**HPW 735: Health and Wellness Coaching Foundations; Fall, 2020**

**Course Description**

HPW 735; 3 Credits, Prerequisite: HPW 705

Specialized training to prepare coaches to employ advanced coaching techniques and practices including motivational interviewing techniques, cognitive-behavioral, and holistic approaches. Continued skill development is practiced through a peer-to-peer format.

**Instructor**

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I will respond to students within 24 hours. If you have not received a reply from me within 24 hours, please feel free to text my cell phone (304-777-6900). I will attempt to grade written work within 48 hours, however longer written assignments may take me longer to read and assess.

**Office Hours**

By appointment, please text my cell phone (304-777-6900), include your name and request a meeting.

Class meets on-line through Zoom teleconference software 4:30-7pm on Wednesdays, January 27-March 17, 2021. Join Zoom Meeting: <https://uwsp.zoom.us/j/3047776900?pwd=bnhCdGFoWkNIUkhxV0UzMjJFbTZLdz09>

**If you are having difficulty, please call my cell phone: 304-777-6900**

**Zoom Best Practice Guidelines**

To ensure excellent connections with your instructor and each other, please follow these guidelines:

* Choose a quiet location free of distractions.
* Make sure you're plugged in or have enough battery power.
* Connect securely to the internet.
* Enter the Zoom meeting before the meeting start time.
* Use the Zoom controls to test your video, microphone and speaker connections.
* Make sure there is adequate light in your location.
* Ensure there is sufficient light in front of you than behind you, to avoid a shadowy look.
* Say hello to others when you arrive.
* Relax and have fun!

**Schedule & Learning Outcomes**

Each class includes a combination of lecture, breaks and peer-to-peer coaching and feedback.

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| **Yellow: Coaching Structure****Green: Coaching Process** | **Date** | **Learning Outcomes: Best Coaching Practices Period 1** | **Learning Outcomes: Best Coaching Practices Period 2** | **Coaching Lab Activities** | **Required Reading/Viewing** |
| Week 1 | 1/27 | Welcome* Course design (NBHWC exam study outline)
* Reading, video demos, lectures & practice
* Practical Skills Exam
* Triads training
* HPW 775: ethics, group coaching, virtual coaching, social media strategy, new business templates, billing insurance, practice tests, special populations
 | Lecture: The relationship between working alliance and client outcomes in coaching | Begin at 5:45 for 1 hour Reconnecting Triad Exercise: *What is a health and well-being goal of yours for 2021?* |  None for first class |
| Week 2 | 2/3 | 1.2. First session or before beginning | 1.3. Early session work  | Be prepared for Group Exercise in 2 large groups: *What do you do?* Describe your coaching.Triad Exercise: *Initial consultation*  | Arloski, M. (2014). *Wellness coaching for lasting lifestyle change*. **pp 101-115** (Overview); **pp 130-149**(Topic 1.2.5).Arloski, M. (2014). Wellness coaching for lasting lifestyle change. pp 124-149 (Topic 1.3.1); pp 153-159(Topic 1.3.2); pp 159-160 (Topic 1.3.3); pp 161-162 (Topic 1.3.4); pp 162-166 (Topics 1.3.5, 1.3.6,1.3.7); pp 198-200 (Topic 1.3.8).Video Samples: *I’m a health and wellness coach; Initial consultation; Goals discussion* |
| Week 3 | 2/10 | 1.4. Routine Follow-Up Sessions | 1.5. Coaching Program Termination | *Triads: GOOD Coaching Model for routine sessions* | Arloski, M. (2014). Wellness coaching for lasting lifestyle change. p 200 (Topic 1.4.6).Moore, M., Jackson, E., & Tschannen-Moran, B. (2015). Coaching psychology manual. p 164<https://richlitvin.com/powerful-end-coaching-agreement/>Video Samples: *Routine follow-up 1; Routine Follow-up 2; Routine Follow-up 3; Final Session* |
| Week 4 | 2/17 | 2.1. Client-centered relationship2.2. Trust & rapportIdentify main elements of client-centered approachIdentify how empathy, unconditional positive regard and congruence, genuineness impact outcomesUnderstand limitations  | 2.3. Active listening and presence2.4. Client emotions and energy | Triads: Addressing conflict with clients Triads: Practice dealing with strong client emotions | Arloski, M. (2014). Wellness coaching for lasting lifestyle change. p 72-73 (Topic 2.1.1); p 105(Topic 2.1.3); pp 69-71 (Topic 2.1.5).Arloski, M. (2014). Wellness coaching for lasting lifestyle change. pp 113-115 (Overview).Arloski, M. (2014). Wellness coaching for lasting lifestyle change. pp 115-119 (Overview).Arloski, M. (2014). Wellness coaching for lasting lifestyle change. pp 118-119 (Topics 2.4.1, 2.4.2); p 247Video samples: *Client-centered techniques; Addressing conflict with clients; Dealing with strong emotions* |
| Week 5 | 2/24 | 2.5. Reflections & Motivational Interviewing | 2.6. Expanding the conversation2.7. Focus and refocus the conversation | Triads: Practice expanding the conversation | Arloski, M. (2014). Wellness coaching for lasting lifestyle change. pp 115-121 (Overview).Arloski, M. (2014). Wellness coaching for lasting lifestyle change. pp 120-121 (Topic 2.6.1); pp 119-120(Topic 2.6.2); p 119 (Topic 2.6.7).Arloski, M. (2014). Wellness coaching for lasting lifestyle change. pp 133-137 (Topic 2.7.4).Video samples: *Motivational Interviewing; Refocusing techniques* |
| Week 6 | 3/3 | 2.8. Assist client to evaluate and integrate health information2.9. Goals and implementing action | 2.10. Client awareness, perspective shifts and insights | Triads: Create smart goals using health information | Arloski, M. (2014). Wellness coaching for lasting lifestyle change. p 251.Arloski, M. (2014). Wellness coaching for lasting lifestyle change. pp 166-172 (Topic 2.9.1); pp 162-166(Topics 2.9.5, 2.6.7); pp 196-198 (Topic 2.9.8).Arloski, M. (2014). Wellness coaching for lasting lifestyle change. pp 184-193 (Overview).Video samples: *A health information integration session including smart goals; Using a thoughts inventory to reframe* |
| Week 7 | 3/10 | 2.11. Client’s freedom of choice, autonomy, and intrinsic motivation | 2.12. Client self-efficacy2.13. Improve support | Triads | Arloski, M. (2014). Wellness coaching for lasting lifestyle change. pp 172-184 (Overview); pp 155-159(Topic 2.11.3); pp 196-200 (Topic 2.11.4).Arloski, M. (2014). Wellness coaching for lasting lifestyle change. pp 208-214 (Topics 2.12.2, 2.12.3, 2.12.4).Arloski, M. (2014). Wellness coaching for lasting lifestyle change. pp 224-229 (Topic 2.13.1). |
| Week 8 | 3/17 | 2.14. Client active experimentation and self-discovery | 2.15. Increase positive psychological resources | Triads | Arloski, M. (2014). Wellness coaching for lasting lifestyle change. pp 189-193 (Overview). |

**Access to Digital files**

Digital files (assignments, resources and quizzes) are in the UWSP Canvas LMS (Learning Management System). Prior to the first day of class, you will receive a login and password to the UWSP Canvas system.

**Using Canvas Technology**

See Canvas help links and resources in the Canvas page on you Canvas homepage. You can access help with navigating Canvas here:

* Click HELP from within Canvas for links to support via email and chat.
* Call Canvas Support for Students at
1 (833) 828-9804.
* [Canvas Student Guides](https://community.canvaslms.com/docs/DOC-10701)
* [Canvas Video Guides](https://community.canvaslms.com/docs/DOC-3891)

**Required Course Materials**

* Arloski, M. (2014). *Wellness coaching for lasting lifestyle change*. Duluth, MN: Whole Person Associates,

**Additional optional reading**

* Bark, L. (2011). *The wisdom of the whole: coaching for joy, health, and success*. San Francisco, CA:
* Dossey, B. M., Luck, S., & Schaub, B. G. (2015). *Nurse coaching: integrative approaches for health and wellbeing*. North Miami, FL: International Nurse Coach
* Jordan, M. (2013). *How to be a health coach: an integrative wellness approach*. San Rafael, CA: Global Medicine Enterprises,
* Kimsey-House, H., Kimsey-House, K., Sandahl, P., & Whitworth, L. (2011). *Co-active coaching: changing business, transforming lives*. Boston, MA: Nicholas Brealey
* Livingstone, J. B., & Gaffney, J. (2016). *Relationship power in health care: science of behavior change, decision making, and clinician self-care*. Boca Raton, FL: CRC Press, Taylor & Francis Group.
* Muth, N.G., & Green, D.J. (2014). *Coaching behavior change*. San Diego, CA: American Council on Exercise
* Prochaska, J.O., & Prochaska, J.M. (2016). *Changing to thrive: using the stages of change to overcome the top threats to your health and happiness*. Center City, MN: Hazelden Publishing

**Student Expectations**

In this course you will be expected to complete the following types of tasks.

* attend all classes online through the Zoom technology interface
* use Canvas LMS to navigate the class environment
* read documents online if applicable
* view online videos if applicable
* participate in online discussions when requested
* complete quizzes/tests online
* upload documents to Canvas to submit an assignment if applicable

**Evaluation / Course Requirements**

100% attendance is required unless arrangements are made with the instructor.
Quizzes: 100% completion of quizzes is required

**Viewing Graded Course Activities in Canvas**

* Click the Assignments link in Canvas to access assignment listing, categories and weights as applicable. Click the Syllabus link to see a chronological listing of assignments.
* Participation is graded as "engagement". All students are expected to participate in all online class activities during class time.
* You can click the Grades link to see current grades. Overall assignments and accompanying points are listed.

**Assignment weights**

Library research assignment: 20%

Quizzes: 60%

Engagement 20%

**Complete Assignments**

All assignments for this course will be submitted electronically through Canvas unless otherwise instructed. Assignments must be submitted by the given deadline or special permission must be requested from instructor before the due date. Extensions will not be given except under extreme circumstances.

**Late Work Policy**

Be sure to pay close attention to deadlines—there will be no make-up assignments or quizzes, or late work accepted without a serious and compelling reason and instructor approval.

**Grading Scale is Pass/Fail**

80-100% Pass

<80% Fail

**Confidentiality**

During class, we will share personal ideas and experiences. These conversations are considered confidential, so you should not share information about your peers publicly without their permission. By participating in these classroom discussions, you are giving consent to sharing of your ideas and experiences with others in this class and you recognize there is a small risk of your personal information being shared by others beyond the purposes of this course. If you elect to not participate in these online assignments due to confidentiality concerns, then an alternate assignment will be offered to you.

**Understand When You May Drop This Course**

It is the student’s responsibility to understand when they need to consider unenrolling from a course. Refer to the UWSP Academic Calendar for dates and deadlines for registration. After this period, a serious and compelling reason is required to drop from the course. Serious and compelling reasons includes: (1) documented and significant change in work hours, leaving student unable to attend class, or (2) documented and severe physical/mental illness/injury to the student or student’s family.

**Incomplete Policy**

Under emergency/special circumstances, students may petition for an incomplete grade. An incomplete will only be assigned after a consultation with the instructor. All incomplete course assignments must be completed within an agreed upon time frame.

**Religious Beliefs Accommodation**

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

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

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

**Equal Access for Students with Disabilities**

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

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

**UWSP Service Desk**

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

**Care Team**

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

**Academic Honesty**

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

*UWSP 14.03 Academic misconduct subject to disciplinary action.*

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

* Seeks to claim credit for the work or efforts of another without authorization or citation
* Uses unauthorized materials or fabricated data in any academic exercise
* Forges or falsifies academic documents or records
* Intentionally impedes or damages the academic work of others
* Engages in conduct aimed at making false representation of a student's academic performance; or
* Assists other students in any of these acts.

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

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

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

**FERPA**

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

**Title IX**

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

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

**Clery Act**

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

**Drug Free Schools and Communities Act**

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

**Copyright infringement**

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