

Master of Science, Health and Wellness Coaching (online)

Overall Outcomes

The Master of Science in Health and Wellness Coaching prepares students to:

1. Have the knowledge, skills and values to work with people across their lifespan to improve their personal health and well-being so that they can thrive in the community in which they live, work and spend their time, and
2. Work collaboratively with patients/clients and an interdisciplinary team to promote health and well-being with and for individuals with and without a chronic disease, and
3. Successfully obtain nationally recognized credentialing in health and wellness coaching, and
4. Successfully pursue a career in the health and wellness industry.

Educational Outcomes

Graduates of the Master of Science, Health and Wellness Coaching program must possess knowledge, skills and values to work with people across their lifespan to improve their personal health and well-being so that they can thrive in the community in which they live, work and spend their time. Graduates must be able to serve individuals based on efficacy data and in cooperation with other members of an interdisciplinary team. In this regard, graduates must demonstrate competence in the following areas:

1. *Cura Personalis*. Demonstrate through academic preparation and personal reflection the St. Ignatian Charism, *Cura Personalis*: Care for the individual person. (GCG 3; ULO 3)
2. Social Justice. Discern and propose solutions to social justice issues related to health and health care in the context of health and wellness coaching. (GCG 3; ULO 3)
3. Reflective Personal and Professional Development. Practice habitual reflection to nurture lifelong development personally and professionally in alignment with the Jesuit pedagogical model. Students will identify, analyze and evaluate relevant work and learning experiences contributing to their degree completion. (GCG 5; ULO 5)
4. Teamwork and Collaboration. Apply the ability to work collaboratively within a team. For this program the team includes, but is not limited to, other individuals working in

health related fields, the patient/client, and the patient's/client's family. Students will learn to demonstrate how to be an effective member of a team. (GCG 6; ULO 6)

5. Communication. Demonstrate effective verbal, non-verbal and written communication skills. Students will communicate and collaborate effectively and at an appropriate level both interpersonally and within a team. (GCG 4; ULO 4)

6. Creativity and Critical Thinking. Demonstrate situational solutions critically and creatively. Students will problem-solve personal and professional situations with creative imagination and analytical solutions. (GCG 2; ULO 2)

7. Lifelong Learning Independence. Demonstrate the ability to recommend and critically evaluate appropriate evidence-based literature related to health and wellness coaching. (GCG 5, ULO 1)

8. Whole Person Health. Demonstrate knowledge of the components that determine an individual's health and well-being as they relate to the risk for chronic diseases and the skills to design, implement and modify appropriate programming to mitigate risk. (GCG 1; ULO 1)

9. Healthy Lifestyle Programming. Design, implement and modify healthy lifestyle programs that create health for individuals with and without chronic disease that includes health behavior modification strategies most appropriate to individual needs. (GCG1; ULO 1)

10. Self-Care. Demonstrate knowledge, skills and values regarding the empowerment that effective self-care has for managing a healthy lifestyle and the importance of preventive care. Students will learn about self-care strategies, practice designing self-care programs for themselves and others, and demonstrate the importance of self-care in the broad scope of health promotion and well-being. (GCG 1; ULO 1)

*GCG: Graduate School Goals; ULO: University Learning Outcomes

Bulletin Description

The Master of Science in Health and Wellness Coaching program is designed to prepare students to have the knowledge, skills and values to work inter-collaboratively with people across their lifespan to improve their personal health and well-being so that they can thrive in the community in which they live, work and spend their time. A core value of the program emphasizes the whole person health needs of an individual with emphasis on personal care. Students have the option of choosing a traditional research/practicum track or may choose an applied track and specialize in one of three areas related to health and wellness coaching: healthy aging, care coordination, or program design, evaluation and leadership.

Curriculum

Traditional Track (Plan A or B)

Take ALL of the following:

HWC 501 Personal Development for the Health and Wellness Coach
 HWC 591 Advanced Lifestyle Medicine
 HWC 650 Health Behavior Modification
 HWC 651 Nutrition for Chronic Disease (P: HWC 591)
 HWC 652 Exercise for Chronic Disease (P: HWC 591)
 HWC 653 Stress and Sleep Management
 HWC 670 Research Methods and Program Design
 HWC 760 Advanced Health and Wellness Coaching (P: HWC 650, HWC 651, HWC 652, HWC 653)

Take ONE of the following:

(A) HWC 771 Field Research and Thesis Writing (6)
 (A) HWC 772 Library Research and Thesis Writing (6)
 (B) HWC 773 Practicum and Program Development (6)

Take TWO of the following:*

HWC 654 Healthy Aging Across the Lifespan (3)
 HWC 655 Care Coordination and Team-Based Care (3)
 HLM 520 Spirituality and Health (3)
 MMA 630 Health Care and Health Services: Anthropological Perspective (3)
 MMA 590 Social Epidemiology (3)
 MMA 571 Food, Culture and Nutritional Health (3)
 MPH 608 Health Communication and Informatics (3)
 MPH 633 Health Economics and Finance (3)
 MHE 603 Law and Health Care Ethics (3)
 MHE 604 Social and Cultural Contexts of Health Care (3)
 NDR 771 Collaboration and Conflict Resolution in Health Care (3)
 NUR 756 Health Promotion and Disease Prevention for the Gerontological Population
 MSL 500 Developing Your Leadership (3)

Applied Track (Plan B)

Take All of the Following

Lifestyle Medicine

- HWC 591 Advanced Lifestyle Medicine (3)
- HWC 650 Health Behavior Modification (3)
- HWC 651 Nutrition for Chronic Disease (3) (P: HWC 591)
- HWC 652 Exercise for Chronic Disease (3) (P: HWC 591)
- HWC 653 Stress and Sleep Management (3)

Take 1 of the following Graduate Certificate Programs

Care Coordination

- HWC 591 Advanced Lifestyle Medicine (3)*
- HWC 655 Care Coordination and Team-Based Care (3)
- MPH 608 Health Communication and Informatics (3)
- NDR 771 Collaboration and Conflict Resolution in Health Care (3)
- MHE 603 Law and Health Care Ethics (3)

Healthy Aging

- HWC 591 Advance Lifestyle Medicine (3)*
- HWC 654 Healthy Aging Across the Lifespan (3)
- MMA 630 Health Care and Health Services: Anthropological Perspective
- MHE 604 Social and Cultural Contexts of Health Care (3)
- NUR 756 Health Promotion and Disease Prevention for the Gerontological Population

Program Design, Evaluation and Leadership

- HWC 501 Personal Development for the Health and Wellness Coach (3)
- HWC 670 Research Methods and Program Design (3)
- MSL 500 Developing Your Leadership (3)
- MMA 590 Social Epidemiology (3)
- MPH 633 Health Economics and Finance (3)

Take All of the Following

- HWC 760 Advanced Health and Wellness Coaching (3) (P: HWC 650, HWC 651, HWC 652, HWC 653)
- HWC 770 Capstone in Health and Wellness Coaching (3)

*or elective if already taken

Course Descriptions

HWC 501 Personal Development for the Health and Wellness Coach (3)

A fundamental component to health and wellness coaching is self-awareness, continuous personal development, daily reflection, personal balance, and the self-promotion of health and well-being. This course provides students with tools and practices to achieve and maintain these fundamental components.

HWC 591 Advanced Lifestyle Medicine (3)

This course provides students with a broad perspective on the many factors that determine health, with emphasis on healthy lifestyle behaviors. Students will construct, implement and modify healthy lifestyle programs for case patients/clients with and without chronic disease and across the lifespan. Special emphasis will be placed on understanding the pathophysiology and current treatment strategies of common chronic diseases. Students also learn how to evaluate and read research papers that are based on lifestyle medicine practices and procedures.

HWC 650 Health Behavior Modification (3)

This course studies behavior modification theories and techniques that can be applied to affect human behavior. Students learn about methods, terminology and procedures used, as well as the development and history of behavior modification. Students also learn how to evaluate and read research papers that are based on behavior modification practices and procedures. An emphasis is placed on effective interpersonal communication with others that can lead to positive health outcomes.

HWC 651 Nutrition for Chronic Disease (3) (P: HWC 591)

This course reviews the basic principles of human nutrition with emphasis on the relationship between diet and health, and diet and disease. Students will learn and practice how to construct, implement, and modify personalized nutrition programs for patients/clients with and without chronic disease and across the lifespan. Students also learn how to evaluate and read research papers that are based on nutrition practices and procedures.

HWC 652 Exercise for Chronic Disease (3) (P: HWC 591)

This course reviews the basic principles of aerobic and anaerobic fitness and their relationship with health and disease. Students will learn and practice how to construct, implement, and modify personalized exercise programs for patients/clients with and without chronic disease and across the lifespan. Students also learn how to evaluate and read research papers that are based on exercise practices and procedures.

HWC 653 Stress and Sleep Management (3)

This course studies stress and sleep and their respective impacts on health and chronic disease across the lifespan. Several stress management techniques are debated and practiced with emphasis on mind-body medicine and the relaxation response. Students also learn how to evaluate and read research papers that are based on stress and sleep management practices and procedures.

HWC 654 Healthy Aging Across the Lifespan (3) This course presents an analysis of contemporary issues that contribute to health risk factors across the lifespan from infancy to elderly populations. Healthy aging will be discussed from the perspectives of clinical health, healthy lifestyle choices, social and economic factors, and the physical environment. The promotion of health and well-being will be emphasized across the lifespan.

HWC 655 Care Coordination and Team-Based Care (3) This course will discuss the skills necessary to help patients successfully navigate through the healthcare system over the course of the lifespan. Emphasis will be placed on the knowledge, skills and values needed to serve as a liaison between patients and their healthcare team and serve as a guide and advocate. Students will learn about team-based care dynamics and how to be an effective member of a team in a health and wellness setting.

HWC 670 Research Methods and Program Design (3)

This course will explore of quantitative and qualitative research techniques applicable to health and wellness literature and program design. By the end of the course, students will be able to evaluate research and the program designs of others. In addition, students will be able to design their own programs with the appropriate methods of evaluation.

HWC 760 Advanced Health and Wellness Coaching (3) This advanced course will prepare students for health and wellness coaching through the practice of program design and implementation of individuals within the community. Special emphasis will also be placed on team building skills and business practices related to health and wellness coaching.

HWC 770 Capstone in Health and Wellness Coaching (3)

This independent study course pulls together the many topics and experiences that each student obtained from their program course of study and applies the knowledge, skills and values learned towards an independent study project. Students reflect on their prior coursework, service, research, experiential training and their own personal journey with health and well-being to complete a portfolio in preparation for the next step of their professional career.

HWC 771 Field Research and Thesis Writing (6)

This course is taken by students who opt for the field research track with writing a thesis based on the field research findings. Students will closely interact with and be mentored by their advisor in collecting, analyzing, and interpreting data and when they write the thesis.

HWC 772 Library Research and Thesis Writing (6)

This course is taken by students who opt for the library research track with writing a thesis based on the library research findings. Students will closely interact with and be

mentored by their advisor in searching for, analyzing, and interpreting data and when they write the thesis.

HWC 773 Practicum and Program Development (6)

This course is taken by students who opt for the practicum track with developing a program, assessment tool, educational material, etc. for a practicum organization supervised by someone within the organization and by the academic advisor. Both the academic advisor and the organization's supervisor will assess the developed "product" and the academic advisor will assign the grade.

MHE 603 Law and Health Care Ethics (3) This course explores the crucial connection between health law and health care ethics. The course focuses on major ethical themes that have emerged in the law and highlights specific interconnections of doctrines that have come out of landmark cases. The course will also examine the significant and fundamental differences between health care ethics and health law.

MHE 604 Social & Cultural Contexts of Health Care (3) This class introduces the student to the various contexts of personal and social experience that construct and interpret bioethics. Participants consider identity and autonomy as embedded in social matrices ranging from the body itself to global configurations. Various power dynamics of class, legitimacy, and ideology are considered. Participants analyze the culture of the biomedical project and the challenge of finding one's voice within it.

NDR 771 Collaboration and Conflict Resolution in Health Care (3) Conflicts in health care occur on a daily basis, many of which involve poor clinical outcomes that may result in lawsuits, licensure disputes, credentialing and employment claims, and more simply, a general breakdown in trust of the healthcare system as a whole.

MPH 608 Health Communication and Informatics (3)

This course provides a foundation for understanding the concepts and best practices in health communication and for developing skills in building effective communication campaigns with multiple and culturally diverse audiences. Recognizing the importance of informatics in health communication, the course will also address skills in the use of information technology for the retrieval, management and dissemination of information that promotes population health.

MPH 633 Health Economics and Finance (3)

The course examines fundamental theories in health economics and health care finance and the application of these theories in public health administration. The course emphasizes and understanding of economic issues within the larger social and political context in which public health operates. Economic and finance theories and practices pertinent to the public health sector as well as concepts and practices in financial

management that support the successful leadership and administration of public health organizations will be explored in this course.

MMA 630 Health Care and Health Services: Anthropological Perspectives (3)

From birth to death, medical decisions pervade our lives. From macroeconomic controversies over private vs. managed care to micro-cultural decisions over whether and how to incorporate various healing traditions into our lives, all of us make decisions, on a daily basis, over types of medical treatment. This course takes a historical and comparative anthropological approach to studying health services and healthcare systems. The course especially emphasizes three topics: (a) controversies precipitated by new medical technologies; (b) continuities and dislocations between western and non-western medical traditions; (c) appropriate responses to chronic and global diseases, such as AIDS. We consider the broad plurality of ways of diagnosing and treating illness throughout the world, as well as the specific historical and local contexts of new treatments and technologies.

NUR 756 Health Promotion and Disease Prevention for Gerontological Populations

This course prepares the student to utilize health promotion and health protection principles in the delivery of care to the older adult and their families, and caregivers. Demographic trends and stereotypes, as well as biological and psychological theories of aging are explored. Quality of life issues through the utilization of health promotion strategies are a focus combined with prevention strategies for age specific diseases and syndromes. Cultural, ethnic, spiritual, and age sensitive issues are addressed. Collaborative strategies to improve outcomes using evidence-based protocols with multi-disciplinary personnel are emphasized.