

KIN M26: FITNESS COACHING AND BEHAVIOR MODIFICATION

Originator

tcushman

Co-Contributor(s)**Name(s)**

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Black, Adam (ablack)

College

Moorpark College

Attach Support Documentation (as needed)

Ex Sci Advisory Comm Meet 2015.docx
Ex Sci Advisory Comm Meet 2019.docx
Ex Sci Advisory Comm Meet 2018.docx
Ex Sci Advisory Comm Meet 2017.docx
Ex Sci Advisory Comm Meet 2016.docx
KIN M26_state approval letter_CCC000621758.pdf

Discipline (CB01A)

KIN - Kinesiology

Course Number (CB01B)

M26

Course Title (CB02)

Fitness Coaching and Behavior Modification

Banner/Short Title

Fitness Coaching/Behavior Mod.

Credit Type

Credit

Start Term

Fall 2021

Catalog Course Description

Implements health coaching strategies that promote behavior modification to achieve a variety of fitness and wellness goals. Details best practices for overcoming barriers to lifestyle change.

Taxonomy of Programs (TOP) Code (CB03)

0835.20 - *Fitness Trainer

Course Credit Status (CB04)

D (Credit - Degree Applicable)

Course Transfer Status (CB05) (select one only)

B (Transferable to CSU only)

Course Basic Skills Status (CB08)

N - The Course is Not a Basic Skills Course

SAM Priority Code (CB09)

B - Advanced Occupational

Course Cooperative Work Experience Education Status (CB10)

N - Is Not Part of a Cooperative Work Experience Education Program

Course Classification Status (CB11)

Y - Credit Course

Educational Assistance Class Instruction (Approved Special Class) (CB13)

N - The Course is Not an Approved Special Class

Course Prior to Transfer Level (CB21)

Y - Not Applicable

Course Noncredit Category (CB22)

Y - Credit Course

Funding Agency Category (CB23)

B - Partially Developed Using Economic Development Funds

Course Program Status (CB24)

1 - Program Applicable

General Education Status (CB25)

Y - Not Applicable

Support Course Status (CB26)

N - Course is not a support course

Field trips

Will not be required

Grading method

Letter Graded

Alternate grading methods

Student Option- Letter/Pass
Pass/No Pass Grading

Does this course require an instructional materials fee?

No

Repeatable for Credit

No

Is this course part of a family?

No

Units and Hours

Carnegie Unit Override

No

In-Class

Lecture

Minimum Contact/In-Class Lecture Hours

52.5

Maximum Contact/In-Class Lecture Hours

52.5

Activity**Laboratory****Total in-Class****Total in-Class****Total Minimum Contact/In-Class Hours**

52.5

Total Maximum Contact/In-Class Hours

52.5

Outside-of-Class**Internship/Cooperative Work Experience****Paid****Unpaid****Total Outside-of-Class****Total Outside-of-Class****Minimum Outside-of-Class Hours**

105

Maximum Outside-of-Class Hours

105

Total Student Learning**Total Student Learning****Total Minimum Student Learning Hours**

157.5

Total Maximum Student Learning Hours

157.5

Minimum Units (CB07)

3

Maximum Units (CB06)

3

Student Learning Outcomes (CSLOs)**Upon satisfactory completion of the course, students will be able to:**

- | | |
|---|--|
| 1 | develop necessary tools to be successful in implementing long term behavior change with clients. |
| 2 | create and implement individualized action plans for adopting permanent behavior changes. |

Course Objectives**Upon satisfactory completion of the course, students will be able to:**

- | | |
|---|--|
| 1 | apply specific communication skills to have a fruitful coach and client relationship. |
| 2 | create a coaching plan that considers emotional awareness as well as positive psychology. |
| 3 | recognize different stages of change and develop process of tracking progress. |
| 4 | apply motivational interviewing, S.M.A.R.T. goal setting, accountability systems, and formative and summative evaluations. |
| 5 | evaluate effectiveness of behavioral modification methods. |

- | | |
|---|---|
| 6 | assess common barrier-to-change scenarios and utilize effective coaching tools. |
| 7 | differentiate between common nutritional strategies for developing healthy eating habits. |

Course Content

Lecture/Course Content

- (20%) - Coaching Fundamentals
 - client-coach relationship
 - emotional awareness
 - positive psychology
- (25%) - Awareness
 - stages of change
 - motivational interviewing
 - values
 - vision for future
- (25%) - Choice
 - educate client so they are aware of situation
 - goal setting
- (25%) - Execution
 - action plan
 - fostering connection
 - ownership
 - results
 - evaluation
- (5%) - Strategies in Diverse Settings
 - virtual coaching
 - group coaching

Laboratory or Activity Content

N/A

Methods of Evaluation

Which of these methods will students use to demonstrate proficiency in the subject matter of this course? (Check all that apply):

Problem solving exercises
 Skills demonstrations
 Written expression

Methods of Evaluation may include, but are not limited to, the following typical classroom assessment techniques/required assignments (check as many as are deemed appropriate):

Group projects
 Individual projects
 Laboratory activities
 Laboratory reports
 Objective exams
 Oral presentations
 Problem-solving exams
 Portfolios
 Quizzes
 Research papers

Instructional Methodology

Specify the methods of instruction that may be employed in this course

Computer-aided presentations
 Collaborative group work
 Class activities
 Class discussions
 Case studies
 Distance Education
 Demonstrations

Group discussions
 Guest speakers
 Instructor-guided interpretation and analysis
 Instructor-guided use of technology
 Laboratory activities
 Lecture

Describe specific examples of the methods the instructor will use:

1. Display case study to class and have students work in small groups to establish the stage of change as well as strategies to help this individual.
2. Have class develop strategies for sports team to deal with "emotional roller- coaster" in playoff run.

Representative Course Assignments

Writing Assignments

1. Develop strategy that can be utilized to improve emotional competence.
2. Writing down values for your client can help you understand them as an individual. Working with a partner, come up with assess their most important values in life and come up with a vision for them.

Critical Thinking Assignments

1. Develop a deeper understanding of stages of change by coming up with five scenarios with examples of each stage.
2. Upon interviewing your partner in class, create methods to promote self-efficacy.

Reading Assignments

1. Reading your textbook, come up with different strategies a behavioral change coach could use motivational interviewing. Utilize the four processes of change.
2. There are many ways to make the healthy choice the easy choice. Use your book to analyze certain barriers, and come up with strategies to set client up for success.

Outside Assignments

Representative Outside Assignments

1. Students will take a survey to assess their own strengths so they can start to form a strength based coaching intervention.
2. Come up with an individual in pop culture that struggled with depression or hardship. Write down some negative thought that you can see expressed and develop a plan for change.

Articulation

Equivalent Courses at 4 year institutions

University	Course ID	Course Title	Units
no comparable course found in ASSIST			

Equivalent Courses at other CCCs

College	Course ID	Course Title	Units
no comparable course found in ASSIST			

District General Education

A. Natural Sciences

B. Social and Behavioral Sciences

C. Humanities

D. Language and Rationality

E. Health and Physical Education/Kinesiology

F. Ethnic Studies/Gender Studies

Course is CSU transferable

Yes

CSU Baccalaureate List effective term:

FALL 2021

CSU GE-Breadth

Area A: English Language Communication and Critical Thinking

Area B: Scientific Inquiry and Quantitative Reasoning

Area C: Arts and Humanities

Area D: Social Sciences

Area E: Lifelong Learning and Self-Development

Area F: Ethnic Studies

CSU Graduation Requirement in U.S. History, Constitution and American Ideals:

IGETC

Area 1: English Communication

Area 2A: Mathematical Concepts & Quantitative Reasoning

Area 3: Arts and Humanities

Area 4: Social and Behavioral Sciences

Area 5: Physical and Biological Sciences

Area 6: Languages Other than English (LOTE)

Textbooks and Lab Manuals

Resource Type

Textbook

Classic Textbook

No

Description

Miller, William R. and Stephen Rollnick. *Motivational Interviewing: Helping People Change*. 3rd Edition, The Guilford Press, 2013.

Resource Type

Textbook

Classic Textbook

No

DescriptionBrann, Amy. *Neuroscience for Coaches: How to Use the Latest Insights for the Benefit of Your Clients*. 2nd Edition, Kogan Page, 2017.**Library Resources****Assignments requiring library resources**

Research using the Library's print and online resources.

Example of Assignments Requiring Library Resources

- Explain Prochaska's Transtheoretical Model for Behavior Change
- Summarize Maslow's Hierarchy of Needs
- Identify stage of behavior change readiness for a fictional client
- Summarize foreseeable barriers to behavior change for a fictional client after reviewing a prospect interview

Distance Education Addendum**Definitions****Distance Education Modalities**

Hybrid (51%–99% online)

Hybrid (1%–50% online)

100% online

Faculty Certifications

Faculty assigned to teach Hybrid or Fully Online sections of this course will receive training in how to satisfy the Federal and state regulations governing regular effective/substantive contact for distance education. The training will include common elements in the district-supported learning management system (LMS), online teaching methods, regular effective/substantive contact, and best practices.

Yes

Faculty assigned to teach Hybrid or Fully Online sections of this course will meet with the EAC Alternate Media Specialist to ensure that the course content meets the required Federal and state accessibility standards for access by students with disabilities. Common areas for discussion include accessibility of PDF files, images, captioning of videos, Power Point presentations, math and scientific notation, and ensuring the use of style mark-up in Word documents.

Yes

Regular Effective/Substantive Contact**Hybrid (1%–50% online) Modality:**

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	<ul style="list-style-type: none"> -Discussion threads sharing personal barriers to certain behaviors changes -Group assignment problem solving for perceived behavior change barriers.
Other DE (e.g., recorded lectures)	<ul style="list-style-type: none"> -Narrated slideshow presentations -Embedded web-based media reviews

Hybrid (51%–99% online) Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	-Discussion threads sharing personal barriers to certain behaviors changes -Group assignment problem solving for perceived behavior change barriers.
Other DE (e.g., recorded lectures)	-Narrated slideshow presentations -Embedded web-based media reviews

100% online Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	-Discussion threads sharing personal barriers to certain behaviors changes -Group assignment problem solving for perceived behavior change barriers.
Other DE (e.g., recorded lectures)	-Narrated slideshow presentations -Embedded web-based media reviews

Examinations**Hybrid (1%–50% online) Modality**

Online

Hybrid (51%–99% online) Modality

Online

Primary Minimum Qualification

PHYSICAL EDUCATION

Additional local certifications required

Certified fitness professional through accredited organization

Review and Approval Dates**Department Chair**

11/02/2020

Dean

11/03/2020

Technical Review

10/29/2020

Curriculum Committee

11/03/2020

DTRW-I

11/12/2020

Curriculum Committee

MM/DD/YYYY

Board

12/15/2020

CCCCO

01/15/2021

Control Number

CCC000621758

DOE/accreditation approval date

MM/DD/YYYY