

North Hennepin Community College

EXSC 2750: Wellness Coaching & Health Promotion

A. COURSE DESCRIPTION

Credits: 3

Lecture Hours/Week: *.*

Lab Hours/Week: *.*

OJT Hours/Week: *.*

Prerequisites:

This course requires both of these prerequisites

EXSC 2010 - Essentials of Exercise Science (Minimum grade: 1.67 GPA Equivalent)

EXSC 2100 - Concepts of Training (Minimum grade: 1.67 GPA Equivalent)

Corequisites: None

MnTC Goals: None

This course examines theoretical frameworks of evidence-based health interventions and current practices relevant to health/wellness coaching. Students will explore coaching competencies, professional ethics, and diversity all in preparation for a national certification exam in health/wellness coaching. Students will also examine the role of the wellness coach within the corporate wellness field and their ability to facilitate change among employees and corporations.

Prerequisites: EXSC 2010 and EXSC 2100 with a grade of "C" or better

It is strongly recommended that students have already sat for and passed their CPT exam prior to sitting for the ACE Health Coach exam.

B. COURSE EFFECTIVE DATES: 12/15/2015 - Present

C. OUTLINE OF MAJOR CONTENT AREAS

1. This course could include, but is not limited to: effective coach-to-client communication techniques; behavioral, nutritional, and physiological sciences (particularly as they relate to the obese client); health/fitness screening and assessments administration and analysis; guidelines for designing and implementing safe, effective, and purposeful exercise programs; the role and scope of practice of the health/wellness coach; and the role of the wellness/health coach within the corporate wellness field.

D. LEARNING OUTCOMES (General)

1. Comprehend and demonstrate effective communication strategies for health/wellness coaching, including building rapport and connecting with clients.
Wellness Coach Certificate Goals: 2b,c,d,e, 3b
A.S. in Corporate Wellness Goals: 1, 2c
NHCC ELOs: 1,2,3
2. Explain basic nutritional, exercise, and physiological principles and relate how they can be implemented for behavior-change and weight-management programs with clients.
Wellness Coach Certificate Goals: 1, 2a,b,c,e, 3a
A.S. in Corporate Wellness Goals: 1, 2b,e
NHCC ELOs: 1,2,3
3. Interpret, and analyze behavioral, health, and lifestyle metrics from case studies and health intervention programs in order to evaluate their effectiveness in terms of behavioral change, weight management, and job performance.
Wellness Coach Certificate Goals: 1, 2a,b,c,d,e,f, 3a,d
A.S. in Corporate Wellness Goals: 1, 2a,b,d,e,f, 3a,d
NHCC ELOs: 1,2,3
4. Demonstrate effective approaches for modifying behavior-change programs based on client/organizational needs and for promoting program adherence.
Wellness Coach Certificate Goals: 1, 2a,b,c,d,e, 3d
A.S. in Corporate Wellness Goals: 1, 2b,c,d,e, 3d
NHCC ELOs: 1,2,3
5. Identify the role of the coach as it relates to legal and ethical issues and professional responsibility.
Wellness Coach Certificate Goals: 3a,c,d, 4
A.S. in Corporate Wellness Goals: 3a,c,d
NHCC ELOs: 3,4
6. Examine the role of the wellness/health coach in corporate wellness programs by appraising the impacts positive behavior change and health have on corporate metrics, including but not limited to: job performance, personal job satisfaction, happiness, and return on investment from both an individual and corporate level.
Wellness Coach Certificate Goals: 2b,d
A.S. in Corporate Wellness Goals: 1, 2a,b,s,d,e,f, 3d, 4
NHCC ELOs: 1,2,3,4

E. Minnesota Transfer Curriculum Goal Area(s) and Competencies

None

F. LEARNER OUTCOMES ASSESSMENT

As noted on course syllabus

G. SPECIAL INFORMATION

1. Knowledge of Human Cultures and the Physical and Natural World through study in the sciences, mathematics, social sciences, humanities, histories, languages, the arts, technology and professions.
2. Intellectual and Practical Skills including: Inquiry and analysis; Critical and creative thinking; Written and oral communication; Quantitative literacy; Information literacy; Teamwork and problem solving.
3. Personal and Social Responsibility and Engagement; Including: Civic knowledge and involvement - campus, local and global; Intercultural knowledge and competence; Ethical reasoning and action; Foundations and skills for lifelong learning.
4. Integrative and Applied Learning - Including: Synthesis and advanced accomplishment across general education, liberal studies, specialized studies and activities in the broader campus community.