

KINE 020: HEALTH AND WELLNESS COACH

New Course Proposal

Date Submitted: Thu, 02 Feb 2023 22:29:15 GMT

Originator

wansley

Justification / Rationale

This is a minor course modification reflecting skill development and skill assessment for Health and Wellness coaching.

Effective Term

Spring 2024

Credit Status

Credit - Degree Applicable

Subject

KINE - Kinesiology

Course Number

020

Full Course Title

Health and Wellness Coach

Short Title

HEALTH AND WELLNESS COACH

Discipline

Disciplines List

Kinesiology

Modality

Face-to-Face

100% Online

Hybrid

Catalog Description

This course provides students with the theoretical knowledge and practical skills to be a health and wellness advocate and coach. Emphasis is placed on effective coach-to-client communication techniques as well as the fundamentals of the behavioral, nutritional and physiological sciences as they relate to health and wellness advocacy and coaching. The topics will include the following: screening and assessment, guidelines for implementing and designing safe, effective, progressive purposeful exercise programs as well as client-centered wellness programs. The course will cover legal, professional, ethical, responsible and liable considerations for the student pursuing employment in health and wellness advocacy and coaching. This course is intended for students who are interested in health and wellness as well as future career opportunities in the field of health and wellness coaching.

Schedule Description

This course provides students with the theoretical knowledge and practical skills to inspire one's own personal health and become a health and wellness coach. There will be emphasis placed upon effective coach to client communication techniques, application of behavioral strategies and nutritional sciences as they relate to health and wellness coaching.

Lecture Units

3.0

Lecture Semester Hours

54

In-class Hours

54

Out-of-class Hours

108

Total Course Units

3

Total Semester Hours

162

Prerequisite Course(s)

KINE 010 Personal and Community Health

Required Text and Other Instructional Materials**Resource Type**

Book

Open Educational Resource

No

Formatting Style

APA

Author

Gavin, J., Mcbrearty, M.

Title

Lifestyle Wellness Coaching

Edition

3rd

City

Champaign

Publisher

Human Kinetics

Year

2019

College Level

Yes

ISBN #

978-1-4925-5963-4

Resource Type

Book

Open Educational Resource

No

Formatting Style

APA

Author

Moore, M., Jackson, E., Tschannen-Moran, B.

Title

Coaching Psychology Manual

Edition

2nd

City

Philadelphia

Publisher

Wolters Kluwer

Year

2016

College Level

Yes

ISBN #

978-1-4511-9526-2

For Text greater than five years old, list rationale:

The Coaching Psychology Manual is utilized as a reference in the industry of health and wellness coaching.

The most current health information will be referenced from the Centers for Disease Control and Prevention (CDC) and National Institutes of Health (NIH).

Class Size Maximum

25

Entrance Skills

The students will be able to apply basic diet recommendations and principles for diet planning throughout the lifespan and physical activities.

Requisite Course Objectives

KINE 010-Apply the dietary recommendations to diet planning throughout the lifecycle and in the promotion of fitness/physical activity, weight management, and disease prevention.

Entrance Skills

The students will have an understanding of behaviors that can be either healthy or detrimental to one's life.

Requisite Course Objectives

KINE 010-Analyze his/her lifestyle from a wellness perspective. In response, areas of personal behavior change will be identified and ideally, health-enhancing behaviors adopted.

Entrance Skills

The students will be able to recognize behaviors and choices that can be both healthy or detrimental to each dimension of wellness and overall wellness.

Requisite Course Objectives

KINE 010-Describe the six dimensions of wellness and their relationship.

Entrance Skills

The students will be able to communicate effectively basic principles and theories of health and wellness to include behavior modification, physical fitness, nutrition, weight management, body composition, personal safety, and healthy relationships.

Requisite Course Objectives

KINE 010-Communicate orally and in writing in the scientific language of the discipline.

Entrance Skills

Demonstrate the ability to generate, develop and organize ideas into a cohesive essay using two or three paragraphs.

Requisite Course Objectives

ENG 061-Develop and support thesis statements.

Entrance Skills

Demonstrate the ability to apply standard rules of grammar, punctuation and spelling in academic writing

Requisite Course Objectives

ENG 061-Write essays that reflect critical thinking and clear expression, in a variety of rhetorical genres and for a variety of purposes.

Entrance Skills

Participate thoughtfully and critically in peer review, as well as self-evaluate, edit and revise.

Requisite Course Objectives

ENG 061-Construct and organize paragraphs in multi-paragraph essays.

Course Content

- I. Introduction to Health and Wellness Coaching
 - a. Modern Health Issues
 - b. Significance of Health and Wellness Coaching
- II. Background and Core Ingredients of Coaching
 - a. Evolution of Coaching
 - b. Models of Helping and Learning
 - c. Core Ingredients in Effective Coaching
 - d. Core Ingredients in Wellness Coaching
- III. Paths of Change
 - a. Transtheoretical Model (TTM)
 - b. Change Strategies
 - c. Self Efficacy, Self- Regulation, and Relapse Prevention
 - d. Applying TTM Strategies in Coaching
 - e. Other Behavior Change Models and Application
- IV. Coaching Models
 - a. Metaphor for Coaching
 - b. Flow Model of Coaching
 - c. The Six Whats Model
- V. Setting the Foundation for Effective Coaching
 - a. Meeting Ethical Guidelines and Establishing the Coaching Agreement
 - b. Differentiating Values, Virtues, Morals and Ethics
 - c. Ethical Conduct in Wellness Coaching
 - d. Coaching Agreements
 - e. Critical Elements of Agreements
- VI. Cocreating the Coaching Relationship
 - a. Establishing Trust and Intimacy
 - b. The Working Alliance
 - c. Transference and Countertransference
 - d. Creating a Safe Space
 - e. Coaching Presence
- VII. The Magic of Listening
 - a. Understanding the Unspoken

- b. The Active Nature of Listening
- c. Levels of Listening
- VIII. The Power of Questioning
 - a. Generic Types of Questions
 - b. Problematic Questions
 - c. Steps in Questioning
 - d. Upside and Downside of Questioning
 - e. Powerful Questions
- IX. Direct Communication
 - a. Feedback
 - b. Challenge
 - c. Self-Disclosure
 - d. Immediacy
 - e. Direct Input
 - f. The Dilemma of Communication
- X. Awareness and Action
 - a. Fostering Awareness
 - b. Focusing
 - c. Reflection of meaning
 - d. Interpretation
 - e. Designing Action
 - f. The Competency Development Model
- XI. Goal-focused Coaching
 - a. The Centrality of Goals in Coaching
 - b. Goal Complexity and the Environment
 - c. The Coach's Role
- XII. Endings and New Beginnings
 - a. Endings
 - b. New beginnings
 - c. A Curriculum for Coaches
- XIII. Chronic Diseases
 - a. Common Chronic Diseases and Conditions
 - b. Risk Factors
 - c. Common Biometric Measurements
 - d. Key Physical Activity and Nutrition Guidelines for Diverse Populations
- XIV. Health Behaviors, Social and Behavioral Risk Factors
 - a. Common Behavior Issues
 - b. Common Recommendations

Course Objectives

	Objectives
Objective 1	Analyze the role of the wellness coach to be calm, present and emotionally available to promote self-awareness and self-discovery of clients and future clients.
Objective 2	Identify ways to establish and build rapport and trust with future and current health and wellness clients.
Objective 3	Comprehend the guidelines and specific parameters of the coaching relationship (e.g., roles, logistics, fees, scheduling, inclusion of others if appropriate, confidentiality).
Objective 4	Evaluate of client materials and assessments to create a plan to improve his/her health and or well being.
Objective 5	Support the client in achieving the SMART goals or action steps including back-up plans.
Objective 6	Demonstrate communication appreciation styles of client's work and progress.
Objective 7	Create behavioral change plans that empower the client to navigate his/her own life.

Objective 8	Analyze health and wellness resources to evaluate and integrate positive and beneficial behaviors and strategies to promote change.
Objective 9	Discover patterns related to client behaviors and decision tendencies (e.g., triggers, thoughts, emotions, physical sensations and environments).
Objective 10	Identify risk factors for chronic disease, commonly used biometric measures, and current lifestyle recommendations for optimizing health.
Objective 11	Demonstrate knowledge of chronic medical conditions, as well as those who are not yet ill, but are increasing their risk through unhealthy behavior.
Objective 12	Create awareness to help clients develop positive self emotions, gratitude, acceptance, and compassion.
Objective 13	Identify the basics of optimal nutrition and hydration.
Objective 14	Evaluate with client and utilize coaching skills that engage the client to choose a weight loss strategy that personally fits his or her preferences and lifestyle.
Objective 15	Recognize the important role of sleep and the role it plays in overall health and well-being.
Objective 16	Recognize the psychosocial risk factors for chronic disease including stress, depression and social isolation.
Objective 17	Identify self-medicating behaviors that are common in clients and to know when and how to make appropriate professional referrals.
Objective 18	Develop positive psychological resources with clients by cultivating meaning, reflecting positive emotions, applying strengths, and affirming self-worth and efforts.
Objective 19	Practice ongoing development of health and wellness coaching skills, staying up-to-date with relevant research, and explore future career opportunities.

Student Learning Outcomes

Upon satisfactory completion of this course, students will be able to:	
Outcome 1	Illustrate the value of exploring the client's vision, purpose and priorities to elicit personal motivation in cultivating personal health and wellness goals.
Outcome 2	Identify the components of the Transtheoretical Model of behavior change (TTM) and apply coaching strategies to a client's current stage of change.
Outcome 3	Discuss and critique the professional code of conduct, guidelines, accountability and standards for health and wellness coaches.

Methods of Instruction

Method	Please provide a description or examples of how each instructional method will be used in this course.
Collaborative/Team	Students will collaborate and work in teams to evaluate client materials and assessments to create a plan to improve client's health and well being.
Demonstration, Repetition/Practice	Students will demonstrate effective communication strategies to foster motivation and adherence with clients.
Self-exploration	Students will explore ways to establish and build rapport and trust with future health and wellness clients.
Role Playing	Students will explore case studies analyzing a client's strengths, values and perspectives to inspire and interest behaviors to promote change.
Participation	Students will participate in analyzing approaches to applying the Transtheoretical model for health coaches and exercise professionals.
Lecture	Instructor will provide lectures on the four pillars of health and wellness coaching; coaching structure, coaching process, health and wellness, and ethics and legal.
Observation	Students will observe detriments of psychosocial risk factors for chronic disease.
Discussion	Students will participate in class discussion and on line discussion threads to learn the basics of healthy eating, optimal nutrition and hydration.

Methods of Evaluation

Method	Please provide a description or examples of how each evaluation method will be used in this course.	Type of Assignment
College level or pre-collegiate essays	Students will participate in weekly online discussion threads and reflective essays to cultivate effective coaching skills.	In and Out of Class
Computational/problem-solving evaluations	Students will interpret biometric measurements for current lifestyle recommendations for optimizing health.	In and Out of Class
Group activity participation/observation	Students will work in small groups to develop interpersonal ways to elicit motivation in goal setting and action steps to promote health and wellness.	In and Out of Class
Mid-term and final evaluations	Students will participate in mid term and final evaluations and projects to reinforce learning of coaching structure, coaching process, health and wellness, ethics and legal.	In and Out of Class
Presentations/student demonstration observations	Students will demonstrate application of the transtheoretical model for health coaches and exercise professionals in various individual and group presentations.	In and Out of Class
Student participation/contribution	Students will earn participation points for in and out of class discussions, and application of ongoing development of coaching skills.	In and Out of Class

Assignments
Other In-class Assignments

1. In class discussion from assigned reading textbooks, articles and videos
2. In class applications of guidelines and specific parameters of the coaching relationship
3. In class practical evaluation of the development and application of SMART goals or action steps including back up plans
4. In class practical evaluation of effective communication strategies for health and wellness coaches
5. In class application assignment of the components of the transtheoretical model for health coaches and exercise professionals to implement appropriate behavior modification strategies
6. In class review of multiple sources of health information to cultivate evidence based information for the coach and the client to develop informed decisions
7. In class practical evaluation of case studies analyzing behavioral patterns, nutritional choices, and psychosocial risk factors

Other Out-of-class Assignments

1. Written assignments, research reports, personal reflection essays
2. Exploration of diverse career path settings in Health and Wellness Coaching
3. Interview of Health and Wellness Coach Professional
4. Exploration of connection to social media to promote optimum nutrition and diverse exercise movement patterns for a various level of client
5. Out of class practice assignments of effective and direct interpersonal communication strategies for diverse clients
6. Outside research of chronic medical conditions and identification of unhealthy behaviors
7. Three Tiered Capstone Project; The roles of a Health and Wellness Coach, Application of coaching principles to diverse populations, Application of transtheoretical model or other principles of behavior change to promote internal motivation and support with clients.

Grade Methods

Letter Grade Only

Distance Education Checklist

Include the percentage of online and on-campus instruction you anticipate.

Online %

50

On-campus %

50

Instructional Materials and Resources

If you use any other technologies in addition to the college LMS, what other technologies will you use and how are you ensuring student data security?

n/a

If used, explain how specific materials and resources outside the LMS will be used to enhance student learning.

effective student and faculty contact

Effective Student/Faculty Contact

Which of the following methods of regular, timely, and effective student/faculty contact will be used in this course?

Within Course Management System:

Chat room/instant messaging
Discussion forums with substantive instructor participation
Online quizzes and examinations
Private messages
Regular virtual office hours
Timely feedback and return of student work as specified in the syllabus
Video or audio feedback
Weekly announcements

External to Course Management System:

Direct e-mail
E-portfolios/blogs/wikis
Posted audio/video (including YouTube, 3cm mediasolutions, etc.)
Synchronous audio/video
Teleconferencing
Telephone contact/voicemail

For hybrid courses:

Field trips
Library workshops
Orientation, study, and/or review sessions
Scheduled Face-to-Face group or individual meetings

Briefly discuss how the selected strategies above will be used to maintain Regular Effective Contact in the course.

There will be weekly discussion assignments on topics related to Health and Wellness Advocacy and Coaching with instructor feedback. These assignments will receive appropriate instructor feedback.

If interacting with students outside the LMS, explain how additional interactions with students outside the LMS will enhance student learning.

n/a

Other Information

Provide any other relevant information that will help the Curriculum Committee assess the viability of offering this course in an online or hybrid modality.

Allowing the course to have an online section will improve our access to students that currently balancing jobs and families. There will be online resources created to meet the needs of our students wanting to learn about health and wellness coaching and reinforce learning.

MIS Course Data**CIP Code**

31.0507 - Physical Fitness Technician.

TOP Code

083520 - Fitness Trainer

SAM Code

C - Clearly Occupational

Basic Skills Status

Not Basic Skills

Prior College Level

Not applicable

Cooperative Work Experience

Not a Coop Course

Course Classification Status

Credit Course

Approved Special Class

Not special class

Noncredit Category

Not Applicable, Credit Course

Funding Agency Category

Not Applicable

Program Status

Program Applicable

Transfer Status

Transferable to CSU only

General Education Status

Y = Not applicable

Support Course Status

N = Course is not a support course

Allow Audit

Yes

Repeatability

No

Materials Fee

No

Additional Fees?

No

Approvals**Curriculum Committee Approval Date**

03/07/2023

Academic Senate Approval Date

03/09/2023

Board of Trustees Approval Date

04/21/2023

Chancellor's Office Approval Date

06/23/2021

Course Control Number

CCC000625642

Programs referencing this courseHealth and Wellness Coach Certificate of Achievement (<http://catalog.collegeofthedesert.eduundefined/?key=342>)