

Duke Health & Well-Being Coach Training (DHWCT) Program Syllabus

About the Course

Duke Health & Well-Being Coach Training (DHWCT) provides extensive training in the core competencies required of health and well-being coaches. After completing this program, you will be eligible to sit for the NBHWC credentialing exam.

This training is delivered via two four-day on-site modules coupled with distance learning, mentoring, and advanced skills work. During the on-site modules, participants will receive instruction on core Health & Well-Being Coaching concepts and will have opportunities to apply these concepts through experiential practice sessions. Participants will also access additional online learning resources, including eLearning and video demonstrations that will further illustrate key teaching points about the Health & Well-Being Coaching skills, process and partnership. Course completion includes a written and oral examination to demonstrate an understanding of the core Health & Well-Being Coaching competencies.

Module I

Online Orientation: Welcome to DHWCT!

Learning Objectives:

- Navigate the course website.
- Describe transformation of healthcare and the role of health and well-being coaches.

Pre-Program/Module I

Learning Modalities:

- Orientation Video
 - Transformation of Healthcare E-Learning
 - Wheel of Health E-Learning
 - Course Manual- Essential Elements of Health & Well-Being Coaching
 - Course Manual- The Coaching Partnership
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Day 1

Overview:

Welcome, Check-in and Course Overview

Learning Objectives:

- Gain an understanding of the unique role of Health and Well-Being Coaches in the transformation of healthcare.
- Describe the Essential Elements of Health & Well-Being Coaching and their connectedness to the coaching relationship.
- Build a mindfulness practice and describe the concept of mindful awareness.
- Experience the use of the Wheel of Health
- Describe each component of the Wheel of Health and the interrelationship between the components.
- Define and explain Personalized Health Planning (PHP).
- Differentiate between the roles of coach and client in the coaching relationship.

Learning Modalities:

Synchronous Instruction

Wheel of Health Experiential Exercise

Videos

Demonstration

Day 2

Topic: Other Focused Listening and Reflections

Learning Objectives:

- Identify how Active Listening and Reflection lead to effective communication as coaches
- Describe the process of Active Listening and its components including Self-Management, Self-Focused Listening, and Other-Focused Listening
- Complete listening practice activities to demonstrate the skills and knowledge required for: Self focused listening, and Other focused listening
- Describe the process of and demonstrate the skills and knowledge required for simple, complex and double-sided reflecting
- Demonstrate the use of metaphors and analogies as a type of complex reflections

Topic: Inquiry and Summary

Learning Objectives:

- Demonstrate the appropriate use of open-ended questions in coaching practice.
- Apply and demonstrate the use of appropriate closed questions in coaching.
- Demonstrate the use of summaries in coaching practice.
- Identify the importance of inquiry as part of the coaching session
- List the characteristics of Closed- and Open-ended Questions
- Describe the value of using summary statements

Learning Modalities:

Synchronous Instruction

Experiential Practice

Videos

E-Learning: Health & Well-Being Coaching Process

E-Learning: Assess Current Health and Develop Client Focus

Day 3

- Optimal Health Vision and Values
- Assessment/PHI and Focus
- Learning Steps

Topic: Optimal Health Vision and Values

Learning Objectives:

- Define the concept of vision in regard to optimal health.
- Identify three different ways to create an optimal health vision with the client.
- Describe the value of creating a clear vision to aid in the development of a Personalized Health Plan (PHP).

Topic: Assessment and Focus

Learning Objectives:

- Describe the importance of assessment.
- Apply assessment tools including the Personal Health Inventory questionnaire.
- Demonstrate the ability to move from assessment to defining a focus during coaching practice.

Topic: Learning Steps

Learning Objectives:

- Define the Learning Steps Model and apply to coaching, both for the clients and the coach.

Learning Modalities:

Synchronous Instruction

Experiential Practice

Reflective Writing

Videos

E-Learning: Readiness to Change: Importance

E-Learning: Readiness to Change: Confidence

Day 4

Topic: Coaching Strategies – Readiness to Change: Importance & Confidence

Readiness to Change: Importance

Learning Objectives:

- Assess the importance of making a change in a specific area of health and well-being to the client using a scale from 1-10.
- Demonstrate the use of 4 strategies in working with clients for whom importance is less than 7.
 - Skills include: Exploring the scale, identifying and valuing the pros and cons of change, exploring the client’s probable future with and without change, making a choice to change or not at this time.

Readiness to Change: Confidence

Learning Objectives:

- Assess the client’s confidence in making a change in a specific area of health and wellbeing using a scale of 1-10.
- Identify and demonstrate the use of 5 strategies in exploring confidence in readiness to change with a client. Skills include:
 - Exploring the scale
 - Applying strengths, past successes and self-knowledge
 - Brainstorming options
 - If needed, offering resources and education
 - Exploring what else if needed to raise confidence to be able to move forward with a goal and action steps

Learning Modalities:

Synchronous Instruction

Experiential Practice

Reflective Writing

Between Modules 1 and 2:

- Synchronous Office Hours Sessions
 - E-Learnings:
 - Ethics E-Learning
 - Group Coaching E-Learning
 - Introduction to Mindful Awareness E-Learning
 - Using Mindfulness with Clients E-Learning
 - Coaching Topics: Client Learning Style E-Learning
 - Video Demonstrations:
 - Micro Session
 - First Session
 - Intermediate Session 1
 - Intermediate Session 2
 - Intermediate Session 3
 - Intermediate Session 4
 - Intermediate Session 5
 - Closing Session
 - Complete and document four triad practice sessions
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Module 2

Pre-Module 2 Assignments:

- Complete Goal Setting E-Learning
- Complete Preparation for Action E-Learning

Day 1

Topics:

- The Neuroscience of Change
- Goal Setting, Action Steps and Preparation & Planning

Topic: Neuroscience

Learning Objectives:

- Identify the importance of felt experiences, success oriented action and repetition to create neurophysiology that supports sustainable behavior change.
- Connect the neuroscience of change to the coaching process model.

Goal Setting and Actions Steps

Learning Objectives:

- Identify coaching skills to help clients set SMART goals.
- Observe and demonstrate the process of assisting clients in setting goals and action steps.

Preparation and Planning

Learning Objectives:

- List and describe the four recommended health & well-being coach strategies that help clients prepare for successful action.
- Execute specific strategies to assist clients to prepare and plan for actions:
 - Explore a client's typical day/week
 - Explore potential barriers to change
 - Assist client to develop a back-up plan for their action steps
 - Assist client to develop an accountability plan

Learning Modalities:

Synchronous Instruction

Experiential Practice

Writing Exercise

Videos

E-Learning: Objectives of the First Coaching Session

Day 2

- Micro Coaching Sessions
- The Coaching Series Structure: Consult and First Session
- Interrupt and Redirect

Topic: Micro session

Learning Objectives:

- Identify and demonstrate the use of the core coaching skills, the coaching process, and appropriate strategies from focus through Preparation for Action in a micro session.

Topic: Consult and First Session

Learning Objectives:

- Identify criteria for coach-client fit.
- Identify uses of a Coaching Consultation. Develop language for setting the context for coaching
- Identify and demonstrate key objectives of a consult and first coaching session.

Topic: Interrupt/Redirect

Learning Objectives:

- Identify challenging situations where the interrupt and redirection coaching skill would apply and learn language to facilitate connection with and interest in the client.
- Demonstrate the skill of interrupt and redirect.

Learning Modalities:

Synchronous Instruction

Experiential Practice

Writing Exercise

Videos

E-Learning: Initiate and Access Action

E-Learning: Maintenance & Closing Session

Interrupt and Redirect Audio Demo

Day 3

- Intermediate Sessions: Assessing and Maintaining Action
- Coaching Structure – The Closing Session

Topic: Intermediate Sessions

Learning Objectives

- Identify the structure of ongoing coaching sessions to assess and maintain action with clients.
- Assist clients to establish a clear focus in an intermediate session.
- Identify the structure and skills used in an intermediate coaching session to assess and maintain action.
- Practice health and well-being coaching skills and partnership to guide clients in assessing and maintaining steps to sustainable health behavior change
- Describe and demonstrate the 4 key components of intermediate sessions
 - Follow up on action steps set at last session
 - Maximize the learning to keep forward momentum toward the goal
 - Establish a clear focus for the session

- Choose specific action step(s) and accountability plan

Topic: The Closing Session

Learning Objectives

- Identify and describe the key objectives of the closing coaching session.
- Describe the purpose of the closing the coaching relationship
- Demonstrate the components of a closing coaching session

Learning Modalities:

Synchronous Instruction

Experiential Practice

Writing Exercise

Videos

E-Learning: Group Coaching

Day 4

- Introducing Yourself as a Health & Well-Being Coach
- Group Coaching

Topic: Introducing Yourself as a Health & Well-Being Coach

Objectives

- Synthesize and customize a health & well-being coaching message for their target audience in an “Elevator Pitch”
- Demonstrate a range of health & Well-Being coaching skills
- Determine and communicate individualized next steps in health coaching development
- Develop brief explanations or your “elevator pitch” of health coaching to use with various audiences.

Topic: Group Coaching

Learning Objectives:

- Practice the skills needed for coaching and facilitating a group coaching session
 - Identify the unique opportunities and challenges presented with group coaching.
 - Participate in a group coaching practice
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Core Competencies Assessment

- 50 questions: Multiple choice and T/F
 - The assessment questions are based solely on the E-learning content in the following modules:
 - Transformation of Healthcare E-learning (Online Orientation)
 - Wheel of Health E-learning (Online Orientation)
 - Introduction to Mindful Awareness E-learning (Topic 1)
 - Ethics E-learning (Topic 11)
 - Group Coaching E-learning (Topic 17)
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Advanced Skills Phase 2: Self-Paced

- Synchronous: Four Deeper Dive Webinars (*Optional*)
 - Synchronous: Three Course- Check- In Webinars (*Optional*)
 - Asynchronous - E-Learnings:
 - Coaching Topics: Overcoming Challenging Situations
 - Healthy Lifestyle Curriculum: Whole Person Health and Wellness
 - Healthy Lifestyle Curriculum: Chronic Diseases and Conditions
 - Healthy Lifestyle Curriculum: Health Behaviors and Risk Factors Health Lifestyle Curriculum: Knowledge Check
 - Business of Coaching (*optional*)
 - Mentor Sessions
 - Four, 1 hour, 1:1 sessions (*Required*)
 - Oral Exam (Required)
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DHWCT Program Completion Requirements

- Adherence to attendance policy (2 absences, maximum)
- Passing Score on Core Competencies Assessment (80%)
- Passing Score on Written Exam Parts 1 & 2 (80%)
- Completion of all coursework (Core Competencies and Advanced Skills)
- Completion of 4, 1:1 Mentor Sessions
- Passing Score on Oral Exam