

Introduction to Health & Wellness Coaching

HSC3185 | Class # 26936 | 3 Credits | Spring 2026

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COURSE INFORMATION

INSTRUCTOR

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OFFICE HOURS

Tuesday, 1:45 – 2:45pm, Thursday 8:30-9:30am or by appt.

MEETING

Tuesday, Period 4 (10:40 AM - 11:30 AM) – FLG 235

TIME/LOCATION

Thursday, Period 4-5 (10:40 AM - 12:35 PM) – FLG 235

COURSE DESCRIPTION

Explores foundational topics used in health and wellness coaching, such as nutrition needs, chronic illness, physical activity guidelines, and substance use. Reviews how health promotion and education theories are used in motivating clients to initiate health behavior. Navigate the client-directed approach of motivational interviewing to establish a coaching relationship of trust and support, establish vision, work through ambivalence, create SMART goals, and empower sustainable behavior change. This course teaches skills needed to be an effective health and wellness coach.

COURSE OVERVIEW

This Introduction to Health Coaching course offers a comprehensive exploration of core principles and competencies vital for fostering impactful coaching relationships and facilitating behavior change. With a client-centered approach, coaches guide individuals to self-discover personalized values and strategies, positioning themselves as facilitative partners rather than content experts. Key competencies such as building trust, active listening, and managing client emotions are covered to create a supportive environment conducive to open communication. Techniques like reflections and open-ended questions aid in enhancing client self-awareness and exploration. Furthermore, review strategies for focusing conversations on actionable goals through techniques like scaling questions and bottom-lining. Students also gain proficiency in assisting clients in evaluating holistic health information, spanning topics from wellness concepts to chronic disease prevention, nutrition, and stress management. Armed with evidence-based recommendations and resources, students are empowered to guide clients towards informed decisions and sustainable lifestyle changes.

This course is a required component of the Health and Wellness Coaching Certificate offered through the Department of Health Education and Behavior at the University of Florida. The curriculum focuses on building a solid understanding of core coaching principles, methodologies, and practical skills necessary for guiding individuals towards improved health outcomes. Four courses are required to successfully complete the certificate - two core (Introduction to Health and Wellness Coaching, Health and Wellness Coaching Application) and two elective courses. The two core-courses lay the groundwork for comprehensive learning and professional growth in the field of health and wellness coaching.

The Introduction to Health and Wellness Coaching course is a foundational component of the Health and Wellness Coaching Certificate offered by the Department of Health Education and Behavior at the University of

Florida. This course provides essential knowledge and understanding of health issues, as well as the fundamental mechanics of health and wellness coaching. It is designed to equip students with a robust framework of health and wellness concepts, preparing them to effectively apply this knowledge in the second required course courses within the program. Upon successful completion of this course, students will demonstrate proficiency in foundational health and wellness concepts. This sets the stage for their progression to the second part of the required, Health and Wellness Coaching series: Health and Wellness Coaching Application.

In the Health and Wellness Coaching Application course, students apply knowledge acquired in the *Introduction to Health and Wellness Coaching* course to real-world coaching scenarios, as they apply strategies of the coaching process. Through collaborative exercises and practical applications, students apply their foundational health and wellness coaching information with coaching techniques, deepen understanding of client interactions, and enhance their ability to facilitate sustainable behavior change. In this course, emphasis is placed on hands-on learning experiences and group collaboration. This approach ensures students not only grasp theoretical concepts learned in the Introduction to Health and Wellness Coaching but also develop practical skills essential for effective coaching practice.

Note: This course is designed from the standards set forth by the National Board of Health and Wellness Coaches (NBHWC). NBHWC Program Approval identifies health and wellness coach training and education programs that have met NBHWC published standards for preparing capable, competent health and wellness coaches. Graduates from NBHWC Approved Programs qualify to apply for the National Board Certification Examination, offered in partnership with the National Board of Medical Examiners (NBME). Graduates who sit for and pass the National Board Certification Examination earn the designation: National Board-Certified Health and Wellness Coach (NBC-HWC).

PREREQUISITE KNOWLEDGE & SKILLS

Sophomore Standing & Health and Wellness Coaching Certificate student

REQUIRED MATERIALS

1. Moore, M., Tschannen-Moran, B., & Jackson, E. (2015). *Coaching psychology manual* (2nd ed.). Wolters Kluwer.
2. Miller, W. R. & Rollnick, S. (2023). *Motivational interviewing in health care: Helping people change and grow* (4th ed.). The Guilford Press.

Note: Textbooks are used in both HSC 3185 (*Introduction to Health and Wellness Coaching*) and HSC 4999C (*Health and Wellness Coaching Application*) – Reading guide is presented below. Additional readings and videos presented in each module and listed below in the weekly breakdown of the course.

Textbook Reading Guide

Motivational Interviewing in Health Care		Coaching Psychology Manual	
CHAPTER & TITLE	COURSE (MODULE): TITLE	CHAPTER & TITLE	COURSE (MODULE): TITLE
1. The Mind and Heart When Helping	3185 (7): Health Behavior Theories	1. Introduction	
2. What is Motivational Interviewing		2. Coaching Relationship	4999C (1): Coach Presence
3. A Flowing Conversation		3. Coaching Presence	
4. Engaging: Can We Walk Together?	3185 (8): Facilitation & Communication	4. Expressing Compassion	4999C (2): Building a Relationship
5. Focusing: Where Are We Going?		5. Celebrating Our Best	
6. Evoking: Why Would You Go There?	3185 (9): Client Autonomy & Motiv.	6. Harnessing Motiv. to Build Self-Efficacy	3185 (11): Self-Efficacy & Support
7. Planning: How Will You Get There?		7. Readiness to change	3185 (10): Client Awareness & Insight
8. Deeper Listening	3185 (10): Client Awareness & Insights	8. Client Assessment	4999C (3): Coach Preparation
9. Focusing: A Deeper Dive		9. Design thinking	
10. Evoking: Cultivating Change Talk		10. Generative Moments	
11. Offering Information & Advice	3185 (11): Self-Efficacy & Support	11. Conducting Coaching Sessions	4999C (4): Early Sessions
12. Supporting Persistence		12. The Thriving Coach	4999C (5): Follow-Up Sessions
13. Planting Seeds	3185 (12): Conversation		
14. Responding to Sustain Talk Discord			
15. Practicing Well	3185 (13): Goals, Action, & Success		

COURSE FORMAT

This course is structured in a 'flipped' format, where students are expected to read assigned materials, utilize various learning resources, and view module lectures independently. The face-to-face class sessions are then dedicated to applying the information learned through interactive activities, discussions, and practical exercises. This approach encourages active participation, critical thinking, and hands-on application of health and wellness coaching concepts.

COURSE LEARNING OBJECTIVES:

1. Illustrate the role of health and wellness coaching in health education and other areas of healthcare.
2. Describe current health trends and chronic illnesses experienced by individuals, to include cardiovascular disease, diabetes, certain cancers, mental health, and stress.
3. Identify typical signs, symptoms, evidence-based management, and holistic care impact on chronic diseases.
4. Explain modifiable behavior risks factors, such as smoking, sedentary lifestyles and nutrition preference, in appropriate terms in consideration of individual health literacy and work to improve the health of individuals.
5. Assess stages of change, practicing common effective coaching techniques tailored to different stages of health behavior change.
6. Utilize communication techniques that enhance client motivation and facilitate the desired and lasting behavior change.
7. Recognize and explore the core principles of positive psychology that frequently influence client motivation and the achievement of goals.

COURSE & UNIVERSITY POLICIES

ATTENDANCE POLICY

100% attendance rate is expected for this course. Attendance will be monitored and assessed through variable, in-class participation assignments. A detailed participation rubric can be found in Appendix A for reference. Students are required to actively engage in all class activities to ensure full participation and successful completion of the course requirements. University polies regarding attendance can be found here: <https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/>

PERSONAL CONDUCT POLICY

Students are expected to exhibit behaviors that reflect highly upon themselves and our University. Outline for them exactly what that means in the context of your course. UF students are bound by The Honor Pledge which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." The Honor Code (<https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/>) specifies a number of behaviors that are in violation of this code and possible sanctions. Furthermore, you are obliged to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult the instructor or TA in this class.

EXAM MAKE-UP POLICY

A student experiencing an illness should visit the UF Student Health Care Center or their preferred healthcare provider to seek medical advice and obtain documentation. In the event of a documented emergency, you must contact instructor immediately to schedule a comprehensive, essay format exam, which is the same level of difficulty, presented in an alternate format.. Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found in the online catalog at: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>.

ACCOMMODATING STUDENTS WITH DISABILITIES

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the Disability Resource Center by visiting their Get Started page at <https://disability.ufl.edu/students/get-started/>. It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

COURSE EVALUATIONS

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A “class lecture” is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.

Publication without permission of the instructor is prohibited. To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

GETTING HELP

HEALTH & WELLNESS

- U Matter, We Care: If you or a friend is in distress, please contact umatter@ufl.edu or 352 392-1575
- Counseling and Wellness Center: <https://counseling.ufl.edu/>, 352-392-1575
- Sexual Assault Recovery Services (SARS) - Student Health Care Center, 392-1161
- University Police Department, 392-1111 (or 9-1-1 for emergencies) <http://www.police.ufl.edu/>

ACADEMIC RESOURCES

- E-learning technical support, 352-392-4357 (select option 2) or e-mail to Learning-support@ufl.edu.
- Career Connections Center, Reitz Union, 392-1601. Career assistance and counseling.
<https://career.ufl.edu/>
- Library Support, <http://cms.uflib.ufl.edu/ask>. Various ways to receive assistance with respect to using the libraries or finding resources.
- Teaching Center, 1317 Turlington Hall , (352) 392-2010. General study skills and tutoring.
<http://teachingcenter.ufl.edu/>

- Writing Studio, 302 Tigert Hall, 846-1138. Help brainstorming, formatting, and writing papers. <http://writing.ufl.edu/writing-studio/>
- Student Complaints On-Campus: <https://www.sfa.ufl.edu/pub/StudentComplaintPolicy.pdf> On-Line Students Complaints: <http://distance.ufl.edu/student-complaint-process/>

GRADING

GRADED ASSIGNMENTS

Assignment	Amount	Points Each	Point Total	Overall %
Quiz	14	20	280	22
Class Engagement	20	5	100	8
Coach-Talk Discussion	14	30	420	32
Coaching Application	14	30	420	32
Final Exam	1	30	30	2
Experience Presentation	1	50	50	4
Overall Total			1300 points	100%

Quizzes (14 @ 20 points each) - After thoroughly reviewing readings and other tasks of engagement for each module, students are tested on knowledge gained by taking a 10-item quiz, designed to assess engagement comprehension.

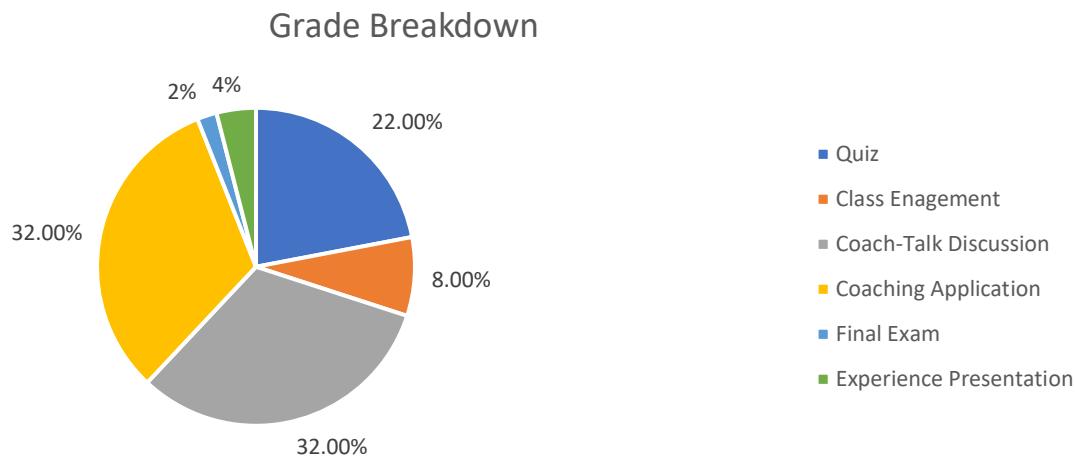
Lectures & In-Person Activities (20 @ 5 points each) – After establishing a foundation in the module information, students will take part in an in-class learning experience to include lectures and activities to activate material reviewed. One example of these activities is listed in the *Weekly Schedule* as *Resource Round-Up* which uses is an online collaboration tool that functions like a digital bulletin board where students can post and organize content together in real time. It is used within these assignments to post ideas and resources to discuss in class. Refer to *Appendix A – Class Engagement Rubric*.

Coach-Talk Discussion (14 @ 30 points each)- Students are presented with a relevant topic related to module and asked to apply module concepts in an active discussion with peers. Students will then read and respond to two of their peers' posts. Reply must be thoughtful, articulate, and include question peers' post provoked. Refer to *Appendix B Coach-Talk Discussion Rubric*.

Coaching Application (14 @ 30 points each) - Students complete a reflection or case study activity to engage module material by applying a task in a health-coaching setting. Case studies are presented in one of two formats – video to observe physical client or presented in written form. Refer to *Appendix C – Coaching Application Rubric*.

Final Exam (30 points) – Final module of the course is to assess retention of information presented in the course in preparation to sit for the NBHWC exam.

Experience Presentation (50 points)– As a culminating activity, students will create and record in a studio a brief presentation to share their insights with peers and gain experience in presenting and recording health coaching instruments. Refer to *Appendix D – Experience Presentation Rubric*.



GRADING

All assignments are graded according to associated rubrics. Specific feedback on assignments provided through document feedback, submission comments, and described directly on rubric. Students are expected to review feedback and ask any questions for clarity prior to submitting future assignments. Effort to have each assignment graded and posted within one week of the due date will be made. **Questions related to assignment grades should be asked through the Canvas Inbox within 7 days of when the grade is posted.** For information on how UF assigns grade points, visit: <https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>

Points	Letter Grade	Percentage	GPA Point Value
1209 and above	A	93 and above	4.0
1170 – 1208	A-	90 – 92.9 %	3.67
1131 – 1169	B+	87 – 89.9%	3.33
1079 – 1130	B	83 – 86.9%	3.0
1040 – 1078	B-	80 – 82.9 %	2.67
1001 – 1039	C+	77 – 79.9%	2.33
949 – 1000	C	73 – 76.9%	2.0
910 – 948	C-	70 – 72.9 %	1.67
871 – 909	D+	67 – 69.9%	1.33
819 – 870	D	63 – 66.9%	1.0
780 – 818	D-	60 – 62.9 %	.67
779 and below	E	Below 60 %	0

WEEKLY COURSE SCHEDULE

CRITICAL DATES & UF OBSERVED HOLIDAYS

- September 1: Labor Day (Monday)
- November 11: Veterans Day (Tuesday)
- November 24 – 28: Thanksgiving Break (Monday - Friday)
- December 4-5: UF Spring Semester Reading Days (Thursday – Friday)
- Complete list available here: <https://catalog.ufl.edu/UGRD/dates-deadlines/pdfs/calendar2526.pdf>

WEEKLY SCHEDULE

Week	Topics, Homework, and Assignments
Week 1 Jan. 12 – Jan. 17	<p>Topic: Course Introduction</p> <ul style="list-style-type: none"> Course expectations Syllabus <p>Summary: Course structure, syllabus, and expectations of the course. Gain insight into content and objectives as well as connect with fellow peers through interactive activities. The module serves as the foundation for the collaborative learning experience, setting the stage for a dynamic and supportive academic community.</p> <p>Required Readings/Works:</p> <ul style="list-style-type: none"> Syllabus <p>Assignments:</p> <ul style="list-style-type: none"> Quiz – Syllabus Coach-Talk Discussion – Video Introduction to Peers Coaching Application – Personal Reflection on Your Experience with Coaching
Week 2 Jan. 18 – Jan. 24	<p>Topic: Module 1 – Introduction to Health Coaching (NBHWC – 5.1, 5.2.4, 5.2.5, 5.2.8, 5.2.9, 5.2.10)</p> <ul style="list-style-type: none"> Whole-person health Wellness dimensions Meaning & purpose Mind–body link Growth mindset Relationships matter Community belonging Social connection <p>Summary: This module explores health and wellbeing through a whole-person lens, emphasizing interconnected dimensions, meaning and purpose, mindset, relationships, and community. Students apply these concepts to coaching practice to support sustainable, client-centered wellbeing.</p> <p>Required Readings/Works:</p> <ul style="list-style-type: none"> National Board for Health & Wellness Coaching (n.d.). <i>What is a board-certified health coach?</i> https://nbhwc.org/what-is-a-health-coach/ Perlman & Dabrh (2020). Health and wellness coaching in serving the needs of today's patients: A primer for healthcare professionals. <i>Global Advances in Health and Medicine</i>, 0. https://www.ncbi.nlm.nih.gov/pmc/articles/PMC7509728/pdf/10.1177_2164956120959274.pdf <p>Assignments:</p> <ul style="list-style-type: none"> Quiz – Multiple choice & true/false over required readings and supplemental materials Coach-Talk Discussion – Integrating Health and Wellness Coaching into Future Healthcare Practice Coaching Skills – Navigating the Illness-Wellness Continuum: A Personal Reflection Resource Round-Up -
Week 3 Jan. 25 – Jan. 31	<p>Topic: Module 2 – Determinants of Health (NBHWC – 5.4, 5.5, 5.6, 5.7)</p> <ul style="list-style-type: none"> Health equity Health disparities Structural causes Social determinants Power systems Resource distribution Health literacy Client context <p>Summary: This module introduces health equity, disparities, and the structural and social determinants that shape health outcomes. Students learn to apply an equity lens in coaching by recognizing systemic influences on client health and wellbeing.</p> <p>Required Readings/Works:</p> <ul style="list-style-type: none"> Braverman, P. (2025). Health inequalities, disparities, equity: What's in a name?. <i>American Journal of Public Health</i>, 115(7), 996-1002. https://doi.org/10.2105/AJPH.2025.308062 Hassan, I., Chisty, A., & Bui, T. (2023). Structural and social determinants of health. In: Lu, L.B., Fortuna, R. J., Noronha, C. F., Sobel, H. G., & Tobin, D. G. (eds) <i>Leading an academic medical practice</i>. Springer, Cham. https://doi.org/10.1007/978-3-031-40273-9_21 <p>Assignments:</p>

Week	Topics, Homework, and Assignments
	<ul style="list-style-type: none"> Quiz – Multiple choice & true/false over required readings and supplemental materials Coach-Talk Discussion – Coaching Through an Equity Lens Coaching Skills (Case Study) – Evaluating Determinants of Health Resource Roundup – Select a population and share a reputable source of cultural information
Week 4 Feb. 1 – Feb. 7	<p>Topic: Module 3 – Nutrition & Physical Activity (NBHWC – 5.2.1, 5.2.2, 5.2.3)</p> <ul style="list-style-type: none"> Physical activity Movement guidelines Activity tracking Healthy eating Hydration basics Built environment Behavior influence Incremental change <p>Summary: This module examines foundational lifestyle behaviors—movement, nutrition, hydration, and environment—and their role in health and wellbeing. Students learn how to coach clients using evidence-based guidelines while supporting sustainable, client-centered change.</p> <p>Required Readings/Works:</p> <ul style="list-style-type: none"> Gropper, S. S. (2023). The role of nutrition in chronic disease. <i>Nutrients</i>, 15(3), 664. https://www.ncbi.nlm.nih.gov/pmc/articles/PMC9921002/ National Dietary Guidelines for Americans: https://www.dietaryguidelines.gov MyPlate: https://www.myplate.gov American College of Sports Medicine (n.d.). <i>Rx for health series</i>. Exercise is Medicine. https://www.exerciseismedicine.org/eim-in-action/health-care/resources/rx-for-health-series/ Department of Health and Human Services (2018). <i>Physical activity guidelines for Americans</i> (2nd ed.). https://health.gov/sites/default/files/2019-09/Physical_Activity_Guidelines_2nd_edition.pdf <p>Assignments:</p> <ul style="list-style-type: none"> Quiz – Multiple choice & true/false over required readings and supplemental materials Coach-Talk Discussion – Exploring Nutrition Adherence Tools: A Comparative Analysis Coaching Skills (Case Study) – Tailoring Nutrition Options to Client's Dietary Restrictions and Chronic Condition
Week 5 Feb. 8 – Feb. 14	<p>Topic: Module 4 – Sleep, Stress, & Mental Health (NBHWC – 5.2.6, 5.2.7, 5.3.2, 5.3.4)</p> <ul style="list-style-type: none"> Sleep needs Sleep hygiene Stress response Chronic stress Recovery practices Mental health Referral indicators Lifestyle factors <p>Summary: This module examines how sleep, stress, recovery, and mental health interact to influence overall wellbeing. Students develop skills to support clients through evidence-based strategies while recognizing boundaries, referral needs, and ethical coaching practice.</p> <p>Required Readings/Works:</p> <ul style="list-style-type: none"> American Psychological Association (2023, November). <i>Stress in America</i>. https://www.apa.org/news/press/releases/stress/2023/collective-trauma-recovery Centers of Disease Control and Prevention (2023, April 25). <i>Coping with stress</i>. https://www.cdc.gov/mentalhealth/cope-with-stress/index.html Healthy People 2030 (n.d.). <i>Social determinants of health</i>. Office of Disease Prevention and Health Promotion. https://health.gov/healthypeople/priority-areas/social-determinants-health MedlinePlus (2017, May 5). <i>Healthy sleep</i>. National Institute of Health. https://medlineplus.gov/healthysleep.html <p>Assignments:</p> <ul style="list-style-type: none"> Quiz – Multiple choice & true/false over required readings and supplemental materials Coach-Talk Discussion – Exploring Effective Coping Strategies for Stress Coaching Skills (Case Study) – Improving Sleep Hygiene for Enhanced Well-being

Week	Topics, Homework, and Assignments
	<ul style="list-style-type: none"> • Resource Round-Up – Mental Health Photovoice
Week 6 Feb. 15 – Feb. 21	<p>Topic: Module 5 - Tobacco & Substance Use (NBHWC – 5.3.3)</p> <ul style="list-style-type: none"> • Substance definitions • Addictive behaviors • Health impacts • Tobacco use • Alcohol effects • Scope awareness • Referral readiness • Nonjudgmental support <p>Summary: This module introduces substance use and addictive behaviors, emphasizing health impacts, coaching scope, and appropriate referral. Students learn to address these topics with empathy, awareness, and ethical boundaries.</p> <p>Required Readings/Works:</p> <ul style="list-style-type: none"> • National Institute of Drug Abuse (2021, August 3). Tobacco, nicotine, and e-cigarettes research report. <i>National Institute of Health</i>. https://nida.nih.gov/publications/research-reports/tobacco-nicotine-e-cigarettes/introduction • Prescription Opioids (2021, June). <i>Prescription opioid drug facts</i>. National Institute on Drug Abuse. https://nida.nih.gov/publications/drugfacts/prescription-opioids • Stroehr, B. (2021, July 1). <i>Breaking down the stigma of addiction: A witness' story through art</i>. National Institute of Drug Abuse. https://nida.nih.gov/videos/breaking-down-stigma-addiction-witness-story-through-art • Substance Abuse and Mental Health Service Administration (2023, June 6). <i>Alcohol</i>. https://www.samhsa.gov/find-help/atod/alcohol <p>Assignments:</p> <ul style="list-style-type: none"> • Quiz – Multiple choice & true/false over required readings and supplemental materials • Coach-Talk Discussion – Research Review on Tobacco Use, Vaping, or Opioid Misuse • Coaching Skills (Case Study) – Substance Use Intervention Plan for a Case Study Client
Week 7 Feb 22 – Feb. 28	<p>Topic: Module 6 – Prevention & Chronic Illness (NBHWC – 5.3.1)</p> <ul style="list-style-type: none"> • Chronic conditions • Red flags • Modifiable risks • Health markers • Lifestyle influence • Scope boundaries • Prevention focus • Client empowerment <p>Summary: This module introduces key chronic conditions commonly encountered in health coaching and explores how lifestyle behaviors influence prevention and self-management. Students learn to recognize red flags, understand risk factors, and support clients using ethical, client-centered coaching strategies.</p> <p>Required Readings/Works:</p> <ul style="list-style-type: none"> • Centers for Disease Control and Prevention (2022, July 21). <i>About chronic diseases</i>. https://www.cdc.gov/chronicdisease/ • Cleveland Clinic (2021, November 9). <i>Lipid panel</i>. https://my.clevelandclinic.org/health/diagnostics/17176-lipid-panel • National Heart, Lung, and Blood Institute (2022, March 24). <i>What are overweight and obesity?</i> National Institute of Health. https://www.nhlbi.nih.gov/health/overweight-and-obesity • National Heart, Lung, and Blood Institute (n.d.). <i>Assessing your weight and health risk</i>. National Institute of Health. https://www.nhlbi.nih.gov/health/educational/lose_wt/risk.htm • Tan, Q., Jiang, A., Li, W., Song, C., & Leng, H. (2021). Metabolic syndrome and osteoarthritis: Possible mechanisms and management strategies. <i>Medicine in Novel Technology and Devices</i>, 9, 100052. https://doi.org/10.1016/j.medntd.2020.100052 <p>Assignments:</p> <ul style="list-style-type: none"> • Quiz – Multiple choice & true/false over required readings and supplemental materials

Week	Topics, Homework, and Assignments
	<ul style="list-style-type: none"> Coach-Talk Discussion – Exploring Chronic Health Conditions: Factors Influencing Disease Progression Coaching Skills (Case Study) – Understanding and Supporting Individuals with Chronic Illness Resource Round-Up – Modifiable Risk Factors Photovoice
Week 8 Mar. 1 – Mar. 7	<p>Topic: Module 7 – Health Behavior Theories (NBHWC – 2)</p> <ul style="list-style-type: none"> Neuroplasticity basics Habit formation Stages of change Motivational interviewing Change talk Self-efficacy Autonomy support Strengths-based coaching <p>Summary: This module examines the science and psychology of behavior change and motivation. Students learn to apply evidence-based coaching frameworks to support sustainable, client-driven change.</p> <p>Required Readings/Works:</p> <ul style="list-style-type: none"> Miller & Rollnick - Chapter 1: The Mind and Heart When Helping Miller & Rollnick - Chapter 2: What is Motivational Interviewing? Miller & Rollnick - Chapter 3: A Flowing Conversation Bandura, A. (2021). Toward a psychology of human agency: Pathways and reflections. <i>Perspectives on Psychological Science</i>, 16(2), 438-449. https://doi.org/10.1177/1745691617699280 Miller, W. R., & Rollnick, S. (2023). Motivational interviewing: Helping people change (4th ed.). Guilford Press. Prochaska, J. O., & Velicer, W. F. (2020). The transtheoretical model of health behavior change. <i>American Journal of Health Promotion</i>, 34(2), 183-192. https://doi.org/10.4278/0890-1171-12.1.38 Seligman, M. E. P. (2019). Positive psychology: A personal history. <i>Annual Review of Clinical Psychology</i>, 15, 1-23. https://doi.org/10.1146/annurev-clinpsy-050718-095653 <p>Assignments:</p> <ul style="list-style-type: none"> Quiz – Multiple choice & true/false over required readings and supplemental materials Coach-Talk Discussion – Application and Description of Stages of Change Coaching Skills (Case Study) – Growth Mindset Assessment Assignment
Week 9 Mar. 8 – Mar. 14	<p>Topic: Module 8 – Facilitation & Communication (NBHWC – 3.1, 3.2)</p> <ul style="list-style-type: none"> Values clarity Strengths focus Visioning Active listening Reflective responses Scaling questions Change talk Client autonomy <p>Summary: This module introduces core coaching tools for exploring values, strengths, and wellbeing vision while developing advanced communication skills. Students practice active listening, reflection, and Motivational Interviewing techniques to support client insight and motivation.</p> <p>Required Readings/Works:</p> <ul style="list-style-type: none"> Miller & Rollnick – Chapter 3: A Flowing Conversation Miller & Rollnick – Chapter 4: Engaging: Can We Walk Together? Miller & Rollnick – Chapter 5: Focusing: Where Are We Going? <p>Assignments:</p> <ul style="list-style-type: none"> Quiz – Multiple choice & true/false over required readings and supplemental materials Coach-Talk Discussion – Evaluation of Health Coaching Skills Coaching Skills (Case Study) – Reflective Analysis of Client Statements Coaching Skills (Case Study) – Client Emotions and Empathy in Health Coaching
Week 10	SPRING BREAK – No Classes
	<p>Topic: Module 9 – Client Autonomy & Motivation (NBHWC – 3.3, 3.4)</p>

Week	Topics, Homework, and Assignments
Week 11 Mar. 22 – Mar. 28	<ul style="list-style-type: none"> Client perspective Values clarity Visioning health Self-talk awareness Pattern recognition Reframing beliefs Emotional insight Resilience building <p>Summary: This module focuses on helping clients explore perspectives, values, emotions, and internal patterns that shape health behaviors. Students practice coaching strategies that support insight, reframing, emotional awareness, and resilience.</p> <p>Required Readings/Works:</p> <ul style="list-style-type: none"> Moore, Tschannen-Moran, & Jackson – Chapter 5: Celebrating Our Best Miller & Rollnick – Chapter 6: Evoking: Why Would You Go There? Miller & Rollnick – Chapter 7: Planning: How Will You Get There? <p>Assignments:</p> <ul style="list-style-type: none"> Quiz – Multiple choice & true/false over required readings and supplemental materials Coach-Talk Discussion – Exploring Client Perspectives and Values in Health Coaching Coach-Talk Discussion – Transforming Closed-Ended Questions into Open-Ended Questions Coaching Skills (Case Study) – Reflective Analysis of Client Statements
Week 12 Mar. 29 – Apr. 4	<p>Topic: Module 10 – Client Awareness & Insights (NBHWC – 3.4)</p> <ul style="list-style-type: none"> Self-talk awareness Limiting beliefs Behavioral patterns Emotional literacy Perspective shifting Positive emotions Self-compassion Resilience building <p>Summary: This module explores how awareness of self-talk, emotions, and behavioral patterns supports meaningful and sustainable change. Students practice coaching strategies that foster insight, emotional regulation, self-compassion, and resilience.</p> <p>Required Readings/Works:</p> <ul style="list-style-type: none"> Miller & Rollnick – Chapter 8: Deeper Listening Miller & Rollnick – Chapter 9: Focusing: A Deeper Dive Moore, Tschannen-Moran, & Jackson – Chapter 7: Readiness to Change <p>Assignments:</p> <ul style="list-style-type: none"> Quiz – Multiple choice & true/false over required readings and supplemental materials Coach-Talk Discussion – Summarization and Bottom-Lining in Health Coaching Coaching Skills (Case Study) – Interrupt and Redirect Intervention Strategies in Health Coaching Sessions
Week 13 Apr. 5 – Apr. 11	<p>Topic: Module 11 – Self-Efficacy & Support (NBHWC – 3.5)</p> <ul style="list-style-type: none"> Client self-efficacy and confidence building Use of positive role models and vicarious learning Affirmations that reinforce strengths, skills, and effort Strengths identification and strategic application Achievable, realistic action steps to support success Reflection and self-assessment to reinforce progress Integration of identity and lived experience in decision making Collaborative problem-solving and evaluation of options <p>Summary: This module emphasizes building client self-efficacy through strengths recognition, affirmations, and achievable action steps. Students will practice supporting confidence, reflection, and problem-solving while honoring client identity and lived experience. The module reinforces empowerment and sustained behavior change in alignment with NBHWC standards.</p>

Week	Topics, Homework, and Assignments
	<p>Required Readings/Works:</p> <ul style="list-style-type: none"> • Moore, Tschannen-Moran, & Jackson – Chapter 6: Harnessing Motivation to Build Self-Efficacy • Miller & Rollnick – Chapter 10: Evoking: Cultivating Change Talk • Miller & Rollnick – Chapter 11: Offering Information & Advice <p>Assignments:</p> <ul style="list-style-type: none"> • Quiz – Multiple choice & true/false over required readings and supplemental materials • Coach-Talk Discussion – Anticipating and Addressing Client Challenges in Health Coaching • Coaching Skills (Case Study) – Enhancing Problem-Solving and Evaluation Skills in a Health Coaching Context
Week 14 Apr. 12 – Apr. 18	<p>Topic: Module 12 – Conversation (NBHWC – 3.6, 3.7)</p> <ul style="list-style-type: none"> • Self-talk awareness • Powerful questions • Client metaphors • Whole-life focus • Perspective expansion • Skillful redirection • Bottom-lining • Client summaries <p>Summary: This module develops advanced questioning and conversational skills that help clients gain insight, shift perspectives, and maintain focus. Coaches practice guiding conversations with curiosity, clarity, and respect for client autonomy.</p> <p>Required Readings/Works:</p> <ul style="list-style-type: none"> • Miller & Rollnick – Chapter 12: Supporting Persistence • Miller & Rollnick – Chapter 13: Planting Seeds • Miller & Rollnick – Chapter 14: Responding to Sustain Talk & Discord <p>Assignments:</p> <ul style="list-style-type: none"> • Quiz – Multiple choice & true/false over required readings and supplemental materials • Coach-Talk Discussion – Summarization & Bottom-Lining in Health Coaching • Coaching Skills (Case Study) – Interrupt & Redirect Intervention Strategies
Week 15 Apr. 19 – Apr. 22	<p>Topic: Module 13 – Goals, Action, & Success (NBHWC – 3.8, 3.9, 3.10)</p> <ul style="list-style-type: none"> • Support networks • Community resources • Structural supports • Systemic barriers • Health literacy • SMART goals • Accountability methods • Sustainable change <p>Summary: This module emphasizes collaborative goal setting, support identification, and accountability strategies that promote sustainable behavior change. Students learn to integrate social, cultural, environmental, and systemic factors into client-centered coaching plans.</p> <p>Required Readings/Works:</p> <ul style="list-style-type: none"> • Developing a Growth Mindset with Carol Dweck: https://www.youtube.com/watch?v=hiIEeMN7vbQ • Miller & Rollnick – Chapter 15: Practicing Well <p>Assignments:</p> <ul style="list-style-type: none"> • Quiz – Multiple choice & true/false over required readings and supplemental materials • Coach-Talk Discussion – Video Assignment: Guiding a Health Coaching Client Through the Decisional Balance Worksheet • Coaching Skills (Case Study) – Growth Mindset Assessment Assignment
Finals Week April 26 – May 1	<p>Topic: Module 14 - Introduction of Health and Wellness Coaching Reflection</p> <ul style="list-style-type: none"> • Review concepts learned within the course • Describe personal strengths as a health coach • Reflect on areas for growth as a health coach • Discuss future professional development efforts

Week	Topics, Homework, and Assignments
	<p>Summary: Reflect on your experience in this <i>Introductory Health and Wellness Coaching</i> course, reviewing course concepts, identifying personal strengths as a health coach, and reflecting on areas for growth. Through discussion and self-assessment, students develop plans for future professional development efforts to enhance their skills and effectiveness in the field of health coaching.</p> <p>Required Readings/Works:</p> <ul style="list-style-type: none"> • Review all previous course materials <p>Assignments:</p> <ul style="list-style-type: none"> • Quiz – Overall course materials • Presentation – Journey as a Developing Health Coach

SUCCESS & STUDY TIPS

1. Effective Time Management: Allocate dedicated study time for each course, prioritize tasks, and use tools like planners or digital calendars to stay organized.
2. Active Participation: Engage in class discussions, ask questions, and seek clarification when needed. Active participation fosters deeper understanding and retention of course material.
3. Regular Attendance: Attend all classes and participate actively in lectures, discussions, and group activities. Regular attendance is crucial for staying up-to-date with course content.
4. Complete Readings and Assignments Promptly: Stay on top of readings and assignments by completing them promptly. Break tasks into smaller, manageable chunks to avoid procrastination.
5. Effective Notetaking: Develop effective note-taking strategies during lectures and while reading course materials. Summarize key points, highlight important information, and organize notes for easy review.
6. Utilize Resources: Take advantage of resources available to you, such as textbooks, online materials, academic journals, and library resources. Utilize office hours to seek clarification and additional support from instructors.
7. Study Actively: Engage in active learning techniques such as self-testing, summarization, concept mapping, and teaching others. These techniques promote deeper understanding and retention of information.
8. Practice Self-Care: Maintain a healthy balance between academic work and personal well-being. Prioritize self-care activities such as exercise, adequate sleep, healthy eating, and relaxation techniques to optimize your academic performance.
9. Set Realistic Goals: Set specific, measurable, achievable, relevant, and time-bound (SMART) goals for your academic performance. Break long-term goals into smaller, manageable tasks to track progress effectively.
10. Seek Help When Needed: Don't hesitate to seek help from instructors, academic advisors, tutors, or classmates when facing challenges or needing clarification. Asking questions and seeking assistance is a sign of strength, not weakness.
11. Review and Reflect: Regularly review course materials, notes, and assignments to reinforce learning. Reflect on your progress, strengths, and areas for improvement to continuously enhance your academic performance.
12. Stay Motivated and Persistent: Maintain a positive attitude, stay motivated, and persevere through challenges. Remember your long-term goals and celebrate your achievements along the way.

APPENDIX A

CLASS ENGAGEMENT RUBRIC = 5 points

Engagement			
<i>1 point</i>	<i>.75 points</i>	<i>.5 points</i>	<i>.25 points</i>
Consistently engaged, actively contributes – actively listens, responds thoughtfully	Mostly engaged, contributes – listens attentively, responds adequately	Occasionally engaged, contributes – listens, responds intermittently	Rarely engaged, minimal or no contribution – demonstrates disinterest, does not participate
Preparation			
<i>1 point</i>	<i>.75 points</i>	<i>.5 points</i>	<i>.25 points</i>
Comes prepared, completes assigned tasks – completes readings, assignments	Mostly prepared, completes most tasks – mostly completes readings, assignments	Occasionally prepared, completes some tasks – inconsistently completes readings, assignments	Unprepared, does not complete assigned tasks – fails to complete readings, assignments
Quality of Contribution			
<i>1 point</i>	<i>.75 points</i>	<i>.5 points</i>	<i>.25 points</i>
Offers insightful, well-supported contributions – contributes new ideas, perspectives	Offers relevant, coherent contributions – contributes to discussion with relevant points	Offers basic, occasionally unsupported contributions – contributes minimally, lacks depth	Offers irrelevant or off-topic contributions – rarely contributes, lacks substance
Collaboration			
<i>1 point</i>	<i>.75 points</i>	<i>.5 points</i>	<i>.25 points</i>
Works effectively with peers, fosters teamwork – listens to and respects others' ideas	Mostly works well with peers, contributes to group – respects others' ideas, offers constructive input	Occasionally works with peers, somewhat cooperative – occasionally disregards others' input	Rarely works with peers, undermines teamwork – disregards others' ideas, monopolizes discussion
Communication			
<i>1 point</i>	<i>.75 points</i>	<i>.5 points</i>	<i>.25 points</i>
Communicates clearly, articulately – expresses ideas coherently, with confidence	Communicates effectively, with clarity – expresses ideas clearly, with some confidence	Communicates adequately, occasional clarity – struggles to express ideas clearly	Communicates unclearly, lacks coherence – unable to express ideas clearly, lacks confidence

APPENDIX B

COACH-TALK DISCUSSION RUBRIC = 30 points

This rubric is designed to evaluate students' participation in online discussions based on various criteria, including participation, depth of analysis, clarity and organization, engagement with course material, critical thinking, and peer interaction. Each criterion is scored on a scale of 0 to 5 points, with a total possible score of 30 points.

	Excellent 5	Good 4	Average 3	Insufficient 2	Unsatisfactory 1
Participation Regularly contributes to the discussion with insightful comments, questions, or reflections. Engages with peers respectfully and constructively, fostering a collaborative learning environment.					
Depth Demonstrates a thorough understanding of the topic and critically analyzes key concepts, theories, or issues. Provides well-supported arguments or explanations, incorporating evidence from relevant sources or personal experiences.					
Clarity & Organization: Communicates ideas clearly and coherently, using proper grammar, spelling, and punctuation. Organizes thoughts logically, with clear transitions between ideas and paragraphs.					
Course Material Application Integrates course material or assigned readings into the discussion, demonstrating an understanding of key concepts and theories. Applies course content to real-life examples or personal experiences, enhancing the depth of analysis.					
Critical Thinking Demonstrates critical thinking skills by questioning assumptions, evaluating evidence, and considering alternative perspectives. Offers thoughtful reflections or insights that contribute to the overall depth and quality of the discussion.					
Peer Interaction Engages with peers' contributions by responding thoughtfully, offering feedback, or asking clarifying questions. Demonstrates active listening and respect for diverse viewpoints, fostering meaningful dialogue and exchange of ideas.					

APPENDIX C

COACHING SKILLS RUBRIC = 30 points

This rubric is designed to assess the health coach's ability to apply health coaching concepts effectively in a case study scenario. It evaluates the coach's competence in client assessment, goal setting, and cultural competence. Each criterion is scored on a scale of 0 to 5 points, with a total possible score of 30 points.

	Excellent 5	Good 4	Average 3	Insufficient 2	Unsatisfactory 1
Assessment Demonstrates a thorough understanding of the client's background, which may include demographics, health history, and current lifestyle factors.					
Assessment Identifies key motivations, challenges, and goals of the client based on the provided information.					
Application Applies health coaching principles and techniques effectively to support the client's needs and goals.					
Application Demonstrates active listening, empathy, and nonjudgmental communication throughout the coaching interaction.					
Cultural Competency Adapts coaching approaches and strategies to align with the client's cultural preferences and needs.					
Cultural Competency Adapts coaching approaches and strategies to align with the client's cultural preferences and needs.					

APPENDIX D

EXPERIENCE PRESENTATION RUBRIC = 50 points

Note: This rubric is designed to evaluate students' presentations on their course experience, learning, growth, and future professional development direction. It assesses content, reflection and self-awareness, application of learning, future development direction, organization, and clarity, as well as delivery and engagement. Each criterion is scored on a scale of 0 to 5 points, with a total possible score of 50 points.

	Excellent 5	Good 4	Average 3	Insufficient 2	Unsatisfactory 1
Content Provides a comprehensive overview of the student's course experience, including key learnings, challenges, and achievements.					
Content Clearly articulates how the course has contributed to the student's personal and professional growth, citing specific examples or experiences.					
Reflection & Self-Awareness Demonstrates deep reflection on the student's strengths, weaknesses, and areas for improvement as a result of the course.					
Reflection & Self-Awareness Shows self-awareness of learning preferences, communication styles, and professional values, and discusses how these insights will inform future development.					
Learning Application Describes how the knowledge and skills gained from the course have been applied in real-life contexts or professional settings.					
Learning Application Provides concrete examples or case studies to illustrate the application of course concepts, theories, or methodologies.					
Future Professional Development Articulates clear and achievable goals for future professional development based on the student's course experience and reflections.					
Future Professional Development Outlines specific strategies or actions the student plans to take to further develop their skills, knowledge, and competencies in their chosen field.					
Organization & Clarity Presents information in a clear, organized manner, with logical flow and structure throughout the presentation. Utilizes visual aids, such as slides or multimedia, effectively to enhance understanding and engagement.					
Delivery & Engagement Delivers the presentation with confidence, enthusiasm, and professionalism, maintaining eye contact and speaking clearly. Engages the audience through active participation, encouraging questions, and fostering discussion.					