

INHL A100: INTEGRATIVE HEALTH COACH PRINCIPLES & PRACTICE I

Item	Value
Curriculum Committee Approval Date	10/06/2021
Top Code	126100 - Community Health Care Worker
Units	3 Total Units
Hours	90 Total Hours (Lecture Hours 36; Lab Hours 54)
Total Outside of Class Hours	0
Course Credit Status	Credit: Degree Applicable (D)
Material Fee	No
Basic Skills	Not Basic Skills (N)
Repeatable	No
Grading Policy	Standard Letter (S), • Pass/No Pass (B)

Course Description

Prepares students for work as Integrative Health Coaches in clinics, hospitals, and other health provider locations. The course emphasizes skill development in areas of client-centered theory and practice. Topics include the role of the IHC in the delivery of medical care and services as related to client-centered professional skills, behavior change theory, goal setting, and motivation. Students will also explore professional practices related to self-care teamwork, ethics, and conflict resolution. Transfer Credit: CSU.

Course Level Student Learning Outcome(s)

1. Explain the role of the Integrative Health Coach on a health care team and how their work improves patient health outcomes.
2. Analyze health issues and inequalities from public health and social justice perspectives.
3. Demonstrate skills for providing client-centered assessment and care management services.

Course Objectives

- 1. Understand difference in the scope of practice for healthcare provider teams, including those with direct contact with patients and those with limited or no contact.
- 2. Understand the evidence based practices of the IHC and how the work of the IHC effectively supports improvement in health outcomes.
- 3. Develop understanding of the public health framework and how it supports health outcomes
- 4. Evaluate interventions for their level of prevention and demonstrate understanding of the application of levels of prevention.
- 5. Compare public health with clinical practice and understand where they intersect and work collaboratively
- 6. Evaluate health care systems using a systems thinking framework.
- 7. Describe and explain the determinants of health and disease.

- 8. Explain the role of health justice in decreasing health disparities across populations and communities.
- 9. Apply cultural humility to interpersonal interactions.
- 10. Explain and describe a variety of client centers theories as they apply to health care delivery.
- 11. Identify common trauma responses and develop client-centered approaches to supporting patient recovery.
- 12. Applied client-centered professional skills in care management and navigation.
- 13. Explain behavior change models as they apply to health behaviors.
- 14. Apply SMART goal setting techniques to behavior goals.
- 15. Explain the causes and signs of burnout, and what can be done to for professional self-care.
- 16. Explain the role ethics plays in the role of the Integrative Health Coach.
- 17. Demonstrate understanding of the scope of practice of the Integrative Health Coach, including risks of exceeding scope of practice.
- 18. Apply the techniques of active listening, including expressing empathy, reflecting feelings, paraphrasing content and summarizing.

Lecture Content

Health Care Professionals History and roles of IHCs Research on the effectiveness of IHCs Emerging models of practice Professional leadership and networks Healthcare team Healthcare providers with extensive/direct patient contact Healthcare providers with limited or no patient contact. Preventative healthcare IHCs and other Health Navigation professionals Levels of prevention Risk and risk assessment Professional Skills Roles of IHCs Employers and job descriptions Settings Populations served Types of services provided Personal qualities Core roles Eight core competencies Scope of practice Variations in the scope of practice based on training, certification, state and employer policies Risks of exceeding the scope of practice Negotiating the scope of practice Role of Public Health Institutions in Healthcare Delivery Public health concepts and models Public health versus medicine Public health issues and vulnerable populations Evidence-based practice Systems thinking framework Six steps in systems thinking Applying systems thinking to improve healthcare delivery Connecting the components of health systems Health inequities and health justice Definition of health inequity and inequality Epidemiological data on health inequities Local/county data State data National data Global inequities Social Determinants of Health Causes and consequences of health inequities Social justice approaches for eliminating health inequities and promoting health status Client-centered assessment The interview Structure of a client interview Establishing rapport Strength-based assessment Ending the interview Decisions and next steps Ensuring client understanding Documenting the interview Note completion Plan for coordination of services, referrals, and follow-ups Process for monitoring and tracking Client-centered theory and practice Client-centered theory Person-centered psychology Client-centered versus provider-centered models Autonomy Unconditional positive regard Strength-based approaches Harm reduction Scope of practice concerns and guidelines Assessing for client-centered practice Self-assessment through use of rubric Peer-assessment and feedback on client-centered practice skills Cultural Competency Cultural humility Definitions and purpose Cultural humility compared to cultural competency Self-study and self-awareness Histories of discrimination Transference

of power Strategies for working with clients across cultural identities Empathy vs Sympathy Developing an empathetic response Validating client experiences Local communities with increased risks for bias, discrimination, and illness Conflict resolution skills for IHCs Sources of conflict in the health care workplace Sources of conflict for health workers Insufficient resources Disagreement over roles and responsibilities Poor communication Cultural conflicts The perceived threat to one's identity Sources of conflict for clients Lack of resources and services Personal values and identity Psychological needs Communication skills in conflict resolution Move from certainty to curiosity Disentangle intention from the impact Distinguish blame from the contribution Promote cultural humility Value of compromise and apology Trauma-informed practice Trauma-informed practice models and policies Screening Tools- ACES (Adverse Childhood Experience) Common trauma responses Client-centered approaches to supporting the recovery of trauma survivors Suicidality Scope of practice concerns Establish safety Culturally relevant referrals Interdisciplinary team models Supervision Substance abuse issues and mental health diagnoses Self-care and burnout prevention Definition of stress and burnout Stress responses Common stressors Impact of provider stress on clients, providers, agency Ethical standards Stress management techniques Professional self-care plans Psychological aspects of healthcare Stress, burnout, and health care professionals The burnout cycle Signs and Symptoms of burnout Thinking Psychological Bodily Complaints

Lab Content

Active Listening Restating Summarizing, provide feedback Nonjudgemental Probing Validation Consequences Creating safety and building trust Reflecting on thoughts and feelings Behavior change model (Stages of Change) Purpose of behavior change Challenges to changing behaviors Stages of change Identifying appropriate support for stage progression Goal setting – SMART Specific Measurable Achievable Relevant Timely Technology to support behavior change Smartphone apps Nutritional tracking Exercise tracking Managing medication Text messaging Reminders Motivation Emerging Technologies

Method(s) of Instruction

- Lecture (02)
- DE Live Online Lecture (02S)
- DE Online Lecture (02X)
- Lab (04)
- DE Live Online Lab (04S)
- DE Online Lab (04X)

Instructional Techniques

Instruction will be delivered via lecture, video, class discussion, class projects, and demonstration of techniques.

Reading Assignments

Students will be required to read from the textbook and instructor-provided handouts. (3 hours/week)

Writing Assignments

Students will be expected to provide written assignments such as review and analysis of a case study and establishing a professional development plan. (2 hours/week) Peer review will also be used, and students will be required to read and respond to other students work. (1 hour/week)

Out-of-class Assignments

Students will need to use library resources to provide evidence for best practices. A total of approximately 6 - 7 hours a week will be required, considering reading, writing, and other requirements.

Demonstration of Critical Thinking

Students will demonstrate critical thinking through their evaluation of case studies and scenarios related to health care delivery. Students will develop a professional plan to deliver client-center practices.

Required Writing, Problem Solving, Skills Demonstration

Evaluation of case studies will require students to apply what they have learned in class to specific situations, and these evaluations will be submitted as written assignments. Students will be asked to determine a course of action for different situations, demonstrating problem-solving and skills developed during the course. Problem-solving will be demonstrated through small group work analyzing topics such as health inequalities and the application of cultural humility concepts and skills for community health workers as well as through role-play activities demonstrating community health worker core competencies including client-centered assessment and action planning

Eligible Disciplines

Counseling: Masters degree in counseling, rehabilitation counseling, clinical psychology, counseling psychology, guidance counseling, educational counseling, social work, or career development, marriage and family therapy, or marriage, family and child counseling, OR the equivalent. (NOTE: A bachelors degree in one of the above listed degrees and a license as a Marriage and Family Therapist (MFT) is an alternative qualification for this discipline.) Masters degree required. Title 5, section 53410.1 Health: Masters degree in health science, health education, biology, nursing, physical education, kinesiology, exercise science, dietetics, or nutrition OR bachelors degree in any of the above AND masters degree in public health, or any biological science OR the equivalent. Masters degree required. Health care ancillaries (medical assisting, hospice worker, home care aide....) Any bachelors degree and two years of professional experience, or any associate degree and six years of professional experience. Health services director/ health services coordinator/ college nurse: Minimum qualifications for these faculty members specified in title 5, section 53411. Masters degree required. Title 5, section 53411. Nursing: Masters degree in nursing OR bachelors degree in nursing AND masters degree in health education or health science OR the equivalent OR the minimum qualifications as set by the Board of Registered Nursing, whichever is higher. Masters degree required. Nursing science/clinical practice: Any bachelors degree and two years of professional experience, or any associate degree and six years of professional experience. Nutritional science/dietetics: Masters degree in nutrition, dietetics, or dietetics and food administration OR bachelors degree in any of the above AND masters degree in chemistry, public health, or family and consumer studies/home economics OR the equivalent. (Note: A bachelors degree in nutrition, dietetics, or dietetics and food administration, and certification as a registered dietician, is an alternative qualification for this discipline.) Masters degree required. Title 5, section 53410.1

Textbooks Resources

1. Required Berthold, T. Foundations for Community Health Workers. , 2 ed. San Francisco, CA: Jossey-Bass, 2016
2. Required Jordan, M.. Integrative Health Coaching: Resource Guide for Navigating

Complementary and Integrative Health, ed. Wellness Associates, 2018
Rationale: Addressed topics covered

Other Resources

1. Instructor handouts as necessary