

Winona State University

Office of the Provost Interoffice Memo

To: Brian Zeller, Department Chairperson

From: Pat Rogers, Provost & Vice President for Academic Affairs



Re: Undergraduate Course

Date: 10/23/2013

cc: William McBreen, Dean
Lori Beseler, Registrar's Office
Darrel Downs, IFO Union President
Timothy Comes, Student Senate President
Kristi Ziegler, University Center Rochester
Pat Paulson, A2C2 Chair
Rita Rahoi-Gilchrest, GEP Program Director

This is to inform you I have approved the following:

DEPARTMENT: **HERS**

COURSE NUMBER: 348

COURSE: **Health Coaching: From Theory to Practice**

APPROVED FOR: Undergraduate Course

Notes: 2 credit hours. Grade only. Offered each semester. Starts spring 2014.

WINONA STATE UNIVERSITY
NEW AND REVISED COURSE AND PROGRAM APPROVAL FORM

Routing form for new and revised courses and programs.

Course or Program HEPS 348
Health Coaching : From Theory
to Practice

Department Recommendation		
<u>Bzeller</u> Department Chair	<u>9/20/13</u> Date	<u>bzeller@winona.edu</u> e-mail address
Dean's Recommendation <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No*		
<u>[Signature]</u> Dean of College	<u>9/23/13</u> Date	
*The dean shall forward their recommendation to the chair of the department, the chair of A2C2, and the Vice President for Academic Affairs.		
A2C2 Recommendation <input checked="" type="checkbox"/> Approved <input type="checkbox"/> Disapproved		
<u>[Signature]</u> Chair of A2C2	<u>10/9/2013</u> Date	
Graduate Council Recommendation (if applicable) <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved		
_____ Chair of Graduate Council	_____ Date	
_____ Director of Graduate Studies	_____ Date	
Faculty Senate Recommendation <input checked="" type="checkbox"/> Approved <input type="checkbox"/> Disapproved		
<u>[Signature]</u> President of Faculty Senate	<u>10-21-13</u> Date	
Academic Vice President Recommendation <input checked="" type="checkbox"/> Approved <input type="checkbox"/> Disapproved		
<u>[Signature]</u> Academic Vice President	<u>10-21-13</u> Date	
Decision of President <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved		
_____ President	_____ Date	
Please forward to Registrar.		
Registrar _____ Date entered	Please notify department chair via e-mail that curricular change has been recorded.	

[Revised 9-1-10]

Revised 1-10/3/2013 PSB

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WINONA STATE UNIVERSITY

PROPOSAL FOR A NEW COURSE

This form is to be used to submit a proposal for a new undergraduate or graduate course. Every item on this form must be completed prior to submission to A2C2. The department proposing a new course must include a **Financial and Staffing Data Sheet** and a **New and Revised Course and Program Approval Form** with the department chairperson's and Dean's signatures. Refer to Regulation 3-4, **Policy for Changing the Curriculum**, for complete information on submitting proposals for curricular changes.

Department Health, Exercise & Rehabilitative Sciences (HERS) Date September 20, 2013

348 Health Coaching: From Theory to Practice 2
Course No. Course Title Credits*

This proposal is for a(n): ☒ Undergraduate Course ☐ Graduate Course

Is this course for USP? ☐ Yes** ☒ No Is this course for GEP? ☐ Yes** ☒ No

List all Major Codes to which this proposal applies as a required course: N/A

List all Major Codes to which this proposal applies as an elective course: N/A

List all Minor Codes to which this proposal applies as a required course: N/A

List all Minor Codes to which this proposal applies as an elective course: N/A

Prerequisites HERS 204 and/or consent of instructor; HERS 328 preferred

Grading method ☒ Grade only ☐ P/NC only ☐ Grade and P/NC Option

Frequency of offering Offered each semester

What semester do you anticipate that will this course be offered for the first time? Spring 2014

Note: The approval process for a new course typically takes at least four to six weeks

* If this course will change the number of credits for any major or minor, the form **Proposal for a Revised Program** must also be submitted and approved according to the instructions on that form.

For General Education Program (GEP) or University Studies (USP) course approval, the form **Proposal for General Education Courses or **Proposal for University Studies Courses** must also be completed and submitted according to the instructions on that form.

Please provide all of the following information:

(Note: a syllabus or other documentation may not substitute for this)

A. Course Description

1. Description of the course as it will appear in the WSU catalog, including the credit hours, any prerequisites, and the grading method. If the course can be repeated, indicate the maximum number of credit hours for which this can be done.

This course will study key issues concerning community health care aimed at developing approaches to supporting patients. Students will be engaged in the process of educating and motivating identified *at risk* patients to take an active and meaningful role in their health and well-being. Students will develop a comprehensive series of bio-psycho-social insights for promoting positive health behaviors, enabling patients to move past their perceived obstacles and boosting overall adherence. The process of exploring identified healthcare challenges/opportunities is intended to prepare students for effectively serving as health coaches in the community. This course provides students with the academic foundation for a subsequent Health Coach Practicum(s) with Winona Health Services. Prerequisites: HERS 204 – Personal and Community Health and/or consent of instructor; Preferred prerequisite HERS 328 – Behavioral Interventions. Grade Only. Offered each semester.

2. Course outline of the major topics, themes, subtopics, etc., to be covered in the course. This outline should be, at a minimum, a two-level outline, i.e., consisting of topics and subtopics. This information will be submitted to MnSCU by the WSU Registrar's office.

updated 10/3
minor revisions

I. The Need for Change: health care delivery challenges in the community

- A. Background – Introduction to US Healthcare System
- B. Health Care Delivery
- C. Community Service Providers
- D. Introduction to Care Coordination
- E. Patient Challenges
- F. Overview of Health Coaching
- G. Impact of Health Coaching

II. The Role of the Health Coach in the Community: becoming a change agent

- A. Introduction to Health Coaching
- B. Understanding Lifestyle Choices
- C. Ethical Issues
- D. Medical Symptom Management
- E. Support and Adherence
- F. Medical Literacy
- G. Understanding the SEMAPS Profile

III. Population Medicine: prevention and manageable risk factors

- A. Disease and Disease Prevention
- B. Lifestyle and its impact on health
- C. Perceptions and Health
- D. Manageable Risk Factors
- E. The Role of the Health Coach
- F. Impact of Health Coaching

IV. Diabetes, Obesity and Metabolic Syndrome: nutritional considerations

- A. Background
- B. Overweight and Obesity
- C. Metabolic Syndrome
- D. Diabetes
- E. The Role of the Health Coach
- F. Impact of Health Coaching

V. Taking it to Heart: coronary vascular disease, strokes and congestive heart failure

- A. Background
- B. Overview
- C. Manageable Risk Factors
- D. Challenges to Treatment and Maintenance
- E. Physicians and Hospitals
- F. The Role of the Health Coach
- G. Impact Of Health Coaching

VI. Challenges for the Uninsured and the Underinsured: ethical questions

- A. Background
- B. The Uninsured
- C. The Underinsured
- D. Risk-based Coverage
- E. Mandating Care
- F. End-of-Life Issues
- G. The Role of the Health Coach

VII. Building Adherence and Support

- A. Background
- B. Determinates of Adherence
- C. Models
- D. Team Interventions
- E. The Role of the Health Coach

VIII. Community Medicine & the Law

- A. Funding Costs and Reform
- B. Understanding Nonprofits and “Charitable” Missions
- C. Why “nonprofits” can earn a profit
- D. The expanding realm of “charitable care:” Immigration, Medicaid, uninsured
- E. The Relationship between Funding and Access
- F. Lowering Health Care Costs
- G. HIPAA
- H. The role of the Health Coach

IX. Quality and the Patient Experience

- A. Background
- B. From Measurement to Improvement
- C. Prioritizing quality
- D. Community Care Network (CCN) Quality Care Plan (QCP)
- E. Enhancing the Patient Experience
- F. The role of the Health Coach

X. Building a Working Alliance: the health coach patient relationship

- A. Background
- B. The Therapeutic Alliance
- C. Identifying and Achieving Goals and Tasks
- D. Determinants of effective strategies/tasks (SMART)
- E. Approaches and Strategies for Creating the Therapeutic Alliance
- F. Dealing with Resistance
- G. The Role of the Health Coach

3.a Instructional delivery methods utilized: (Please check all that apply).

Auditorium/Classroom: <input checked="" type="checkbox"/>	ITV <input type="checkbox"/>	Online <input type="checkbox"/>	Web Enhanced <input type="checkbox"/>	Web Supplemented <input type="checkbox"/>
Laboratory: <input type="checkbox"/>	Service Learning <input type="checkbox"/>	Travel Study <input type="checkbox"/>	Internship/Practicum <input type="checkbox"/>	
Other: (Please indicate) <input type="text"/>				

3.b. MnSCU Course media codes: (Please check all that apply).

None: <input type="checkbox"/>	3. Internet <input type="checkbox"/>	6. Independent Study <input type="checkbox"/>	9. Web Enhanced <input type="checkbox"/>
1. Satellite <input type="checkbox"/>	4. ITV Sending <input type="checkbox"/>	7. Taped <input type="checkbox"/>	10. Web Supplemented <input checked="" type="checkbox"/>
2. CD Rom <input type="checkbox"/>	5. Broadcast TV <input type="checkbox"/>	8. ITV Receiving <input type="checkbox"/>	

4. Course requirements (papers, lab work, projects, etc.) and means of evaluation.

METHODS OF EVALUATION:

Observations (2x25)	50 pts.
Completion of Video Seminars (2x12 & 2x13)	50 pts.
Class Activities (10x10)	100pts
Exams (2x50)	100pts.

Total 300pts.

Course Requirements:

- **Attendance:** to receive optimal benefit for your time and money involved in this class it is important that you attend. Class participation and discussion are expected. NO penalty will be assessed for the first absence, excused or unexcused. However, beginning with the next absence, 25 points per absence will be deducted from your total points. It is also important that each person be on time. It is distracting and inconsiderate to every class member and the instructor for individuals to arrive late!
- **Assignments** should be turned in on time or early. **Late work will not be accepted.** Information missed should be obtained from collaboration with a fellow student. There will be NO make-up exams without prior permission. D2L is utilized in this course.
- **Participation** in activities in-and outside of class is expected from all students. There will be activity(s) in 10 of the classes that will be graded as completed or participated in for a total of 100 points.
- Two one hour observations will be completed throughout the semester with Winona Health Home Care / Winona Area Hospice clinicians. Utilizing the worksheet on D2L write a reflection including your overall impressions, thoughts and feelings about the visit. Please note the intergenerational communication skills between the clinician and client as well as the basic elements in the client's home that may create barriers for this client. Completed worksheets and a verbal "report"/debriefing of the experience will be handled **the following class period**.
- Four **web-based training modules** will be completed throughout the semester. Students will be awarded a certificate of completion after they complete and pass the on-line exam at the end of each training. The modules will be graded (total points awarded) when the certificate of completion is turned in to the Professor.
- **Exams:** There will be two exams, 50 points each. They will cover assigned chapters, readings, discussions, handout materials, guest speakers, and all of the information covered in class. The lectures will be designed as a compliment and supplement to the readings. Lectures will include material not presented in your readings.

5. Course materials (textbook(s), articles, etc.).

Two on-line textbooks will be utilized in this course:

<http://www.cancer.gov/cancertopics/cancerlibrary/theory.pdf>

Theory at a Glance A guide for Health Promotion Practice Second Edition

US Department of Health and Human Services

National Institutes of Health

National Cancer Institute

www.who.int/chp/knowledge/publications/adherence_full-report.pdf

Adherence to Long-term Therapies: Evidence for Action

World Health Organization

6. List the student learning outcomes for this course and how each outcome will be assessed.

At the completion of this course, the student will be able to:

1. Identify and describe how physical, social, emotional, intellectual and environmental factors influence health behaviors
(Assessed by: observations, class activities , and exams)
2. Be sensitive to individual learning styles, cultures and life style choices
(Assessed by: observations and class activities)
3. Apply behavior change theories/models into practical settings
(Assessed by: observations, completion of video seminars, class activities and exams)
4. Discuss a series of evidence-based strategies for optimizing the healthcare outcomes and patient experiences of individuals with manageable risk factors
(Assessed by: observations, completion of video seminars, class activities and exams)
5. Integrate a comprehensive series of bio-psycho-social insights into strategies for promoting positive self-health behaviors.
(Assessed by: observations, completion of video seminars, and class activities)
6. Work with an interdisciplinary team of health professionals that identifies/assesses adherence obstacles and care gaps, and provides suggestions/support for improving care coordination
(Assessed by: observations and exams)
7. Serve as a health coach within an interdisciplinary care coordination healthcare team
(Assessed by: observations and class activities)

B. Rationale

Provide a rationale for the new course. The rationale should include the following items.

1. A statement of the major focus of the course.

This course was designed as a collaborative effort between Winona Health and Winona State University. This course will allow real world experience with patient communication/care, which will enhance students' ability to practice as a health care professional and further support applications to graduate programs of their choice.

2. A statement of how this course will contribute to the departmental curriculum.

This course supplements the expectations of graduates who will work with a patient population. While this course is not required for any of our current academic majors, students who elect to complete this course will enhance their understanding of our health care system and increase their communication skills with a patient population.

3. A statement of why this course is to be offered at this level (i.e. 100-, 200-, 300-, 400-, or 500-level)

300 Level – students are expected to have base knowledge in personal and community health along with above average communication skills in order to successfully complete this course.

4. Identification of any courses which may be dropped, if any, if this course is implemented.

No courses will be dropped for this course.

C. Impact of This Course on Other Departments, Programs, Majors, and Minors

Provide a statement of the impact of this course on other departments, programs, majors, and minors.

1. Clearly state the impact of this course on courses taught in other departments. Does this course duplicate the content of any other course? Is there any effect on prerequisites for this or any other courses?

This course does not duplicate or impact courses taught in other Departments. We would encourage pre-professional students in physical therapy, physician assistants and medicine to enroll.

2. Would approval of this course change the total number of credits required by any major or minor of any department? If so, explain the effects which this course would have.

NO

3. If this course has an impact on the major or minor of any other department or program, it is the responsibility of the department submitting the course proposal to send written notification to the department(s) or program(s) affected. State clearly which other programs are affected by this proposal and whether the other departments have been notified and/or consulted. Attach letter(s) of understanding from impacted department(s).

N/A

D. Attach to This Proposal a Completed

1. *Financial and Staffing Data Sheet*
2. *New and Revised Course and Program Approval Form*

E. Department Contact Person for this Proposal:

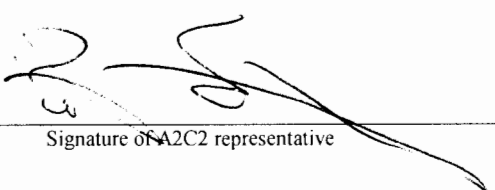
BRIAN ZELLER
Name (please print)

x 5575
Phone

bzeller@winona.edu
e-mail address

F. Review by Department A2C2 Representative

I have reviewed this proposal and certify that it is complete


Signature of A2C2 representative

Definitions for codes in 3a and 3b:

01-Satellite:

02- CD ROM:

03- Internet: Predominately = where all, or nearly all, course activity occurs in an online environment. One to two activities may occur face-to-face in a classroom, with the maximum being two activities.

04 – ITV Sending: a course in which students are in the classroom with the instructor, other students join via interactive television technology from other geographically separate locations

05 – Broadcast TV:

06 – Independent Study: a course in which the teacher develops specialized curriculum for the student(s) based on department guidelines in the University course catalog

07 – Taped: a course in which the teacher records the lessons for playback at a later date

08 – ITV Receiving: a course in which students are not in the classroom with the teacher, other students join via interactive television technology from other geographically separate locations

09 – Web Enhanced- Limited Seat Time: For a course in which students are geographically separate from the teacher and other students for a majority of required activities. However, some on-site attendance is required. The course includes synchronous and/or asynchronous instruction.

10 – Web Supplemented- No Reduced Seat Time: For a course utilizing the web for instructional activities. Use of this code may assist your college/university in tracking courses for “smart classrooms” and/or facility usage.

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WINONA STATE UNIVERSITY
FINANCIAL AND STAFFING DATA SHEET

Course or Program HERS 348

Include a Financial and Staffing Data Sheet with any proposal for a new course, new program, or revised program.

Please answer the following questions completely. Provide supporting data.

1. Would this course or program be taught with existing staff or with new or additional staff? If this course would be taught by adjunct faculty, include a rationale.

Course would be taught by existing staff.

2. What impact would approval of this course/program have on current course offerings? Please discuss number of sections of current offerings, dropping of courses, etc.

The offering of this course would have no effect on current course offerings. The faculty member assigned to this course will either teach this section as part of current load or will teach the course on overload. Both options are supported by the Dean of the College of Nursing and Health Sciences. All current courses will continue to be taught.

3. What effect would approval of this course/program have on the department supplies? Include data to support expenditures for staffing, equipment, supplies, instructional resources, etc.

No effect on office supplies or equipment.

[Revised 9-05]