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Chunk of Change: Microlearning, Social Cognitive, and Transformative Learning Theory to Support Wellness Routines

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Chunk of Change: Microlearning, Social Cognitive, and Transformative Learning Theory to

Support Wellness Routines

Submitted by

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Abstract

This paper explores the design of a 5-week course for Jamie O'Neil, a fitness and nutrition coaching company. Any quest to achieve optimal wellness requires the ability to make consistent personal choices that support one's own health, fitness, and nutritional needs. Efforts to support these choices are often strengthened when targeting both the cognitive and behavioral domains. Jamie O'Neil found this to be true. Clients revealed themselves to be highly self-critical and to operate on top of assumptions and beliefs about themselves. These beliefs deterred their motivation and ability to sustain new health habits. To ensure that both the cognitive and behavioral domains were adequately addressed, instructional designers employed microlearning, transformational learning theory, and social cognitive theory. Using bite-size content, supportive relationships, and reflective discourse this highly interactive course encourages learners to create and operate from new meaning perspectives as they explore fitness, nutrition, and health related concepts. Module topics include wellness and balance, setting goals and intentions, responsibility and consistency, acceptance and compassion, and resilience and resurgence. After completing this course, participants will be able to effectively use perspective reframing strategies to set and achieve personal fitness and wellness goals and view their experience as a learning journey.

Keywords: Social Cognitive Learning Theory, Transformational Learning Theory, Behavior Change, Microlearning, Instructional Design

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Background Information

Stakeholder

The primary stakeholder of this project is the owner of the individualized fitness and nutrition company, Jamie O'Neil.

Organizational Goals

Jamie O'Neil's mission is to educate and empower clients to be the best version of themselves through individualized fitness coaching, holistic nutritional guidance, and tools "to take their own life, health, and wellbeing into their own hands" (https://www.befitathome.ca/the-vision, n.d). Jamie O'Neil focuses on more than just achieving a clients' fitness goal. Their methods include authentic discussion supporting client development of sustained change after implementing their new wellness habits. Jamie O'Neil is currently looking to formalize these tools through an instructor-led course titled Jamie O'Neil's Mindset Reboot.

Analysis Report

Instructional Problem

Jamie O'Neil works to facilitate sustained behavior change with clients. This involves listening to clients' as they share their own struggle to become reliable, be consistent, and remain motivated to reach their personal health and fitness goals. Through one-on-one coaching, Jamie O'Neil has introduced clients to strategies for healthy reflection and reframing perspectives. In addition, they provide clients with brief newsletters containing inspiration and curated tips for success. They report that there is simply not enough time built into a client's

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individual training sessions to effectively address and impact their fixed perspective or "true

barriers" to performance. As a result, Jamie O'Neil has requested assistance in designing and

developing a supplemental course to support their client's journey to achieve effective

sustainable change.

Data Gathering

To gather data on Jamie O'Neils's target learner, current learning context, and conduct a

needs assessment, the owner of Jamie O'Neil completed a learner assessment questionnaire

(see Appendix A) and participated in several interviews via video conference. Existing written

materials including newsletters and social media posts were also reviewed.

Learner Analysis

Jamie O'Neil's typical clients are adults ages 30-50. While they are cautiously

optimistic about beginning their new fitness or nutritional regime, most have failed in their

past attempts to implement and sustain new health habits. Some clients had unrealistic

fitness and dieting goals while others lacked sufficient structures to support them in being

accountable.

Many clients, when faced with competing commitments (busy work-lives, financial

concerns, family obligations, social activities, and unpredictable life events) become

thwarted in their desire to sustain new habits. All clients are highly self-critical and operate

on top of assumptions and beliefs about themselves that deter their motivation to sustain

new health habits. As a result, clients often experience some level of discomfort and

hesitancy to challenge these existing beliefs and assumptions.

Limitations

Our primary limitation involves the lack of resources available to us to aid in our assessment of the reported performance problem. We did not have access to surveying or interviews from Jamie O'Neil's previous or current clients. We have relied solely on the owner of Jamie O'Neil, our SME and client, to gather and interpret evidence for his stated instructional problem.

Instructional Strategy

Theoretical Justification

Achieving optimal wellness and continually making productive personal choices to support one's own health, fitness, and nutritional needs is a life-long process. This process is a personal journey requiring one to address both the cognitive and behavioral domain through active practice and critical reflection. This active practice involves instrumental learning - the examination of cause and effect of actions, events, or choices. While Kolb stresses that knowledge is constructed through experience, psychologist and educator, John Dewey, asserts "that experiential learning transforms impulses and feelings into purposeful action" (White, S. K., & Nitkin, M., 2014). Through supportive relationships, positive modeling, and reflective discourse, Jamie O'Neil's course participants can reconstruct meaningful contexts or perspectives. Operating from a new meaning perspective along with exploring new fitness, nutrition, and health related concepts can lead Jamie O'Neils' course participants to take actions that build self-confidence and potentially further their competence. Therefore, Jamie O'Neil's course, Jamie O'Neil 's Mindset Reboot, is informed by microlearning, transformational

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learning theory, and social cognitive theory.

Microlearning

Serial microlearning is an instructional approach that uses multiple, bite-sized interventions to educate learners. This approach is engaging and convenient. Jamie O'Neil's daily micro-learning includes a variety of media types and can be easily accessed by computers, tablets, and smartphones. Jamie O'Neil's course participants also benefit from the efficiency of shorter lessons as they have limited time between their full workdays and family responsibilities.

The health and wellness field has also seen a rise in bite-sized public health awareness programs and primary health prevention campaigns. Considering these trends, researchers recently conducted a systematic review of the literature surrounding microlearning and self-care. Their aim was to determine if microlearning was a viable tool for improving one's capacity for health-related self-care. Ultimately, researchers found that 89.5% of studies indicated microlearning as a viable means of triggering change in knowledge, attitude change, and mood (Wang et al., 2020).

Social Cognitive Theory and Transformative Learning Theory

In designing Jamie O'Neil's course, we considered Lev Vygotsky's sociocultural theory stressing that social interaction (language) and learning are intertwined impacting both a learner's cognitive performance and behavior. Intersubjectivity of shared goals and values can be achieved through collaborative and supportive learning networks. Although Jamie O'Neil's course instructor will act as a facilitator of learning, course participants' (peers') shared

personal experiences and reflection will also serve as the 'more knowledgeable other' reflected in Vygotsky's zone of proximal development model.

In Alan Reimann's (1999) meta-analysis of social role-taking and guided reflection practices, he proposes that reflective dialogue for learning can be guided through the following types of interactions: accepting feelings, praising, or encouraging, acknowledging, and clarifying ideas, prompting inquiry, providing information, and responding to problems (p. 605). These interaction types utilized in Jamie O'Neil's daily and weekly course discussions with fellow peers, as well as with its instructor, are aligned with Albert Bandura's model of triadic reciprocity. Researchers (Oh et al., 2013), examined the effects of health related-social support networks on Facebook and found that their emotional support "improved self-efficacy, which is a significant factor influencing health behavior and health outcomes" (p. 2077). A more recent study examined the role of self-reflection and increased self-awareness on self-determined physical activity, motivation, and behavior. This study provided evidence that participant self-reflection did support "three basic psychological needs of autonomy, competence and relatedness" critical to the motivation "for the initiation and long-term maintenance of physical activity behaviors" (Eubank et al., 2020, p. 17).

It will be important for the instructor to create a safe and positive environment for participants to both recognize and share their challenges and difficult emotions. "Learning involves ongoing reflection by the learner, as they work to add to or modify the existing frames of reference [in which] they came into the learning environment with...Critical reflection requires a trustful atmosphere where people can make mistakes without worrying about

suffering negative consequences (Brookfield, 1995)" (Clapper, T.C, 2010, p. 2). Establishing trust and a supportive environment can be achieved through modeling personal connection, using humor, using inclusive language, and being curious of others. Instructor acknowledgement of participant's self-efficacy, willingness to be challenged, creative thinking, and general participation can also support learning motivation.

We recommend the instructor/ facilitator assess each participant's readiness for change through a pre-course call surveying the participant's motivations, goals, and willingness to challenge themselves. "If a person places a high value in attaining a certain goal, they will be more inclined to extend the necessary effort to accomplish the task even in the presence of barriers and competing interests" (Eubank et al., 2020, p. 17). If a participant is unwilling to engage in critical self-reflection, then this is not the course for them. Although a central construct for behavioral change in Social Cognitive Theory is self-efficacy, Jamie O'Neil's course participants may not have a strong sense of confidence in their ability to initiate or sustain fitness and nutritional habits at the very start of this course. It is, however, imperative that they are open to self-examination and practicing new behaviors.

Client comments such as "I'm not a morning person", "I can only make a handful of [foods] and I get bored" or "I can't enjoy my success" are often housed within a fixed perspective or a personal belief. Given that fixed perspectives become subconscious, and that new knowledge is filtered through them, we have recommended learning tools used to support transformative learning. These include critical self-reflection and reflective group discourse. Participants will be encouraged to identify a "disorienting dilemma" or 'where they get stuck',

assess their assumptions and provisionally try new actions in terms of implementing their own wellness and fitness routine.

In a 2015 study measuring the impact of personal reflection to motivate and increase physical activity, researchers found that participants who (answered reflective goal setting questions) created more ambitious fitness goals than those who did not. Participants who engaged in reflective inquiry about why their goals were meaningful consistently reported they felt less enjoyment implementing their fitness plan than they had expected, yet they significantly outperformed those participants who did not do any reflective work (Lee et al., 2015).

Researcher and wellness educator Halima Goss' embedded case study evaluates the effectiveness of a semester-long undergraduate wellness education program which was grounded in components of transformative learning theory at an Australian university. She reports that, "students' self-regulation increased….over a wider set of cognitive and motivational components. These findings are consistent with Mezirow's (2000) assertion in relation to transformative education that, "A new way of seeing has to lead to some kind of action" (p. 335)." (p. 195). The study found that over 92% of students felt confident to continue learning and experienced a sense of personally significant and positive changes to their lifestyles." (p. 200).

Design and Development of Instructional Materials

Jamie O'Neil's five-week course, Mindset Reboot, is designed for up to twelve participants. The course topics are titled as follows: Balance and Wellness (see Appendix B),

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Setting Goals and Intentions (see Appendix C), Responsibility and Consistency, Acceptance and

Compassion (Appendix D), and Resilience and Resurgence. This paper includes the design and

development work for the introduction and 3 out of the 5 modules.

Course Goals

After this 5-week course, participants will be able to effectively use perspective

reframing strategies and tools to view their exercise and nutrition goals as a journey and

learning process and not only a destination.

1. Participants will have developed self-awareness about how emotional stimuli (positive

   or negative) may derail or encourage them to stick to an exercise and nutritional

   program.

2. Participants can list and apply strategies to support new fitness and nutritional habit

   formation. Participants can identify behaviors and thinking that sabotage new habit

   formation.

3. Participants can define the components of setting realistic goals, create structures for

   personal accountability, and continually assess if these structures are working.

   Participants can define how declarative language supports setting intentions and apply

   these to sustain personal motivation.

4. Participants will be able to connect how generating courage, situational acceptance, and

   self-acceptance support personal motivation.

5. Participants will appreciate the value of social support and communication while

   engaged in an exercise and nutrition program.

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 Course Development

The bulk of the course was developed in EdApp, an authoring and learning management system. EdApp is particularly well suited for this course because of its fully responsive interface that also allows an instructor to drip content. The remainder of the course was developed using Vyond, Camtasia, Audacity, Canva and Microsoft Word prior to being imported into the EdApp.

Course Structure and Delivery Method

Before the start of the course, the instructor meets with each participant by phone or over video conference to complete a pre-course orientation interview (see Appendix E). This interview gives the instructor and participant an opportunity to meet one another, review course goals and course structure. The instructor also works with participants to select their personal fitness or nutrition goal for the course. This goal will be used throughout the course to support their efforts to initiate and sustain new habits. Following the pre-course interview, participants receive a welcome email containing basic course information and log-in instructions for the course and Zoom. (Appendix C).

Jamie O'Neil's five-week course consists of two activities: micro-learning lessons with built-in social interaction and one weekly instructor-facilitated workshop using the video conference tool Zoom. Participants log-in to EdApp four days per week (Sunday through Thursday) to complete micro-learning lessons ranging from 5-15 minutes. These highly interactive lessons include video, text, quizzes (with knowledge check, games, and reflective questions), quick reads, images, or links to external websites. Participants are expected to add to the discussion threads associated with each micro-lesson and they have the option to submit
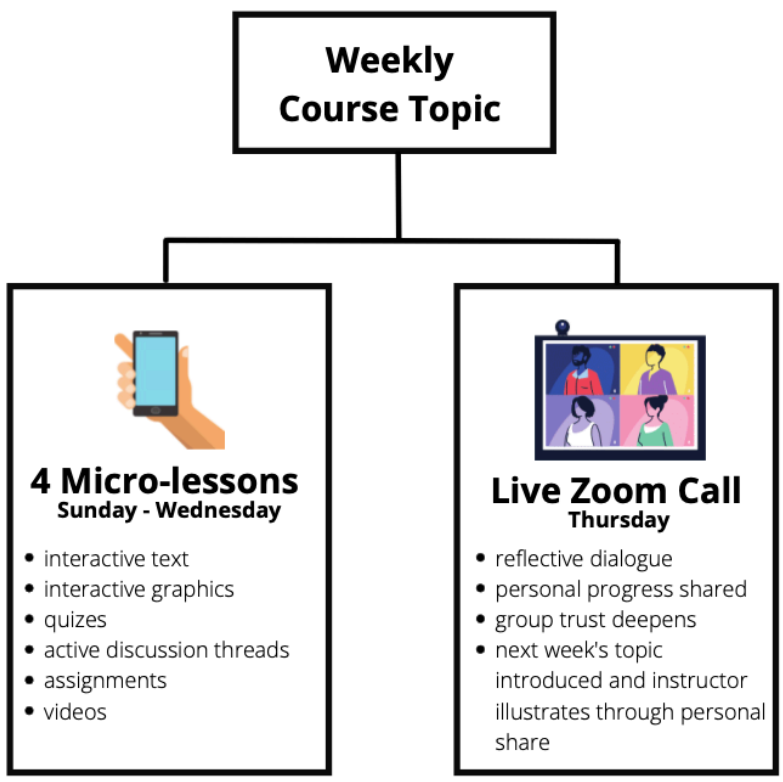
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"likes" to reward other peoples' contributions to that discussion. In addition, the instructor can intersect a discussion thread to provide focus or encouragement.

Participants meet one time per week (on Thursday) for a one-hour instructor-facilitated workshop via Zoom (see Appendix D). Participants are encouraged to share from their experiences that week including inquiry into course content, progress, or lack of progress with their personal goal, or reflection on their own perspective shifts. Any instructor feedback is intended to enhance self-awareness and maintain topical focus. Before concluding the workshop, the instructor broadly defines the following week's lesson topic and vividly shares his own personal journey and self-development work with that topic.

Figure 1

Weekly Course Activities

As this course is intended for furthering one's own ongoing development and relationship to personal fitness goals, it is entirely appropriate for participants to repeat the course with different groups of people. Considering educational theorist David Kolb assertion that "learning is the process whereby knowledge is created through the transformation of experience", participants' skill development can be expanded further through more experiences, a wider range of situations and increased social interactions (1984, p. 38).

Assessment Approach

The client has determined that the success of this course will be indicated by the learner's ability to understand and apply course strategies through the transformation of attitudes and fixed mindsets. To assist in establishing a baseline and then evaluating learner progress, the course will include a pre-assessment, formative assessments, and a summative assessment.

The pre-assessment is conducted as an instructor-led survey included within the course orientation interview (See Appendix E). The course orientation interview is also designed to assess a participant's readiness to challenge themself, level of self-efficacy, and willingness to participate in group dialogue. The instructor must also approve the participant's personal fitness or nutritional goal to be achieved within the 5-week course.

The formative assessments are administered through intermittent knowledge checks, weekly personal goal check-ins, and instructor assessment of participant reflection and sharing throughout the course. The personal reflection and sharing will also serve as the summative assessment.

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Accessibility

During the course orientation interview (See Appendix E) the instructor reviews that the course requires internet access and a computer or mobile device used for reading, typing, video conferencing, and viewing videos. On this call, the instructor asks that if a participant has accessibility requests or concerns, that they be shared with the instructor. The instructor works with a participant's concerns or requests individually to resolve any barriers for accessibility. All videos have closed captions available. Per guidelines provided by the U.S Health & Human Services Department, all font sizes programmed within LMS are a minimum of 16 pixels (12 points). Participants who view the course on a computer screen or tablet, instead of a mobile smart phone, can view the screen in a format that covers a larger portion of a participant's visual field.

Evaluation of Course

Our role as instructional designers on this project do not involve launching the course, nor measuring the course for its effectiveness. We have, however, provided three evaluation recommendations for future implementation by the instructor. The first recommendation is to provide course participants with a course exit questionnaire on the last day of the course (See Appendix H). Consistent with level 1 and 2 of the Kirkpatrick Model of Evaluation, the questionnaire will measure a participant's reaction and self-assessment of their learning.

Consistent with level 3 and 4 of the Kirkpatrick Model of Evaluation, we recommend that a short post course survey be emailed to participants both 1 month and 3 months after the course has completed. These surveys are an opportunity for participants to self-report a specific

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demonstrated competency objective after the course has completed (See Appendix I). For example, "I was able to hear my own inner critic. After I had not exercised for a week. I was able to show myself compassion. I then practiced self-talk using my inner coach. I stopped beating myself up and went back to the gym the next day". Participants may also report results they produced. For example, "I practiced what I learned in the course, used implementation intentions on most days, and I lost 5 pounds". Although there are limitations inherent to self-reporting, when paired with participant goal setting results, it can paint a helpful picture of participants' overall experience of the course.

Given that this course is being marketed to the instructors current and future personal fitness coaching and nutritional counseling clients, we recommend that the instructor gather further data from clients who continue to use the Jamie O'Neil's other services post course completion. This data can be gathered through both conversation and observation.

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Appendix A

Learner Assessment Questionnaire: Needs, Goals, and Characteristics

1. Who is your learner (the audience/ clients)?

2. What are their ages?

3. What are their genders?

4. Where do they live?

5. Are there any cultural considerations to be aware of?

6. What is their socio-economic status?

7. What is the average length of time that you work with your clients one-on-one?

8. Do you intend for your learner to be an existing client, a newcomer, or include both?

9. What would *their* reasons be to enroll in your course (versus other similar courses)?

10. What is your learner's ideal daily time commitment for a course?

11. What types of interactions do your learners find most engaging (in-person conversation, reading newsletters, group training, text-based interactions, zoom calls, etc.)?

12. What do your learners already know about wellness related habits and goals?

13. What specific skills will your learner be able to do after completing the course….and to what ability level? If you were a fly on the wall watching them apply their learning, what would you see?

14. What are the attitudes of your learner towards the topics of the course?

15. How have you previously addressed 'learner attitude' in relation to the course topics? What worked? What did not work?

16. In the past, what specific challenges were encountered by your learner while trying to implement the skills covered in your course?

17. What challenges do you anticipate the learner encountering when applying the course skills once the course is over?

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Appendix B

Course Module Framework: Wellness and Balance

Wellness and Balance Module: Week #1		
Learning Objectives		
After this week's module, the learner will be able to: 1. Articulate the reasons they want to improve or initiate new exercise, healthy eating, or other wellness habits 2. Define the terms wellness, balance, life needs, and life wants 1. Explain how balance supports wellness. 2. Identify the realm(s) of life that they would like to achieve results or spend more time pursuing 3. Evaluate how the addition of the identified areas might bring value to their own life		
Delivery	**Content Covered and Specific Activities**	**Assessments**
Micro Lesson 1 (Delivered Sunday)	**CONTENT**: Video introduction to the weekly topic wellness and balance and encouragement to engage in the course discussions **CONTENT**: The term wellness is defined, and the 6 dimensions of wellness are explained. **ACTIVITY**: The participant takes a personal guided wellness inventory assessment. **ACTIVITY**: Social connection and discourse is established through	**INTERACTIVE QUIZ**: Assess participants' recall and comprehension of the 6 dimensions of wellness

	the following reflective activity. **Reflective Question:** Please introduce yourself and share why you enrolled in this course. If you'd like, please share what aspects of wellness are important to you. **ASSETS DEVELOPED** Introductory Video (See Figure B1) Interactive text (See Figure B2) Interactive graphic (See Figure B3)	
Micro Lesson 2 (Delivered Monday)	**CONTENT**: The term balance, life needs vs. life wants is defined and explained. Explain thrive vs. needs (interactive text) **CONTENT**: Curated video - https://youtu.be/MPR3o6Hnf2g) **CONTENT**: Instructor provides inspirational share modeling his learning process to build his own relationship with balance within his own life (video). **ACTIVITY**: Social connection and discourse is established through the following reflective activity. **Reflective Question:** Which kinds of tasks leave you feeling invigorated? **ASSETS DEVELOPED:** Interactive text (See Figure B4) Video (See Figure B5)	

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Micro Lesson 3 (Delivered Tuesday)	**CONTENT**: The following strategies and benefits for recognizing balance and building balance are explained—pay attention to thoughts/ activities that make you happy, make time do what you love and build relationships that add value (interactive text and curated video - https://youtu.be/LnNj1SdSE3k) **ACTIVITY**: Social connection and discourse is established through the following reflective activity. 　　**Reflective Question:** What activities, big or small, do you enjoy or make you happy? **ASSETS DEVELOPED:** Interactive text (See Figure B6)	
Micro Lesson 4 (Delivered Wednesday)	**CONTENT**: The following strategies and benefits for recognizing balance and building balance are explained - both general movement or physical exercise each day and focus on health eating habits (interactive text) **ANIMATED VIDEO:** The Power of Physical Health **CONTENT**: Interactive text featuring various accountability resources including tracking apps. **ACTIVITY**: Social connection and discourse is established through the following reflective activity. 　　**Reflective Question:** 　　　1. Share a question or frustration about movement, sleep, or food. What trips you up?	**INTERACTIVE QUIZ:** Assess participants' recall and comprehension of how movement, sleep, exercise, and eating habits contribute to overall wellness and building balance. **ASSIGNMENT**: Participant updates instructor on progress status of personal fitness/ nutritional course goal.

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	ASSETS DEVELOPED: Interactive text (See Figure B7) Animated Video (See Figure B8) Interactive Graphics (See Figure B9)	
Additional Resources (Delivered Thursday)	**CONTENT**: No lesson is delivered. There is a reminder for today's synchronous session. Additional resources with hyperlinks are provided for optional exploration.	
Zoom Video Call (Delivered on Thursday)	The instructor and participants do live introduction and icebreaker. Instructor creates safe space, sets ground rules, and briefly reviews course vision/ expectations. Instructor acknowledges social participation on course discussions threads and asks reflective prompt questions. Instructor introduces the next week's topic and provides a personal share that demonstrates his process of learning that topic and inspires others. **ASSETS DEVELOPED:** Zoom Meeting Facilitation Outline (See Appendix G)	**REFLECTIVE SHARING and DISCOURSE:** Instructor assesses participants' understanding and exploration of wellness and balance. Instructor assesses the participants' application of strategies for recognizing and building balance. Instructor assesses if participants are generating new points of view and discovering meaning.

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Figure B1

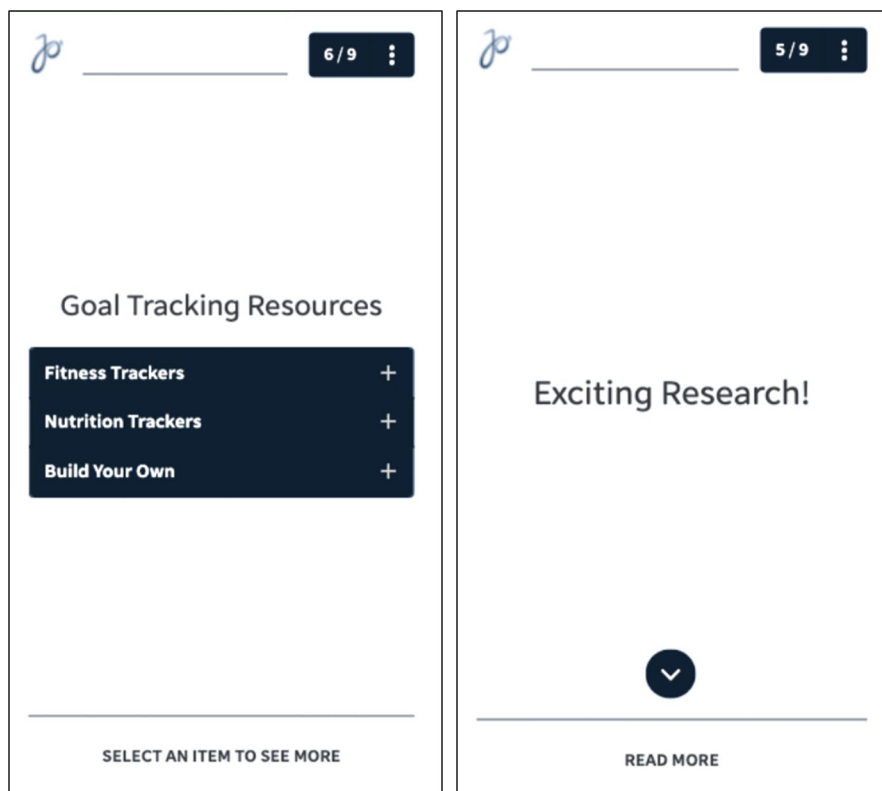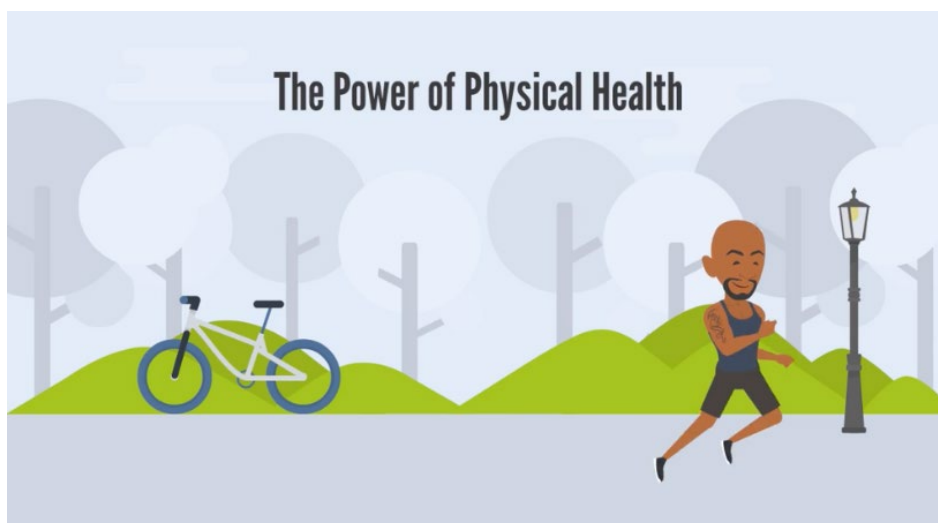*Wellness and Balance Micro Lesson 1: Introductory Video*


Figure B2

Wellness and Balance Micro Lesson 1: Interactive Text

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Figure B3

Wellness and Balance Micro Lesson 1: Interactive Graphic

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Figure B4

Wellness and Balance Micro Lesson 2: Interactive Text
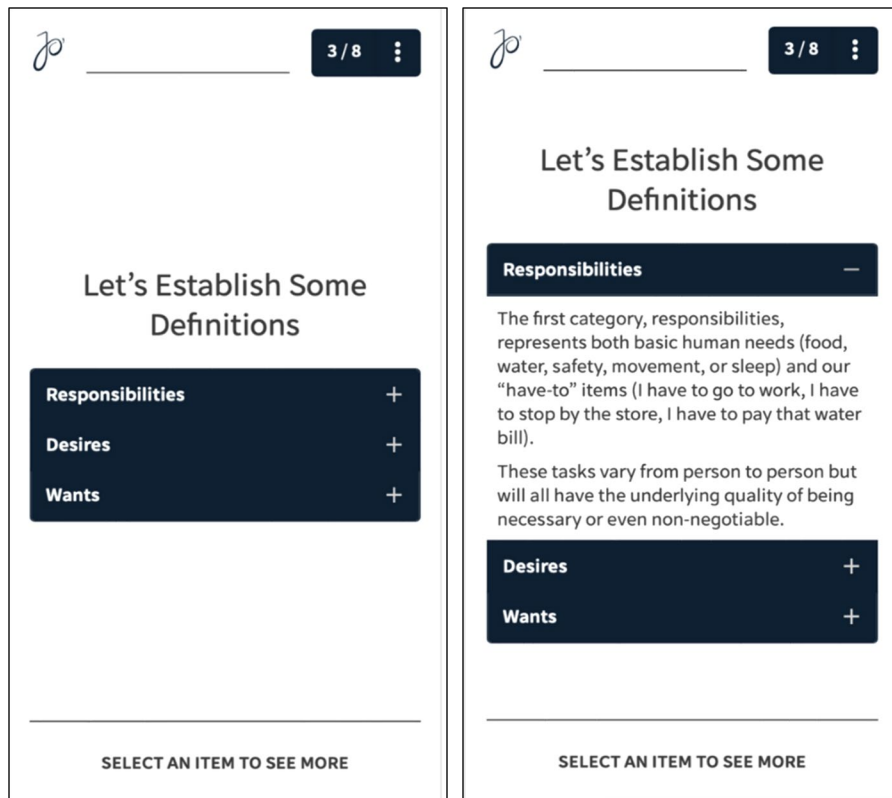
Figure B5

Wellness and Balance Micro Lesson 2: Inspirational Share Video
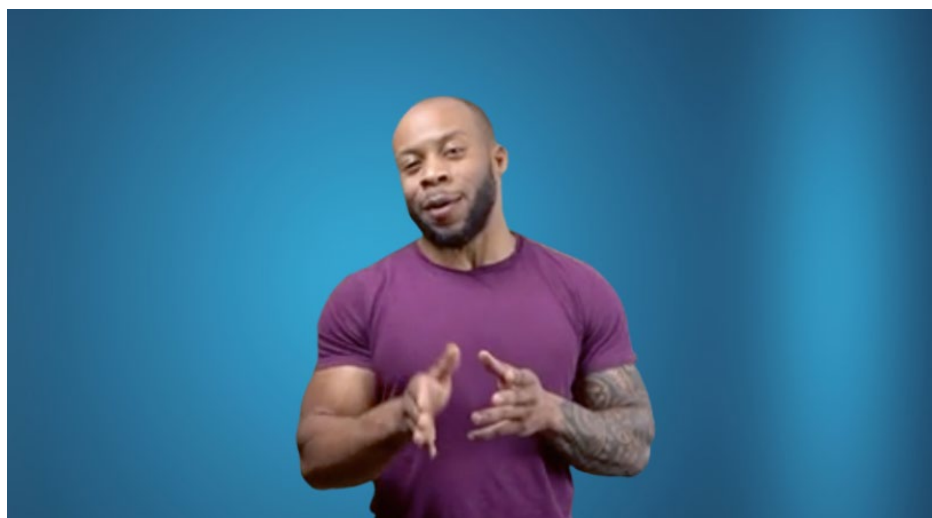
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Figure B6

Wellness and Balance Micro Lesson 3: Interactive Text

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Figure B7

Wellness and Balance Micro Lesson 4: Interactive Text

Figure B8

Wellness and Balance Micro Lesson 4: Animated Video

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Figure B9

Wellness and Balance Micro Lesson 4: Interactive Graphic
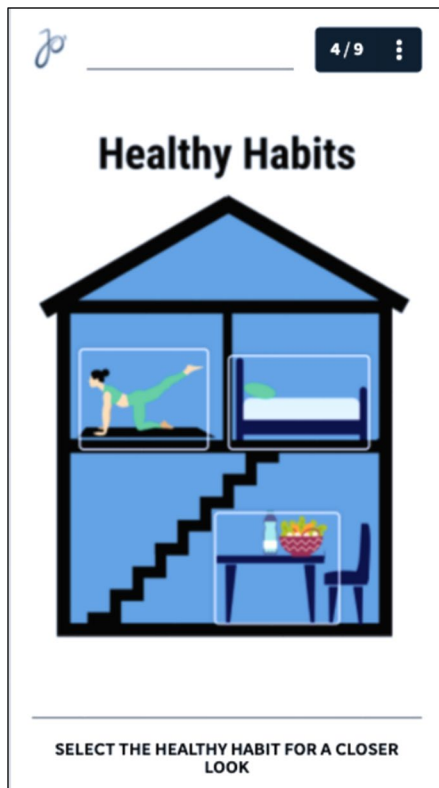
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Appendix C

Course Module Framework: Goals and Intentions

Goals and Intentions Module: Week #2		
Learning Objectives		
After this week's module, the learner will be able to: 1. Define the terms goals and setting intentions. 2. Define and construct implementation intentions. 3. Explain how and why creating goals and setting intentions support both initiating positive fitness and nutritional habits and sustain physical health. 4. Apply organization and accountability strategies to create and track goals and set intentions.		
Delivery	**Content Covered and Specific Activities**	**Assessments**
Micro Lesson 1 (Delivered Sunday)	**CONTENT**: Video introduction to the weekly topic wellness and balance and encouragement to engage in the course discussions. **CONTENT**: The terms goal and setting intentions are defined and explained. **ACTIVITY**: Social connection and discourse is established through the following reflective activity. **Reflective Question:** What did you discover or find interesting from today's topic?	**ASSIGNMENT:** Participant answers 3 reflection questions that illuminate what may motivate the participant to achieve their personal course goal as well as identify what 'ways of being and acting' would be required to achieve that goal.

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	ASSETS DEVELOPED: Video (See Figure C1) Interactive text (See Figure C2)	Instructor assesses if participants identify personal commitment, connect that commitment to a new point of view, key idea or meaning.
Micro Lesson 2 (Delivered Monday)	**CONTENT**: The term implementation intention is defined. How to construct an implementation intention is explained as are the benefits of using this tool to reach one's goals. (interactive text and curated video - https://youtu.be/DUAB-BW-gZ8) **ACTIVITY**: Social connection and discourse is established through the following reflective activity. **Reflective Question:** What is your implementation intention for today? **ASSETS DEVELOPED** Interactive text (See Figure C3) Interactive graphic (See Figure C4)	
Micro Lesson 3 (Delivered Tuesday)	**CONTENT**: The following strategies and benefits for creating goals are explained: 1. Using the S.MA.R.T. goal model (interactive text/video) 2. Creating an implementation plan with micro-goals that work backward (interactive text and video) 3. Using tracking systems to create accountability, and planning for failure and celebrating success. (Interactive text)	**INTERACTIVE QUIZ:** Assess participants' recall and comprehension of the elements involved in setting SMART goals.

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	CONTENT: Recommendations for goal tracking systems relevant to fitness and nutrition are provided. (interactive text) **ACTIVITY**: Social connection and discourse are established through the following reflective activity. **Reflective Question:** What resonated most with you from today's lesson and why? **ASSETS DEVELOPED:** Interactive text (See Figure C5) Interactive quiz (See Figure C6)	
Micro Lesson 4 **(Delivered Wednesday)**	**CONTENT**: The following strategies for goal achievement are explained: Getting present to one's intentions and why they are personally meaningful, sharing commitments with others to deepen meaning and create accountability, asking for and accepting support from others (interactive text) **ASSETS DEVELOPED:** Interactive text (See Figure C7)	**ASSIGNMENT:** Participant updates instructor on progress status of personal fitness/ nutritional course goal.
Additional Resources **(Delivered Thursday)**	**CONTENT:** No lesson is delivered. There is a reminder for today's synchronous session. Additional resources with hyperlinks are provided for optional exploration.	
Zoom Video Call **(Delivered on Thursday)**	Instructor acknowledges social participation on EdApp and asks reflective prompt questions. Instructor introduces the next week's topic and then provides a personal share that demonstrates learning that topic and inspires others.	**REFLECTIVE SHARING and DISCOURSE:** Instructor assesses participants' understanding and

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	ASSETS DEVELOPED: (See Appendix G) Zoom Meeting Facilitation Outline	exploration of creating goals and setting intentions. Instructor assesses the participants' application of strategies for creating goals and setting intentions. Instructor assesses if participants are generating new points of view and discovering meaning.

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Figure C1

Goals and Intentions Micro Lesson 1: Introductory Video

Figure C2

Goals and Intentions Micro Lesson 1: Interactive Text
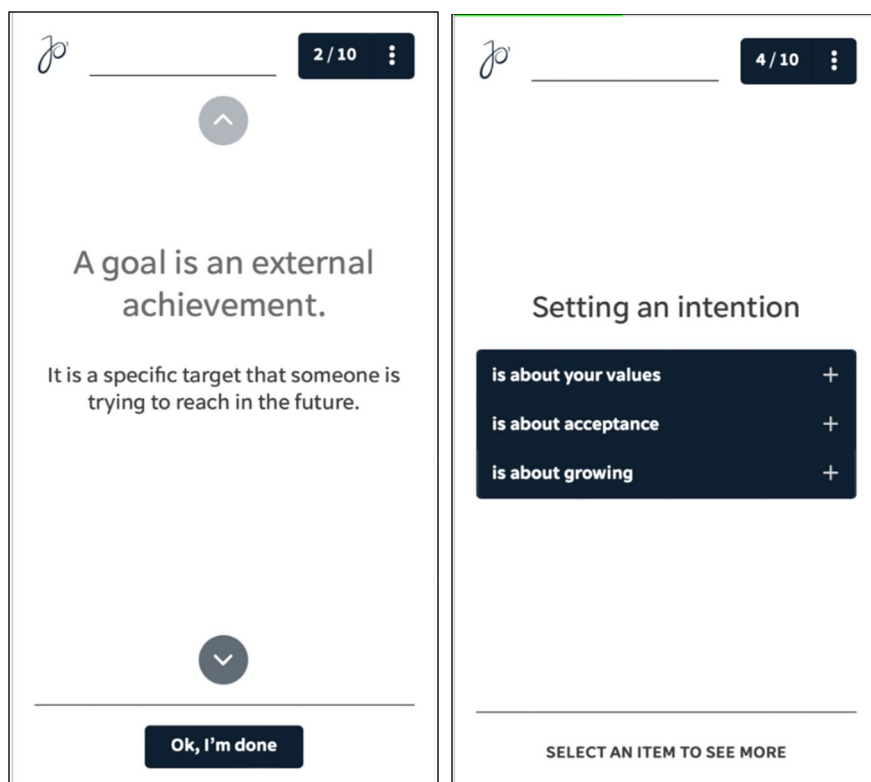
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Figure C3

Goals and Intentions Micro Lesson 2: Interactive Text

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Figure C4

Goals and Intentions Micro Lesson 2: Interactive Graphic

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Figure C5

Goals and Intentions Micro Lesson 3: Interactive Text
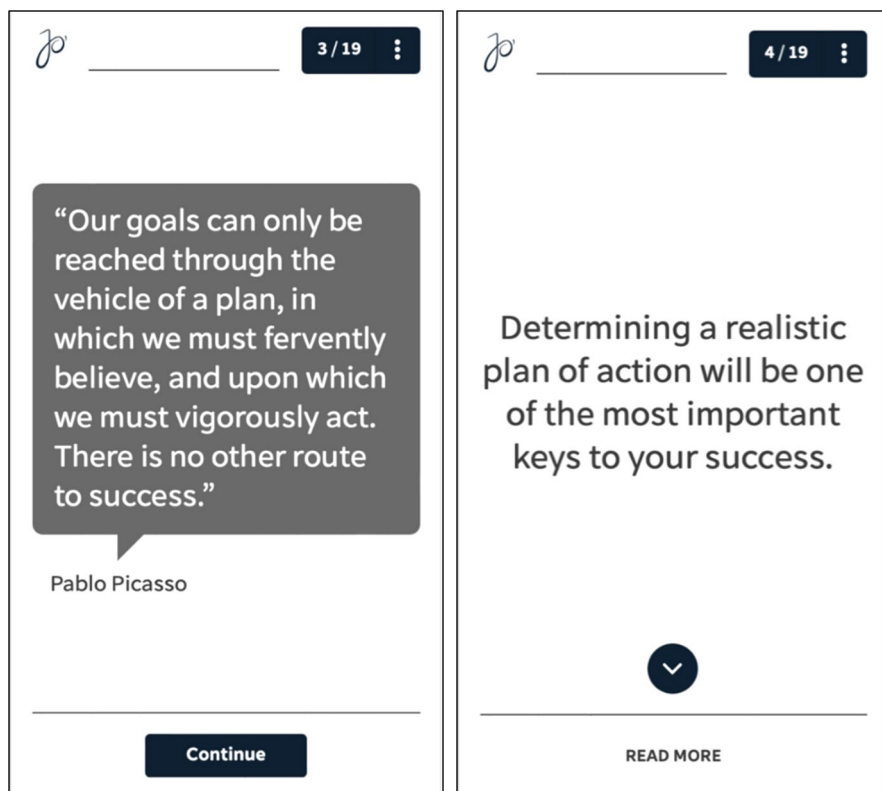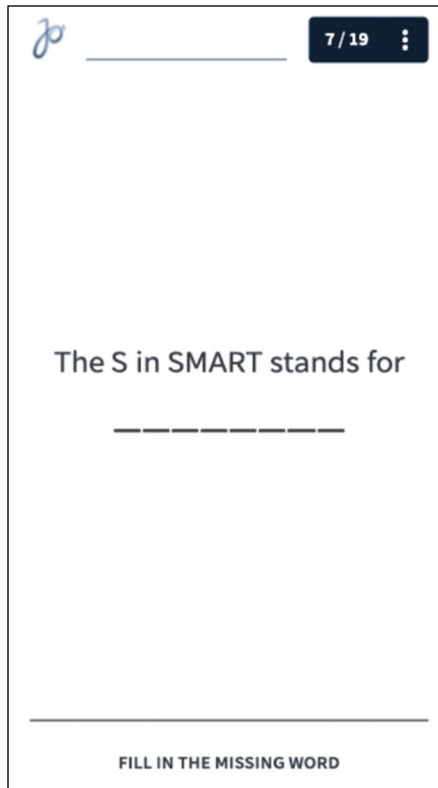
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Figure C6

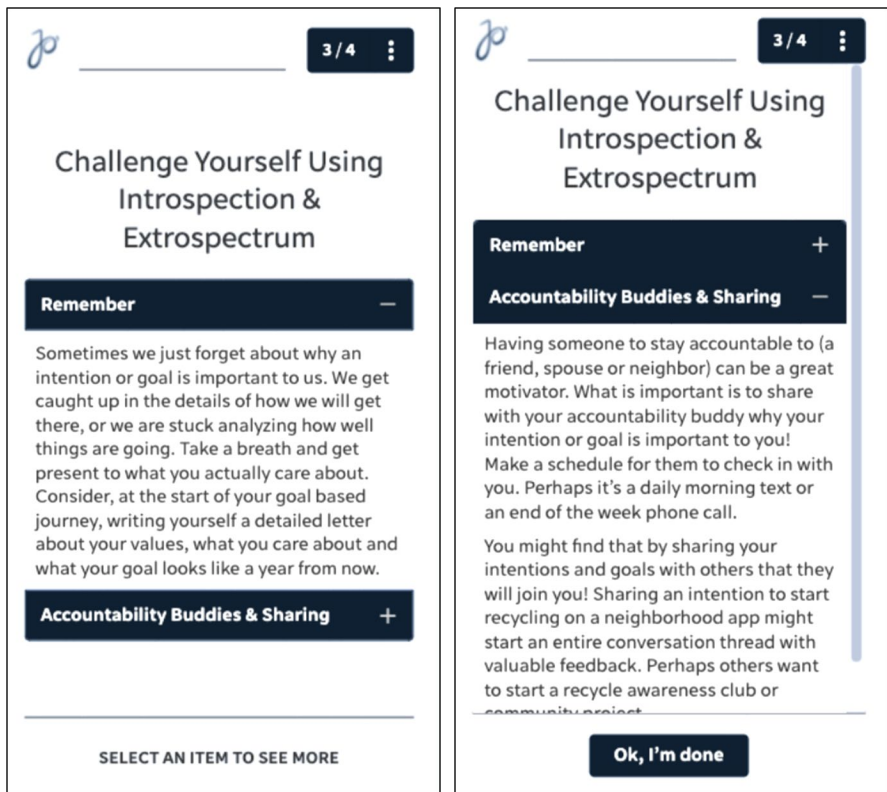*Goals and Intentions Micro Lesson 3: Interactive Quiz*

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Figure C7

Goals and Intentions Micro Lesson 4: Interactive Text

Appendix D

Course Module Framework: Acceptance and Compassion

Acceptance and Compassion Module: Week #4		
Learning Objectives:		
After this week's module, the learner will be able to: 1. Define the terms acceptance, and compassion. 2. Explain how and why acceptance and self-compassion support both initiating positive fitness and nutritional habits as well as for sustaining physical health. 3. Apply mindfulness and progress tracking strategies to develop acceptance and self-compassion in relation to achieving personal health goals.		
Delivery	**Content Covered and Specific Activities**	**Assessments**
Micro Lesson 1 (Delivered Sunday)	**CONTENT**: Video introduction to the weekly topic wellness and balance and encouragement to engage in course discussions... **CONTENT**: The term compassion is defined. The benefits of being compassionate to support initiating positive fitness and nutritional habits and for sustaining physical health are explained. (interactive text) Distinguishing self-talk as either an inner critic or inner coach is a tool for practicing self-compassion. The 3 Circles of Emotional Regulation Model is explained. (interactive text) **CURATED VIDEO:** https://youtu.be/VRqI4lxuXAw)	

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	ASSETS DEVELOPED: Video (See Figure D1) Interactive text (See Figure D2)	
Micro Lesson 2 (Delivered Monday)	**CONTENT**: Exercises that one can use to practice and develop self-compassion are provided. (interactive text) **CURATED VIDEO**: https://youtu.be/-kfUE41-JFw) **ACTIVITY**: Social connection and discourse is established through the following reflective activity. **Reflective Question:** What the go-to strategies you use to show yourself compassion? **ASSETS DEVELOPED:** Interactive text (See Figure D3)	**INTERACTIVE QUIZ:** Assess participants' recall and comprehension of the self-compassion exercises and strategies.
Micro Lesson 3 (Delivered Tuesday)	**CONTENT**: Define and distinguish between the term acceptance and resignation. Strategies to identify where one stands in terms of progressing towards a fitness, nutrition or other wellness goal and any related circumstances are provided. (e.g., use of tracking system, identify, and acknowledge what actions have been working and not working). (interactive text) **CONTENT**: Strategies to both identify and accept one's own feelings about the status of relation to progress towards a goal are provided. (interactive text) **ACTIVITY**: Social connection and discourse is established through the following reflective activity. **Reflective Question:** How have your experiences of acceptance	

	differed from those of resignation? **ASSETS DEVELOPED:** Interactive text (See Figure D4)	
Micro Lesson 4 (Delivered Wednesday)	**ACTIVITY**: Participant completes curated self-reflective survey that rates one's own ability to demonstrate self-compassion.	**ASSIGNMENT:** Participant updates instructor on progress of personal fitness/nutrition course goal.
Additional Resources (Delivered Thursday)	**CONTENT**: No lesson is delivered. There is a reminder for today's synchronous session. Additional resources with hyperlinks are provided for optional exploration.	
Zoom Video Call (Delivered on Thursday)	Instructor acknowledges social participation on EdApp and asks reflective prompt questions. Instructor introduces the next week's topic and then provides a personal share that demonstrates learning that topic and inspires others. **ASSETS DEVELOPED: (See Appendix G)** Zoom Meeting Facilitation Outline	**REFLECTIVE SHARING and DISCOURSE:** Instructor assesses participants' understanding and exploration of compassion and acceptance and application of progress tracking strategies and mindfulness practices. Instructor assesses if participants are generating new points of view and discovering meaning.

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Figure D1

Acceptance and Compassion Micro Lesson 1: Introductory Video

Figure D2

Acceptance and Compassion Micro Lesson 1: Interactive Text

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Figure D3

Acceptance and Compassion Micro Lesson 2: Interactive Text

Panel 4/8

BE QUIET FOR A MOMENT.

Did you hear the running commentary in your head?

If you did not, just hang on for another moment - it will show up.

An exercise that you can use to develop self-compassion is to listen to exactly what you are thinking when you are being self-critical - or are letting your inner critic run the show.

For many of us, the inner critic is so common that we don t even notice it.

Your job is to start noticing it.
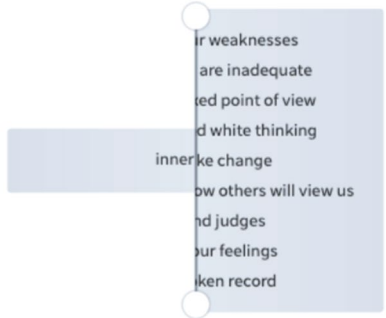
Listen for key phrases that may get repeated. Maybe it has harsh tone, or reminds you of someone from the past.

Ok, I'm done

Panel 5/8

What are your thoughts, feelings and body sensations as you read about the inner critic?

ir weaknesses
are inadequate
ted point of view
d white thinking
inner ke change
ow others will view us
nd judges
ur feelings
ken record

DRAG TO REVEAL THE CONTENT

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Figure D4

Acceptance and Compassion Micro Lesson 3: Interactive Text

Card 1 (2/8):

Acceptance is the ability to be with the reality of a situation, recognize a condition (usually negative or uncomfortable) without attempting to change or protest it.

Resignation

SELECT THE BOX TO FIND OUT MORE

Card 2 (6/8):

Feelings

Have you ever found yourself looking in the mirror to evaluate how well your new fitness or eating plan is going … and you are unhappy with the results?

You might feel disappointed, discouraged, frustrated, angry, perplexed, or ashamed.

In this moment, it is critical to acknowledge and allow space for your feelings. Without a genuine effort to both identify and FEEL those uncomfortable feelings, they will actually stick around longer than you might like.

The infamous phrase 'what you resist, persists' certainly sums up this paradox!

To have these uncomfortable feelings

SCROLL TO SEE MORE

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Appendix E

Instructor Guide for Orientation Interview

Jamie O'Neil's Mindset Reboot
Outline - Participant Course Orientation Interview

Scheduling
- The orientation to Jamie O'Neil's Mindset Reboot is conducted individually by phone or through a video conference tool.
- When scheduling this orientation, participants are informed that the call will be approximately 30-40 minutes (or more).

Welcome Participant
- Instructor creates a welcoming environment for the call. This sets the tone for the course's authentic reflective dialogue.

Gauge Participants Interest
- Ask the participant what interested them in learning more about this course or signing up for the course?
- Ask the participant if they have any immediate questions?

Review the Purpose of the Course
- This course approaches fitness and nutrition as a foundation for wellness. A choice to care for one's body offers many benefits including improved self-esteem, improved sleep, stress relief, lowered risk of disease, and increased energy. Despite knowing that these benefits exist, many of us struggle to follow through on our wellness-related goals. The purpose of this course is to empower you to examine your mindset and challenge the beliefs you currently hold about your personal capacity for change.

Review Dates, and Times
- State the start and end date of the course
- State the day of the week and time for the one-hour weekly Zoom call
- Ask if these dates will work for the participant
- If the participant expects to miss more than 1 zoom call, suggest that the participant sign up for the course later when they can reliably make the Zoom calls. This is because the learning and success of the participant is largely impacted by the course's social network.

Review the Course Structure and Technical Requirements
- The course asks participants to complete 4 short online lessons (between 7 -15 minutes) four days a week (Sunday - Thursday). These lessons include reading, completing short quizzes, or watching a video.
- These online lessons are housed on a phone app/website through EdApp. Participants will be emailed an invitation link to set up their account.
- On most days of the 4 online lessons, participants are asked to contribute to a group discussion. To achieve maximum learning and results from this course, participants are encouraged to fully participate in these discussions.
- Once per week (Thursday), there will be a 1-hour online video conference. This will be an opportunity to discuss and explore the weeks' lesson topic, share, and listen to other participants' personal experiences, receive direct coaching from the instructor, and create a social support network. To achieve maximum learning and results from this course, participants are encouraged to fully participate in these discussions.
- Using the camera in the zoom meetings is highly recommended.
- In this course, the participant will choose one fitness, nutrition, or wellness related goal to achieve by the end of the 5 weeks. One day each week, participants will be prompted within the online lesson to write a brief report to the instructor stating the progress of that goal.
- This course requires reliable internet access and interaction with a computer or mobile device that can be used for reading, typing, video conferencing over Zoom, and watching videos. All videos will have closed captions available.
- Ask if the participant has any accessibility requests or concerns.

Expect an Email
- Inform the participant they will receive an introductory email once registered.
- The email will list the dates and times for the course so that the participant can set up their calendar.
- The email will review the basic course information and the login for EdApp.
- Confirm participants' email address as needed.

Participant's Personal Course Goal
- Ask what personal fitness, nutrition, or wellness goal the participant will choose to accomplish within the 5-week course? Document their answer
- Provide direct coaching and guidance on this goal. Ensure that it is realistic within the 5-week time frame.
- Ask why this goal is important to them. Ask about the benefits of achieving this goal.
- Ask them about the costs of achieving the goal. (e.g., I will have to get a babysitter. I may feel sore after exercising. I will not have time to make dinner with my spouse on Thursdays.) Next, ask if the benefits outweigh the costs.
- Ask if they have tried to accomplish this goal before.

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- If yes, what success and failures have they previously had with this goal? Ask if they know what led to these successes and failures?
- Ask what circumstances or ways of thinking might get in the way of them achieving this goal
- Ask about their experience using tracking or accountability structures (e.g., journal, vision board, fitness apps, progression photos)
- Remind them that this course will use a brief weekly report to the instructor as our tracking tool.
- Invite them to use their favorite goal tracking system or investigate existing ones.
- If the participant and instructor are unable to complete this conversation, it must be completed before the start of the course. If another call is needed, it is scheduled.

Participant Survey and Pre-Assessment Questions
- Informed participants that there are no right or wrong answers to these survey questions.
- Ask survey questions and document participant answers.

Item	Rate yourself on a scale of 1 (almost never) to 5 (almost always)
1	Are you willing to be an active participant in creating supportive and enriching dialogue with others in this course? (Online discussions and Zoom meeting)
2	Are you willing to set aside time 4 days a week to complete the online lessons?
3	Are you willing to consider different points of view about yourself?
4	Are you willing to challenge yourself?
5	Are you willing to take actions to create positive health changes now? (As opposed to thinking about it)
6	How often do you set goals and then make a specific plan of action for that goal?
	Rate yourself on a scale of 1 (almost never) to 5 (almost always)
8	I am knowledgeable about how to support myself to be effective with my fitness, nutrition, and overall wellness.
9	I am knowledgeable about strategies for setting and achieving goals.
10	I take personal responsibility for my fitness and wellness routines.

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11	I am consistent with my fitness and wellness routines.
12	My life is well balanced which allows for my overall wellness.
13	I transform negative thoughts into more positive thoughts.
14	I believe that I am capable of enacting positive change.
15	When I encounter a problem, challenge, or failure in achieving my fitness or wellness goals, I get back on track quickly.

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Appendix F

Participant Welcome Email

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Jamie O'Neil's Mindset Reboot
Participant Course Welcome Email

Dear _____,

Welcome to Jamie O'Neil's Mindset Reboot. I'm so glad you are here. This course is going to be full of experiences designed to help you take a closer look at the way you view your wellness world.

Each of you have chosen an individual fitness or nutrition-related goal. This course is designed to support you as you work towards accomplishing that goal.

If you have worked with me in the past, you know that I speak a lot about using fitness and nutrition as a foundation for wellness. A choice to care for one's body offers many benefits including improved self-esteem, improved sleep, stress relief, lowered risk of disease, and increased energy. Despite knowing that these benefits exist, many of us struggle to follow through on our wellness-related goals. The purpose of this course is to empower you to examine your mindset and challenge the beliefs you currently hold about your personal capacity for change.

Participant Expectations
As we discussed by phone, you have agreed to log in to the online micro-lessons 4 days per week. Most lessons include your participation in a discussion post. You have also agreed to the weekly zoom meeting where we will discuss the week's topic, share lessons learned in terms of working towards course goals, and create a community of social support.

Course Login Information
Each of you received an email invite to EdApp. Please let me know immediately if you did not receive this invitation. Please download the app if you plan to use a smartphone. You can also access the course using a laptop or tablet.

The link below will guide you through the steps to log-in to your EdApp account.
https://support.edapp.com/how-to-log-in-after-receiving-an-invite-email

If you have trouble accessing the course, please let me know.
Online Meeting Information

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Zoom Meeting Dates and Time:
Weekly Course Zoom Link and Password:

Other Important Things to Know
Instructor: Jamie Wilson
Email:
Phone:
Start Date:
End Date:

And that's all for now! I wish you good health, happiness, and fulfillment! And remember, there isn't a one size fits all solution to living your best life. You must find what works for you, and I'm here to help!

Jamie

Appendix G

Instructor's Weekly Zoom Facilitation Guide

Jamie O'Neil's Mindset Reboot

Instructor Facilitation Guide and Zoom Call Outlines

Tips for Facilitation

Welcoming Behaviors
- Start the session on time. This demonstrates respect for everyone's time.
- Create a strong and engaging welcome ritual. Strong and engaging welcome rituals can help participants feel included. These can also create a safe and supportive environment for learning and sharing leaving them more likely to take risks in their thinking.
- Notice your own physical posture. Is it attentive? Are you at ease or rigid? Are you making eye contact/ looking at the screen?
- Notice your tone of voice. Is it encouraging, optimistic, or interested?
- Are you modeling respectful and active listening with others? When there is a need to interrupt, are you graceful, professional?
- Are you using inclusive language?
- Do you encourage collaboration when appropriate?
- Do you praise or acknowledge insightful exchanges?

Pacing, Variety and Learning
- Be sure to 'read the room' in terms of pacing. Are you speaking too fast or too slow?
- Be aware of others as you speak and listen. Are you distracted or made self-conscious by your own zoom image? If so, switch to Zoom's gallery view. Then, rotate your gaze between the participants and the camera.
- Provide pauses for silent thinking time before expecting participants to answer a reflective prompt question. If the question was complicated, do you need to repeat it?
- Are the same people excitedly sharing thus crowding out others from participating? If so, paired sharing with a partner in a break out room or having people raise their hand physically (or with an icon) may be appropriate. Or you might assign a time limit for sharing and use a visible timer app to track the time used.
- Does the group need to stand and stretch to refresh the brain?

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<u>Closing Powerfully and Optimistically</u>
- It is important to create an intentional closure. This can be done with a closing ritual, or by highlighting or summarizing key takeaways to reinforce a topic. A thoughtful closing may also contribute to the groups'' sense of accomplishment. Creating a positive and upbeat closure can create momentum for participants to take action. Naming next actions and declaration statements can support participants making those actions concrete or measurable.
- Giving and receiving acknowledgement can have participants' experience being appreciated and energized.

Reference: *Casel sel 3 - social and emotional learning*. (n.d.). Retrieved October 4, 2021, from https://schoolguide.casel.org/uploads/2018/12/CASEL_SEL-3-Signature-Practices-Playbook-V3.pdf.

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Week 1: Wellness and Balance
Zoom Call Outline

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1. The instructor starts the session on time.

2. The instructor welcomes participants.

3. The instructor requests participants introduce themselves.

   Prompt: "Let's have each person take up to 3 minutes to introduce themselves. Please share your name, where you live, and your profession or something that you are passionate about."

4. The instructor asks participants to share any expectations and their reasons for taking the course.

   Prompt: "What skills will you practice in this course and What is your reason for signing up for this course? Who is willing to share first?"
   Optional question: "How do you want to use this community over the next 4 weeks?"

5. The Instructor may comment on what participants have shared to reinforce comprehension of course goals and what may be possible from participating in this 5-week course.

   Prompt: "How do you want to use this community over the next 4 weeks?'' If there is any misconception of what will or can get accomplished in the course, that is cleared up by the instructor now. Should a conversation be needed with an individual off-line, that will be set up.

6. The instructor acknowledges the participants for something specific from the social connection and/or quality of sharing on EdApp earlier from the week (e.g. dialogue that was robust, unique, creative, engaging, insightful, humorous, etc.).

7. The instructor asks some or all the following reflection questions (as time permits) to prompt active dialogue about the week's topic - wellness and building balance.

   Prompt:
   - Is balance achievable?
   - What are some of the clues that you notice or experience in your own life that tell you that something may be out of balance?

- **Key Question:** How can you check in with yourself on an ongoing basis to determine if your experience of wellness is balanced? How will you make time for that? What will you actually do or say?
- What thoughts or actions get in your way to effectively build balance in your life? What thoughts or perspectives support you to effectively build balance in your life?
- Would anyone like to share personal wins or challenges in terms of working on their own personal course goal?
- What will you take on in the following 4 weeks in terms of building balance? Is anyone willing to set a target? **This is an opportunity to use this group for social support and accountability.**

8. The instructor thanks the group for their engagement and work.

   Prompt, "Thank you for your willingness to open up about what is important today."

9. The instructor begins to close the meeting by inviting others to make an acknowledgement.

   Prompt: "Before I introduce next week's topic, would anyone like to acknowledge the group as a whole, or a specific person for their contribution to the week's discussion or for an achievement?"

10. The instructor introduces next week's module - Setting intentions and Achieving Goals.

11. The instructor vividly shares his own personal journey, self-development work, and positive results in relation to setting intentions and achieving goals.

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Week 2: Goals and Intentions
Zoom Call Outline

---

1. The instructor starts the session on time.

2. The instructor welcomes participants.

3. The instructor acknowledges the participants for something specific from the social connection and/or quality of sharing on EdApp earlier in the week (e.g., dialogue that was robust, unique, creative, engaging, insightful, humorous, etc.)

4. Instructor asks the following reflection questions (as time permits) to prompt active dialogue about the week's topic - Goals and Intentions.

   Prompt:
   - What did you find most interesting about this week's topic?
   - **Key Question:** How did it go using an implementation intention? What did you discover for yourself?
   - Did you discover anything new in terms of goal setting and planning?
   - Did anyone experiment with a new goal tracking tool or find one that they want to try out?
   - Would anyone like to share personal wins or challenges in terms of working on their own personal course goal?
   - What will you take on in the following 3 weeks in terms of implementation intentions and structuring goals? Does anyone see any actions they want to take? **This is an opportunity to use this group for social support and accountability.**

5. The instructor thanks and acknowledges the group for their engagement and work.

   Prompt: "Thank you for your willingness to open up about what is important today."

6. The instructor begins to close the meeting by inviting others to make an acknowledgement.

   Prompt: "Before I introduce next week's topic, would anyone like to acknowledge the group as a whole, or a specific person for their contribution to the week's discussion or for an achievement?"

7. The instructor introduces next week's module - Acceptance and Compassion.

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8. The instructor vividly shares his own personal journey, self-development work, and positive results in relationship to acceptance and self-compassion.

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Week 4: Acceptance and Compassion
Zoom Call Outline

1. The instructor starts the session on time.

2. The instructor welcomes participants.

3. The instructor acknowledges the participants for something specific from the social connection and/or quality of sharing on EdApp earlier in the week (e.g. dialogue that was robust, unique, creative, engaging, insightful, humorous, etc.)

4. Instructor asks the following reflection questions (as time permits) to prompt active dialogue about the week's topic - Acceptance and Compassion.

   Prompt:
   - What did you find most interesting about this week's topic?
   - **Key Question:** How did you practice acceptance and self-compassion this week? What did you discover for yourself?
   - Did you discover any patterns in how your inner critic speaks to you or about what?
   - Would anyone like to share personal wins or challenges in terms of working on their own personal course goal?
   - What will you take on in the following week in terms of acceptance and compassion? Does anyone see any actions they want to take? **This is an opportunity to use this group for social support and accountability.**

5. The instructor thanks and acknowledges the group for their engagement and work. **Prompt:** "Thank you for your willingness to open up about what is important today."

6. The instructor begins to close the meeting by inviting others to make an acknowledgement.

   Prompt, "Before I introduce next week's topic, would anyone like to acknowledge the group as a whole, or a specific person for their contribution to the week's discussion or for an achievement?"

7. The instructor introduces next week's module - Resilience and Resurgence.

8. The instructor vividly shares their own personal journey, self-development work, and positive results in relationship with resilience.

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Zoom Call - Instructor Observations
Module: Date:

Participant Name	Level of Participation	Demonstrates Comprehension of Topic and Strategies	Demonstrates making meaningful connections, challenges own assumptions/ perspective, creating new possible actions/ ideas	Other Notes

Additional Resource: https://www.ed.ac.uk/reflecti

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Appendix H

Participant Exit Questions

Jamie O'Neil's Mindset Reboot
Participant Course Exit Questions

The following questions are emailed to course participants through google forms.

Items 1-8 are **not** answered anonymously.

Item	Rate the following statement on a scale of 1 (this is rarely true) to 5 (this is almost always true)
1	I am knowledgeable about how to support myself to be effective with my fitness, nutrition, and overall wellness.
2	I am knowledgeable about strategies for setting and achieving goals.
3	I take personal responsibility for my fitness and wellness routines.
4	I am consistent with my fitness and wellness routines.
5	My life is well balanced which allows for my overall wellness.
6	I transform negative thoughts into more positive thoughts.
7	I believe that I am capable of enacting positive change.
8	When I encounter a problem, challenge, or failure in achieving my fitness or wellness goals, I get back on track quickly.

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Items 9-12 **are** answered anonymously.

Item	Question
9	What did you like best about this course?
10	What ideas do you have to improve the course?

Item	Rate the following statement on a scale of 1 (this is rarely true) to 5 (this is almost always true)
11	The instructor created a safe space for authentic dialogue.
12	The instructor was knowledgeable about fitness, nutrition, and well-being practices.
13	The course content was engaging and supported my learning.

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Appendix I

Participant Post Course Surveys

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Jamie O'Neil's Mindset Reboot

Participant Post Course Surveys

___

The following emails containing a short survey are sent to participants using google forms 1 month after completing the course and 3 months after completing the course.

Email #1 (sent 1 month after course completion)

Hello _____,

This is Jamie from Jamie O'Neil's Mindset Reboot. It was an honor to have you participate in the course. I would appreciate your help to evaluate the course itself and your experience by answering the two short survey questions here. You are more than welcome to contact me to discuss the course further or other fitness and nutritional services.

Survey link: https://forms.gle/16iuLVypKD4EXZkt9

The following instructions and questions are listed within the google survey.

Here is a quick list of topics covered in the course - 6 dimensions of wellness, balance, SMART goals, implementation intentions, acceptance, self-compassion, the inner critic, and the inner coach.

1	Since completing the course 4 weeks ago, how have you utilized the knowledge or insights gained in your course? Any big or small personal accomplishments to share? Any further discoveries into the course topics that you can share?
2	True or False? The course deepened my ability to begin or maintain wellness related habits.

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Email #2 (sent 3 months after course completion)

Hello _____,

This is Jamie from Jamie O'Neil's Mindset Reboot. I am reaching out one last time since the completion of your course. I would appreciate your help to evaluate the course itself and your experience by answering the following two short survey questions here. You are more than welcome to contact me to discuss the course further or other fitness and nutritional services

Survey link: https://forms.gle/57bphzGPYR1zmPPT8

The following instructions and question are listed within the google survey.

Here is a quick list of topics covered in the course - 6 dimensions of wellness, balance, SMART goals, implementation intentions, acceptance, self-compassion, the inner critic, and the inner coach.

| 1 | Since completing the course 12 weeks ago, how have you utilized the knowledge or insights gained in your course? Any big or small personal accomplishments to share? Any further self-discovery into the course topics that you can share? |