

Anoka-Ramsey Community College

IHH 2104: Health and Wellness Coaching Skills

A. COURSE DESCRIPTION

Credits: 2

Lecture Hours/Week: 2

Lab Hours/Week: 0

OJT Hours/Week: *.*

Prerequisites: None

Corequisites: None

MnTC Goals: None

Recommended Skills, Abilities, or Coursework: IHH 1100

This course provides an introduction to coaching for health and wellness. Students will define coaching and distinguish between coaching and therapy. The course explores the tools, skills, and strategies of health and wellness coaching. Content includes principles of goal setting, the change process, and behavior modification in the coaching model. Students will describe strategies to create healthy boundaries and ethical responsibilities within the coaching role.

B. COURSE EFFECTIVE DATES: 08/23/2006 - Present

C. OUTLINE OF MAJOR CONTENT AREAS

1. Coaching versus therapy
2. Wellness coaching skills and strategies
3. Behavior modification and change processes
4. Assessment of client's visions and goals, self-awareness, strengths and weaknesses, resiliency, and readiness for change
5. Client-centered tools and use
6. Coaching skills including the art of questioning, reflective listening, and creating presence for others
7. Lasting behavior change and setback prevention strategies
8. The role of coach and client in the development of skills, deepened understanding, and application of behavior change tools
9. Scientific research in wellness coaching
10. Strategies to create healthy boundaries and ethical responsibilities within the coaching role

D. LEARNING OUTCOMES (General)

1. Define coaching and distinguish between coaching and therapy
2. Describe and demonstrate wellness coaching skills and strategies
3. Describe the behavior modification and change processes
4. Assess a client's visions and goals, self-awareness, strengths and weaknesses, resiliency, and readiness for change
5. Identify client-centered tools and determine the appropriate times for tool introduction
6. Demonstrate coaching skills including the art of questioning, reflective listening, and creating presence for others
7. Evaluate client movement towards lasting behavior change and determine setback prevention strategies
8. Practice in the role of coach and client to develop skills, deepen understanding, and apply behavior change tools
9. Examine scientific research in wellness coaching
10. Describe strategies to create healthy boundaries and ethical responsibilities within the coaching role

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

None

F. LEARNER OUTCOMES ASSESSMENT

As noted on course syllabus

G. SPECIAL INFORMATION

None noted