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## Family Wellness Coaching

Instructors: Allison Hall, M.D. and Ellen McGinnis, PhD.  
Vermont Center for Children, Youth, and Families  
UVM College of Medicine

Office hours by appointment only

Email: [allison.hall@uvmhealth.org](mailto:allison.hall@uvmhealth.org) ; [Ellen.McGinnis@uvmhealth.org](mailto:Ellen.McGinnis@uvmhealth.org)

### Learning Objectives

- To receive an introduction to the emerging field of health and wellness coaching.
- To receive training in Family Wellness Coaching.
- To understand Family Wellness Coaching in the context of the Vermont Family Based Approach.
- To understand the scientific evidence for the pillars of family wellness, emphasized by the Vermont Family Based Approach and promoted by Family Wellness Coaches.
- To learn the essential skills of Family Wellness Coaching.

### Course Format

- Class will meet on Tuesdays/Thursdays 11:40-12:55 in Perkins 300
- Class readings will be assigned weekly (uploaded to Blackboard). Students are expected to complete the assigned weekly readings by the Tuesday class.
- Please buy the following book (not available at the campus bookstore.)  
*Building Motivational Interviewing Skills* by David Rosengren  
[https://www.amazon.com/Building-Motivational-Interviewing-Skills-Second/dp/1462532063/ref=sr\\_1\\_1?s=books&ie=UTF8&qid=1544552095&sr=1-1&keywords=Rosengren%2C+David](https://www.amazon.com/Building-Motivational-Interviewing-Skills-Second/dp/1462532063/ref=sr_1_1?s=books&ie=UTF8&qid=1544552095&sr=1-1&keywords=Rosengren%2C+David)

### Grading Policy

Your grade for this course consists of the following five components. Rubrics will be available for each assignment for clarity.

**1. Lead 1 class discussion (in groups) 25%**

Students are expected to lead a class discussion (see rubric).

**2. 2 Papers points total: 10 % and 15 %= 25%**

Paper 1- Reflection on own family, challenges, goals, barriers, how wellness coach would have fit in, applying family wellness coach scope to the idea of a family (your family). 2-3pages (see rubric below)

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Paper 2- Using MI vs prescriptive theory on 2 people- compare and contrast, get feedback from them/results. (Exercise, sleep or nutrition) 3-4pages (see rubric below)

-Each student will be allowed a total of 24 hours to use throughout the semester as paper deadline extensions. For instance, a student may hand in the first paper 24 hours late, or hand in two papers 12 hours late and still receive full credit. If more than 24 hours are used, the paper will no longer be accepted.

### 3. Final Project 30%

Paper- 5 pages. You will be given a family. Think about strengths and weaknesses of particular family, how the neighborhood foster/discourage wellness goals (nutrition/exercise/1 pillar of your choice). Formulate possible wellness plan for the family using community resources. (See rubric below). This will be due on the last day of class. If this is handed in late, there will be a drop in letter grade for each day it is overdue.

### 4. 10 weekly article summaries (10%)

Each week, you will be required to read the class assigned articles, and summarize them with 5-10 bullet points

### 5. Participation (10%)

Participation will be assigned on the basis of your attendance, effort, level of participation, and adherence to classroom guidelines (as explained in this syllabus) over the course of the semester. Verbally asking or answering a substantive question during section.

Performance Elements	% of Final Grade
Participation & Attendance	10
Weekly Summaries	10
Leading Discussion	25
Papers	25
Final Project	30

## Course Schedule

Weeks and Dates	Topic	Notes
<b>Week 1</b> <i>January 15 (Drs. Hall)</i>		

<i>January 17 (McGinnis)</i>	Overview of the class and of the Vermont Family Based Approach and familial nature of health Family Wellness Coaching (scope of practice, professional identity, standards and ethics, coaching relationship)	
<b>Week 2</b> <i>January 22 (McGinnis)</i>	Foundational Concepts of Family Wellness Coaching (family routines and practices, health literacy and healthcare engagement)	
<i>January 24 (Dr. McGinnis)</i>	Goal Setting	
<b>Week 3</b> <i>January 29 (Dr. Hall)</i>	Enhancing Motivation for Change 1	
<i>January 31 (Dr. Hall)</i>	Enhancing Motivation for Change 2	
<b>Week 4</b> <i>February 5 (Dr. Hall)</i>	Enhancing Motivation for Change 3	
<i>February 7 (Dr. Hall)</i>	Enhancing Motivation for Change 4	<b>Paper 1 Due</b>
<b>Week 5</b> <i>February 12 (McGinnis)</i>	Therapeutic Family Assessment of Emotional and Behavioral Health	
<i>February 14 (McGinnis)</i>	Therapeutic Family Assessment of Emotional and Behavioral Health	
<b>Week 6</b> <i>February 19</i>	Promoting Exercise	
<i>February 21</i>	-Specific to children	
<b>Week 7</b> <i>February 26</i>	Promoting Mindfulness	
<i>February 28</i>	-Specific to children	
<b>Week 8</b> <i>March 5</i>	<b>TOWN MEETING DAY</b>	
<i>March 7</i>	Catch Up	<b>Paper 2 Due</b>

<b>Week 9</b> <i>March 12</i>	<b>Spring Break!</b>	
<i>March 14</i>		
<b>Week 10</b> <i>March 19</i>	Promoting Sleep	
<i>March 21</i>	-Specific to children	
<b>Week 11</b> <i>March 26</i>	Promoting Music Training	
<i>March 28</i>	-Specific to children	
<b>Week 12</b> <i>April 2</i>	Promoting Healthy Eating	
<i>April 4</i>	-Specific to children	
<b>Week 13</b> <i>April 9</i>	Promoting Reading	
<i>April 11</i>	-Specific to children	
<b>Week 14</b> <i>April 16</i>	Positive Parenting	
<i>April 18</i>	-Specific to older	
<b>Week 15</b> <i>April 23</i> <i>April 25</i>	Positive Parenting -Specific to younger children	
<b>Week 16</b> <i>April 30</i> <i>May 2</i>	Community Involvement	<b>Final Project Due May 2</b>

### **UVM Policies:**

**Student Learning Accommodations:** In keeping with University policy, any student with a documented disability interested in utilizing accommodations should contact Student Accessibility Services, the office of Disability Services on campus. Student Accessibility Services works with students and faculty in an interactive process to explore reasonable and appropriate accommodations via an accommodation letter to faculty with approved accommodations as early as possible each semester. All students are strongly encouraged to meet with their faculty to discuss the accommodations they plan to use in each course.

Contact Student Accessibility Services: A170 Living/Learning Center; 802-656-7753; [access@uvm.edu](mailto:access@uvm.edu); [www.uvm.edu/access](http://www.uvm.edu/access)

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UVM's policy on disability certification and student support:

[www.uvm.edu/~uvmppg/ppg/student/disability.pdf](http://www.uvm.edu/~uvmppg/ppg/student/disability.pdf)

**Religious Holidays:** Students have the right to practice the religion of their choice. If you need to miss class to observe a religious holiday, please submit the dates of your absence to me in writing by the end of the second full week of classes. You will be permitted to make up work within a mutually agreed-upon time.

**Academic Integrity:** The policy addresses plagiarism, fabrication, collusion, and cheating. <http://www.uvm.edu/~uvmppg/ppg/student/acadintegrity.pdf>

**Grade Appeals:** If you would like to contest a grade, please follow the procedures outlined in this policy:

<http://www.uvm.edu/~uvmppg/ppg/student/gradeappeals.pdf>

**Grading:** For information on grading and GPA calculation, go to [www.uvm.edu/academics/catalogue](http://www.uvm.edu/academics/catalogue) and click on Policies for an A-Z listing.

**Code of Student Rights and Responsibilities:**

[www.uvm.edu/~uvmppg/ppg/student/studentcode.pdf](http://www.uvm.edu/~uvmppg/ppg/student/studentcode.pdf)

**FERPA Rights Disclosure:** The purpose of this policy is to communicate the rights of students regarding access to, and privacy of their student educational records as provided for in the Family Educational Rights and Privacy Act (FERPA) of 1974.

<http://www.uvm.edu/~uvmppg/ppg/student/ferpa.pdf>

**Promoting Health & Safety:**

The University of Vermont's number one priority is to support a healthy and safe community:

**Center for Health and Wellbeing** <http://www.uvm.edu/~chwb/>  
**Counseling & Psychiatry Services (CAPS)** Phone: (802) 656-3340

**C.A.R.E.** If you are concerned about a UVM community member or are concerned about a specific event, we encourage you to contact the Dean of Students Office (802-656-3380). If you would like to remain anonymous, you can report your concerns online by visiting the Dean of Students website at

<http://www.uvm.edu/~dos/>

**Statement on Alcohol and Cannabis in the Academic Environment:**

As a faculty member, I want you to get the most you can out of this course. You play a crucial role in your education and in your readiness to learn and fully engage with the course material. It is important to note that alcohol and cannabis have no place in an academic environment. They can seriously impair your ability to learn and retain information not only in the moment you may be using, but up to 48 hours or more afterwards. It is my

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expectation that you will do everything you can to optimize your learning and to fully participate in this course.

In addition, alcohol and cannabis can:

- Cause issues with attention, memory and concentration
- Negatively impact the quality of how information is processed and ultimately stored
- Affect sleep patterns, which interferes with long-term memory formation

**Final exam policy:** The University final exam policy outlines expectations during final exams and explains timing and process of examination period.

<http://www.uvm.edu/academics/catalogue2013-14/?Page=allpolicies.php&SM=policymenu.html&policy=Exams>