



EFFECTIVE: SEPTEMBER 2011
CURRICULUM GUIDELINES

A. Division: **Education** Effective Date: September 2011

B. Department / Program Area: **Faculty of Child, Family and Community Studies / Therapeutic Recreation** Revision New Course

If Revision, Section(s) Revised: **C, E, F, G, H, M, N, Q**

Date of Previous Revision: **February 2008**

Current Date: **April 2011**

C: **CFCS 4905** D: **Wellness Coaching** E: **3**

Subject & Course No.	Descriptive Title	Semester Credits
<p>F: Calendar Description:</p> <p>This experiential course introduces the theory and practice of wellness coaching. Students will demonstrate the skills and qualities of a wellness coach as they create alliances with clients who are aiming to achieve high-level wellness and to manifest their full potential in life. Key concepts include: core coaching values and beliefs, essential wellness coaching concepts, skills and processes.</p>		
<p>G: Allocation of Contact Hours to Type of Instruction / Learning Settings</p> <p>Primary Methods of Instructional Delivery and/or Learning Settings:</p> <p>Lecture and Practice</p> <p>Number of Contact Hours: (per week / semester for each descriptor)</p> <p>60 Hours</p> <p>Number of Weeks per Semester:</p> <p>Flexible delivery ranging over 2 to 15 weeks</p>	<p>H: Course Prerequisites:</p> <p>THRT 3504 or 60 credits of coursework.</p>	
	<p>I: Course Corequisites:</p> <p>NIL</p>	
	<p>J: Course for which this Course is a Prerequisite</p> <p>NIL</p>	
	<p>K: Maximum Class Size:</p> <p>30</p>	
<p>L: PLEASE INDICATE:</p> <p><input type="checkbox"/> Non-Credit</p> <p><input type="checkbox"/> College Credit Non-Transfer</p> <p><input checked="" type="checkbox"/> College Credit Transfer:</p> <p style="text-align: center;">SEE BC TRANSFER GUIDE FOR TRANSFER DETAILS (www.bctransferguide.ca)</p>		

M: Course Objectives / Learning Outcomes

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

1. **apply core coaching values to the coaching process**
2. **analyze essential coaching concepts**
3. **apply core wellness principles to the coaching process**
4. **demonstrate wellness coaching skills and qualities, as distinct from counseling**
5. **explore coaching specialties in relationship to various human service practices.**

N: Course Content:

Core Coaching Values to the Coaching Process

- **Views people as creative, resourceful and whole**
- **Values excellence, realizing maximum human potential**
- **Acts upon the principles of self-determination and self-efficacy**

Essential Coaching Concepts

- **Co-Active Coaching**
- **Active collaboration, alliance between coach and client**
- **Fulfillment, balance and process**
- **Integration, application and vision**

Core Wellness Concepts, Principles and Models to the Coaching Process

- **Defining wellness and wellness coaching**
- **The tenants of wellness**
- **The Illness / Wellness continuum**
- **Dimensions of wellness**
- **Wellness models and related theories (Ardell's Model, Hetler's Model, Travis' Model)**
- **The Lifestyle Improvement Model**

Wellness Coaching Skills and Qualities, as Distinct from Counseling

- **Establishing a relationship based upon authenticity and connection**
- **Levels of listening (I, II, and III)**
- **Curiosity**
- **Powerful questions & metaphor use**
- **Challenging and counter-offers**
- **Blurting, championing, bottom-lining**
- **Asking permission**
- **Designing a partnership, collaborating to achieve optimal potential**
- **Holding the client's agenda and moving action forward**
- **Wellness mapping: assessment, planning, support and evaluation**

Coaching Specialties in Relationship to Various Human Service Practices

- **Explore wellness coaching niche areas (health, workplace wellness, positive psychology, entrepreneurship)**
- **Design a possible niche as a coach (health, workplace wellness, positive psychology, entrepreneurship)**
- **Discuss the application of a niche to ones field of human service practice (appropriateness, limitations and rationale).**
- **Analyze ethical issues as they relate to the application of a niche to ones field of human service practice.**

O: Methods of Instruction

- **Lecture/discussion**
- **Role play coaching and feedback**
- **Media**

<p>P: Textbooks and Materials to be Purchased by Students</p> <p>A list of recommended textbooks and materials is provided for students at the beginning of each semester.</p> <p>T.B.A.</p>
<p>Q: Means of Assessment</p> <p>This course will conform to Douglas College policy regarding the number and weighting of evaluations. Typical means of evaluation would include a combination of:</p> <ul style="list-style-type: none"> • Tests • Written assignments • Leadership presentation <p>This is a letter graded course.</p>
<p>R: Prior Learning Assessment and Recognition: specify whether course is open for PLAR. If not available for PLAR, please provide rationale.</p> <p>Open for PLAR</p>

 Course Designer(s): L. Chamberland

 Education Council / Curriculum Committee Representative

 Dean: Gary Tennant

 Registrar