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Family Wellness Coaching

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Vermont Center for Children, Youth, and Families
UVM College of Medicine

Office hours by appointment only

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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 and Thursdays from 2:50 to 4:05pm, in the Kalkin Building, Room 003.
- Typically, the Tuesday class will follow a lecture format, and the Thursday class will be more interactive to allow students to practice the coaching skills.
- Class readings will be assigned weekly (uploaded to Blackboard). Students are expected to complete the assigned weekly readings by the Tuesday class.
- No textbook is required.

Grading Policy

- **Attendance and participation.** Each student is allowed two excused absences. Absences exceeding this number may result in a lowered grade. Students are expected to participate in class discussions and activities.
- **Response papers:** Students are expected to complete four short papers in response to the assigned readings.
 - **Instructions:** A response paper is a 2-3 page (double-spaced) document in which the student is asked to share their responses to the reading. The response paper should state the title of the reading and answer the following questions:
 - (1) List at least three main ideas (or findings, if the paper is a research study) stated in the reading.

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- (2) Why are the main ideas (or findings) addressed in this reading important for this class?
- (3) Discuss one idea or strategy pertaining to health and wellness discussed in the reading that you can apply in your life. Describe how you could apply this idea or strategy to enhance your own wellness.

- **Final Project:** A final individual project will be due at the end of class. Students will present their final projects during the last two weeks of class to their classmates and Family Wellness Coaches working at the Vermont Center for Children, Youth, and Families. Details of this assignment will be presented on *March 8*.

Performance Elements	% of Final Grade
Attendance & Participation (includes timely completion of course readings)	30
Four Response Papers	40
Final Project	30

Course Schedule

Weeks and Dates	Topic	Notes
Week 1 <i>January 16 (Drs. Hall & Ivanova)</i>	Overview of the class and of the Vermont Family Based Approach	
<i>January 18 (Dr. Ivanova)</i>	Family Wellness Coaching (scope of practice, professional identity, standards and ethics, coaching relationship)	
Week 2 <i>January 23 (Dr. Ivanova)</i>	Foundational Concepts of Family Wellness Coaching (familial nature of health, family routines and practices, health literacy and healthcare engagement)	
<i>January 25 (Dr. Hall)</i>	Foundations of Behavior Change	
Week 3 <i>January 30 (Dr. Ivanova)</i>	Enhancing Motivation for Change 1	Response Paper #1 Due
<i>February 1 (Dr. Ivanova)</i>	Enhancing Motivation for Change 2	

<p>Week 4 February 6 (Dr. Ivanova)</p> <p>February 8 (Dr. Ivanova)</p>	<p>Enhancing Motivation for Change 3</p> <p>Enhancing Motivation for Change 4</p>	
<p>Week 5 February 13 (Dr. Ivanova)</p> <p>February 15 (Dr. Ivanova)</p>	<p>Therapeutic Family Assessment of Emotional and Behavioral Health</p> <p>Therapeutic Family Assessment of Emotional and Behavioral Health</p>	
<p>Week 6 February 20 (Dr. Hall)</p> <p>February 22 (Dr. Hall)</p>	<p>Wellness Planning and Contracting</p> <p>Wellness Planning and Contracting</p>	<p>Response Paper #2 Due</p>
<p>Week 7 February 27 (Dr. Ivanova)</p> <p>March 1 (Dr. Ivanova)</p>	<p>Promoting Mindfulness</p> <p>Promoting Mindfulness</p>	
<p>Week 8 March 6</p> <p>March 8</p>	<p>Town Meeting Day (no class)</p> <p>Catch up day</p>	<p>Instructions for Final Projects are given</p>
<p>Week 9 March 13</p> <p>March 15</p>	<p>Spring Break!</p>	
<p>Week 10 March 20 (Dr. Ivanova)</p> <p>March 22 (Dr. Ivanova)</p>	<p>Promoting Sleep</p> <p>Promoting Music Training</p>	<p>Response Paper #3 Due</p>
<p>Week 11 March 27 (Dr. Hall)</p> <p>March 29 (Dr. Hall)</p>	<p>Promoting Exercise</p> <p>Promoting Exercise</p>	
<p>Week 12 April 3 (Dr. Hall)</p> <p>April 5 (Dr. Hall)</p>	<p>Promoting Healthy Eating</p> <p>Promoting Healthy Eating</p>	<p>Susan Edwards of the UVM Expanded Food and Nutrition Education Program</p>

		(EFNEP) presents on April 5
Week 13 <i>April 10 (Dr. Hall)</i>	Positive Parenting	Response Paper #4 Due
<i>April 12 (Dr. Hall)</i>	Positive Parenting	
Week 14 <i>April 17 (Dr. Hall)</i>	Positive Parenting	
<i>April 19 (Dr. Hall)</i>	Positive Parenting	
Week 15 <i>April 24</i> <i>April 26</i>	Final Project Presentations	
Week 16 <i>May 1</i> <i>May 4</i>	Final Project Presentations	

Health and Safety

Our first priority is to support a healthy and safe community:

Center for Health and Wellbeing <https://www.uvm.edu/health>

Counseling & Psychiatry Services (CAPS) <https://www.uvm.edu/health/CAPS>

Dean of Students Office If you are concerned about a UVM community member or about a specific event, we encourage you to contact the Dean of Students Office https://www.uvm.edu/deanofstudents/contact_us

UVM Policies

Student Learning Accommodations: In keeping with UVM policy, any student with a documented disability interested in utilizing accommodations should contact ACCESS, the office of Disability Services on campus:

https://www.uvm.edu/academicsuccess/student_accessibility_services

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

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

Code of Student Rights and Responsibilities:

<http://www.uvm.edu/policies/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/policies/student/ferpa.pdf>

Course Readings

Topic	Readings
<p>Week 1 Overview of the class and of the Vermont Family Based Approach</p> <p>Family Wellness Coaching (scope of practice, professional identity, standards and ethics, coaching relationship)</p>	<p>Hudziak, J.J. & Ivanova, M.Y. (2016). The Vermont Family Based Approach: Family based health promotion, illness prevention, and intervention. <i>Child and Adolescent Psychiatric Clinics</i>, 25(2), 167-178.</p> <p>Moore, M., Jackson, E., & Tschannen-Moran, B. (2016). Chapter 1: Introduction. (pp. 1-22). Wolters Kluwer: Philadelphia, PA.</p>
<p>Week 2 Foundational Concepts of Family Wellness Coaching (coaching relationship, familial nature of health, family routines and practices, health literacy and healthcare engagement)</p> <p>Foundations of Behavior Change</p>	<p>Moore, M., Jackson, E., & Tschannen-Moran, B. (2016). Chapter 2: Coaching Relationship Skills. (pp. 27-38). Philadelphia, PA: Wolters Kluwer.</p> <p>Christensen, P. (2003). The health-promoting family: a conceptual framework for future research. <i>Social Science and Medicine</i>, 59(2), 377-387.</p> <p>Clark, N.M., Janevic, M.R. (2014). Individual theories. In K.A. Riekert, J. K. Ockene and L. Pbert (Eds.). <i>The Handbook of Health Behavior Change</i> (pp. 3-26). New York, NY: Springer.</p>
<p>Week 3 Enhancing Motivation for Change 1</p> <p>Enhancing Motivation for Change 2</p>	<p>Rubak, S., Sandbæk, A., Lauritzen, T., & Christensen, B. (2005). Motivational Interviewing: A systematic review and meta-analysis. <i>British Journal of General Practice</i>, 55(513), 305-312.</p> <p>Rosengren, D.B. (2017). What is MI and why use it? In <i>Building Motivational Interviewing Skills: A Practitioner's Handbook</i> (pp. 10-47). New York, NY: Guilford Press, NY.</p>

<p>Week 4 Enhancing Motivation for Change 3</p> <p>Enhancing Motivation for Change 4</p>	<p>Rosengren, D.B. (2017). Engaging: The Relational Foundation. In <i>Building Motivational Interviewing Skills: A Practitioner's Handbook</i> (pp. 51-68). New York, NY: Guilford Press, NY.</p> <p>Rosengren, D.B. (2017). The Use of OARS. In <i>Building Motivational Interviewing Skills: A Practitioner's Handbook</i> (pp. 69-103). New York, NY: Guilford Press, NY.</p>
<p>Week 5 Therapeutic Family Assessment of Emotional and Behavioral Health</p> <p>Therapeutic Family Assessment of Emotional and Behavioral Health</p>	<p>Achenbach, T.M., Ivanova, M.Y., Rescorla, L.A. (2017). Empirically based assessment and taxonomy of psychopathology for ages 1.5-90+ years: Developmental, multi-informant, and multicultural findings. <i>Comprehensive Psychiatry</i>, 79, 4-18.</p>
<p>Week 6 Wellness Planning and Contracting</p> <p>Wellness Planning and Contracting</p>	<p>Epton, T., Currie, S., & Armitage, C. J. (2017). Unique effects of setting goals on behavior change: Systematic review and meta-analysis. <i>Journal of Consulting and Clinical Psychology</i>, 85(12), 1182-1198.</p>
<p>Week 7 Promoting Mindfulness</p> <p>Promoting Mindfulness</p>	<p>Gu, J., Strauss, C., Bond, R., Cavanagh, K. (2016). How do mindfulness-based cognitive therapy and mindfulness-based stress reduction improve mental health and wellbeing? A systematic review and meta-analysis of meditation studies. <i>Clinical Psychology Review</i>, 49, 1-12.</p> <p>Wheeler, M.S., Arnkoff, D.B., Glass, C.R. (2017). The neuroscience of mindfulness: How mindfulness alters the brain and facilitates emotion regulation. <i>Mindfulness</i>, 8(6), 1471-1487.</p>
<p>Week 8 Town Meeting Day (no class)</p> <p>Catch up day</p>	

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	<i>Journal of Behavioral Nutrition and Physical Activity, 14, 113-125.</i>
Week 13 Positive Parenting Positive Parenting	Steinberg, L. (2004). You cannot be too loving. In L. Steinberg (Ed.), <i>The Ten Basic Principles of Good Parenting</i> (pp. 27-46), New York, NY: Simon and Schuster
Week 14 Positive Parenting Positive Parenting	Steinberg, L. (2004). Establish rules and set limits. In L. Steinberg (Ed.), <i>The Ten Basic Principles of Good Parenting</i> (pp. 87-105). New York, NY: Simon and Schuster
Week 15 Final Project Presentations	--
Week 16 Final Project Presentations	--