368-370. doi: [10.1177/1559827617700597](https://doi.org/10.1177/1559827617700597).

Ghic, G., Bentoïu, C., & Moraru, A. (2014). 2013 Developing questionnaires and interview techniques on the standard of living and quality of life: Teaching and practical approaches. *Social and Behavioral Sciences*, 116, 5140-5142. doi: 10.1016/j.sbspro.2014.01.1088.

How to implement a Healthy Lifestyle <https://www.youtube.com/watch?v=65KDZLu4kIU>

What is a Healthy Lifestyle <https://www.healthylifestylesliving.com/health/healthy-lifestyle/what-is-a-healthy-lifestyle/>

Unstructured, semi-structured, and structured interviews <https://www.youtube.com/watch?v=gzwGEBJGz8s>

Assignment(s)

- **Week #7 Discussion Forum**
- **Assignment Prompt for final journal**

Week 8: Designing a Personal Training Program

Learning Objectives

LO2: Examine tools designed to facilitate health and exercise programming and subsequent accountability strategies.

LO4: Develop exercise, nutrition, and lifestyle change strategies for a diverse group of clients.

Reading(s)

Theoretical Model for Change <https://edge.apus.edu/access/content/group/health-sciences-common/Program/SportsHealthSciences/SPHS/SPHS540/SPHS540L2TranstheoreticalModelofCha>

Clients assessment and program Design <https://www.youtube.com/watch?v=BqQvh-6sln4>

How to design a personal training program <https://www.youtube.com/watch?v=4L93bZW4uEA>

Kruger, L., Roeder, L., & Brubaker, K. (2014). Health assessment data Collection as part of a college wellness course. *The Physical Educator*, 71, 580–593.

Tvaryanas, A., Greenwell, B., Vicen, G., & Maupin, G. (2018). The Commander's Wellness Program: Assessing the association between health measures and physical fitness assessment scores, fitness assessment exemptions, and duration of limited duty, *Military Medicine*, 183, e612-e618.

Assignment(s)

Week 8 Forum

Week 8 Assignment: Designing a Personal Training Program -Final Assignment Due end of WEEK 8

Final Journal Write-up submission

Evaluation

Grading:

Name	Grade %
Discussions	30.00 %
Week 1: Introductions and Health & Wellness	3.75 %
Week 2: Stress and Life Balance	3.75 %
Week 3: Psychology of Motivation	3.75 %
Week 4: Barriers to Change	3.75 %
Week 5: Addicted Behaviors	3.75 %
Week 6: Lifespan changes	3.75 %
Week 7: Assessment	3.75 %
Week 8: Personal Training Program	3.75 %
Assignments	40.00 %
Week 2 Assignment 1: Journal Profile	13.33 %
Week 3 Assignment 2: S.M.A.R.T. Contract	13.33 %
Week 6 Assignment 3: Lifespan	13.33 %
Final Assignment	30.00 %
Week 8 Assignment 4: Final Project	30.00 %

Materials

Book Title: Various resources from the APUS Library & the Open Web are used. Please visit <http://apus.libguides.com/er.php> to locate the course eReserve.

Author: No Author Specified

Publication Info:

ISBN: N/A

Required Readings: all reading resources are found within the resource section of the class

All Required resources for your course are provided in a course eReserve.

Please click here (<https://apus.libguides.com/er.php>), enter your course number in the 'Search for course eReserves' box, click Go, and then select the course when it appears below the search box. Information included in LibAnswers (<https://apus.libanswers.com/>) provides download and print options for offline reading of Library ebooks.

Websites

In addition to the required course texts the following public domain Websites are useful. Please abide by the university's academic honesty policy when using Internet sources as well. Note web site addresses are subject to change.

Site Name	Website URL/Address
ACES	http://www.acefitness.org
American College of Sports Medicine	http://acsm.org
Just Move Foundation	http://justmove.org
My Plate	http://myplate.gov

Course Guidelines

Academic Honesty & Personal Integrity

The University System supports and promotes academic honesty and personal integrity. Any form of academic dishonesty has no place in higher education. The University System does not tolerate dishonest efforts by its students. Students who are guilty of academic dishonesty can expect to be penalized. Any student who knowingly assists another student in dishonest behavior is equally responsible. An additional violation of the standards of academic honesty within a course may result in dismissal from the University System. [Click here for the full APUS policy.](#)

In addition to the [university's plagiarism policy](#), students who are found to have submitted materials plagiarized from any online source, such as Course Hero, etc., will be reported to both the [Plagiarism Office](#) and the [Student Conduct Office](#) with the possibility of [failing the course](#) and/or [expulsion](#) from APUS. Use of said materials is [academic dishonesty](#) and will not be tolerated.

Using Turn-It-In for Discussions

*Some instructors may require students to submit their initial **Discussion** posts to Turnitin via the "Assignments" tool in our Brightspace classroom—please check the Discussion Guidelines (Course Overview & Introduction Content area) and/or an Announcement from your faculty to determine if this step is required for this course.*

If this is a requirement in your class, before posting your initial Discussion, you must submit it in the assignment area in a Word file, so its originality can be checked by turnitin.com. Your similarity score will appear in the same place you submit your file. It can take up to 24 hours for a score to return, but usually, it is less than 30 minutes. So, plan ahead. Please see the Course Overview & Introduction module in the Content area of the classroom, as well as in the Discussion area for additional information on how to use Turnitin.

Writing Expectations

Students please review forum and assignment rubrics prior to completing each course requirement. As you work with student athletes, other athletic/fitness related personnel, clinical and other situations, you will frequently encounter challenging learning and behavioral situations. The solutions you find to these challenges will often determine success at a personal and program level. Your experiences have led you to certain beliefs; however, these beliefs may not lead to the correct solution in any given circumstance. In simple terms, theory is what generates the practical application you apply to your job. It is theory that helps us

analyze our opponent and make determinations on what they are going to do in the future, and it is theory that has been turned into technology that helps us increase quality of life, performance, and competitiveness. Understanding what experts recommend is one very important strategy for you to use. The commitment to apply key theory to your ideas enhances the likelihood that sound judgment drives solutions, not just feelings and beliefs. The application of theory can also help protect you in cases of liability questions.

All written submissions should be submitted in a font and page set-up that is compatible with APA Style (7th Ed.) formatting. It is recommended that students adhere to this consistent format and follow all rules of APA formatting –here are some basics:

- Typewritten in double-spaced format with a readable style (Arial or Times New Roman fonts are best) and submitted inside the electronic classroom as instructed by the assignment details (unless classroom access is not possible and other arrangements have been approved by the professor).
- Best font sizes: Arial or Times New Roman 12-point font.
- 1" margins all around (no additional indenting –except 1st line of each paragraph)
- Double-spaced throughout paper
- Appropriate APA-style formatted in-text citations and reference list
- Paper should be written in 3rd person –this means no personal opinions, no sentences with “I” “my” or other 1st person text. These are academic/scientific papers.

Citation and Reference Style

Attention Please: Students will follow the APA (7th Ed.). Format as the sole citation and reference style used in written work submitted as part of coursework to the University. Assignments completed in a narrative essay or composition format must follow the citation style cited in the APA Format.

Late Assignment Policy

All dates and times posted are for U.S. Eastern Standard time. It is your responsibility to know how that translates to your time zone and to submit/complete Assignments, Discussions and tests per these posted deadlines. All assignment due dates are posted on the Assignments page.

Students are expected to submit assignments by the due dates listed in the classroom. Late assignments, including but not limited to Assignments, Discussions, posts and responses, quizzes, and exams, may or may not be accepted after the course end date. Submitting an assignment after the due date may result in a penalty of up to 10% of the grade per day late, not to exceed a maximum 50% of the grade. The amount of the penalty is at the faculty member's discretion. Faculty recognize that students have limited time and may be more flexible if potential delays are communicated ahead of time. The University Late Policy can be found in the [Student Handbook here](#).

*Doctoral and Programs with specialty accreditation may have different late policies.

**Students with DSA accommodations may have different late policies applied. For more information regarding our DSA services, please contact DSA@apus.edu.

Netiquette

Online universities promote the advancement of knowledge through positive and constructive debate – both inside and outside the classroom. Forums on the Internet, however, can occasionally degenerate into needless insults and “flaming.” Such activity and the loss of good manners are not acceptable in a university setting – basic academic rules of good behavior and proper “Netiquette” must persist. Remember that you are in a place for the rewards and excitement of learning which does not include descent to personal attacks or student attempts to stifle the Forum of others.

Humor Note:

Despite the best of intentions, jokes and especially satire can easily get lost or taken seriously. If you feel the need for humor, you may wish to add “emojicons” to help alert your readers: ;-), :)

Disclaimer Statement

Course content may vary from the outline to meet the needs of this particular group.

Communications

Student Communication

To reach the instructor, please communicate through the MyClassroom email function accessible from the Classlist of the Course Tools menu, where the instructor and students email addresses are listed, or via the Office 365 tool on the Course homepage.

- In emails to instructors, it's important to note the specific course in which you are enrolled. The name of the course is at the top center of all pages.
- Students and instructors communicate in Discussion posts and other learning activities.
- All interactions should follow APUS guidelines, as noted in the [Student Handbook](#), and maintain a professional, courteous tone.
- Students should review writing for spelling and grammar.
- [Tips on Using the Office 365 Email Tool](#)

Instructor Communication

The instructor will post announcements on communications preferences involving email and Instant Messaging and any changes in the class schedule or activities.

- Instructors will periodically post information on the expectations of students and will provide feedback on assignments, Discussion posts, quizzes, and exams.
 - Instructors will generally acknowledge student communications within 24 hours and respond within 48 hours, except in unusual circumstances (e.g., illness).
 - The APUS standard for grading of all assessments (assignments, Discussions, quizzes, exams) is five days or fewer from the due date.
 - Final course grades are submitted by faculty no later than seven days after the end date of the course or the end of the extension period.
-

University Policies

Consult the [Student Handbook](#) for processes and policies at APUS. Notable policies:

- [Drop/Withdrawal Policy](#)
- [Extension Requests](#)
- [Academic Probation](#)
- [Appeals](#)
- [Academic Dishonesty / Plagiarism](#)
- [Disability Accommodations](#)
- [Student Deadlines](#)
- [Video Conference Policy](#)

Mission

The [mission of American Public University System](#) is to provide high quality higher education with emphasis on educating the nation's military and public service communities by offering respected, relevant, accessible, affordable, and student-focused online programs that prepare students for service and leadership in a diverse, global society.

Minimum Technology Requirements

- Please consult the catalog for the minimum hardware and software required for [undergraduate](#) and [graduate](#) courses.
- Although students are encouraged to use the [Pulse mobile app](#) with any course, please note that not all course work can be completed via a mobile device.

Disclaimers

- Please note that course content – and, thus, the syllabus – may change between when a student registers for a course and when the course starts.
- Course content may vary from the syllabus' schedule to meet the needs of a particular group.