



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

Part 1: Program Information

California Community College Name: _____

College Address: _____

Program Name: _____

Degree Title (attached to WC Designation): _____

Is this degree transferable or local?

☐ Transferrable ☐ Local

Stackable 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.).

College Course or Supplemental Education (education provided by school or outside industry partner). Check all courses and topic requirements that are covered within the program curriculum.		
1. Courses Required for Certification	Provide Course Title or Equivalent Course Title	Course Outline or Syllabus Link
Introduction to Psychology		
Introduction to Social Work		
Introduction to Case Management		
Child & Adolescent Development		
3. Wellness Coach I Core Service Competencies (*see pages 6 and 7) and Additional Topic Requirements for Certification	Provide Applicable Course or Supplemental Education	Course Outline or Syllabus Link
Individual (student) Wellness Plan (e.g., 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) (i.e., Disordered and symptomatic behaviors versus healthy and adaptive behaviors.)		
Wellness Promotion/Education (1.a) (i.e., teaching and supporting healthy choices to others)		
Screening (1.b) (e.g., SAMHSA Ready, Set, Go, Review: Screening for Behavioral Health Risk in Schools)		

	Individual Support (1.d)		
	Group Support (1.e)		
	Communication (1.c)		
	Care Coordination & Extension (1.c) (e.g., case management, resource linkage, etc.)		
	Crisis Management (1.f) (e.g., Applied Suicide Intervention Skills Training (ASIST) , Youth Mental Health First Aid)		
	Documentation (2.f)		
	Basic Needs Assessment (1.b)		
	Coaching & Counseling Frameworks ¹ (1.d) (e.g., motivational interviewing, psychoeducation, trauma-informed care)		
	Reflective Practices (2.d) (e.g., self-care and self-awareness)		
	Disability Approaches (2.c)		
	Substance Use Disorder (1.e)		
	Cultural Responsive, Humility, & Mitigating Implicit Bias ² (2.b)		
	Professionalism, Ethics, & Legal Mandates (2.h)		
	Social Determinants of Health (2.b) (i.e., Effects of socioeconomic status, education, employment, and social support have on health and behavioral health outcomes.)		

	Operating in Different Environments (2.g, 2.i, 2.l, & 2.m)		
	Trauma-informed care (2.b) (e.g., National Child Traumatic Stress Network – NCTSN)		
	Building Effective Care Relationships (2.b, 2.c, 2.l) (e.g., rapport building, communication, empathy, patient-centered approach)		
	Community Outreach (2.m)		
	Commercial Sexual Exploitation of Children - Awareness and Identification (1.f)		
	Field Related Course		
	Field Related Course		
	Field Experience Hours Currently Offered by Institution³ <i>(Minimum of 150 hours required for designation)</i>		

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. Qualified field supervisors include Pupil Personnel Services (PPS) Credentialed individuals, licensed clinicians, and personnel trained to supervise individuals providing primary and early intervention behavioral health services.

1) Certified Wellness Coach I Core Services (competencies)

For more information on the role of Certified Wellness Coaches in schools, visit the California School-Based Alliance for Information and Webinar on [Wellness Coaches in Action](#).

a. Wellness Promotion and Education: Deliver group or classroom programming focused on:

- Wellness promotion and education (e.g., building positive relationships, bullying prevention, diet 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 support universal screening programs in schools or other community-based organizations per [SAMHSA guidelines](#), under the guidance of qualified professionals
- Identify and refer behavioral health needs of youth to behavioral health providers in school or broader organization settings

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 enhance wellness; individual support may include:

- Wellness education (e.g., basics of behavioral health symptoms, diet, hydration, 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 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 (e.g., 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 Credential personnel, 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 who are waiting to be seen for crisis services
- Practice personal safety and field safety

2) Additional Wellness Coach I Abilities

- a.** Engage in practices that advance social, economic, and environmental justice
- b.** Engage clients and constituencies as experts of their own experiences with an emphasis on cultural responsiveness, humility, and trauma-informed care in an effort to build effective care relationships
- c.** Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies
- d.** Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies
- e.** Demonstrate professional and approachable demeanor in behavior, appearance, and oral, written, and electronic communication
- f.** Demonstrate ability for clear and strength-based documentation practices
- g.** Use supervision and consultation to guide professional judgment and behavior
- h.** Make ethical decisions by applying the standards of the Certified Wellness Coach Code of Conduct and Ethics (see Program Guide), relevant laws and regulations, models for ethical decision-making, and ethical conduct
- i.** Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes
- j.** Develop meaningful professional direction for life after graduation and apply social work and/or psychological content and skills to career goals.
- k.** Engage in innovative and integrative thinking and problem solving, teamwork, project management, written, and presentation skills
- l.** Recognize and understand the complexity of cultural diversity in light of psychological knowledge
- m.** Demonstrate skills that promote behavioral change at the individual, organizational, and community levels (i.e., Outreach)

Part 3: Program Designation Plan (Conditional Approval)

Identified Curriculum and/or Program Gaps, Plan to Reach Designation, and Timeline

Curriculum Gap and/or Program Gap	Next Steps to Resolve Curriculum and/or Program Gap	Projected Date for Completion
Example Curriculum Gap: <i>Coaching and Counseling Frameworks</i> Example Program Gap: <i>Update program degree map.</i>	Example Curriculum Gap: <i>Add a seminar to SW-101 (Intro to Social Work) course that covers the frameworks for coaching and counseling constituents.</i> Example Program Gap: <i>Add Wellness Coach required courses to degree map or on program website page.</i>	Example: 06/30/26

Resource Needs

(Enter general budget under the following categories; itemized budget will be requested with grant application.)

Program Need	Justification	Projected Cost
Faculty Needs	Examples: Coursework development, delivery, support, and assessment including ongoing expense of additional specialized	
Program Coordinator/Counselor (Hiring or expanding duties of current position for an initial period of up to 2 years)	Examples: Recruit applicants; assess previous coursework equivalency and/or previous demonstration of competencies; provide advising; work with qualifying placement and employment agencies to support program implementation; assist with post-graduate employment search; collect program data and report on program outcomes; maintain compliance with college policies and procedures; recommend candidates for Wellness Coach	
Program Level Funding	Examples: Materials, supplies, services, and travel (e.g., outreach, recruitment, site visits) beyond current resources for an initial period of up to 2 years	
Other		
Indirect Costs <i>(Maximum Allowable Indirect Cost Rate - 25%)</i>		
Total Program Costs: <i>(Maximum Grant Request: \$200,000, inclusive of indirect costs)</i>		

I affirm that students graduating with the associates degree listed in this document will have completed all courses in Form 1, making them eligible to apply for Wellness Coach I certification, and that additional documentation to support the above is available upon request.

Program Department Dean or Designee

Title

Signature

Date