Carroll University – Department of Health and Movement Sciences

ESC 440 – Lifetime Weight Management and Behavior Change

Spring 2017

COURSE SYLLABUS

Instructor: Garrett Stangel, MA, ACSM EP-C, CPT
Office: TBD
Phone: 414-405-2855
Email: gstangel@carrollu.edu

Credits Hours: 4
Prerequisites: PSY 101, ESC 300, and ESC 320, or equivalent

Office Hours:
ESC440 A Mondays - 9:30-10:30a.m.
ESC440 B Wednesdays - 9:30-10:30a.m.

Meetings Times and Locations:
ESC440 A - M-W-F, 10:40-11:50a.m.
ESC440 B - M-W-F, 12:00-1:10p.m.
Classes held in: PT 110 / MN 206

Course description
This course focuses on the various components of and strategies for successful weight management. The role of diet, physical activity, and behavior modification, as well as the physiological, sociological and psychological aspects of weight management will be discussed. Students will complete lifestyle, physical activity and nutritional analyses, and design weight management programs to include tailored physical activity plans. Students will also participate in client-centered physical activity and nutritional counseling.

Required text

Recommended text

Course objectives
Upon successful completion of this course, a student should be able to:

1. Assess and distinguish among healthy weight, overweight, and obesity.
2. Identify risk factors and diseases associated with overweight/obesity.
3. Discuss the current burden of physical inactivity and how it relates to overweight/obesity.
4. Identify genetic, biologic, and environmental contributors to body weight.
5. Describe and apply various techniques to assess dietary intake and energy expenditure.
6. Describe and apply the current recommendations for physical activity and exercise across the lifespan.
7. Describe precautions and contraindications for physical activity.
8. Discuss and evaluate evidence-based physical activity interventions to increase physical activity in overweight/obese populations, including community-based approaches.
9. Identify special considerations that may affect physiological responses and adaptations to training.
10. Design weight management programs across the lifespan based on current guidelines, evidence-based recommendations, and best practices in treatment,
11. Compare and contrast the different theories and models of behavior change and motivation.
12. Identify behavioral predictors of successful weight management as well as barriers.
13. Describe and apply counseling skills important to successful client weight management.
14. Describe how to develop partnerships and create advocacy plans to promote physical activity.

Course outline
See separate sheet.

Course requirements

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Articulated course objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class preparation</td>
<td>10%</td>
</tr>
<tr>
<td>Case study assignments.</td>
<td>30% 1, 2, 4, 5, 6, 7, 9, 10, 12, 13</td>
</tr>
<tr>
<td>Research forums</td>
<td>20% 2, 3, 4, 5, 8, 11, 12, 14</td>
</tr>
<tr>
<td>Practical exams</td>
<td>15% 1, 5, 6, 7, 9, 12, 13</td>
</tr>
<tr>
<td>Weight management project</td>
<td>25% 1, 2, 4, 5, 6, 7, 9, 10, 12, 13</td>
</tr>
</tbody>
</table>

Assessment of students

Class preparation (10%). This grade is based on following criteria:

- Demonstrate a strong work ethic and personal responsibility by being prepared/organized with all materials/assignments needed for each class session to include completing and submitting homework assignments in the correct format and on time as well as your performance on any in-class activities/worksheets.
  - Please note that some assignments are individually completed, and others will be completed in groups. Be sure to check what types of collaboration are approved.
  - Some assignments are submitted prior to class as a discussion forum on eLearning.
  - Homework submitted in print should have a cover page, and all pages staples together.
  - Homework and in-class assignments may be graded.
  - If a student is unprepared for class, he or she may be asked to leave.
- Demonstrate on-task behavior in class and actively participate in class discussions and activities.
  - Asking and answering the right questions as well as demonstrating effective communication skills.
  - Active contribution to peer education and in-class assignments.
- Demonstrate a professional and open-minded attitude in class (this will include both verbal and nonverbal behaviors).

Case studies (30%). There are a total of three (3) mini case studies with class presentations. Students will work in small groups of 3 to complete the first two of these assignments. The third will ask you to find your own participant to apply the course and your research to. For each case study, detailed expectations and guiding questions will be provided. Students will incorporate the following information into their case study reports:

CS 1
- Identify risk factors, signs/symptoms, health problems/concerns, co-morbidities, etc.
- Identify and discuss special considerations
- Identify and provide scientific reasoning for recommended baseline screenings, assessments, and exercise testing

CS 2
- Identify and provide scientific reasoning for recommended exercise programming.
- Identify and provide scientific reasoning for dietary recommendations.
- Identifying strategies and provide scientific reasoning for lifestyle modification including psychobehavioral strategies and risk factor reduction.

**CS 3**
- Identify, intake, and design an evidence based intervention for a friend or family member of your choosing.
- Provide scientific reasoning for recommended nutrition, exercise, and lifestyle intervention programming.

Please note that the focus of your research should also include the underlying connections and health consequences of overweight and obesity.

**Research forums (20%)** – In the allied health field, it is essential for practitioners to be able to develop evidence-based interventions, and to use a problem-oriented approach to behavior modification and lifestyle management. This component of your final grade will help you develop these important problem-solving, critical thinking, and research skills. Students will work in small groups to complete a total of two (2) online research forums on assigned topics. In general, these assignments will be based on current research on the underlying prospective risk factors for obesity, and current evidence-based interventions. For each forum, will consist of a short research paper that will be uploaded to a discussion forum, and a 10-minute presentation of their key findings to the class. In addition, teams will perform a peer-evaluations, providing feedback on the quality of the paper as well as the quality of the supporting evidence/research. Additional instructions along with a timeline and grading rubric will be provided.

**Practical exams (15%).** Students will complete a 2 part practical exam to evaluate the student’s performance in conducting an assessment/screening and interpretation/interviewing skills. The both parts of the assessment will be completed as a video project. The exam will include a self-evaluation and subsequent self-reflection.

**Dress.** For practical exams, students should be dressed in casual pants/slacks (such as khakis, no jeans) and a polo shirt.

**Performance standards.** Prior to each practical exam, students will receive a copy of the score sheet. Each task/skill will be graded using the following scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 – A level</td>
<td>4 – A level</td>
</tr>
<tr>
<td>3.7 – A- level</td>
<td>2.5 – BC level</td>
</tr>
<tr>
<td>3.5 – AB level</td>
<td>3.7 – AB level</td>
</tr>
<tr>
<td>3.3 – B+ level</td>
<td>3.3 – B+ level</td>
</tr>
<tr>
<td>3 – B level</td>
<td>3 – B level</td>
</tr>
<tr>
<td>2 – C level</td>
<td>2 – C level</td>
</tr>
<tr>
<td>1 – Needs Improvement/Below Average</td>
<td>1 – Needs Improvement/Below Average</td>
</tr>
<tr>
<td>0 – Did not perform/omitted step or task</td>
<td>0 – Did not perform/omitted step or task</td>
</tr>
</tbody>
</table>

To pass a practical exam, students must achieve 80% of the total points available. The points achieved will be recorded with comments as appropriate.

**Weight management project proposal (25%).** This project will be completed in small groups, and may be selected from the following options:

- Adult group patient education program - community based
- School-based after school intervention
- Home-based diet and exercise intervention utilizing appropriate technology (virtual)
- Fitness center (trainer based) weight loss plan
Physician-based intervention to include weight counseling (EIM and clinically based program)

Upon approval of your project outline from the instructor, the project will include a short review of the literature with an introduction, a methods section addressing all of your procedures, etc. for a needs assessment, program implementation, and a data collection section to include analyses that would be used to assess outcomes and evaluate the program.

The project will culminate in a written report and class presentation. Additional instructions, timeline, and a grading rubric will be provided. Missing deadlines, poor behavior, or minimal/poor written work will result in point reductions for this component of the course.

**Grading**
Graded work and your final grade in the course will be based on the following set cut-off percentages:

A = 100-92.00%
AB = 91.99-88.00%
B = 87.99-84.00%
BC = 83.99-78.00%
C = 77.99-70.00%
D = 69.99-60.00%
F = < 60%

**Statement of the right to modify course content**
The initial course outline is tentative. The instructor reserves the right to modify, amend or change the syllabus (course requirements, grading policy, etc.) and course outline as the curriculum and/or program require(s).

**Accommodation of special needs**
Students with documented disabilities, who may need accommodations (or any student considering obtaining documentation), should make an appointment with Martha Bledsoe, Director of Services for Students with Disabilities, no later than the first week of class. She can be reached by calling 262-524-7335, mbledsoe@carrollu.edu.

**Academic honesty and due notification**
The Carroll University Academic Integrity Policy is located in your student handbook (pages 21-26). I encourage you to familiarize yourself with it. If a student violates this policy in any way, I reserve the right to impose a sanction of failure on the assignment/assessment and/or failure in the course. If you have questions about appropriate citation, when group collaboration is appropriate, or other related issues, please ask.

**Classroom etiquette**
To maintain a positive environment conducive to learning in the classroom and laboratory, the MEXP program has established the following guidelines. Any activities that distract from the classroom environment and interfere with the conduct of the educational process are unacceptable and prohibited. Such activities include emailing, instant messaging, cell phone usage or receiving calls when not on silent mode, headsets for music, surfing the Internet aside from direction by faculty as a part of the conduct of the classroom, bringing animals to class, bringing children in class (except as requested by faculty as part of a lab), conducting conversations outside of class participation, napping in class, and distracting peers or faculty from the conduct of the learning process. In
addition, to limit the distraction of other students, chewing gum and eating during class will not be permitted. Faculty have responsibility to maintain the classroom environment and will ask those who engage in distracting activity to leave the room.

**Communication policy**
If a student has a question about a grade or his/her overall academic performance in a course, the student will need to set up an individual appointment to meet with that instructor during office hours. The instructor will not discuss grades by email. In order to effectively manage the volume of incoming Emails, students are asked to use proper Email etiquette. For information on Email etiquette, please go to [www.emailreplies.com](http://www.emailreplies.com). This is a skill that would be expected in the workplace so it is important to practice it now. Please note that Emails related to class assignments and projects are not confidential. Students are encouraged to Email short, specific questions to the instructor. Minimum email policies include:

- Use of a descriptive subject line, including the course number, assignment, and your last name (e.g., ESC 440_Case Study#1_Stangel).
- Write short, concise questions using Standard English. If you have several questions, then please use bullet points. DO NOT write long explanations in paragraph format. If your question requires that level of explanation, then you need to meet with the instructor in person.
- Do not email assignments to the instructor unless arrangements have been made in advance.

During the workweek, the instructor will respond to course related emails within 24 hours of receipt. If an Email is received after 4p.m on Friday or over the weekend, do not expect a reply until the following Monday afternoon. Remember, a lack of planning on your part does not automatically create an emergency for others to accommodate your request.

**Effective use of faculty office hours**
Periodically, office hours may be changed to accommodate departmental, college, and university meetings. Prior to meeting with the instructor, students should make use of available resources such as the MEXP Student Handbook, Carroll Student Handbook, Graduate Catalog, rubrics, etc. to answer questions. If a student has exhausted these resources and still has questions or concerns, he or she should schedule an appointment during office hours and come prepared with a list of specific questions. Office hours should not be used to pre-grade assignments. In addition, class time will not be used to discuss individual grades. These issues should be discussed during office hours.