



## Form 1: Preliminary Demonstration of Certified Wellness Coach I Education Equivalency and Resource Request

### Part 1: Program Information

**California Community College Name:**

Program Name: \_\_\_\_\_

Degree Title: \_\_\_\_\_

Certificate(s) Title: \_\_\_\_\_

**Primary College Contact**

Name: \_\_\_\_\_

Title: \_\_\_\_\_

Email: \_\_\_\_\_

Phone: \_\_\_\_\_

**Secondary College Contact**

Name: \_\_\_\_\_

Title: \_\_\_\_\_

Email: \_\_\_\_\_

Phone: \_\_\_\_\_

What is the current number of annual graduates from your program? \_\_\_\_\_

What is the total number of students your program can accommodate at full capacity? \_\_\_\_\_

How many annual graduates do you anticipate in 3 years? \_\_\_\_\_

How is your program offered? (Check all that apply)

In-Person Only       Online Only       Hybrid

**Why do you want to become an HCAI-Designated Education Program?**

**Part 2: Certified Wellness Coach I Required Courses, Core Service Competencies, and Additional Topic Requirements for HCAI-Designated Education Programs**

Please complete the following table to map out the courses offered at your institution that will fulfill the Certified Wellness Coach I requirements. Please do the following:

1. In section 1 (**Courses Required for Certification**) please list the equivalent course offered at your institution. If there is no equivalent, please leave it blank.
2. In section 2 (**Wellness Coach I Core Service Competencies and Additional Topic Requirements**) please list the courses that cover each Wellness Coach I Core services and additional topic requirements. One course or supplemental education may fulfill the Wellness Coach I core service competencies and additional topic requirements which can be repeated from section 1 (e.g., Intro to Social Work fulfills Communication, Coaching & Counseling Frameworks, Reflective Practices, etc.).

<b>College Course or Supplemental Education (education provided by school or outside industry partner):</b>			
<b>1. Courses Required for Certification</b>	<b>Provide Course Title or Equivalent Course Title with Link to Course Outline</b>	<b>Units/ Hours</b>	<b>Identify Course Objectives and Student Learning Outcomes from Coursework.</b>
	Introduction to Psychology		
	Introduction to Social Work		
	Introduction to Case Management		
	Child & Adolescent Development		

<b>2. Wellness Coach I Core Service Competencies (*see pages 5 and 6) and Additional Topic Requirements for Certification</b>	<b>Provide Applicable Course or Supplemental Education with Link to Course Outline</b>	<b>Units/ Hours</b>	<b>Identify Course Objectives and Student Learning Outcomes from Coursework or Supplemental Education.</b>
Individual(student) Wellness Plan (SAMHSA 8 Dimensions of Wellness and/or ACES Aware Self-Care Tool for Adults)			
*Integrating Self in the Behavioral Health Field (2.d)			
*Human Behavior (2.m)			
*Wellness Promotion/Education (1.a)			

	*Screening (1.b)			
	*Individual Support (1.d)			
	*Group Support (1.e)			
	*Communication (1.c)			
	*Care Coordination & Extension (e.g., case management, resource linkage, etc.) (1.c)			
	*Crisis Management (1.f)			
	*Documentation (2.f)			
	*Basic Needs Assessment (1.b)			
	Coaching & Counseling Frameworks <sup>1</sup>			
	Reflective Practices			
	Disability Approaches			
	Substance Use Disorder			
	Cultural Responsive, Humility, & Mitigating Implicit Bias <sup>2</sup>			
	Professionalism, Ethics, Legal Mandates			
	Social Determinants of Health			

	Operating in Different Environments			
	Trauma-Responsive Care			
	*Building Effective Care Relationships (i.e., rapport building) (2.b)			
	*Community Outreach (2.m)			
	*Commercial Sexual Exploitation of Children - Awareness and Identification (1.f)			
	<b>Field Related Course</b>			
	<b>Field Related Course</b>			
	<b>Field Experience Hours Offered by Institution<sup>3</sup></b>			

1. Includes, but not limited to, social emotional learning, active listening, relationship building, creating affirming environments, coaching practice in live settings.
2. Includes, but not limited to, focus on people of color, immigrant, LGBTQ+, Native, limited English proficiency populations.
3. Education programs are expected to include a minimum of 150 hours of supervised experience including direct services, supervision, and other related activities in an appropriate child-serving setting. Wellness Coach applicants can complete the remainder of their hours through any combination of hours from their degree program, volunteer hours, and/or work hours.

## 1) \*Certified Wellness Coach I Core Services (competencies)

### a. **Wellness Promotion and Education**

Deliver group or classroom programming (e.g., structured curriculum) focused on:

- Wellness promotion and education (e.g., building positive relationships, bullying prevention, nutrition and exercise in relation to behavioral health)
- Mental health literacy (e.g., symptom recognition, help-seeking strategies, how to provide support)
- Life skills (e.g., stress management, time management, problem solving)

### b. **Screening**

- Support youth completing behavioral health screenings (e.g., answer questions, hand-off screenings to Behavioral health professionals)
- Coordinate and supporting universal screening programs in schools or other community-based organizations per [SAMHSA guidelines](#), under guidance of qualified professionals
  - Identify and referring behavioral health needs of youth to Behavioral health providers in school or broader organization setting

### c. **Care Coordination**

- Connect individuals to internal and external behavioral health resources (e.g., local/regional/national organizations, school or broader organization resources, outpatient providers, residential programs, crisis response resources) as well as social services (entitlement programs such as Medi-Cal, financial assistance, food, and housing) as needed
- Facilitate communication with other professionals (e.g., behavioral health providers, school personnel) that are providing support and care to youth, including connecting individuals to licensed providers so all care team members work together and operate at the top of their license or certification
- Provide additional support to family, caregivers, providers, school, or broader organization personnel, including behavioral health-related administrative activities (e.g., billing support) and extension of non-clinical or clinical behavioral health support

### d. **Individual Support:** Provide brief check-ins and scheduled meetings) that provide emotional support and/or follow manualized curriculum that enhance wellness; individual support may include:

- Wellness education (e.g., basics of behavioral health symptoms, nutrition, and exercise in relation to behavioral health)

- Goal setting/planning (e.g., increasing movement, sleep hygiene)
- Life skills (e.g., stress management, time management, problem-solving)

**e. Group Support**

- Deliver small group programming (e.g., structured curriculum) to enhance wellness and life skills (e.g., social-emotional skills, stress management, time management, organization, problem-solving)

**f. Crisis Management Awareness (referral)**

- Adhere to a standardized protocol when responding to risk in the school or broader organization setting, for example Commercial Sexual Exploitation of Children, identify potential risk and refer to the on-site behavioral health provider, such as a licensed clinician, Pupil Personnel Services individual, or other site-designated professional
- Understand crisis management and de-escalation techniques
- Provide emotional support and engage in warm handoffs with on-site Behavioral health providers for youth that are waiting to be seen for crisis services
- Practice personal safety and field safety

**2) \*Additional Wellness Coach I Abilities**

- Engage in practices that advance social, economic, and environmental justice
- Engage clients and constituencies as experts of their own experiences with an emphasis on cultural responsiveness, humility, and trauma-informed in an effort to build effective care relationships
- Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies
- Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies
- Demonstrate professional and approachable demeanor in behavior, appearance, and oral, written, and electronic communication
- Demonstrate ability for clear and strength-based documentation practices
- Use supervision and consultation to guide professional judgment and behavior
- Make ethical decisions by applying the standards of the Certified Wellness Coach Code of Ethics (see Program Guide), relevant laws and regulations, models for ethical decision-making, and ethical conduct
- Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes
- Develop meaningful professional direction for life after graduation and apply social work and/or psychological content and skills to career goals





**Program Plan to Reach Designation and Resource Needs**

<b>Curriculum Gap</b>	<b>Next Steps to Resolve Curriculum Gap</b>	<b>Projected Date for Completion</b>
<i><b>Example:</b> Coaching and Counseling Frameworks</i>	<i><b>Example:</b> Add a seminar to SW-101 (Intro to Social Work) course that covers the frameworks for coaching and counseling constituents</i>	<i><b>Example:</b> 06/01/2024</i>

Program Need	Justification	Projected Cost
Faculty Needs		
Program Coordinator/Counselor (Hiring or expanding duties of current position for an initial period of up to 2 years)		
Program Level Funding		
Other		
<b>Total Program Costs:</b>		

*I affirm that students/graduates/Wellness Coach I trainees will have a total of at least 60 credits at the time of recommendation for registration/certification as a Wellness Coach I and that additional documentation to support the above is available upon request.*

\_\_\_\_\_  
**Program Department Dean or Designee**

\_\_\_\_\_  
**Signature**

\_\_\_\_\_  
**Title**

\_\_\_\_\_  
**Date**