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Wellness Coach Specialty Certification Candidate,

Congratulations on your decision to pursue NETA's Wellness Coach Specialty Certification! Earning NETA's Wellness Coach Specialty Certification can advance your career and prepare you with the essential skills necessary to help others achieve lasting lifestyle behavioral change.

The following study guide may serve as a 'check list' as you progress through the recommended resources in preparation for the Wellness Coach workshop and specialty certification exam. **To successfully prepare for the exam, NETA suggests that participants study the recommended materials beginning at least 30-45 days prior to attending the workshop or sitting for the examination.** Eligibility to sit for NETA's Wellness Coach Specialty Certification exam requires that candidates hold a current NCCA-accredited health or fitness certification, or equivalent education or credentials as an allied health professional. As such, it is expected that candidates also possess the minimum knowledge consistent with a fitness credential of this nature, in addition to the advanced knowledge and skills acquired in preparation for the Wellness Coach credential. The 1.5-day live workshop is intended to serve as a review of key topics in preparation for the Wellness Coach Specialty Certification examination. The workshop is a combination of classroom-based lecture, discussion, and practical activities.

The recommended textbooks include *Lifestyle Wellness Coaching*, 2nd edition (2013) by Gavin and Mcbrearty, *Motivational Interviewing: Helping People Change*, 3rd edition (2013) by Miller and Rollnick, and NETA's *The Fitness Professional's Manual*, 4th edition (2014). The following pages provide a study guide with regard to the key topics found within each of these resources. To supplement your study of these textbooks, we have also provided a list of 'additional recommended readings' largely focused on the important topic of motivational interviewing. The articles indicated on this list may be retrieved via Google Scholar (<http://scholar.google.com/>) by conducting a search using the title of each article.

Finally, pages 4-8 of this document provide NETA's Wellness Coach Role Delineation (also known as a Job Task Analysis). The Role Delineation was constructed by a team of subject matter experts in the field of health and wellness coaching, and serves as the blueprint from which the certification exam was constructed. The percentages assigned to each domain and task indicate the number of exam questions to be represented by each area. Please review this document to ensure you are familiar with all of the topics to be reflected in the certification exam.

If you have any questions or concerns as you study for the exam, please feel free to contact NETA's Education Department at 1-800-237-6242. Good luck with your preparations for NETA's Wellness Coach Specialty Certification exam!

Sincerely,

NETA's Education Department

NETA Wellness Coach Specialty Certification

Study Guide for:

Lifestyle Wellness Coaching, 2nd edition by Gavin & Mcbrearty (2013)

Chapter 1 – Introduction to Lifestyle Wellness Coaching

What you should know:

- Health issues facing modern society
- Benefits of an active lifestyle and healthy living
- The concepts of health and wellness
- Types of motivation and the motivation continuum
- Definition of coach and wellness coaching

Chapter 2 – Background and Core Ingredients of Coaching

What you should know:

- History and evolution of the coaching profession
- Shared characteristics of coaching models
- Key principles of adult learning
- Kolb and Fry's learning styles
- The concept of transformative learning
- Social support structures

Chapter 3 – Paths of Change

What you should know:

- The stages of change identified in the transtheoretical model (TTM)
- The concept of decisional balance
- Intervention strategies to support movement through the stages of change
- Self-efficacy theory and factors that influence self-efficacy
- The concept of self-regulation
- Lapse, relapse, and relapse prevention strategies

Chapter 4 – Flow Model of Coaching

What you should know:

- Phases and focus areas within the flow model.
- Strategies for engaging clients
- Planning strategies for the pursuit of a goal
- Components of a SuPeRSMART goal

Chapter 5 – Setting the Foundation for Effective Coaching

What you should know:

- The concepts of values, ethics, and morals
- Five-factor model of personality
- The concept of self-awareness
- Professional boundaries (e.g., scope of practice) and malpractice (i.e., negligence)
- Components of coach-client agreements

Chapter 6 – Cocreating the Coaching Relationship

What you should know:

- Establishing rapport, trust, and intimacy
- The concept of emotional intelligence
- Expressions and levels of empathy
- Attending and influencing skills
- Considerations with regard to creating a safe space for clients
- Definition and characteristics of 'coaching presence'

Chapter 7 – The Magic of Listening

What you should know:

- Dimensions of nonverbal communication (e.g., kinesics, paralinguistics, proxemics, environmental factors, and time)
- Interpretation of body language and nonverbal communication
- Active listening skills (e.g., minimal encouragers, statements of reflection, and summarizing)

Chapter 8 – The Power of Questioning

What you should know:

- Generic types of questions (e.g., closed, open, and indirect)
- 'Why' question considerations
- Types and use of 'powerful questions'
- Scaling questions (i.e., rating rulers)

Chapter 9 – Direct Communication

What you should know:

- Purpose, guidelines, and steps for providing feedback to clients
- Purpose, types, and steps related to confrontation
- Concept and types of immediacy
- Considerations regarding direct input (e.g., instructions, information, advice) delivered to clients

Chapter 10 – Awareness and Action

What you should know:

- Factors related to fostering client awareness
- Focusing and strategies to enhance client's focus
- Factors that influence an individual's 'worldview'
- Purpose and steps in reflecting meaning
- Purpose, types of, and steps in interpretation
- The competency development model

Chapter 11 – Building Enduring Futures

What you should know:

- Accountability and characteristics of coaches who excel in the competency of managing progress and maintaining client accountability
- Types of goals (outcome, action-oriented, performance, and process)
- Seven qualities of effective goals
- Goal-setting using the SuPeRSMART approach
- Tasks and meanings of endings

Chapter 12 – Coaching as a Path of Change

What you should know:

- The importance of lifelong learning
- Components of coach development curriculum (e.g., professional education, personal development, mentoring relationships)

Study Guide for:

Motivational Interviewing: Helping People to Change, 3rd edition by Miller and Rollnick (2013)*

Chapter 1 – Conversations About Change

What you should know:

- Continuum of communication styles
- The righting reflex
- Ambivalence toward change

Chapter 2 – The Spirit of Motivational Interviewing

What you should know:

- The four elements that comprise the spirit of MI: Partnership, Acceptance, Compassion, and Evocation

Chapter 3 – The Method of Motivational Interviewing

What you should know:

- The four processes in motivational interviewing: Engaging, Focusing, Evoking, and Planning
- The definition(s) of motivational interviewing

Chapter 4 – Engagement and Disengagement

What you should know:

- Three aspects of positive engagement
- The various disengagement traps
- How to promote client engagement

Chapter 6 – Core Interviewing Skills

What you should know:

- The four core interviewing skills of MI: Open questions, Affirming, Reflecting, and Summarizing

Chapter 7 – Exploring Values and Goals

What you should know:

- How to explore client values
- Personal integrity
- How to explore value-behavior discrepancies

Chapter 8 – Why Focus?

What you should know:

- Three sources of focus
- Three styles of focusing

Chapter 10 – When Goals Differ

What you should know:

- Four broad ethical values
- When not to use motivational interviewing
- Ethical guidelines for the use of MI

Chapter 11 – Exchanging Information

What you should know:

- Elicit-provide-elicited

Chapter 12 – Ambivalence

What you should know:

- Understanding and exploring ambivalence
- Change talk
- Preparatory change talk – D.A.R.N.
- Mobilizing change talk – C.A.T.
- Sustain talk

Chapter 13 – Evoking the Person's Own Motivation

What you should know:

- Strategies and questions to evoke change talk
- Using importance/scaling rulers

Chapter 14 – Responding to Change Talk

What you should know:

- How to respond to change talk

Chapter 15 – Responding to Sustain Talk and Discard

What you should know:

- What is discord?
- Reflections to sustain talk: straight, amplified, double-sided, reframing.

Chapter 16 – Evoking Hope and Confidence

What you should know:

- Strategies to strengthen client confidence

Chapter 18 – Developing Discrepancy

What you should know:

- Strategies to develop discrepancy

Chapter 20 – Developing a Change Plan

What you should know:

- Review the three planning scenarios

Chapter 23 – Experiencing Motivational Interviewing

What you should know:

- How to recognize when you are doing MI
- How do the four processes fit together in practice?
- How brief can you be with MI?

Chapter 25 – Applying Motivational Interviewing

What you should know:

- Understand various modes of MI delivery

* Some chapters from this book are not included in the study guide.

Study Guide for: NETA's *The Fitness Professional's Manual, 4th edition, (2014)**

Chapter 1 – The Role of Fitness Professionals

What you should know:

- Ethics and professional standards
- NETA's Professional Code of Ethics

Chapter 2 – Relationship-Building & Communication Skills

What you should know:

- Strategies to establish rapport
- How to make a positive first impression
- The impact of a message
- Active, verbal, and nonverbal listening skills
- Asking effective questions (e.g., open, closed)

Chapter 3 – Behavior Modification & Motivation

What you should know:

- Stages of the transtheoretical model
- The concept of decisional balance
- Factors that influence self-efficacy
- Other models of behavioral change (e.g., social cognitive theory, self-determination theory, health belief model)
- Approaches to setting SMART goals
- Action- versus outcome-oriented goals
- Strategies to increase motivation and adherence

Chapter 4 – Introduction to Wellness Coaching

What you should know:

- The concept of coaching as it pertains to behavioral change and wellness
- The framework of motivational interviewing (MI)

Chapter 4 – continued

- The spirit of motivational interviewing (i.e., partnership, acceptance, compassion, evocation)
- The process of motivational interviewing (i.e., engaging, focusing, evoking, planning)
- Core communication skills of MI (i.e., OARS)
- Four principles of motivational interviewing
- The 5-D Model of AI (appreciative inquiry)
- The GROW coaching model

Chapter 24 – Risk Management for Fitness Professionals

What you should know:

- Legal concepts such as standard of care, negligence, and liability
- Scope of practice limitations with regard to medical considerations and dietetics
- Risk management strategies
- Importance of professional liability insurance

Chapter 25 – Documentation & Record Keeping

What you should know:

- The importance of confidentiality of client's personal information including HIPAA regulations
- Elements and procedures related to informed consent
- Components of a progress note (i.e., SOAP) and guidelines to writing appropriate and effective notes

* Some chapters from this book are not included in the study guide.

Additional Recommended Readings*:

- Britt, E., Hudson, S.M., & Blampied, N. M. (2004). Motivational interviewing in health settings: A review. *Patient Education and Counseling*, 53(2), 147-155.
- Hettler, B. (1976). Six Dimensions of Wellness Model. National Wellness Institute, Inc. <http://www.nationalwellness.org/resource/resmgr/docs/sixdimensionsfactsheet.pdf>
- Clifford, D. & Curtis, L. *Motivational Interviewing in Nutrition and Fitness*. New York, NY: The Guilford Press.
- Resnicow, K., & McMaster, F. (2012). Motivational interviewing: Moving from why to how with autonomy support. *International Journal of Behavioral Nutrition and Physical Activity*, 9(1), 19-27.
- Resnicow, K., Dilorio, C., Soet, J.E., Borrelli, B., Hecht, J., & Ernst, D. (2002). Motivational interviewing in health promotion: It sounds like something is changing. *Health Psychology*, 21(5), 444-451.
- Rollnick, S., Butler, C. C., Kinnery, P., Gregory, J., & Mash, B. (2010). Competent novice: Motivational interviewing. *BMJ: British Medical Journal*, 340:c1900. doi: 10.1136/bmj.c1900
- Thompson, D.R., Chair, S.Y., Chan, S.W., Astin, F., Davidson, P.M., & Ski, C.F. (2011). Motivational interviewing: A useful approach to improving cardiovascular health?. *Journal of Clinical Nursing*, 20(9-10), 1236-1244.

*Note: articles may be retrieved via Google Scholar <http://scholar.google.com/> by conducting a search using the title of each article.

NETA's Wellness Coach Role Delineation

Wellness Coaches are health and fitness professionals who work collaboratively with individuals in a client-centered process to facilitate the achievement of self-determined goals related to balanced healthy living. Successful behavioral change takes place when Wellness Coaches apply clearly defined knowledge and skills, empowering clients to mobilize their internal strengths and external resources for the adoption and maintenance of healthy lifestyle behaviors.

25%	Domain I	Effective communication to develop partnerships for behavioral change.
8%	Task 1	Establish rapport and build relationships with clients.
		The successful performance of this task requires knowledge of:
		<ul style="list-style-type: none"> • Active listening techniques (e.g., paraphrasing, reflecting, summarizing, etc.) • Open- and closed-ended questions • Motivational interviewing techniques and styles • Nonverbal communication and interpretation of body language • Methods to engage, establish rapport, and demonstrate empathy in a non-judgmental manner • Professional credentialing organizations and industry standards • Psychological, cultural, and environmental factors that influence a client's perception (e.g., self-image, values, beliefs)
7%	Task 2	Create a welcoming and trusting environment.
		The successful performance of this task requires knowledge of:
		<ul style="list-style-type: none"> • Active listening techniques (e.g., paraphrasing, reflecting, summarizing, etc.) • Motivational interviewing techniques and styles • Nonverbal communication and interpretation of body language • Methods to engage, establish rapport, and demonstrate empathy in a non-judgmental manner • Strategies to establish an environment for effective communication to accommodate diverse populations. • Psychological, cultural, and environmental factors that influence a client's perception (e.g., self-image, values, beliefs)
10%	Task 3	Utilize effective communications skills.
		The successful performance of this task requires knowledge of:
		<ul style="list-style-type: none"> • Active listening techniques (e.g., paraphrasing, reflecting, summarizing, etc.) • Open- and closed-ended questions • Motivational interviewing techniques and styles • Nonverbal communication and interpretation of body language • Methods to engage, establish rapport, and demonstrate empathy in a non-judgmental manner • Teaching methods and learning styles (e.g., visual, auditory, kinesthetic) • Attributes and characteristics of effective wellness coaches
32%	Domain II	Determine client needs through initial interview and assessment.
10%	Task 1	Assess and interpret client's physical and mental readiness, needs, and motivation.
		The successful performance of this task requires knowledge of:
		<ul style="list-style-type: none"> • Active listening techniques (e.g., paraphrasing, reflecting, summarizing, etc.) • Motivational interviewing techniques and styles • Theoretical models of behavioral change (e.g., Transtheoretical Model, Health Belief Model, Theory of Planned Behavior, Self-Determination Theory).

- Pre-participation screening tools (e.g., PAR-Q) and components of a health and lifestyle questionnaire
- Risk factors for prevalent chronic disease (e.g., cardiovascular disease, type 2 diabetes)
- Aspects of motivation and techniques to enhance motivation (e.g., intrinsic, extrinsic) and promote adherence to healthy lifestyle behaviors.
- Interpretation of health screening tools and measurements of physical fitness
- Legal considerations, risk management strategies, scope of practice, indicators for referral, and referral sources
- Benefits, indications, contraindications, risks, and precautions related to physical activity and exercise.
- Coaching models (e.g., GROW, OARS, 5-D Model of AI) and techniques
- Psychological, cultural, and environmental factors that influence a client's perception (e.g., self-image, values, beliefs)

6% Task 2 Collect information regarding past and present successes and barriers.

The successful performance of this task requires knowledge of:

- Active listening techniques (e.g., paraphrasing, reflecting, summarizing, etc.)
- Open- and closed-ended questions
- Motivational interviewing techniques and styles
- Nonverbal communication and interpretation of body language
- Pre-participation screening tools (e.g., PAR-Q) and components of a health and lifestyle questionnaire
- Psychological, cultural, and environmental factors that influence a client's perception (e.g., self-image, values, beliefs)

7% Task 3 Identify and understand the client's personal definition of wellness.

The successful performance of this task requires knowledge of:

- Active listening techniques (e.g., paraphrasing, reflecting, summarizing, etc.)
- Open- and closed-ended questions
- Motivational interviewing techniques and styles
- Nonverbal communication and interpretation of body language
- Myths and misconceptions regarding health, fitness, nutrition, lifestyle, and wellness
- Psychological and environmental factors that influence a client's perception (e.g., self-image, values, beliefs)
- Components of wellness (i.e., wellness wheel) and physical fitness

9% Task 4 Identify client's self-efficacy to optimize pathway to success.

The successful performance of this task requires knowledge of:

- Motivational interviewing techniques and styles
- Self-efficacy theory and strategies to enhance self-efficacy
- Theoretical models of behavioral change (e.g., Transtheoretical Model, Health Belief Model, Theory of Planned Behavior, Self-Determination Theory).
- Myths and misconceptions regarding health, fitness, nutrition, lifestyle, and wellness
- Methods to deliver feedback, positive reinforcement, affirmation statements, acknowledgement, and encouragement
- Psychological, cultural, and environmental factors that influence a client's perception (e.g., self-image, values, beliefs)

35% Domain III Collaboratively chart and navigate the pathway for behavioral change.

6% Task 1 Assist clients with short- and long-term goal-setting.

The successful performance of this task requires knowledge of:

- Motivational interviewing techniques and styles
- Methods to engage, establish rapport, and demonstrate empathy in a non-judgmental manner
- Self-efficacy theory and strategies to enhance self-efficacy
- Types of goals (e.g., action-oriented, outcome-oriented, short-term, long-term) and goal-setting strategies (e.g., S.M.A.R.T. goals)
- Teaching methods and learning styles (e.g., visual, auditory, kinesthetic)
- Risk factors for prevalent chronic disease (e.g., cardiovascular disease, type 2 diabetes)
- Myths and misconceptions regarding health, fitness, nutrition, lifestyle, and wellness
- Aspects of motivation and techniques to enhance motivation (e.g., intrinsic, extrinsic) and promote adherence to healthy lifestyle behaviors.

10% Task 2 Support client in the adoption and maintenance of healthy lifestyle behaviors.

The successful performance of this task requires knowledge of:

- Motivational interviewing techniques and styles
- Methods to engage, establish rapport, and demonstrate empathy in a non-judgmental manner
- Self-efficacy theory and strategies to enhance self-efficacy
- Teaching methods and learning styles (e.g., visual, auditory, kinesthetic)
- Basic principles of nutrition, dietary guidelines, and food guidance systems (e.g., MyPlate)
- Physical activity and exercise programming guidelines for improved health and fitness
- Methods to deliver feedback, positive reinforcement, affirmation statements, acknowledgement, and encouragement
- Aspects of motivation and techniques to enhance motivation (e.g., intrinsic, extrinsic) and promote adherence to healthy lifestyle behaviors.
- Benefits, indications, contraindications, risks, and precautions related to physical activity and exercise.
- Coaching models (e.g., GROW, OARS, 5-D Model of AI) and techniques
- Potential barriers and obstacles, coping techniques, and relapse management strategies

8% Task 3 Utilize wellness models to determine and progress toward holistic well-being.

The successful performance of this task requires knowledge of:

- Theoretical models of behavioral change (e.g., Transtheoretical Model, Health Belief Model, Theory of Planned Behavior, Self-Determination Theory).
- Methods to deliver feedback, positive reinforcement, affirmation statements, acknowledgement, and encouragement
- Components of wellness (i.e., wellness wheel) and physical fitness
- Potential barriers and obstacles, coping techniques, and relapse management strategies
- Strategies to self-monitor, track behaviors, and maintain accountability

5% Task 4 Educate clients with regard to credible resources.

The successful performance of this task requires knowledge of:

- Teaching methods and learning styles (e.g., visual, auditory, kinesthetic)
- Myths and misconceptions regarding health, fitness, nutrition, lifestyle, and wellness

- Basic principles of nutrition, dietary guidelines, and food guidance systems (e.g., MyPlate)
- Physical activity and exercise programming guidelines for improved health and fitness
- Credible sources of information, education providers, and professional organizations.
- Coaching models (e.g., GROW, OARS, 5-D Model of AI) and techniques

6% Task 5 Re-assess ongoing progress toward client goals and desired outcomes.

The successful performance of this task requires knowledge of:

- Active listening techniques (e.g., paraphrasing, reflecting, summarizing, etc.)
- Motivational interviewing techniques and styles
- Types of goals (e.g., action-oriented, outcome-oriented, short-term, long-term) and goal-setting strategies (e.g., S.M.A.R.T. goals)
- Interpretation of health screening tools and measurements of physical fitness
- Strategies to establish an environment for effective communication to accommodate diverse populations.
- Strategies to self-monitor, track behaviors, and maintain accountability

8% Domain IV Ethics and professional issues.

2% Task 1 Adhere to ethical codes, scope of practice, and standards of care in order to create a safe environment and manage risk exposures.

The successful performance of this task requires knowledge of:

- Legal considerations, risk management strategies, scope of practice, indicators for referral, and referral sources
- Components of an Informed Consent
- Professional codes of ethics (e.g., NETA, ICF)

2% Task 2 Maintain and develop competency through the pursuit of continued education and professional development.

The successful performance of this task requires knowledge of:

- Credible sources of information, education providers, and professional organizations.
- Professional codes of ethics (e.g., NETA, ICF)
- Requirements for maintenance and renewal of professional certification

4% Task 3 Maintain appropriate documentation and client records in a secure and confidential manner.

The successful performance of this task requires knowledge of:

- Legal considerations, risk management strategies, scope of practice, indicators for referral, and referral sources
- Components of an Informed Consent
- Elements of and guidelines for writing progress notes (i.e., SOAP notes)
- Rules, regulations, and guidelines regarding privacy of personal health information (i.e., HIPAA)