



**Dates:** 3/11 - 5/5

**Credit Hours:** 3

**Format:** Online; live webinars held on Thursdays from 5:00-7:00pm PDT

### **PLNU Mission**

To Teach ~ To Shape ~ To Send

Point Loma Nazarene University exists to provide higher education in a vital Christian community where minds are engaged and challenged, character is modeled and formed, and service becomes an expression of faith. Being of Wesleyan heritage, we aspire to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

### **INSTRUCTOR INFORMATION**



**Professor Lee Jordan, MS, NBC-HWC**

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**Sofie Chandler, MS, NBC-HWC**

**Adjunct Professor- Master of Kinesiology in Integrative Wellness  
Extension Health Specialist**

[schandle@pointloma.edu](mailto:schandle@pointloma.edu)

### **COURSE DESCRIPTION**

In this course, students will apply evidence-based behavior change strategies and effective communication techniques to facilitate client-centered coaching interventions.

Emphasis will be placed on the development and refinement of practical coaching skills to empower clients to make meaningful and sustainable lifestyle changes. This course will also survey the current landscape and future opportunities within the evolving field of health coaching to prepare students for work in a variety of settings.

### **INSTITUTIONAL LEARNING OUTCOMES (ILO)**

1. **Learning, Informed by our Faith in Christ**  
Students will acquire knowledge of human cultures and the physical and natural world while developing skills and habits of the mind that foster lifelong learning.
2. **Growing, In a Christ-Centered Faith Community**  
Students will develop a deeper and more informed understanding of others as they negotiate complex professional, environmental and social contexts.
3. **Serving, In a Context of Christian Faith**  
Students will serve locally and/or globally in vocational and social settings.

### **PROGRAM LEARNING OUTCOMES (PLO)**

The Point Loma Nazarene University MS-KIN graduate will be able to:

1. Appraise current research data and integrate it into professional practice to solve relevant problems and make effective decisions.
2. Work independently and with a team to persuasively communicate essential information in their discipline.
3. Demonstrate appropriate breadth of knowledge of the background and principle research in their specialization in order to conduct an independent research project.
4. Serve various populations, integrating compassionate care and the Christian faith with their professional practice.
5. Pursue an active and growing involvement in their discipline by achieving advanced certification and/or membership in a related professional organization.

### **COURSE LEARNING OUTCOMES (CLO)**

After completing this course students will be able to:

1. Explain the role and scope of practice of health and wellness coaches.
2. Examine effective strategies for establishing a positive and productive client-coach relationship.
3. Apply evidence-based coaching practices to facilitate behavior change.
4. Evaluate various delivery methods for health and wellness coaching.
5. Collaborate with multidisciplinary professionals to provide a people-centered approach to care.

### **CREDIT HOUR INFORMATION**

It is anticipated that students will spend a minimum of 37.5 participation hours per credit hour on their course work. As a graduate course, students can expect the work in this class to be significant, and students should plan on spending about 14 hours per week

engaged in the course. The estimated time expectations for this course are shown below:

*Distribution of Student Learning Hours*

<b>Course Assignments</b>	<b>Course Hours</b>
Discussion forums	18
Major assignments	12
Reading and webinars	37
Learning activities	35
Assessments	10.5
<b>Total Course Hours</b>	<b>112.5</b>

## **REQUIRED TEXT & RECOMMENDED RESOURCES**

### **Required Text**

- Miller, W.R. & Rollnick, S. (2013). *Motivational interviewing: Helping people change* (3rd ed). New York, NY: The Guilford Press. ISBN-13: 978-1609182274.
- Moore, M., Tschannen-Moran, B., & Jackson, E. (2016). *Coaching psychology manual* (2<sup>nd</sup> ed). Philadelphia, PA: Wolters Kluwer. ISBN-13: 978-1451195262

### **Recommended Resources**

- Arloski, M. (2014). *Wellness coaching for lasting lifestyle change* (2<sup>nd</sup> ed.). Duluth, MN: Whole Person Associates, Inc. ISBN-13: 978-1570253218
- Clifford, D. & Curtis, L. (2016). *Motivational interviewing in nutrition and fitness*. New York, NY: Guilford Press. ISBN-13: 978-146252419
- Jordan, M. (2013). *How to be a health coach: An integrative wellness approach*. San Rafael, CA: Global Medicine Enterprises, Inc. ISBN-13: 978-1463627799
- Matthews, J.A., Bryant, C.X., Skinner, J.S., & Green, D.J. (Eds.). (2019). *The professional's guide to health and wellness coaching*. San Diego: American Council on Exercise. ISBN-13: 978-1-890720-71-1

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## **ASSESSMENT AND GRADING**

## Grading Points

Course Assignment	
Icebreaker Activity	10 pts.
Personal Coaching Experience	10 pts.
Discussion Posts (4 @ 20 pts each)	80 pts.
Webinar Participation (8 @ 5pts. each)	40 pts.
Client Profile	10 pts.
Interactive Learning Activities (2 @ 20 pts each)	40 pts.
Collaborative Learning Activity	25 pts.
Group Learning Activity	15 pts.
Formative Assessments (2 @ 40 pts each)	80 pts.
Peer Evaluations (3 @ 25 pts each)	75 pts.
Self-Reflections (3 @ 15pts each)	45 pts.
Professional Interview	50 pts.
Final Coaching Assessment (Video)	160 pt.
Practice Exam	15 pts.
Final Exam	80 pts.
Coach-to-Coach Feedback (2 @ 25pts each)	50 pts.
<b>Total Points</b>	<b>785 pt.</b>

## Grade Scale (Percentage)

Standard Grade Scale Based on Percentage of Points Earned				
A	B	C	D	F
A 93-100	B+ 87-89	C+ 77-79	D+ 67-69	F ≤ 59
A- 90-92	B 83-86	C 73-76	D 63-66	

	B- 80-82	C- 70-72	D- 60-62	
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Students must complete the required program hours in the major (grad program) from Point Loma Nazarene University with a minimum grade of “C” in each course and an overall 3.00 grade point average.

## Grading System

Traditional letter grades (A, B, C, D, F) including plus and minus grades are used to indicate the level of scholarship earned for each course. Except for the correction of an error, all traditional letter grades are final at the conclusion of the academic term. Once the degree has been posted on the student’s official transcript, no change of grade action is allowed for courses leading to the degree. The grade of C is the lowest grade acceptable for graduate credit.

## ACADEMIC STANDING

Graduate students at Point Loma must obtain a 3.0 GPA to remain in good academic standing in the MS Kinesiology program:

Additionally, all graduate students need to earn a C or higher in all graduate courses according to the [catalog grading policy](#).

## LEARNING MODULES

<b>Module 1</b>	Current state of health and wellness coaching
<b>Module 2</b>	Core components of coaching
<b>Module 3</b>	Evidence-based coaching practices
<b>Module 4</b>	Considerations for conducting coaching sessions
<b>Module 5</b>	Developing, evaluating and adapting behavior change plans
<b>Module 6</b>	An integrative approach to health coaching
<b>Module 7</b>	Delivery methods and business considerations for health and wellness coaches
<b>Module 8</b>	Professional development and current state of the field

## DISCUSSION EXPECTATIONS

Class participation and professionalism are expected in this course. It is the student's responsibility to access Canvas regularly and to participate in class discussions, as the student's interaction with the course content, the instructor, their colleagues, and the learning process directly influences the student's levels of success in the course. To reinforce and expand upon the material covered, for each designated week students will be expected to craft **one (1)** detailed post in response to the discussion board question(s) provided. **Each original discussion board post must be at least 300 words in length, include at least one citation (in APA format), and is due by Friday at 11:59pm.** Following the student's original post, they will then be asked to craft at least **one (1)** post in response to the work of their colleagues to demonstrate their understanding and application of the concepts presented, as well as to further the class discussion in a meaningful way. **The student's response posts must be at least 200 words in length and must be crafted in a way to offer additional perspective, a new point of view and/or some other type of substantive information to further the discussion and the learning process. Response posts are due by Sunday at 11:59pm.** Please note that late submissions will not be considered for credit.

## LATE ASSIGNMENTS

All assignments are to be submitted/turned via Canvas by the end of day (11:59pm PT) on which they are due in order to receive credit.

## EMAIL ETIQUETTE

When sending an email to the professor, students are expected to construct well-written, complete correspondence in which the ***student's name and course number are noted in the subject line***. In addition, the body of the email should include an appropriate salutation as well as detailed information regarding the nature of the question or concern. The professor will respond to all emails ***within 48 hours of receipt***.

## FINAL EXAMINATION POLICY

Successful completion of this class requires completing an online final assessment during the **scheduled timeframe** during the last week of the course. No requests for early examinations or alternative days will be approved.

## SPIRITUAL CARE

**Balboa Campus:** PLNU strives to be a place where you grow as whole persons. To this end, we provide resources for our graduate students to encounter God and grow in their Christian faith. At the Balboa campus, we have an onsite chaplain, Rev. Kevin Portillo, who is available during class break times across the week. If you have questions, a desire to meet or share any prayer requests with Rev. Portillo, you may contact him directly at [KevinPortillo@pointloma.edu](mailto:KevinPortillo@pointloma.edu)

## LANGUAGE AND BELONGING

Point Loma Nazarene University faculty are committed to helping create a safe and hospitable learning environment for all students. As Christian scholars we are keenly aware of the power of language and believe in treating others with dignity. As such, it is important that our language be equitable, inclusive, and prejudice free. Inclusive/Bias-free language is the standard outlined by all major academic style guides, including MLA, APA, and Chicago, and it is the expected norm in university-level work. Good writing and speaking do not use unsubstantiated or irrelevant generalizations about personal qualities such as age, disability, economic class, ethnicity, marital status, parentage, political or religious beliefs, race, gender, sex, or sexual orientation. Inclusive language also avoids using stereotypes or terminology that demeans persons or groups based on age, disability, class, ethnicity, gender, race, language, or national origin. Respectful use of language is particularly important when referring to those outside of the religious and lifestyle commitments of those in the PLNU community. By working toward precision and clarity of language, we mark ourselves as serious and respectful scholars, and we model the Christ-like quality of hospitality.

You may report an incident(s) using the [Bias Incident Reporting Form](#).

## **ACADEMIC HONESTY**

Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. Academic dishonesty is the act of presenting information, ideas, and/or concepts as one's own when in reality they are the results of another person's creativity and effort. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for that assignment or examination, or, depending on the seriousness of the offense, for the course. Faculty should follow and students may appeal using the procedure in the University Catalog. See Academic Policies in the Graduate and Professional Studies Catalog for definitions of kinds of academic dishonesty and for further policy information.

## **ACADEMIC ACCOMMODATIONS**

PLNU is committed to providing equal opportunity for participation in all its programs, services, and activities. Students with disabilities may request course-related accommodations by contacting the Educational Access Center (EAC), located in the Bond Academic Center ([EAC@pointloma.edu](mailto:EAC@pointloma.edu) or 619-849-2486). Once a student's eligibility for an accommodation has been determined, the EAC will issue an academic accommodation plan ("AP") to all faculty who teach courses in which the student is enrolled each semester.

PLNU highly recommends that students speak with their professors during the first two weeks of each semester/term about the implementation of their AP in that particular course and/or if they do not wish to utilize some or all of the elements of their AP in that course.

Students who need accommodations for a disability should contact the EAC as early as possible (i.e., ideally before the beginning of the semester) to assure appropriate accommodations can be provided. It is the student's responsibility to make the first contact with the EAC.

## **PLNU ATTENDANCE AND PARTICIPATION POLICY**

Regular and punctual attendance at all class sessions is considered essential to optimum academic achievement. Therefore, regular attendance and participation in each course are minimal requirements.

If the student is absent for more than 10 percent of class sessions, the faculty member will issue a written warning of de-enrollment. If the absences exceed 20 percent, the student may be de-enrolled without notice until the university withdrawal date or, after that date, receive an "F" grade.

Students who anticipate being absent for an entire week of a course should contact the instructor in advance for approval and make arrangements to complete the required coursework and/or alternative assignments assigned at the discretion of the instructor. Acceptance of late work is at the discretion of the instructor and does not waive attendance requirements.

Refer to [Academic Policies](#) for additional detail.

### **Synchronous Attendance/Participation Definition**

For synchronous courses that have specific scheduled meeting times (including in-person, hybrid, and synchronous online courses), absences are counted from the first official meeting of the class regardless of the date of the student's enrollment. For courses with specific attendance requirements, those requirements are outlined in the course syllabus.

**Note:** For synchronous courses with an online asynchronous week, refer to the Online Asynchronous Class Attendance policy listed below.

### **Online Asynchronous Attendance/Participation Definition**

Students taking online courses with no specific scheduled meeting times are expected to actively engage throughout each week of the course. Attendance is defined as participating in an academic activity within the online classroom which includes, but is not limited to:

- Engaging in an online discussion
- Submitting an assignment
- Taking an exam
- Participating in online labs
- Initiating contact with faculty member within the learning management system to discuss course content



Note: Logging into the course does not qualify as participation and will not be counted as meeting the attendance requirement.

## **INSTRUCTOR FEEDBACK**

Assignments will be graded as soon after the due date as possible and grades for the week will be posted to the Canvas gradebook by Wednesday night of the following week. If an immediate response please post to Hallway Conversations.

## **USE OF TECHNOLOGY**

In order to be successful in the online environment, the student will need to meet the minimum technology and system requirements; please refer to the [Technology and System Requirements](#) information. Additionally, students are required to have headphone speakers compatible with their computer available to use

Problems with technology do not relieve the student's responsibility of participating, turning in their assignments, or completing their class work.

## **ARTIFICIAL INTELLIGENCE (AI) POLICY**

You are allowed to use Artificial Intelligence (AI) tools (e.g., ChatGPT, iA Writer, Marmot, Botowski) to generate ideas, but you are not allowed to use AI tools to generate content (text, video, audio, images) that will end up in any work submitted to be graded for this course. If you have any doubts about using AI, please gain permission from the instructor.

## **STATE AUTHORIZATION**

State authorization is a formal determination by a state that Point Loma Nazarene University is approved to conduct activities regulated by that state. In certain states outside California, Point Loma Nazarene University is not authorized to enroll online (distance education) students. If a student moves to another state after admission to the program and/or enrollment in an online course, continuation within the program and/or course will depend on whether Point Loma Nazarene University is authorized to offer distance education courses in that state. It is the student's responsibility to notify the institution of any change in his or her physical location. Refer to the [map](#) to view which states allow online (distance education) outside of California.

## **GPS ACADEMIC RESOURCES**

PLNU offers the following free academic resources virtually for Graduate Professional Studies (GPS) Students. Visit myPLNU through the links below for more information.

- [The GPS Writing Center](#) offers:
  - **Zoom Writers Workshops** offered each quad on a variety of helpful topics
  - **One-to-one appointments** with the Writing Coach
  - **Microlearning YouTube Video Library** for helpful tips anytime
  - [Research Help Guide](#) to help you start your research

- The physical office is located on the third floor of the [Mission Valley Regional Center](#) off the student lounge
- [Academic Writing Resources Course](#): Found on your Canvas Dashboard, this course is non-credit with 24/7 access, no time limits, and self-paced content. [Watch a quick](#)



- [video run-through](#) and take time now to explore!
- [Tutoring](#): Students have access to 24/7 live or scheduled subject tutoring through Tutor.com, including a Paper Drop-Off Service with feedback within 12 hours.

We are here to support you! Contact us anytime: [GPSWritingCenter@pointloma.edu](mailto:GPSWritingCenter@pointloma.edu)

### **Assignments At-A-Glance**

The course summary below lists our assignments and their due dates. Click on any assignment to review it.