# **KINE 4970: Special Topics**

# **Intro to Health Coaching**

# **Spring 2024**

## Course Details

**Office:** Auburn University Recreation and Wellness Center, 601 Heisman Drive

**Office Hours:** by appointment only

**Instructor and Email:** Laure Butcher, [llp0011@auburn.edu](mailto:llp0011@auburn.edu), Blake Butcher, [bjb0035@auburn.edu](mailto:bjb0035@auburn.edu)

**Course days & times:** Tuesdays & Thursdays 12:30pm -1:45pm

**Course Location:** Recreation and Wellness Center, Training Room A

**Required Text:** The Professional’s Guide to Health and Wellness Coaching

ISBN 978-1-890720-71-1

Students can create an ACE account and then they can access the student portal by typing in the address bar: [www.acefitness.org/student](http://www.acefitness.org/student) Then once you purchase the e-book it will be inside your respective ACE accounts under ACE Library. You will need to choose a password separate from their ACE log in and they will have access to this on 2 separate devices. Please reach out to Sarah Ramirez sarah.ramirez@acefitness.org if you have any issues or questions.

**Class Requirement:** follow all statements and policies set forth by Auburn University

## Course Requirements and Grading Policy

**GRADING POLICY**Course grades will be posted on Canvas and be determined based on the following breakdown:

|  |  |
| --- | --- |
| Activity/Requirement | % of total grade |
| Reflections  Midterm Chapter Presentation  Final Mock Session  Participation/ Attendance | 10  20  20  20 |
| Quizzes | 30 |
|  |  |
| Earned Points | Letter Grade |
| 90 and above | A |
| 89 – 80 | B |
| 79 – 70 | C |
| 69 – 60 | D |
| 59 and below | F |

## Course Description

## The goal of this course is to prepare you for a long-lasting and fruitful career as a Health Coach; regardless of your educational and career background. With this program, you’re given all of the tools and resources needed to become a successful health coach to positively impact your client’s health and wellness.

## Course Objectives

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

-Identify and adhere to applicable professional standards and codes of conduct including business and professional development practices.

## -Recognize and apply behavioral coaching techniques for a wide variety of clients.

## -Discuss communication and awareness within the health and wellness field.

## -Demonstrate the proper art of coaching.

## Course Policy Statements

### A. Attendance:

Physical Activity and Wellness Program Attendance Policy

The material and experiences in this class are important and if you are not in class, you cannot take an active role as a student. Class attendance and appropriate participation is paramount to your success as a student. Participation is defined as, but not limited to, “fully engaging in the course content and activities at a level that is deemed appropriate by the instructor.” Failure to appropriately participate in the course content and activities will result in a deduction of points from a student’s overall course grade. Students arriving tardy to class result in a partial deduction from the student’s participation/attendance grade per offense. Unexcused absences cannot be made up and result in a deduction from the student’s participation/attendance grade per absence.

Once a student has accumulated five unexcused absences he/she will not be permitted to take the final examination and will receive a grade of FA (as stipulated by the Physical Activity and Wellness Program guidelines).

Moreover, students who accumulate eight (8) absences (excused, unexcused and/or combination of each type) will not be permitted to take the final examination and will receive a grade of FA.

### B. Excused Absences:

Students are granted excused absences from class for the following reasons: illness of the student or serious illness of a member of the student’s immediate family, the death of a member of the student’s immediate family, trips for student organizations sponsored by an academic unit, trips for university classes, trips for participation in intercollegiate athletic events, subpoena for a court appearance, and religious holidays. Students who wish to have an excused absence from class for any other reason must contact the instructor in advance of the absence to request permission. The instructor will weigh the merits of the request and render a decision. When feasible, the student must notify the instructor prior to the occurrence of any excused absences, but in no case shall such notification occur more than one week after the absence. Appropriate documentation for all excused absences is required. All excused absences must be uploaded to Canvas and emailed to instructor on course. Please refer to the Auburn University Student Policy eHandbook www.auburn.edu/studentpolicies for more information on excused absences.

### C. Make-Up Policy:

Arrangement to make up missed quizzes and examinations due to properly authorized excused absences must be initiated by the student within one week from the end of the period of the excused absences. Except in unusual circumstances, such as continued absence of the student or the advent of University holidays, a make-up quiz or exam will take place within two weeks from the time that the student initiates arrangements for it. Except in extraordinary circumstances, no make-up quizzes or exams will be arranged during the last three days before the final exam period begins. The format of the make-up quizzes or exams will be as specified by the instructor. If the student fails to follow these instructions the excused absence in question will be calculated as an unexcused absence.

Course Contingency: If normal class and/or lab activities are disrupted due to illness, emergency, or crisis situation, the syllabus and other course plans and assignments may be modified to allow completion of the course. If this occurs, an addendum will be made to your syllabus and/or course assignments will replace the original material. Check your email and Canvas notifications for such instances.

Inclement Weather: In case of inclement weather, check your Auburn email account for alternative class location and/or assignments.

## Academic Honesty Policy

All portions of the Auburn University student academic honesty code (Title XII) found in the Auburn University Student Policy eHandbook www.auburn.edu/studentpolicies will apply to this class. All academic honesty violations or alleged violations of the SGA Code of Laws will be reported to the Office of the Provost, which will then refer the case to the Academic Honesty Committee.

## Students with Disabilities

Students who need accommodations are asked to electronically submit their approved accommodations through AU Access and to arrange a meeting during the first week of classes, or as soon as possible if accommodations are needed immediately. To set up this meeting, please contact me by e-mail. If you have not established accommodations through the Office of Accessibility, but need accommodations, make an appointment with the Office of Accessibility, 1228 Haley Center, 844-2096 (V/TT).

Please note that accommodations are not retroactive. Accommodations begin after: (1) a meeting with the Office of Accessibility to determine appropriate accommodations; and (2) a meeting with the Instructor arranged by the student.

**Instructional Contingency Plan**

If normal class and/or lab activities are disrupted due to illness, emergency, or crisis situations (such as a COVID-19 outbreak), the syllabus and other course plans and assignments may be modified to allow completion of the course. If this occurs, an addendum to your syllabus and/or course assignments will replace the original materials. If the method of delivery should need to be changed throughout the course of the semester, please look to your Canvas page for announcements.

**Diversity, Equity, and Inclusion**

It is my intent that students from all diverse backgrounds and perspectives be well served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength, and benefit. It is my intent to present materials and activities that are respectful of diversity, including but not limited to gender and gender expression, sexuality, disability, age, socioeconomic status, veteran status, ethnicity, race, nationality, religion, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally, or for other students or student groups. For example: - If your name or pronouns differ from your university records, please let me know so that I can correctly address you. - If any class activities conflict with your religious events, please let me know and we will make arrangements. Unfortunately, incidents of bias or discrimination (both intentional and unintentional) do occur, and they contribute to creating an unwelcoming environment. If something is said or done (by anyone) that makes you feel uncomfortable, I welcome you to talk to me about it. If you would prefer to remain anonymous, you can also submit a report of bias. Together, we are responsible for fostering an inclusive learning environment based on mutual respect.

**Title IX**

Auburn University is committed to providing a learning, working and living environment that promotes personal integrity, civility, and mutual respect in an environment free of discrimination on the basis of sex, which includes all forms of sexual misconduct. The Title IX Policy prohibits sexual harassment within education programs and activities, including the crimes of sexual assault, domestic/dating violence, and stalking. I am a “mandatory reporter” under the Title IX Policy and must report all relevant details (obtained directly or indirectly) about an incident of sexual harassment that involves a university student or employee, or that occurred on property owned or controlled by the University. You can obtain confidential support from many sources listed on Auburn’s Title IX website, including Safe Harbor (334-844-7233), Student Counseling Services (334-844-5123), Rape Counselors of East Alabama (334-705-0510), and Domestic Violence Intervention Center (334- 749-1515). To report an incident yourself, you are encouraged to submit via <https://cm.maxient.com/reportingform.php?AuburnUniv&layout_id=5>

## Spring 2024 Academic Calendar Dates

January 10: First day of classes

January 15: MLK holiday

February 29: Mid-semester

March 4-8: Spring break

April 26: Classes end

April 29-May 3: Final exam week

May 3-6: Commencement

| **WEEK** | **DATE** | **CHAPTER** | **ASSIGNMENTS** |
| --- | --- | --- | --- |
| 1 | Jan 11  Thurs | Syllabus review & Intro  **“What Is Education?”** | Syllabus quiz open |
| 2 | Jan 16  Tues | Ch:1 Role & Scope of the Health Coach | **Syllabus Quiz Due**  Ch:1 quiz open |
| 2 | Jan 18  Thurs | Ch:2 Core Components of Coaching  **Activity: Roll the Dice** | **Ch:1 Quiz Due**  Ch:2 Quiz Open |
| 3 | Jan 23  Tues | Ch:3 Behavior Change Models & Theories | **Ch:2 Quiz Due**  Ch:3 Quiz Open |
| 3 | Jan 25 Thurs | Ch:4 Skills and Methods for Supporting Lifestyle Change | **Ch:3 Quiz Due** |
| 4 | Jan 30  Tues | Activity Day:  Rapport/Communication/Listening  **Speed Conversations** |  |
| 4 | Feb 1  Thurs | Ch:4 Skills and Methods for Supporting Lifestyle Change  **Power of Elevation** | Ch.4 Quiz Open |
| 5 | Feb 6  Tues | Ch:5 Considerations for the Initial Session | **Ch:4 Quiz Due**  Ch:5 Quiz Open |
| 5 | Feb 8  Thurs | Ch:5 Considerations for the Initial Session  **“Improv your Communication”** |  |
| 6 | Feb 13  Tues | Ch:6 Art of Coaching  **Reflection-Call To Courage/Power of Vulnerability** | **Ch.5 Quiz Due**  Ch. 6 Quiz Open |
| 6 | Feb 15  Thurs | Ch:6 Art of Coaching  **“Leadership from Within”** | **Ch:6 Quiz Due**  **Reflection Due** |
| 7 | Feb 20  Tues | Ch:7 A Mindful Approach to Stress Management  **“Green Lights & Breathe”** | Ch:7 Quiz Open |
| 7 | Feb 22  Thurs | Activity Day:  **Pillars of Mindfulness** | **Ch:7 Quiz Due** |
| 8 | Feb 27  Tues | Ch:8 Nutrition For Health and Well Being **(Guest Speaker)** | Ch:8 Quiz Open |
| 8 | Feb 29  Thurs | Ch:9 The Power of Physical Activity  **“Compound Effect”** | **Ch:8 Quiz Due**  Ch:9 Quiz Open |
| 9 | Mar 4-8 | SPRING BREAK – no classes |  |
| 10 | Mar 12  Tues | Ch:10 Understanding Other Lifestyle Factors: Sleep & Substance Use | **Ch:9 Quiz Due**  Ch:10 Quiz Open |
| 10 | Mar 14  Thurs | Ch:10 Understanding Other Lifestyle Factors: Sleep & Substance Use  **Karen Wright – info & resources** |  |
| 11 | Mar 19  Tues | Prep & Practice for Chapter Presentations  **“Resilience”** | **Ch:10 Quiz Due** |
| 11 | Mar 21  Thurs | Prep & Practice for Chapter Presentations  **“Budget Day”** |  |
| 12 | Mar 26  Tues | Student Presentations  **10 Rules for Being Human** | Ch:11 Quiz Open |
| 12 | Mar 28  Thurs | Student Presentations | **Ch:11 Quiz Due**  Ch:12 Quiz Open |
| 13 | Apr 2  Tues | Student Presentations  **Reflection-Random Act of Kindness** | **Ch:12 Quiz Due**  Ch:13 Quiz Open |
| 13 | Apr 4  Thurs | Activity Day  **“Four Truths”** | **Ch:13 Quiz Due**  Ch:14 Quiz Open  **Reflection Due** |
| 14 | Apr 9  Tues | Ch:15 Depression and Anxiety  **Reclaiming Experience Read** | **Ch:14 Quiz Due**  Ch:15 Quiz Open |
| 14 | Apr 11  Thurs | Ch:15 Depression and Anxiety  **“Happiness Puzzle”** |  |
| 15 | Apr 16  Tues | **Final Project Review**  Ch:16 Additional Conditions, Diseases, and Considerations  Read and review PP on your own | **Ch:15 Quiz Due**  Ch:16 Quiz Open |
| 15 | Apr 18  Thurs | Ch:17 Professional Commitments and Considerations  **“3-5 Goals”** | **Ch:16 Quiz Due**  Ch:17 Quiz Open |
| 16 | Apr 23  Tues | Ch:18 The Business of Health Coaching | **Ch:17 Due**  Ch:18 Open |
| 16 | Apr 25  Thurs | Activity Day:  **“Limited Circle & Honor Your Time”** | **Ch:18 Due**  **FINAL DUE!** |

## Midterm: Chapter Presentation/Paper

## Students will have the option to write a research paper or make a presentation on one of the chapters within Section 4: Chronic Diseases and Co-morbid Conditions. The presentation should contain a slide show (PowerPoint, Prezti, etc) of the important aspects contained within that chapter. The presenters should be the subject matter experts in that chapter’s content. The goal of this presentation is for each student to practice being an instructor and practice public speaking. There will be a grading rubric provided prior to the creation of the presentation and prior to the due date of the paper.

## Final: Health Coaching Session

Using the GROW model, you will video record a mock Health Coaching session that you conduct on a friend, family member, colleague, or classmate. The session can be in-person or via Zoom. The purpose of the session will be to demonstrate the you can assist another individual with the goal-setting process.  The introduction should include the disclaimer that you are not a certified Health Coach and that this is a mock session. See the handout under files, final project for more details.

\*Syllabus and schedule are subject to change. Any changes or updates will be posted to Canvas announcements. Please turn on your notifications in Canvas to stay updated on all changes!