

New Course Proposals:

LSC Use Only No:	LSC Action-Date:	UWUCC USE Only No.	UWUCC Action-Date:	Senate Action Date:
		12-606	AP-11/13/12	APP-12/14/12

Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee

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Check all appropriate lines and complete information as requested. Use a separate cover sheet for each course proposal and for each program proposal.

1. Course Proposals (check all that apply)

New Course
 Course Prefix Change
 Course Deletion
 Course Revision
 Course Number and/or Title Change
 Catalog Description Change

<u>Current</u> Course prefix, number and full title	<u>Proposed</u> course prefix, number and full title, if changing
	HPED 415-Lifestyle Behavior Management for Physical Activity

2. Additional Course Designations: check if appropriate

This course is also proposed as a Liberal Studies Course.
 Other: (e.g., Women’s Studies, Pan-African)
 This course is also proposed as an Honors College Course.

3. Program Proposals

New Degree Program
 Catalog Description Change
 Program Revision
 New Minor Program
 Program Title Change
 Other
 New Track

<u>Current</u> program name	<u>Proposed</u> program name, if changing

4. Approvals		Date
Department Curriculum Committee Chair(s)		9/17/12
Department Chair(s)		9-17-12
College Curriculum Committee Chair		10-16-12
College Dean		10/19/12
Director of Liberal Studies *		
Director of Honors College *		
Provost *		
Additional signatures as appropriate: (include title)		
UWUCC Co-Chairs		11/16/12

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LIBERAL STUDIES

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LIBERAL STUDIES

Part II. Description of Curricular Change

1. SYLLABUS OF RECORD

I. Catalog Description

HPED 415 Lifestyle Behavior Management for Physical Activity	3 class hours
	0 lab hours
Prerequisites: HPED 343 and 375 with a grade "C" or better	3 credits
	(3c-0l-3cr)

Examines a variety of strategies necessary to modify health behavior with an emphasis on physical activity. Focus is placed on development of skills necessary to work with clients/patients in group leadership and group-process activities in order to assess and assist with behavior change for both the apparently healthy and those with multi-faceted chronic disease as it relates to physical activity.

II. Course Outcomes

Students will be able to:

1. Demonstrate knowledge of modifications necessary to promote healthy lifestyle behaviors for diverse populations of apparently healthy and those with multi-faceted chronic disease.
2. Assess the impact of affect, mood, emotion and over-the-counter drugs on exercise adherence and compliance.
3. Apply appropriate verbal and non-verbal communication techniques and active listening skills with clients/patients in individual and small group setting.
4. Apply effective behavioral and motivational strategies when working with individual clients/patients who are unable to sustain a physically active lifestyle.
5. Apply healthy coaching techniques to individuals and small groups of clients/patients in order to promote adherence/compliance to physical activity.
6. Educate clients regarding educational resources appropriate in the adoption and maintenance of healthy lifestyle behaviors, related to physical activity.

III. Course Outline

- A. Review of syllabus – Introduction to Lifestyle Behavior Management (1 hour)
- B. Primer – Definitions of physical activity, Exercise and Physical Fitness
 - a. ACSM Physical Activity Recommendations (2 hours)

- C. Motivational Readiness and the stages of change – Prohaska and DiClement (2 hours)
 - a. Cognitive processes of behavior change
 - b. Determining a client's stage of change
 - c. Measurement of physical activity stages of change (worksheet)
 - d. Measurement of social support for physical activity (worksheet)
 - e. Outcomes expectations
 - f. Measurement of outcome expectations (worksheet)
- D. Mediators of physical activity change (2 hours)
 - a. Factors that enhance physical activity
 - b. Highmark physical activity program vs. American Heart Association
 - c. Measurement of process of change (worksheet)

Exam #1 – ABCD (1 Hour)

- E. Assessment of physical activity patterns (2 hours)
 - a. Determining and assessment of exercise intensity
 - b. Tracking physical activity behavior
- F. Wellness coaching (3 hours)
 - a. What is wellness coaching
 - b. Exam the role of wellness coaching in lifestyle behavior management
 - c. Strategies for individual wellness coaching
 - d. Strategies for small group wellness coaching
- G. Body image and exercise (2 hours)
 - a. Healthy body image versus body image disturbance
 - b. Factors in body image formation and disturbance
 - c. Gender differences in body image dissatisfaction
 - d. Influence of body image on exercise
 - e. Influence of body image on exercise setting and attire
- H. Health related quality of life and exercise (2 hours)
 - a. Defining health-related quality of life
 - b. Identification of activities of daily living
 - c. Effect of individual differences on perception of quality of life
 - d. Evaluation of a variety of tools for assessing QOL
- I. Physical Activity Interventions (7 hours)
 - a. Motivational interviewing
 - i. Exploring current motivation
 - b. Establishing rapport with clients
 - c. Developing effective listening skills
 - d. Developing a questioning style (i.e., open ended questions)

Exam #2 (EFGHI) (1 hour)

- J. Assessing physical activity patterns and physical fitness (4 hours)
 - a. Patterns of physical activity behavior
 - b. Determining intensity level

- c. Tracking physical activity behavior
 - d. Assessing fitness in group settings
- K. Applying strategies to modify physical activity patterns for individuals (4 hours)
- a. Physical activity readiness
 - b. Barriers to physical activity (worksheet)
 - c. Physical activity history
 - d. Psychological readiness
 - e. Goal setting (long term and short term)
 - f. Measurement of success
- L. Assessing and applying strategies to modify physical activity patterns in group settings (3 hours)
- a. Leading a stage-based group
 - b. Review of a sample staged-base curriculum
 - c. Assessment of leadership effectiveness
- M. Applying behavioral change strategies in a worksite setting (3 hours)
- a. Building support for programming
 - b. Assessment of motivational readiness
 - c. Selection and reaching of target audience
 - d. Developing stage-matched materials
 - e. Planning events and incentives for participation in work site programs
- N. Assessing and developing physical activity programs in community settings (3 hours)
- a. Assessment of a community's readiness for change
 - b. Developing stage matched messages
 - c. Using a media based approach to reach your target audience
 - d. Working with community leaders to reach your target audience

Final Exam (2 hours)

IV. Evaluation Methods

The final grade will be determined as follows:

25% - Activities: To facilitate understanding on some topics, in-class and out-of-class work will be completed.

25% - Article Reviews: Students will review an article posted on a learning platform and respond with a 1 to 2 page response. Article reviews will look at a variety of topics related to exercise, behavior modification, and disease management.

12.5% - Program Review: Students will be required to review an exercise intervention program. They will have to choose between a healthcare health promotion program, a workplace program or a community intervention program. Students will evaluate the efficacy of the program and provide a critique as to the positives and negatives of such a program and what is their reaction based on what they have learned in class

12.5% - Client Project: Students will be required to work with a client to implement various assessments related to exercise behavior and implement an individualized program to modify exercise behavior.

25% - Exams: There will be three exams (including the final)

Activities	25% of total grade
Article Reviews	25% of total grade
Program Review	12.5% of total grade
Client Project	12.5% of total grade
Exams	25% of total grade
Total	100%

Grading Scale: A: $\geq 90\%$ B: 80-89% C: 70-79% D: 60-69% F: $<60\%$

V. Attendance Policy

The course attendance policy will be consistent with the university undergraduate attendance policy included in the undergraduate catalog.

VI. Required Textbooks, Supplemental Books and Readings

Marcus, Bess H. and Leigh Ann H. Forsyth (2009). *Physical Activity Intervention Series: Motivating People to Be Physically Active*. Champaign, IL: Human Kinetics. 2nd Edition.

Fuller, Catherine, Taylor, Philip (2008). *A Toolkit of Motivational Skills: Encouraging and Supporting Change in Individuals*. West Sussex, England: John Wiley & Sons

VII. Special Resource Requirements

None.

VIII. Bibliography

American College of Sports Medicine (2009). *ACSM's guidelines for exercise testing and prescription*. (8th ed.). Philadelphia, PA., Lippincott, Williams & Wilkins.

Anshel, M. H., Kang, M., & Brinthaup, T. M. (2010). A values-based approach for changing exercise and dietary habits: an action study. *International Journal of Sport And Exercise Psychology*, 8(4), 413-432.

Atlantis, E., Barnes, E.H., & Singh, M.A., (2006) Efficacy of exercise for treating overweight in children and adolescents: A systematic review. *International Journal of Obesity*, 30 1027-1040.

Biddle, S. H. (2011). Fit or sit? Is there a psychology of sedentary behavior? *Sport & Exercise Psychology Review*, 7(2), 5-10.

- Blanchard, C., Fisher, J., Sparling, P., Nehl, E., Rhodes, R., Courneya, K., & Baker, F. (2008) Understanding physical activity behavior in African American and Caucasian college students: An application of the Theory of Planned Behavior. *Journal of American College Health*, 56, 341-346.
- Haskell, W. L., Lee, I., & Pate, R. R. (2007). Physical Activity and Public Health: Updated Recommendation for Adults from the American College of Sports Medicine and the American Heart Association. *Medicine & Science In Sports And Exercise*, 39(8), 1423-1434.
- Lavsky, S. (2010). Longitudinal examination of the exercise and self-esteem model in middle-aged women. *Journal Of Sport & Exercise Psychology*, 32(6), 862-880.
- Lox, C.L., Martin-Ginis, K.A., & S. J. Petruzzello (2010). *The psychology of exercise: Integrating Theory and Practice* (3rd ed.). Scottsdale, Arizona: Holcomb Hathaway Publishers.
- Mullan, E., Markland, D., & Ingledew, D.K. (1997). Motivation for exercise: Development of a measure of behavioral regulation. *Journal of Sports Sciences*, 15, 98-99.
- Plotnikoff, R. C., Lippke, S., Johnson, S. T., & Courneya, K. S. (2010). Physical activity and stages of change: A longitudinal test in Types 1 and 2 diabetes samples. *Annals of Behavioral Medicine*, 40(2), 138-149. Sallis, J.F., & Owen, N (1999). Physical activity and behavioral medicine. Thousand Oaks, CA: Sage publications.
- Sarafino, E.P., & Timothy W. Smith (2011). *Health Psychology: Biopsychosocial interactions*. Somerset, NJ: John Wiley and Sons, 7th edition.
- Troiano, R.P., Berrigan, D., Dodd, K.W., Masse, L.C., Tilert, T., & McDowell, M. (2008) Physical activity in the United States measured by accelerometer. *Medicine and Science in Sports & Exercise*, 40, 181-188.
- Trost, S. G., Tang, R., & Loprinzi, P. D. (2009). Feasibility and efficacy of a church-based intervention to promote physical activity in children. *Journal of Physical Activity & Health*, 6(6), 741-749.

2. COURSE ANALYSIS QUESTIONNAIRE

Section A: Details of the Course

- A1 How does this course fit into the programs of the department? For what students is the course designed? (majors, students in other majors, liberal studies). Explain why this content cannot be incorporated into an existing course.

This course is intended to meet the criteria set forth by the new accreditation guidelines established by the Committee on Accreditation of the Exercise Science(COAES) which is accredited by the Commission on Allied Health Education Program (CAAHEP) that will be implemented in January, 2013. These new accreditation standards will require students seeking certification in the American College of Sports Medicines Health Fitness Specialist to have skills in performance domains. This course will satisfy the performance Domain III: Exercise counseling and behavioral strategies and provide students with the experience and skills necessary to successfully complete this portion of the Domain III requirements. The course is designed for undergraduate exercise science majors. There is currently no course that provides the information necessary to meet the criteria of the performance domains as defined by the American College of Sports Medicine.

- A2 Does this course require changes in the content of existing courses or requirements for a program? If catalog descriptions of other courses or department programs must be changed as a result of the adoption of this course, please submit as separate proposals all other changes in courses and/or program requirements.

No other courses will require changes as a result of the addition of this new course.

- A3 Has this course ever been offered at IUP on a trial basis (e.g. as a special topic) If so, explain the details of the offering (semester/year and number of students).

No.

- A4 Is this course to be a dual-level course? If so, please note that the graduate approval occurs after the undergraduate.

This course is intended to be dual level.

- A5 If this course may be taken for variable credit, what criteria will be used to relate the credits to the learning experience of each student? Who will make this determination and by what procedures?

This course is not to be taken for variable credit.

- A6 Do other higher education institutions currently offer this course? If so, please list examples (institution, course title).

Similar courses are offered at the following institutions:

East Stroudsburg University of PA – EXSC 402 Psychology of Sport and Exercise

Shippensburg University – ESC 352 Psychology of Physical Activity

- A7 Is the content, or are the skills, of the proposed course recommended or required by a professional society, accrediting authority, law or other external agency? If so, please provide documentation.

The Commission on Accreditation of Allied Health Education Programs (CAAHEP) grants accreditation to undergraduate exercise science programs. Course content is comprised of competencies to meet CAAHP's new Job Task Analysis guidelines that include exercise counseling and behavior strategies to be taught in the accredited program

Section B: Interdisciplinary Implications

- B1 Will this course be taught by instructors from more than one department? If so, explain the teaching plan, its rationale, and how the team will adhere to the syllabus of record.

This course will be taught by one instructor.

- B2 What is the relationship between the content of this course and the content of courses offered by other departments? Summarize your discussions (with other departments) concerning the proposed changes and indicate how any conflicts have been resolved. Please attach relevant memoranda from these departments that clarify their attitudes toward the proposed change(s).

This course does not overlap with any other at the University.

- B3 Will this course be cross-listed with other departments? If so, please summarize the department representatives' discussions concerning the course and indicate how consistency will be maintained across departments.

This course is not cross-listed.

Section C: Implementation

- C1 Are faculty resources adequate? If you are not requesting or have not been authorized to hire additional faculty, demonstrate how this course will fit into the schedule(s) of current faculty. What will be taught less frequently or in fewer sections to make this possible? Please specify how preparation and equated workload will be assigned for this course.

No new faculty member will be required to teach this course. Dr. Alman taught a course HPED 412, Physical Activity and Stress, and this new proposed course will replace HPED 412 and be a part of the professor's regular teaching load in fall, spring and summer semesters.

- C2 What other resources will be needed to teach this course and how adequate are the current resources? If not adequate, what plans exist for achieving adequacy? Reply in terms of the following:

- Space – **Current classroom space is adequate for this course.**
- Equipment – **No additional equipment is required to teach the course.**

- Laboratory Supplies and other Consumable Goods – **Not necessary for this course**
- Library Materials – **Current library holdings are adequate.**
- Travel Funds – **No travel funds required.**

C3 Are any of the resources for this course funded by a grant? If so, what provisions have been made to continue support for this course once the grant has expired? (Attach letters of support from Dean, Provost, etc.)

No grant funds are required for this course.

C4 How frequently do you expect this course to be offered? Is this course particularly designed for or restricted to certain seasonal semesters?

The course will be offered fall, spring and summer semester.

C5 How many sections of this course do you anticipate offering in any single semester?

One section of the course will be offered each semester.

C6 How many students do you plan to accommodate in a section of this course? What is the justification for this planned number of students?

The class will accommodate approximately 45 students. This is consistent with the previous course entitled HPED 412, Physical activity and stress.

C7 Does any professional society recommend enrollment limits or parameters for a course of this nature? If they do, please quote from the appropriate documents.

CAAHEP does not limit enrollment in individual courses

C8 If this course is a distance education course, see the Implementation of Distance Education Agreement and the Undergraduate Distance Education Review Form in Appendix D and respond to the questions listed.

This course does not entail distance education.

Section D: Miscellaneous

Include any additional information valuable to those reviewing this new course proposal.

None.

Proposed Catalog Description

HPED 415 Lifestyle Behavior Management for Physical Activity
Prerequisites: HPED 343 and HPED 375 with a grade "C" or better

3c-0l-3cr

Examines a variety of strategies necessary to modify health behavior with an emphasis on physical activity. Focus is placed on development of skills necessary to work with clients/patients in group leadership and group-process activities in order to assess and assist with behavior change for both the apparently healthy and those with multi-faceted chronic disease as it relates to physical activity.