

Master Course Syllabus

For additional course information, including prerequisites, corequisites, and course fees, please refer to the Catalog: <https://catalog.uvu.edu/>

Semester: Spring

Year: 2025

Course Prefix: HLSC

Course and Section #: 2550 001

Course Title: Health Coaching II

Credits: 3

Course Description

Applies evidence-based learning as a continuance of Health Coaching I. Explores different communication styles and how they are used in motivational coaching. Focuses on the utilization of appropriate assessment tools, SMART goals, readiness to change models, positive psychology, explorative moments, and how to create a coaching session. Practices the use of health coaching as a guide to support and motivate clients to make lasting lifestyle changes.

Course Attributes

This course has the following attributes:

- General Education Requirements
- Global/Intercultural Graduation Requirements
- Writing Enriched Graduation Requirements
- Discipline Core Requirements in Program
- Elective Core Requirements in Program
- Open Elective

Other: *Click here to enter text.*

Instructor Information

Instructor Name: Merilee Larsen, DrPH NBHWC & Melinda Barber, MS NBHWC

Student Learning Outcomes

Upon successful completion of the course, students will be able to:

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| 1 | Describe the process of designing a coaching agreement with the client. |
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2	Assess client needs by utilizing appropriate assessments to identify needs or barriers.
3	Demonstrate health coaching skills of positive psychology, non-violent communication (NVC), appreciative inquiry (AI), exploratory conversation, and motivational interviewing (MI)
4	Describe models related to readiness to change.
5	Outline the process for conducting coaching sessions following an evidence-based coaching model.

Course Materials and Texts

- Wellness Coaching for Lasting Lifestyle Change (2nd Edition)
- ISBN: 978-1-57025-321-8

Course Requirements

Course Assignments, Assessments, and Grading Policy

ASSIGNMENTS	DUE DATE	POINTS
<p>#1: Discussion Boards</p> <p>Occasionally, there will be a discussion board that will go along with the readings or the class content. Please respond to each discussion with a thoughtful reply. It will be required for you to make comments on other classmates' posts. There will be a rubric for each discussion provided.</p>	Sunday 11:59 pm	5 points each
<p>#2: In class "Guided Practice"</p> <p>Occasionally there will be guided practices in class. These sessions are designed to help you discover and deepen your ability to health coach with other students.</p>	Daily in-class points	10 points each

#3: Assignments In-class assignments will vary and are TBD. They may include reflections, at-home practices, partner practice, and various reading responses, to name a few.	Sunday 11:59pm	Varies
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Final grades are rounded to the nearest tenth and assigned the corresponding letter grade:
 A = 93-100 A - = 90-92.9 B+ = 87-89.9 B = 83-86.9 B - = 80-82.9 C+ = 77-79.9 C = 73-76.9
 C - = 70-72.9 D+ = 67-69.9 D = 63-66.9 D - = 60-62.9 F = 0-59.9

Required or Recommended Reading Assignments

Chapter 9 – Coaching the strategic, lifestyle, interpersonal and intrapersonal aspects of effective change.
 Chapter 10 – Health and Medical Coaching
 Chapter 11 – Wellness coaching in action

General Description of the Subject Matter of Each Lecture or Discussion

January		
1/6/25	Day 1: Monday	Introduction to class Syllabus
1/8/25	Day 2: Wednesday	Intro to Health Models and Theories: - What they are, how they help <ul style="list-style-type: none"> • They work to guide health promotion and disease prevention programs. • They help us guide our client in behavior change. Theories: 2.9.1 - Transtheoretical Model 2.9.3 - Patient Activation and engagement Model 2.11.5 - Self-determination theory Social-Ecological Model Social Cognitive Theory Theory of planned behavior Cognitive Dissonance Theory Stimulus Response & Reinforcement Theory Social Judgement Theory Consistency Theory Self-Perception Theory Functional Theory
1/27/25	Day 5: Mon	Client Motivation: <ul style="list-style-type: none"> • Discuss (2.9.4) Intrinsic V. extrinsic motivation & Goal Direction <ul style="list-style-type: none"> ○ Intrinsic motivation comes from within, relating to the individual's personal aspirations, feelings of self-worth, and passion. Those who are extrinsically motivated, on the other hand, may be more persuaded toward success by external factors such as recognition, money, or accolades. Neither motivation is inherently

		<p>better or more effective than the other, but knowing which one you and those around you prefer can help you tailor your efforts to motivating them.)</p> <ul style="list-style-type: none"> o Goal direction is how one moves towards a goal. If your goal is aligned with your behaviors, you will move forward!
1/29/25	Day 6: Wed	BOOK CLUB – Chapters 9 & 10 in Book Behavioral Goals & Tracking
February		
2/3/25	Day 7: Mon	<p>Accountability Plans We always need to “discuss and honor the client’s preferences for self-monitoring (without judgement), accountability, and mode of connecting (e-mail, text, phone call)” (2.11.4)</p>
2/5/25	Day 8: Wed	<p>PPT “Compassionate Coaching & Reframing Thoughts” Client Thought Process o2.10: Client awareness, perspective, shifts, and insight. The coach reflects on the clients' views and asks open-ended questions to enhance the client’s self-awareness and foster new perspectives. The coach may offer positive re-framing (looking at things in a different/ more positive way) to shift perspectives – since positive conversations are more likely to inspire motivation and forward progress. The coach also listens to the client’s self-talk (how they talk and self-judge their behaviors) and helps the client consider more positive self-talk. o2.10.1: Reframe. o2.10.2: Address self-defeating perceptions. o2.10.4: Awareness of self-talk and adjustment as appropriate.</p>
2/17/25	NO CLASS (PRES DAY)	
2/19/25	Day 11: Wed	<p>Client Autonomy and Expression</p> <p>2.11 - Clients freedom of choice, autonomy, and intrinsic motivation: Coaching psychology involves eliciting the clients intrinsic motivation, which is based on the clients purpose, meaning, values, and preferences – not external sources. The knowledge and experience of the client – not the coach – are the raw materials for coaching conversations that facilitate lasting change.</p> <p>2.11.1 - Elicit the client’s perspectives (including reasons for change, solutions, ideas, experiments, desires, reactions, desired outcomes, rewards/incentives) 2.11.2 - Help client explore and articulate values, sense of meaning, and purpose. 2.11.3 - Help client envision his/her optimal health and/or wellbeing.</p>
2/24/25	Day 12: Mon	<p>Motivational Interviewing (2.11.6) Motivational Interviewing PPT</p>
MARCH		
3.4/23	Week 8 Day 13: Monday	<p>Client Self-Efficacy – Melinda</p> <p>2.12 - Coach helps the client to develop self-efficacy (the belief in his/her ability to initiate change and achieve goals). The coaching process cultivates self-efficacy as the</p>

		<p>client better understands his/her needs, gains self-awareness and insight that supports behavior change, learns from setbacks, develops new resources, and finds new ways to navigate his/her environment.</p> <p>2.12.1 - Explore ways to improve self-efficacy</p> <p>2.12.2 - Engage client in problem solving</p> <p>2.12.3 - Engage client to evaluate options, considering both short- and long-term benefits and consequences</p> <p>2.12.4 - Use client’s awareness, learning, and tools to support the client to improve confidence in making informed decisions</p> <p>2.12.5 - Social Cognitive Theory (Social Learning Theory & Self-Efficacy Theory, including role models, mastery)</p>
3/6/23	<p>Week 8</p> <p>Day 14:</p> <p>Wednesday</p>	<p>Improve Social/Structural/Environmental Support (2.13.1 & 2)</p> <p>2.13 - In addition to providing support during client sessions, the coach assists the client in developing supportive relationships and identifying community resources. The coach helps the client to build a supportive system – relationships, tools, resources, environments – that enable ongoing success after the coaching program ends.</p>
3/20/23	<p>Week 10</p> <p>Day 16:</p> <p>Wednesday</p>	<p>2.15 - Increase Psychological Resources</p> <p>Positive psychology has demonstrated the value of positive resources in improving creativity, open-mindedness, strategic thinking, resilience, connection, and health.</p> <p>Positive Psychology and Breathwork</p> <p>Jigsaw - Put students in groups and have them read the article “The science behind breathwork” Print article and guided notes to follow along. (HLTH 1500)</p>
3/25/23	<p>Week 11</p> <p>Day 17:</p> <p>Monday</p>	<p>2.15 - The coach helps the client develop positive psychological resources by cultivating meaning, reflecting positive emotions, applying strengths, and affirming self-worth and efforts. Increase positive psychological resources by identifying, exploring, cultivating and affirming:</p> <p>2.15.1 - Skills and abilities</p> <p>2.15.2 - Efforts, progress, successes, insight, and learning</p> <p>2.15.3 - Strengths</p> <p>2.15.4 - Client’s being (value, qualities, worth)</p> <p>2.15.5 - Positive emotions, gratitude, acceptance & compassion</p> <p>2.15.6 - Optimism and resilience</p>
3/27/23	<p>Week 11</p> <p>Day 18:</p> <p>Wednesday</p>	<p>HIPPA</p> <p>Legal (4.3)</p> <p>Legal: The coach ensures that client records are protected (4.3.1) as part of maintaining confidentiality. The coach also remains aware of the pertinent regulations given their practice setting. For example, all who practice in health care settings must abide by HIPPA; therefore, the coach must be well versed in basic HIPPA requirements. Other legal requirements will vary depending on the state where the coach practices and other credentials the coach holds (e.g. licensure in health or allied health professions)</p>
APRIL		
4/1/23	<p>Week 12</p> <p>Day 19:</p> <p>Monday</p>	<p>Client active experimentation and self-discovery</p> <p>2.14 - The coach establishes a trusting environment where the client feels safe experimenting with new ideas and new behaviors. The coach helps the client develop a growth mindset (2.14.1), the belief that the client's abilities are not fixed and can be improved continuously through experimentation and persistent effort. Decisional</p>

		balance (2.14.2) helps the client evaluate the pros and cons of changing behavior, as well as pros and cons of not changing behavior.
4/3/23	Week 12 Day 20: Wednesday	Professional Conduct 4.1 Health and wellness coaches commit to the same level of professionalism as all health care providers. This includes ongoing development of skills, staying up-to-date with relevant research, and following recertification procedures established by NBHWC. In addition, coaches aim to “walk the talk” and model healthy behavior skills, particularly prioritizing self-care. 4.1.1 - Continue ongoing training and development as a health coach including emerging research 4.1.2 - Engage in personal health and well-being, including physical and emotional health and potential burn-out 4.1.3 - Engage in self-awareness practice, including emotional self-regulation.
4/8/23	Week 13 Day 21: Monday	NBHWC Code of Ethics (Day 1) https://nbhwc.org/code-of-ethics/ 4.2 Ethics: The NBHWC Code of Ethics provides guidelines, accountability, and standards for health and wellness coaches. The coach maintains and promotes excellence in the field of coaching by ensuring ethical treatment of each individual client. This code also notes the importance of ongoing professional development as well as “walking the talk” of health through lifestyle behaviors, self-care, and self-awareness including self-monitoring of emotions and triggers. 4.2.1 - confidentiality 4.2.2 - Working within an organization, serving sponsor and client 4.2.3 - Conflicts of interest 4.2.4 - Demonstrate dignity and respect for all people, honor diversity, cultural sensitivity
4/10/23	Week 13 Day 22: Wednesday	NBHWC Code of Ethics (Day 2) Lesson Plan Day 2: Embracing Diversity and Cultural Sensitivity Objectives: By the end of this lesson, students will be able to: <ul style="list-style-type: none"> • Define diversity and cultural sensitivity within the context of health and wellness coaching. • Recognize the impact of personal biases and stereotypes on coaching practices. • Apply strategies for demonstrating dignity and respect for all clients, honoring diversity and cultural sensitivity. • Create an action plan for continuous improvement in cultural competence. • Creation: In their groups, students will use poster boards and markers to create an action plan for improving their cultural competence in health and wellness coaching. Encourage students to think about steps they can take to continue learning and growing in this area.
4/15/23	Week 14 Day 23: Monday	NBHWC Scope of Practice https://nbhwc.org/scope-of-practice/ 4.2 The NBHWC scope of practice describes the role of the coach and clarifies the handling of dual professional roles. 4.2.5 - True and accurate representation of your training, experience, expertise and credentials.

		4.2.6 - Provide attribution for contributions of others, including copyrighted material. 4.2.7 - Scope of practice and refer when necessary 4.2.9 - Seek consultation or supervision as necessary 4.2.7.2 - Maintaining professional boundaries
4/17/23	Week 14 Day 24: Wednesday	Balancing Multiple Roles 4.2.7.1 - Balancing multiple roles (nurse/coach, physician/coach, therapist/coach) and dual relationships. 4.2.7.2 - Maintaining professional boundaries 4.2.7.3 - Consent and approval from relevant parties 4.2.8 - Self-monitoring and management of triggers and boundaries
4/22/23	Day 25: Monday	Legal 4.3.1 - Maintain security and privacy of client records 4.3.2 - Awareness of relevant federal and state regulations that affect health coaching.

Required Course Syllabus Statements

Generative AI

Artificial Intelligence (AI) Expectations and Requirements

Students are permitted and encouraged to utilize AI tools and resources as part of their class assignments and studies. AI can be a valuable asset for research, content generation, data analysis, and more. However, students must use these tools responsibly and ethically.

When using AI, you should:

- **Acknowledge Assistance:** Clearly indicate when and how AI tools have been used in your work. Properly cite any AI-generated content or contributions as you would with any other source.
- **Maintain Academic Integrity:** Ensure that your use of AI does not compromise the originality of your work. Avoid using AI for tasks that should be completed independently, such as exams or assignments requiring personal reflection.
- **Verify Accuracy:** Be critical of the information generated by AI, as it may not always be accurate or appropriate. Always verify and cross-check information from reliable sources.

Responsible use of AI can enhance your learning experience and provide valuable insights. However, misuse or over-reliance on AI can hinder your academic development. Use these tools thoughtfully and in alignment with the college's academic integrity policies.

Using Remote Testing Software

This course does not use remote testing software.

This course uses remote testing software. Remote test-takers may choose their remote testing locations. Please note, however, that the testing software used for this may conduct a brief scan of remote test-takers' immediate surroundings, may require use of a webcam while taking an exam, may

require the microphone be on while taking an exam, or may require other practices to confirm academic honesty. Test-takers therefore shall have no expectation of privacy in their test-taking location during, or immediately preceding, remote testing. If a student strongly objects to using test-taking software, the student should contact the instructor at the beginning of the semester to determine whether alternative testing arrangements are feasible. Alternatives are not guaranteed.

Required University Syllabus Statements

Accommodations/Students with Disabilities

Students needing accommodations due to a permanent or temporary disability, pregnancy or pregnancy-related conditions may contact UVU [Accessibility Services](#) at accessibilityservices@uvu.edu or 801-863-8747.

Accessibility Services is located on the Orem Campus in BA 110.

Deaf/Hard of Hearing students requesting ASL interpreters or transcribers can contact Accessibility Services to set up accommodations. Deaf/Hard of Hearing services can be contacted at DHHservices@uvu.edu

DHH is located on the Orem Campus in BA 112.

Academic Integrity

At Utah Valley University, faculty and students operate in an atmosphere of mutual trust. Maintaining an atmosphere of academic integrity allows for free exchange of ideas and enables all members of the community to achieve their highest potential. Our goal is to foster an intellectual atmosphere that produces scholars of integrity and imaginative thought. In all academic work, the ideas and contributions of others must be appropriately acknowledged and UVU students are expected to produce their own original academic work.

Faculty and students share the responsibility of ensuring the honesty and fairness of the intellectual environment at UVU. Students have a responsibility to promote academic integrity at the university by not participating in or facilitating others' participation in any act of academic dishonesty. As members of the academic community, students must become familiar with their [rights and responsibilities](#). In each course, they are responsible for knowing the requirements and restrictions regarding research and writing, assessments, collaborative work, the use of study aids, the appropriateness of assistance, and other issues. Likewise, instructors are responsible to clearly state expectations and model best practices.

Further information on what constitutes academic dishonesty is detailed in [UVU Policy 541: Student Code of Conduct](#).

Equity and Title IX

Utah Valley University does not discriminate on the basis of race, color, religion, national origin, sex, sexual orientation, gender identity, gender expression, age (40 and over), disability, veteran status, pregnancy, childbirth, or pregnancy-related conditions, citizenship, genetic information, or other basis protected by applicable law, including Title IX and 34 C.F.R. Part 106, in employment, treatment, admission, access to educational programs and activities, or other University benefits or services. Inquiries about nondiscrimination at UVU may be directed to the U.S. Department of Education's Office

for Civil Rights or UVU's Title IX Coordinator at 801-863-7999 – TitleIX@uvu.edu – 800 W University Pkwy, Orem, 84058, Suite BA 203.

Religious Accommodation

UVU values and acknowledges the array of worldviews, faiths, and religions represented in our student body, and as such provides supportive accommodations for students. Religious belief or conscience broadly includes religious, non-religious, theistic, or non-theistic moral or ethical beliefs as well as participation in religious holidays, observances, or activities. Accommodations may include scheduling or due-date modifications or make-up assignments for missed class work.

To seek a religious accommodation, a student must provide written notice to the instructor and the Director of Accessibility Services at accessibilityservices@uvu.edu. If the accommodation relates to a scheduling conflict, the notice should include the date, time, and brief description of the difficulty posed by the conflict. Such requests should be made as soon as the student is aware of the prospective scheduling conflict.

While religious expression is welcome throughout campus, UVU also has a [specially dedicated space](#) for meditation, prayer, reflection, or other forms of religious expression.