

# Program Submission Worksheet

## GENERAL INFORMATION

### PROGRAM TITLE\*

66. Filling the Gap: Establishing a Sustainable Wellness Coaching Program

## PROGRAM DESIGN

### EDUCATIONAL NEEDS\*

Briefly describe the overall reason for developing your program. Develop your statement by answering the following questions:

Your response:

Universities and student health centers are facing increasing pressure to meet the mental health needs of students. Following the pandemic, even more students are in need of mental health support, but don't necessarily need or meet the threshold for counseling or treatment. While counseling and psychological services is an invaluable tool for students, other programs like health and wellness coaching can serve to be bidirectionally beneficial to staff and students alike. By leveraging health and wellness coaching as a vehicle for mental health promotion, prevention, and early intervention, universities can position health and wellness coaching as a resource to fill the gap or serve as a low barrier tool to intercept students before they are in crisis/distress. After this session, participants will have knowledge of theoretical framings and innovative strategies behind health and wellness coaching as well as a framework for establishing a health and wellness coaching initiative at their institution. Participants will be able to articulate how health and wellness coaching can help fill the mental health support gap to key stakeholders at their institution and leave prepared with key action items for creating collaboration between coaching and counseling services.

### LEARNING OBJECTIVES

*1. Explain the benefits of health and wellness coaching as a mental health promotion, prevention, and early intervention tool	Prevention and the Continuum of Care PERMA Model for Flourishing Asset based approaches Positive Psychology Cognitive Reframing	25%
*2. Identify readiness and resources for implementing a health and wellness coaching program	Custom self-assessment and considerations tool ACHA WHITE PAPER: Wellness Coaching Stages of Change Model / Transtheoretical Model of Change Theory of Self Efficacy Motivational Interviewing Positive Psychology	25%
3. Outline phases to establish a sustainable evidence-based health and wellness coaching program	Custom self-assessment and considerations tool ACHA WHITE PAPER: Wellness Coaching Social determinants of health Cultural Humility Social Ecological Model Positive Psychology	50%
4.		

### TEACHING METHODS\*

**Design the program based on how best to accomplish the learning objectives.** Other than lecture and slides/visuals, which active learning strategies will be incorporated into your presentation? Select all that apply.

- |   |   |  |
|---|---|--|
| <input type="checkbox"/> Examples/Analogies                           | <input checked="" type="checkbox"/> Facilitated Discussion  | <input type="checkbox"/> Case study exercises      |
| <input type="checkbox"/> Matching Question and Answer                 | <input checked="" type="checkbox"/> Q&A period              | <input checked="" type="checkbox"/> Develop a plan |
| <input type="checkbox"/> Fill in the blank                            | <input type="checkbox"/> Small Group Breakouts/Report Back  | <input type="checkbox"/> Demonstration             |
| <input type="checkbox"/> Review                                       | <input type="checkbox"/> Large Group Discussion/Report Back | <input type="checkbox"/> Simulation                |
| <input type="checkbox"/> Pre/post-test                                | <input type="checkbox"/> Role playing                       | <input type="checkbox"/> Hands-on (skill-building) |
| <input type="checkbox"/> Immediate feedback (polls, prompt questions) | <input type="checkbox"/> Reflective writing exercise        | <input type="checkbox"/> Other, specify _____      |
|   | <input type="checkbox"/> Problem exercise                   |  |

## REFERENCES\*

**Provide references used to develop your program content and that support your learning objectives.**

- An ACHA White Paper: Wellness Coaching. (2020.). Retrieved January 1, 2023, from [https://www.acha.org/documents/resources/guidelines/ACHA\\_Wellness\\_Coaching\\_White\\_Paper\\_Feb2020.pdf](https://www.acha.org/documents/resources/guidelines/ACHA_Wellness_Coaching_White_Paper_Feb2020.pdf)
- Brody, J. E. (2021). We could all use a health coach. The New York Times. Retrieved January 1, 2023, from <https://www.nytimes.com/2021/06/07/well/live/health-coach-benefits.html>
- Buglione, K., Laman, B., Tallman, P., & Craft, J. (2022). How health coaching supports college students' well-being. TimelyMD. Retrieved January 7, 2023, from <https://timely.md/blog/health-coaching-supports-student-well-being/>
- Cleveland Clinic. (2021). Health coaches: What they do - and how they can help you. Cleveland Clinic. Retrieved January 1, 2023, from <https://health.clevelandclinic.org/what-is-a-health-coach/>
- DeShaw, K. J., Lansing, J. E., Perez, M. L., Ellingson, L. D., & Welk, G. J. (2022). Effects of a peer health coaching program on college student lifestyle behaviors. *Journal of American College Health*, 1-8.
- Eriksen, M., Collins, S., Finocchio, B., & Oakley, J. (2020). Developing students' coaching ability through peer coaching. *Journal of Management Education*, 44(1), 9-38.
- Gibbs, T., & Larcus, J. (2015). Wellness coaching: Helping students thrive. *Journal of Student Affairs*, 24(23), 23-34.
- Integrative Nutrition. (2022). What is a health and wellness coach? everything you need to know. Institute for Integrative Nutrition. Retrieved January 1, 2023, from <https://www.integrativenutrition.com/blog/what-is-a-wellness-coach-everything-you-need-to-know>
- Larcus, J., Gibbs, T., & Hackmann, T. (2016). Building capacities for change: Wellness coaching as a positive approach to student development. *Philosophy of Coaching: An International Journal*, 1(1), 43-62.
- Looney, M. (2020). Health coaching for improved student happiness. NIRSA. Retrieved January 1, 2023, from <https://nirsa.net/nirsa/2020/04/07/improve-student-wellbeing-through-ace-health-coaching/>
- Moore, M., Tschannen-Moran, B., & Jackson, E. (2010). *Coaching psychology manual* (p. 170). Philadelphia, PA: Wolters Kluwer Health/Lippincott, Williams & Wilkins.
- NBHC. (2022). National Board for Health and Wellness Coaching. NBHC. Retrieved January 1, 2023, from <https://nbhwc.org/>
- Peter Grinspoon, M. D. (2020). Health coaching is effective. should you try it? Harvard Health. Retrieved January 1, 2023, from <https://www.health.harvard.edu/blog/health-coaching-is-effective-should-you-try-it-2020040819444>
- Wooll, M. (2022). Finding a healthy balance: What is wellness coaching? BetterUp. Retrieved January 1, 2023, from <https://www.betterup.com/blog/wellness-coaching>

## PROGRAM OVERVIEW

### TARGET AUDIENCE\*

Who will benefit from attending this program? Select all that apply.

☒ Administrator

☐ Advanced Practice Clinician

☐ Dietician/Nutritionist

☒ Health Educator/Health Promotion Specialist

☐ Health Information Management Professional

☒ Mental Health Professional

☐ Nurse

☐ Pharmacist

☐ Physician

☐ Psychiatrist

☐ Student Affairs Professional

☐ Other, specify: \_\_\_\_\_

## TYPE OF SUBMISSION\*

Choose the time length most appropriate for your session's topic, objectives, and content. Select one.

Note that we may not be able to accommodate your preference.

### 90-minute General Session

## ABSTRACT\*

Universities are facing increased pressure to develop innovative solutions to support the mental health needs of students. Often, emphasis is on expanding mental health crisis response services/staffing, but this model alone is unsustainable. This session will focus on how health and wellness coaching can help fill the mental health support gap; create collaboration between coaching and counseling services; and provide a framework for establishing a sustainable, low-barrier, evidence-based health & wellness coaching program.

## DEIJA CONTENT

**Does your program address diversity, equity, inclusion, justice and/or accessibility?** If it is clear in the session title, abstract, and/or learning objectives how your session addresses DEIJA, you can skip this question. If it is not clear, describe how it explores or addresses systemic barriers that impede marginalized populations from achieving health outcomes. These systems may include, but are not limited to social, economic, demographic, cultural, or geographic policies, processes, and practices that create barriers for specific populations.

At our institution, health and wellness coaching centers individual strengths, values, and motivations to support behavior change through a collaborative and non-judgmental partnership. Given this dynamic nature, it is imperative that the student's lived experience, intersectional identity, and social determinants of health are intentionally included in the coaching process. The student's environment, ability, and capacity to navigate their health and well-being often reflects the overarching structures of power and systems of oppression. A portion of the session will be devoted to equitable health and wellness coaching best practices; culturally humble and responsive approaches to program development; and how low-barrier support opens accessibility to historically marginalized populations. This discussion will also include themes of equity and inclusion, including the ways in which health and wellness coaching may be a more viable option for students who come from communities and or cultures who have stigma against seeking mental health care.

## PHARMACOLOGY CONTENT

**Will your presentation include content related to pharmacology?\***

If yes, please ensure that your objectives and content above validate the pharmacology component.

**No**

If yes, please estimate the percentage of session content related to pharmacology.

# PRIMARY PRESENTER BIO AND DISCLOSURE FORM

The Program Planning Committee will not be given presenter or co-presenter names or institution/employer names. Please make sure you provide complete biographic/demographic information below so that they have as much information as possible as they make their selections.

**Program Title\*:** Filling the Gap: Establishing a Sustainable Wellness Coaching Program

List your completed academic degree(s), institution where the degree was earned, and major or specialty area.

Degree	Institution	Major/Specialty Area
MA - Columbia University, Clinical Psychology (Certificate/Specialization: Spirituality, Mind, & Body); M.Ed - University of Georgia, College Student Affairs Administration		

List any current certifications (e.g., CHES, APN, LPC):

M.Ed, MA, NBC-HWC
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## BIOGRAPHICAL QUALIFICATION STATEMENT\*

I am qualified to give this specific presentation because...

I have worked professionally in the higher education health and wellness field for 10 years. I developed and lead our university's health and wellness coaching initiative since 2018. One facet of my work is serving as a National Board Certified Health & Wellness Coach (NBC-HWC) and coaching "high support" students who have been referred to our program by counseling and psychological services and medical services. I supervise a health and wellness coaching team of both professional staff (FTEs) and graduate student volunteers. Lastly, I serve as a Real Balance Global Wellness Services Inc. Licensed WM360<sup>®</sup>™ Trainer and have presented on this topic to our university and in college health at large.

## OTHER DEMOGRAPHICS

Check all that apply related to yourself or your institution. If you are not at an institution of higher education, you may skip those sections.

Areas of Practice (past or present)	Institutional Demographics	Student Population
<input checked="" type="checkbox"/> Administration <input checked="" type="checkbox"/> Health Promotion/Wellness <input checked="" type="checkbox"/> Clinical Services <input checked="" type="checkbox"/> Mental Health/Counseling <input type="checkbox"/> Pharmacy <input checked="" type="checkbox"/> Student Affairs <input type="checkbox"/> Other: _____	<input type="checkbox"/> 2-year institution <input checked="" type="checkbox"/> 4-year institution <input type="checkbox"/> Public institution <input checked="" type="checkbox"/> Private institution <input type="checkbox"/> HBCU <input type="checkbox"/> Other minority-serving institution <input type="checkbox"/> Other: _____	20,000 or more

## CONFLICT OF INTEREST (COI) DISCLOSURE

### POLICY

☒ Yes I have read, fully understand, and agree to adhere to the conflict of interest information above and below.\*

### DISCLOSURE OF RELATIONSHIP(S)

During the past 24 months have you had a financial, professional, or personal relationship (including self-employment and sole proprietorship) with a company (as defined above)?\*

If you have a financial relationship with a company but aren't sure whether it fits the definition above, it's best to check yes and include the information.

No

If yes, list the full company name(s) with the specific relationship(s). Also indicate whether the CE content over which you have control contains information about products or services of the ineligible company.

Name of Ineligible Company	Nature of the Financial Relationship	Has the Relationship Ended?	Does the program contain information about products or services of the company.
		<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>

## OFF-LABEL USE

Will your presentation include discussion of off-label, experimental, and/or investigational use of drugs, devices, medical procedures, or interventions?\*

No

If yes, list drugs, devices, and/or procedures to be discussed.

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