Syllabus

HPW  304 - 01   Theories and Techniques of Behavior Change

UWSP, Spring 2021

|  |  |  |
| --- | --- | --- |
| **Days & Times** | **Room** | **2021 Meeting Dates** |
| Tues & Thur 12:30PM - 1:45PM | Zoom | 1/26-5/13 |

|  |  |  |
| --- | --- | --- |
| |  | | --- | | Instructor: Brian Krolczyk, Ph.D  Office Location: CPS 242B  Office Hours: by appointment | | Office #: 715-346-4801  Cell: 304-777-6900  Email: brian.krolczyk@uwsp.edu |

# Course Description

The philosophical and theoretical underpinnings of the health and wellness coaching process will be explored via various models. The assumptions, key concepts, techniques, and practical applications will be covered. Best practices in coaching techniques and methods will be demonstrated and practiced.

# Course Learning Objectives

Overview

1. Mastery key terms and behavior change and coaching concepts and recall on Quizzes & exams
2. Demonstrated ability (oral and written) to conceptually organize and integrate concepts
3. Demonstrated ability to integrate concepts and basic coaching techniques
4. Develop a personal approach to health and wellness coaching

Detailed Learning Objectives: Behavior Change Theories

Chapter 1

* Define coaching and identify the value of the coach/client partnership
* Explain why professional coaches are needed to address health and wellness today
* Distinguish between the coaching approach and the expert approach
* Describe the current state of health and wellness coaching outcomes research
* Describe the coaching process
* Name the key components that make up the emerging field of coaching psychology, including the role of neuroscience
* Describe self-determination in theory and why it is a key theory in coaching psychology
* Describe four proposed coaching mechanisms of action
* Name the key components that make up the emerging field of coaching psychology, including the role of neuroscience
* Describe self-determination in theory and why it is a key theory in coaching psychology
* Describe four proposed coaching mechanisms of action

Chapter 2

* Define the coaching relationship, the “heart of coaching”
* Describe the skills for establishing trust and building rapport within a coaching relationship
* Name and discuss three core coaching skills
* Identify the skills for mindful listening, open-ended inquiry, and perceptive reflections
* Identify additional tools for developing the coaching relationship
* Connect the building of strong relationships to self-determination theory

Chapter 3

* Define coaching presence
* Distinguish between the “doing” and the “being” skills of coaching
* Describe character strengths and their role in coaching
* Discuss the choices, frameworks, and practices that support masterful coaching

Chapter 4

* Describe the impact of negative emotions on brain learning
* Describe how compassion supports self-determination
* Define empathy and discuss how it relates to compassion
* Describe an empathy protocol called nonviolent communication (NVC)
* Define the four key components of NVC: observations, feelings, needs, and requests

Chapter 5

* Define positive psychology
* Define the role of positive psychology in the coaching relationship
* Name and discuss the five basic principles of appreciative inquiry (AI)
* Name and discuss each stage within the 5-D cycle of AI
* Describe the process of using AI to facilitate the development of a client’s positive vision (or desired future) within a coaching session

chapter 6

* Describe the difference between controlled and autonomous motivation
* Define motivational interviewing (MI) and discuss how it is integrated into coaching
* Name the key MI tools, including a variety of reflective listening statements and the use of rulers to evoke readiness to change
* Define and discuss four sources of self-efficacy

Chapter 7

* Describe the transtheoretical model (TTM)
* Define the five stages of change
* Describe coaching competencies for each stage of change
* Define operant conditioning and decisional balance
* Describe the Mount Lasting Change model

Chapter 8

* Identify the value of assessments to the coaching partnership
* Identify assessments to use with clients
* Review a sample well-being assessment
* Identify medical or mental health red flags
* Prepare for and support a first coaching session

Chapter 9

* Describe design thinking and its connection to coaching
* Describe the process of designing a coaching agreement with the client
* Describe the process of designing a vision within a coaching session
* Describe the process of designing three-month and weekly goals within a coaching session

Chapter 10

* Define generative moments and their value
* Discuss the source of generative moments and how to leverage these moments for significant progress
* Discuss how to use the transtheoretical model (TTM), nonviolent communication (NVC), appreciative inquiry (AI), and motivational interviewing (MI) in generative moments
* Name the skills necessary for creating and facilitating generative moments
* List the five steps in the process of creating a generative moment

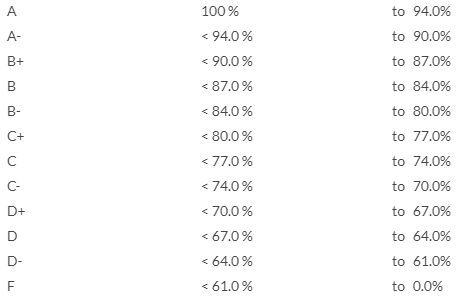
chapter 11

* Identify the process for conducting coaching sessions following an evidence-based coaching model
* Follow a checklist for evidence-based coaching programs and sessions (Appendix A)

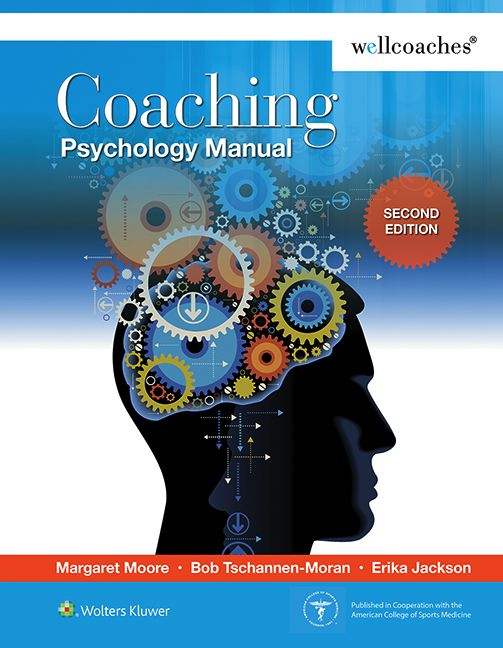
# Evaluation/Course Requirements

|  |  |  |  |
| --- | --- | --- | --- |
| Assignment | Brief Description | Points/Percentage | Learning Outcomes Met (#) |
| Weekly Quizzes | Multiple choice in class | 15 | 1 |
| Coaching Skill Demonstration | Demonstrate competencies in Zoom Practice Sessions | 20 | 3 |
| Attendance and Class participation | Level of class engagement | 20 | 2 |
| Final Project | Paper: Your approach to coaching others | 15 | 1 |
| Journal Assignments | Personal Discovery, insights, planning & behavior change | 20 | 3 |
| Library Research Assignment | Article search and summaries | 10 | 3 |

# Grading Scale



# Required Course Materials



**Coaching Psychology Manual**

**SECOND EDITION**

**Margaret Moore**

**Erika Jackson**

**Bob Tschannen-Moran**

**9781496310590**



# 2020 UWSP Schedule

Course Outline

*(Subject to Change)*

|  |  |  |
| --- | --- | --- |
| **Date/Week** | **Topic** | **Reading** |
| 1/26 | Introduction | Chapter 1 COACHING PSYCHOLOGY MANUAL  SECOND EDITION  MARGARET MOORE |
| 2/2 | Coaching Relationship Skills | Chapter 2: COACHING PSYCHOLOGY MANUAL  SECOND EDITION  MARGARET MOORE |
| 2/9 | Coaching Presence | Chapter 3: COACHING PSYCHOLOGY MANUAL  SECOND EDITION  MARGARET MOORE |
| 2/16 | Expression of Compassion | Chapter 4: COACHING PSYCHOLOGY MANUAL  SECOND EDITION  MARGARET MOORE |
| 2/23 | Celebrating Our Best | Chapter 5: COACHING PSYCHOLOGY MANUAL  SECOND EDITION  MARGARET MOORE |
| 3/2 | Harnessing Motivation to Build Self-Efficacy | Chapter 6: COACHING PSYCHOLOGY MANUAL  SECOND EDITION  MARGARET MOORE |
| 3/9 | Readiness to Change | Chapter 7: COACHING PSYCHOLOGY MANUAL  SECOND EDITION  MARGARET MOORE |
| 3/16 | Client Assessment | Chapter 8: COACHING PSYCHOLOGY MANUAL  SECOND EDITION  MARGARET MOORE |
| SPRING BREAK |  |  |
| 3/30 | Design Thinking | Chapter 9: COACHING PSYCHOLOGY MANUAL  SECOND EDITION  MARGARET MOORE |
| 4/6 | Generative Moments | Chapter 10: COACHING PSYCHOLOGY MANUAL  SECOND EDITION  MARGARET MOORE |
| 4/13 | Conducting Coaching Sessions | Chapter 11: COACHING PSYCHOLOGY MANUAL  SECOND EDITION  MARGARET MOORE |
| 4/20 | The Thriving Coach | Chapter 12: COACHING PSYCHOLOGY MANUAL  SECOND EDITION  MARGARET MOORE |
| 5/4 | Practice |  |
| 5/11 | Practice |  |
| 5/12 | Finals Week NO FINAL |  |

# Technology Guidelines

We will be utilizing the Canvas LMS system for all class communications. You can register for classes at the library Canvas website. See the link in the student resources section.

**Cell phone usage:** Research supports that having visual access to a cell phone diminishes our ability to learn. Checking social media, texts, emails, and messages is unprofessional and disrespectful to our class community. ***Please turn off your phone during class; I will do so as well.*** Thank you for following these guidelines as they help create a positive learning community.

This course requires posting of work online that is viewable only by your classmates. None of the work submitted online will be shared publicly. Some assignments require account creation for online programs. Your academic records (grades, student IDs, personal identification information) will not be shared by the instructor of this course. Confidentiality of student work is imperative, so you should not share the work of your peers publicly without their permission. By participating in these assignments, you are giving consent to sharing of your work with others in this class and you recognize there is a small risk of your work being shared online beyond the purposes of this course. If you elect to not participate in these online assignments due to confidentiality concerns, then an alternate assignment will be offered to you.

# Inclusivity Statement

It is my intent that students from all diverse backgrounds and perspectives be well-served by this course, that students’ learning needs be addressed both in and out of class, and that the diversity that the students bring to this class be viewed as a resource, strength and benefit. It is my intent to present materials and activities that are respectful of diversity: gender identity, sexuality, disability, age, socioeconomic status, ethnicity, race, nationality, religion, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally, or for other students or student groups.

If you have experienced a bias incident (an act of conduct, speech, or expression to which a bias motive is evident as a contributing factor regardless of whether the act is criminal) at UWSP, you have the right to report it using this [link](https://www3.uwsp.edu/dos/Pages/Bias-Hate-Incident.aspx). You may also contact the Dean of Students office directly at [dos@uwsp.edu](mailto:dos@uwsp.edu).

# Confidentiality

Learning requires risk-taking and sharing ideas. Please keep your classmates’ ideas and experiences confidential outside the classroom unless permission has been granted to share them.

# Communicating with your Instructor

|  |  |
| --- | --- |
|  | Email is the quickest way to reach me at: brian.krolczyk@uwsp.edu |
|  | Call my office at any time (715-346-4801). Leave a voicemail if I do not answer. |
|  | Zoom Videoconference is also available by request. |

**Communicate Clearly**

Remember some faculty receive as many as 100 emails per day. Yours should be clear, concise, and professional so that your issues can be responded to effectively. Include the entire thread of an ongoing email conversation so that your instructor can recall the history of your issue without searching for other emails you have sent. Sign off with your first and last name. I will not open attachments without messages or messages that are illegible.

# Office hours

I am available without an appointment in my office (CPS 242B) on Tuesdays and Thursdays 10-11am and appointment. Individual meetings can be arranged through an email request, phone call, or conversation directly before or after class. I do not hold normal office hours during the following weeks: (Thanksgiving week, Spring Break, Summer Break, and finals weeks.)

# Attendance

Attending class will likely be the single most important factor in determining your performance and grade in the course, so plan to attend every class. In every class meeting you will have at least one project, exercise, test, and/or discussion that will impact your grade, and your class discussions will count toward participation. The relationship between attendance and achievement in education has been extensively documented in peer-reviewed research. ***I am not able to re-teach the material to you in the event that you are absent, but you can ask a classmate to share notes.* Any exceptions to the attendance policy should be confirmed in writing.**

Please refer to the “Absences due to Military Service” and “Religious Beliefs Accommodation” below. Additionally, below are attendance guidelines as outlined by the [UWSP registrar](https://www3.uwsp.edu/regrec/Pages/Attendance-Policy.aspx):

If you decide to drop a class, please do so using myPoint or visit the Enrollment Services Center. Changes in class enrollment will impact your tuition and fee balance, financial aid award and veterans educational benefit.

* If you must be absent during the term, tell your instructor prior to the class you will miss. If you cannot reach your instructor(s) in an emergency, contact the Dean of Students Office at 715-346-2611 or [DOS@uwsp.edu](mailto:DOS@uwsp.edu) .
* If you are dropped from a class due to non-attendance, you may only be reinstated to the class section using the class add process. Reinstatement to the same section or course is not guaranteed.  Your instructors will explain their specific attendance policies to be followed at the beginning of each course.
* If you take part in an off-campus trip by an authorized university group such as an athletic team, musical or dramatic organization, or a class, make appropriate arrangements in advance with the instructor of each class you will miss. If you are absent from classes because of emergencies, off-campus trips, illness, or the like, your instructors will give you a reasonable amount of help in making up the work you have missed.
* If you enroll in a course and cannot begin attending until after classes have already started, you must first get permission from the department offering the course. Otherwise, you may be required to drop the course.
* If you do not make satisfactory arrangements with your instructors regarding excessive absences, you may be dismissed. If you are dismissed from a class, you will receive an F in that course. If you are dismissed from the University, you will receive an F in all enrolled courses.

# Late Work

All assignments are due **on or before** the assigned date and time provided in the assignment schedule.

# Absences due to Military Service

As stated in the UWSP Catalog, you will not be penalized for class absence due to unavoidable or legitimate required military obligations, or medical appointments at a VA facility, [not to exceed two (2)](https://www3.uwsp.edu/veteran-services/Pages/short-term-leave.aspx) [weeks](https://www3.uwsp.edu/veteran-services/Pages/short-term-leave.aspx) unless special permission is granted by the instructor. You are responsible for notifying faculty members of such circumstances as far in advance as possible and for providing documentation to the Office of the Dean of Students to verify the reason for the absence. The faculty member is responsible to provide reasonable accommodations or opportunities to make up exams or other course assignments that have an impact on the course grade. For absences due to being deployed for active duty, please refer to the [Military Call-Up Instructions for Students](https://www3.uwsp.edu/veteran-services/Pages/Call-Up-Guidelines.aspx).

# Religious Beliefs Accommodation

It is UW System policy ([UWS 22](https://docs.legis.wisconsin.gov/code/admin_code/uws/22)) to reasonably accommodate your sincerely held religious beliefs with respect to all examinations and other academic requirements.

You will be permitted to make up an exam or other academic requirement at another time or by an alternative method, without any prejudicial effect, if:

* There is a scheduling conflict between your sincerely held religious beliefs and taking the exam or meeting the academic requirements; and
* You have notified your instructor within the first three weeks of the beginning of classes (first week of summer or interim courses) of the specific days or dates that you will request relief from an examination or academic requirement.
* Your instructor will accept the sincerity of your religious beliefs at face value and keep your request confidential.
* Your instructor will schedule a make-up exam or requirement before or after the regularly scheduled exam or requirement.
* You may file any complaints regarding compliance with this policy in the Equity and Affirmative Action Office.

# Equal Access for Students with Disabilities\*

UW-Stevens Point will modify academic program requirements as necessary to ensure that they do not discriminate against qualified applicants or students with disabilities.  The modifications should not affect the substance of educational programs or compromise academic standards; nor should they intrude upon academic freedom.  Examinations or other procedures used for evaluating students' academic achievements may be adapted.  The results of such evaluation must demonstrate the student's achievement in the academic activity, rather than describe his/her disability.

*If modifications are required due to a disability, please inform the instructor and contact the* [*Disability and Assistive Technology Center*](https://www3.uwsp.edu/datc/Pages/default.aspx) *to complete an Accommodations Request form.  Phone: 346-3365 or Room 609 Albertson Hall.*

# Help Resources

|  |  |  |  |
| --- | --- | --- | --- |
| Tutoring | Advising | Safety and General Support | Health |
| Tutoring and Learning Center helps with Study Skills, Writing, Technology, Math, & Science. 018 Albertson Hall, ext 3568 | Academic and Career Advising Center, 320 Albertson Hall, ext 3226 | Dean of Students Office, 212 Old Main, ext. 2611 | Counseling Center, Delzell Hall, ext. 3553. Health Care, Delzell Hall, ext. 4646 |

**UWSP Service Desk**

The Office of Information Technology (IT) provides a Service Desk to assist students with connecting to the Campus Network, virus and spyware removal, file recovery, equipment loan, and computer repair. You can contact the Service Desk via email at techhelp@uwsp.edu or at (715) 346-4357 (HELP) or visit this [link for more information.](https://www3.uwsp.edu/infotech/Pages/ServiceDesk/default.aspx)

**Care Team**

The University of Wisconsin-Stevens Point is committed to the safety and success of all students. The Office of the Dean of Students supports the campus community by reaching out and providing resources in areas where a student may be struggling or experiencing barriers to their success. Faculty and staff are asked to be proactive, supportive, and involved in facilitating the success of our students through early detection, reporting, and intervention. As your instructor, I may contact the Office of the Dean of Students if I sense you are in need of additional support which individually I may not be able to provide. You may also share a concern if you or another member of our campus community needs support, is distressed, or exhibits concerning behavior that is interfering with the academic or personal success or the safety of others, by reporting [here](https://www3.uwsp.edu/dos/Pages/Anonymous-Report.aspx).

# Academic Honesty

Academic Integrity is an expectation of each UW-Stevens Point student. Campus community members are responsible for fostering and upholding an environment in which student learning is fair, just, and honest. Through your studies as a student, it is essential to exhibit the highest level of personal honesty and respect for the intellectual property of others. Academic misconduct is unacceptable. It compromises and disrespects the integrity of our university and those who study here. To maintain academic integrity, a student must only claim work which is the authentic work solely of their own, providing correct citations and credit to others as needed. Cheating, fabrication, plagiarism, unauthorized collaboration, and/or helping others commit these acts are examples of academic misconduct, which can result in disciplinary action. Failure to understand what constitutes academic misconduct does not exempt responsibility from engaging in it.

*UWSP 14.03 Academic misconduct subject to disciplinary action.*

(1)  Academic misconduct is an act in which a student:

(a)  Seeks to claim credit for the work or efforts of another without authorization or citation;

(b)  Uses unauthorized materials or fabricated data in any academic exercise;

(c)  Forges or falsifies academic documents or records;

(d)  Intentionally impedes or damages the academic work of others;

(e)  Engages in conduct aimed at making false representation of a student's academic performance; or

(f)  Assists other students in any of these acts.

(2)  Examples of academic misconduct include, but are not limited to:

* Cheating on an examination
* Collaborating with others in work to be presented, contrary to the stated rules of the course
* Submitting a paper or assignment as one's own work when a part or all of the paper or assignment is the work of another
* Submitting a paper or assignment that contains ideas or research of others without appropriately identifying the sources of those ideas
* Stealing examinations or course materials
* Submitting, if contrary to the rules of a course, work previously presented in another course
* Tampering with the laboratory experiment or computer program of another student
* Knowingly and intentionally assisting another student in any of the above, including assistance in an arrangement whereby any work, classroom performance, examination or other activity is submitted or performed by a person other than the student under whose name the work is submitted or performed.

Students suspected of academic misconduct will be asked to meet with the instructor to discuss the concerns. If academic misconduct is evident, procedures for determining disciplinary sanctions will be followed as outlined in the [University System Administrative Code, Chapter 14](http://docs.legis.wisconsin.gov/code/admin_code/uws/14.pdf).

# Other Campus Policies

## 

**FERPA**

The [Family Educational Rights and Privacy Act](https://www3.uwsp.edu/regrec/Pages/ferpa.aspx) (FERPA) provides students with a right to protect, review, and correct their student records. Staff of the university with a clear *educational need to know* may also have to access to certain student records. Exceptions to the law include parental notification in cases of alcohol or drug use, and in case of a health or safety concern. FERPA also permits a school to disclose personally identifiable information from a student’s education records, without consent, to another school in which the student seeks or intends to enroll.

## 

**Title IX**

UW-Stevens Point is committed to fostering a safe, productive learning environment. Title IX and institutional policy prohibit discrimination on the basis of sex, which includes harassment, domestic and dating violence, sexual assault, and stalking. In the event that you choose to disclose information about having survived sexual violence, including harassment, rape, sexual assault, dating violence, domestic violence, or stalking, and specify that this violence occurred while a student at UWSP, federal and state laws mandate that I, as your instructor, notify the Title IX Coordinator/Office of the Dean of Students.

Please see the information on the [Dean of Students webpage](https://www3.uwsp.edu/DOS/sexualassault) for information on making confidential reports of misconduct or interpersonal violence, as well as campus and community resources available to students. For more information see the [Title IX page.](https://www3.uwsp.edu/hr/Pages/Affirmative%20Action/Title-IX.aspx)

## 

**Clery Act**

The US Department of Education requires universities to disclose and publish campus crime statistics, security information, and fire safety information annually. Statistics for the three previous calendar years and policy statements are released on or before October 1st in our [Annual Security Report](https://www3.uwsp.edu/dos/clery/Documents/ASR-ASFR.pdf). Another requirement of the Clery Act, is that the campus community must be given timely warnings of ongoing safety threats and immediate/emergency notifications. For more information about when and how these notices will be sent out, please see our [Jeanne Clery Act](https://www3.uwsp.edu/dos/clery/Pages/default.aspx) page.

**Drug Free Schools and Communities Act**

The Drug Free Schools and Communities Act (DFSCA) requires institutions of higher education to establish policies that address unlawful possession, use, or distribution of alcohol and illicit drugs. The DFSCA also requires the establishment of a drug and alcohol prevention program. The Center for Prevention lists information about alcohol and drugs, their effects, and the legal consequences if found in possession of these substances.[Center for Prevention – DFSCA](https://www3.uwsp.edu/dos/cfp/Pages/dfsca.aspx)

**Copyright infringement**

This is the act of exercising, without permission or legal authority, one or more of the exclusive rights granted to the copyright owner under section 106 of the Copyright Act. Each year students violate these laws and campus policies, putting themselves at risk of federal prosecution. For more information about what to expect if you are caught, or to take preventive measures to keep your computing device clean, visit our [copyright page](http://libraryguides.uwsp.edu/copyright?hs=a).

# 