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## **Mayo Clinic Wellness Coach Training Program**

Course format: Hybrid (online and live virtual events)

### **Course Description**

The Mayo Clinic Wellness Coach Training Program includes 12 sessions of online training, a 4-day virtual immersive workshop experience, and opportunities for peer and mentor coaching. The peer coaching component consists of mandatory weekly coaching conversations among students to facilitate the practice of skills and mentor coaching sessions with faculty. Upon successful completion of the coursework, students must pass both a written and a practical examination.

The Wellness Coach Training prepares students to work as wellness coaches within diverse settings by:

- Combining virtual synchronous and asynchronous learning with individualized mentor coaching and peer group practice to maximize the potential for growth and personalized feedback
- Providing opportunities for group interaction and practice
- Respecting individual needs via a flexible training schedule

Grading and evaluation in the Mayo Clinic Wellness Coach Training uses these tools:

- Demonstration of skills
- Self-assessment exercises
- Faculty reviews
- Mayo's system of evaluation provides students and faculty with a comprehensive look at individual performance

Completion of all elements of the Mayo Clinic Wellness Coach Training Program makes students eligible for Mayo Clinic Wellness Coach Certification and also to apply for the National Board for Health and Wellness Coaching certification exam.

## Prerequisites

This course is designed as a graduate-level course for interested participants who hold a minimum of a bachelor's degree. Others who may consider the course beneficial include those with an associate degree and a current health-related license (nurse, respiratory therapist, dental hygienist).

### Prerequisites

- Participants must hold a minimum of an associate degree, paired with a current health related licensure OR a bachelor's degree.
- An exception may be made for registrants holding an associate degree and certification/experience in a health and wellness related field. This process is completed prior to the start of the program.
- Fluency in written and spoken English is essential for success in the program and to ensure patient/client safety.
- Registrants must be able to demonstrate objective competency in English to participate fully in the online discussion assignments and may be required to submit results from the Test of English as a Foreign Language (TOEFL) or equivalent examination.

## Course Learning Objectives

After successfully completing this course, you will be able to:

- Describe the phases of the Mayo Clinic 5 E's Wellness Coaching Model.
- Discuss and apply strategies to help individuals with issues of health, activity/exercise, stress management, relationships, nutrition and diet, and self-compassion/care.
- Apply NBHWC Job Task Analysis to create individual plans.
- Upon passing the course and additional practice hours, you will be eligible to apply to become a Mayo Clinic Certified Wellness Coach. As an accredited course through the National Board of Health and Wellness Coaching, you may choose to also certify with the NBHWC after completion.

## Faculty Information and Communication

**Program Director:** Supports students with completion questions, concerns and course content and delivery. Jamie Friend, NBC-HWC: [MCWCTPINSTRUCTORS@mayo.edu](mailto:MCWCTPINSTRUCTORS@mayo.edu)

**Lead Course Instructor:** Supports students with questions around the course content. Karleah Bradley, NBC-HWC: [MCWCTPINSTRUCTORS@mayo.edu](mailto:MCWCTPINSTRUCTORS@mayo.edu)

**Program Manager:** Supports the business, coordination, and accreditation aspects of the program. Deb Blomberg: [MCWCTP@mayo.edu](mailto:MCWCTP@mayo.edu)

**Program Liaison:** Supports students with any questions and needs prior to the start of the 12-week course and then as an alumni following program completion: questions regarding applications, registration, continuing education, certification, and recertification and anything in between. Sheila Terrill: [MCWCTP@mayo.edu](mailto:MCWCTP@mayo.edu)

**Program Medical Director:** Supports and guides the development of the Wellness Coaching Program from a clinical perspective. Dr. Michael Mueller M.D. General Internal Medicine

## Course Instructors

These Course Instructors will be guiding you through your live discussion webinars and will facilitate ongoing discussion and interaction with you and your peers on major topics within each session.

- Jamie Friend, NBC-HWC
- Karleah Bradley, NBC-HWC
- Nolan Peterson, M.S., NBC-HWC
- Brad Prigge, M.Ed., NBC-HWC

## Mentor Coaching Team

- Jamie Friend, NBC-HWC
- Karleah Bradley, NBC-HWC
- Nolan Peterson, M.S., NBC-HWC
- Melissa Mapes, NBC-HWC
- Amy Charland, M.Ed., NBC-HWC
- Jenny Hendrikson, NBC-HWC
- Stacy Peterson, NBC-HWC

## Strategies for Successful Learning

### Reach out to your Course Instructors for help.

Please do not hesitate to ever reach out to your course instructors for help or a check-in. We are happy to meet with you in whatever format feels best to support you throughout your learning experience. If you ever start to feel overwhelmed, or uncertain, this is the perfect time to connect with an instructor and let us know you. We can provide recommendations for how to interact with the course content, areas to focus on and provide a listening and supportive ear. This is a large course and for many a life-

changing course. It is not uncommon that questions arise, and your course instructors are here to help!

To connect with the instructors, use the [MCWCTPINSTRUCTORS@mayo.edu](mailto:MCWCTPINSTRUCTORS@mayo.edu) email address. The instructors will monitor this email and get back to you within 24-48 hours (about 2 days), Monday-Friday. If you prefer a conversation via phone call or zoom, the instructors can work with you to schedule that as well. Please share preferred days and times in your email to help with scheduling.

### **Office Hours for Course Instructors**

Monday-Thursday (8-4:30pm CT) & Fridays 8-12pm CT.

**Disability Access Services:** The Mayo Clinic Wellness Coach Training Program strives for an inclusive learning environment. If you anticipate or experience any barriers related to the format or requirements of this course, please contact your course instructors. If you determine that additional disability related accommodations are necessary, please contact the Wellness and Academic Support:

**Rhonda Adams:** Email: [Adams.Rhonda@mayo.edu](mailto:Adams.Rhonda@mayo.edu)

**Kara James:** Email: [James.Kara@mayo.edu](mailto:James.Kara@mayo.edu)

**Disability Access Services:** [MCCMS.ds@mayo.edu](mailto:MCCMS.ds@mayo.edu)

## **Technical Requirements**

This course is built on a Learning Management System (LMS) called Brightspace. You'll need to meet these [computer specifications to participate within this online platform](#).

### **Technical Support: Educational Technology Center**

If you have any questions on Brightspace technology, please reach out to [ETC@mayo.edu](mailto:ETC@mayo.edu) and/or (507)-266-9087. Office hours are Monday-Friday 7:00am CT-5:00pm CT. They are happy to help you with any of your technology-based questions such as:

- Trouble logging in
- Troubles with accessing the course
- Trouble connecting during live webinars

Please continue to reach out to your Course Instructors with any content related questions such as:

- Clarification on course dates
- Discussion post topic questions

- Any questions relating to the topic and materials you are learning

## Course Policies

### Late Work Policy for Assignments

Assignments should be completed before a session ends as **late work will not be accepted.**

- Consideration for accepting Late Work due to extenuating circumstances (i.e., illness, death in the family, severe inclement weather, hospitalization etc.) **requires an email to your course instructors** for review of the request.
- Extenuating circumstances does not include starting the assignment late and getting locked out at the due date, forgetting to complete an assignment, forgetting to change the time zone resulting in late submission etc.

### Live Interaction Policy

To create a safe and supportive environment for learning, students are required to log in from a quiet, confidential space. Students that do not uphold this guideline (i.e., people walking in the background, watching children, driving or in the car with other people, in public areas such as doctor's offices, waiting rooms, workout centers, etc.) will be asked to leave the webinar until a space is secured, resulting in a potential miss/incomplete for that week's live webinar session.

## The Coaching Program Overview

Becoming a Trained Wellness Coach through Mayo Clinic includes successful completion of the following areas:

### PHASE 1:

- Completion of the **Brightspace coursework:** (i.e., Discussions posts, Quizzes, etc.) at a total of 80% or greater
- Completion of **required Practice Coaching Sessions**
  - 3 Peer-coaching sessions
  - 3 1:1 Mentored coaching sessions
- Completion of "**Session 3 - Intensive**"
  - Includes 100% attendance of the 4-days
  - Completion of any related tasks, quizzes, surveys or assignments for Intensive Week

- Completion of weekly **Live Webinars** (can miss up to 4): Reminder, these 4 absences do not apply to the Session 3 - Intensive Week

Successful completion of these areas results in moving forward to Phase 2 of the program.

- Students who do not meet the above criteria will receive an Incomplete for the course, thereby ending their time in the course. Students will receive a certificate of continuing education credits from Mayo Clinic for time completed in the course. Students in this situation are *not eligible* for certification with Mayo Clinic and the National Board of Health and Wellness Coaching until a successful completion of a training program is acquired.

### **PHASE 2:**

- Completion of the **Written Final Exam** in Session 12 at 80% or above. There are two attempts provided for this Exam and completion of one attempt at 80% or higher is needed to pass this section of the course.

Successful completion according to requirements are needed to move to Phase 3.

### **PHASE 3:**

- Completion of **Practical Skills Assessment** (1 of 2 attempts) at 70% or above
  - Students who do not pass the Practical Skills Assessment will receive an Incomplete for the course, thereby ending their time in the course. Students will receive a certificate of continuing education credits from Mayo Clinic for time completed in the course. Students in this situation are *not eligible* for certification with Mayo Clinic and the National Board of Health and Wellness Coaching until successful completion of a training program is acquired.
- Completion of **Brightspace Program Evaluation** in Session 12

Successful completion according to requirements are needed to complete the course.

Successful completion of the 3 phases of the course will enable the participant to pursue the Mayo Clinic Wellness Coach Certification and to apply for national health and wellness coach certification through the National Board for Health and Wellness Coaching.

## Learning Activities and Assignments

You're expected to fully participate in all the course activities described below.

### Synchronous/Asynchronous Format

Some of your learning activities will be synchronous (i.e., weekly live webinars, mentor coaching, intensive week etc.), which you will attend at a specific time. Other activities will be asynchronous (i.e., videos, demonstrations, readings, discussion posts, quizzes and exams), which you can complete at any time before the due date.

All times listed in the course schedule are Central Time—please adjust for your time zone!

### Live Discussion Webinars and Coach Me: Peer Coaching Webinars

- Your course instructors will lead weekly live webinars via Kaltura Media found within your Brightspace Learning Platform.
- Interactions are scored on a Complete/Incomplete basis
- For successful Completion:
  - Students must be present at the start of the webinar/call and stay for the entire duration of the interaction to be considered attended.
    - (i.e., students logging in 10-20 minutes late, or leaving 30 minutes early for example will be marked as absent for that live session)
  - Please consult your Course Schedule and/or the Calendar in Brightspace for specific days/time for live interactions
  - Brightspace automatically tracks attendance, including log-in and log-out times which is what is used to assess attendance for live webinars.
  - Take time to prepare and ensure that you can log in ahead of time. If you have any questions relating to your technology, contact the Education Technology Center (ETC) help desk as found in the "Education Technology Center: Tech Support" section.
  - The live webinar interactions will be a mixture of practice coaching, demonstrations, case examples and education components. Be sure you are in a confidential, quiet environment with a stable internet connection.
    - **"Coach Me" webinars will focus on peer coaching practice.** You will be put into groups and provided topics to practice coaching around.
    - The required 3 peer coaching sessions are during weeks 5, 8 & 12.
  - Students may be called on at random to share thoughts or practice together in different coaching exercises.
    - Remember, the intention here is for learning. It is a safe space for us to learn and practice together. This also allows for everyone to hear different ways of coaching as there are many ways to explore conversation skills.
  - Brightspace webinars run best using **Google Chrome** as your web browser.

### 1:1 Mentor Coaching

- More information will be shared during Session 3 – Intensive week.

### **Session 3 – Intensive Week**

- More information about the required 4-day intensive week will be shared in the course.

### **Written Coursework and Grading**

This course will be graded as pass or fail. To pass, you must obtain 80% of the points awarded in the course via written discussion posts and quizzes. The grading system is intended to help you in the learning process.

**Assignments** (i.e., Quizzes; Discussion Posts [Primary and Response]; etc.) are due 10 days (about 1 and a half weeks) from when they become available.

- Assignments should be completed before a Session ends as **late work will not be accepted.**
  - Consideration for accepting any Late Work due to extenuating circumstances **requires an email to your course instructors** for review of the request. (See course policies below.)

### **Discussion Posts Overview**

Discussion posts will be evaluated for proficiency using the grading criteria in the tables below. While others can see entries and posts, grades are available only to the student and instructors.

For each Discussion Forum, students will post one Primary Post (12 points) and respond to at least one other student through a Response Post (12 points).

- It is recommended that you create your posts within a Word document or similar platform first, then copy and paste into Brightspace. Formatting of your work can be lost during the cut and paste process. Save final formatting for Brightspace.
- Postings should be evenly distributed during the week. We encourage you to log in at least three times during the week rather than complete the material in one day or at the beginning and/or end of the week. We strongly encourage completing your Primary Post earlier in the week.
- Postings should meet the designated minimum word counts as noted in the discussion assignment (500 for Primary Posts and 250 for Response Posts).
  - Word count does NOT include incorporating discussion prompts/instruction statements or full-reference lists shared at the end of a post.
- Read the assigned discussion questions carefully and answer each component for full credit.
- It is important to support your opinions with reputable sources. Supporting resources (i.e., journal articles, books, reputable web sites) are required for Primary Posts and Response Posts. Please review the "Additional Resources" tab



located in the course content for tools to help you discover credible sources to support your discussion posts.

- You must reference supporting sources with clear in-text citations and a full-reference list of sources utilized at the end of a post. This clearly shows readers where a resource supports a particular discussion point you are making. This also allows for readers of your post to further explore and learn from the sources you reference and enhance everyone's learning.
- Please note: There is not a specific writing style required for this program (i.e., APA, MLA, Chicago, etc.); You will NOT be graded on citation/writing style, but you must clearly show where an outside resource supports your discussion and make it easy for others to find the same resource(s). The [APA Style](#) website provides helpful examples of easy-to-follow references and in-text citations.
  - If you are citing a book: Provide the page range that you are drawing from to ensure that students are easily able to find and learn from your resources shared.
- Use different supporting resources for each post [i.e., Primary and Response post(s)]
- Describe *how* your supporting resource is relevant to your post or the topic at hand (rather than just including it as a quote or summary)
- Build the discussion with peers by looking for opportunities to expand on others' responses. Including detailed personal experiences related to the discussion topic is a great way to share your learning.
- Mention related prior knowledge, when possible (work experience, coursework, readings, etc.), or ways that you've gone "above and beyond" to learn something new.
- Here are examples of postings that demonstrate higher levels of thinking:
  - "Some common themes I see between work experiences and our reading are ..." (analysis)
  - "These points are significant if we consider the relationship between ..." (synthesis)
  - "The literature should be assessed by these standards ..." (evaluation)

### **Grading Rubric for Primary Post - 12 points possible**

Criteria	Advanced - 6 pts	Proficient - 4 pts	Developing - 2 pts	Incomplete - 0 pts
<b>Content Relevance/ Critical Thinking &amp; Word Count</b>	Answers demonstrate that the questions were addressed and the rationale behind the answers was thorough. The discussion is well-supported with details that explain the participant's conclusions.	Answers demonstrate that the questions were addressed, although limited rationale	Answers or ideas do not demonstrate that the questions were addressed. Little or no justification or lack of integration of session materials evident. Lacking	Response was not attempted for this assignment OR Response was not applicable to the discussion or did not follow proper etiquette.

	Content encourages further discussion on the topic. Clear evidence of critical thinking: application, analysis, synthesis, and evaluation evident. Meets or exceeds word count requirement (500 words)	behind the answers was provided. Some critical thinking is evident but posting may not directly address the issue. Post is below word count requirement.	critical thinking. Postings tend to reflect only personal opinion. Post is well below word count requirement.	
	<b>Advanced - 6 pts</b>	<b>Proficient - 4 pts</b>	<b>Developing - 2 pts</b>	<b>Incomplete - 0 pts</b>
<b>References and Connections</b>	Goes "the extra mile" in referencing reputable materials from outside of the required learning materials for the course, including optional reading assignments, other journals, web sites, courses, or books to support comments.	Only makes reference to required learning materials in the Brightspace course to support comments.	Uses personal experience only to support comments.	No references or supporting experiences noted.

Students will select a Primary posting of another student and will post a value-added response to that primary post. Examples of value-added responses may include:

- Extrapolating on the analyses presented by another student.
- Offering an alternative perspective on the analysis
- Asking questions that encourage further discussion with your peers.
- Build the discussion by looking for opportunities to expand on others' responses.
  - Avoid Response Postings that are limited to "I agree" or "great idea," etc. Explain why you agree (or disagree) with someone else's Primary Post and support your post with concepts with outside resources.
  - Go beyond simply restating information/content from a peer's post.
  - Address your peer by name in your response post.

In short, the instructors are looking for a demonstration of dialogue when responding to the postings of other students. The Response Post must include a supporting resource, beyond what is required for the assignment, that supports the discussion for full point consideration. It is expected that students will participate in the learning community by commenting on peers' Primary Posts in each weekly assignment.

## **Grading criteria for Response Posts - 12 points possible**

Criteria	Advanced - 6 pts	Proficient - 4 pts	Developing - 2 pts	Incomplete - 0 pts
<b>Content Relevance /Critical Thinking &amp; Word Count</b>	One (or more) value-added response that analyzes and expands upon the Primary Post of at least one peer. The Response Post is well supported with details that explain the learner's conclusions. The past week's session content was integrated into the conversation. Content encourages further discussion on the topic. Clear evidence of critical thinking: application, analysis, synthesis, and evaluation evident. Meets or exceeds word count requirement (250 words).	The Response Post demonstrates that a peer's Primary Post was addressed, although limited rationale behind the response was provided. Some critical thinking is evident but posting may not directly address the issue. Post is below word count requirement.	Response Post does not directly address a peer's Primary Post. Little or no justification or lack of integration of session materials evident. Lacking critical thinking. Postings tend to reflect only personal opinion. Post is well below word count requirement.	Response was not attempted for this assignment OR Lacking in critical thinking. Posting is inaccurate or unclear.
	<b>Advanced - 6 pts</b>	<b>Proficient - 4 pts</b>	<b>Developing - 2 pts</b>	<b>Incomplete - 0 pts</b>
<b>References and Connections</b>	Goes "the extra mile" in referencing materials from outside of the required learning materials for the course, as in the Primary Post.	Only makes reference to required learning materials in the Brightspace course to support comments.	Simply states "I agree" or "Nice thought." The post is missing any references with sufficient detail to support the opinions expressed.	Does not make effort to participate in the learning community OR response was not applicable to the assignment.

### **Final Exam**

- The link for the final exam is located within the "Assignments" section of Session 12.
- The exam (including possible second attempts) must be completed by 12:00pm CT on the Friday following the opening of Session 12.
  - (see the "Course Schedule" for specific dates)
- A passing score on the final exam is at least 80%.

To prepare for the final exam, it is suggested that you review the required learning resources and learning objectives for each of the Brightspace sessions, and the material from Session 3 (Intensive Week).

Any information provided to you that was a required learning resource may be found on the exam. Information found in adjunct resources, such as optional reading or suggested websites, would not be found on the exam.

## Course Policies

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- Consideration for accepting late work due to extenuating circumstances (i.e., illness, death in the family, power outages due to severe weather, hospitalization, etc.) **requires an email to your course instructors** for review of the request.

### Live Interaction Policy

To create a safe and supportive environment for learning students are required to log in from a quiet, confidential space. Students that do not uphold this guideline (i.e., people walking in the background, watching children, driving or in the car with other people, in public areas such as doctor's offices, waiting rooms, and workout centers etc.) will be asked to leave the webinar until a space is secured, resulting in a potential miss/incomplete for that week's live webinar session.

- Students are allowed to miss 4 of the live learning interactions from the following sessions (1, 2, 4, 6, 7, 9,11)
- **Missed opportunities do not include weeks 3, 5, 8, & 12. Full attendance of these sessions is required.**
- Instructors must be notified ahead of time and students will then be required to watch the video recording of the missed session.

## End of Course Evaluation

The Mayo Clinic Wellness Coach Training Program is committed to improving our wellness coach training program. To wrap up your course, please take a few minutes to participate in the course survey. We are interested in your learning experience, and your feedback will help us plan for the future and make improvements. Information about the end of course survey will be made available in Brightspace.