

2025 IBC CHWC Job Analysis Survey

Professional Role & Experience

1. What is your **primary** employment setting?

- ☐ Private practice / Self-employed
- ☐ Healthcare organization (hospital, clinic, wellness center)
- ☐ Educational institution
- ☐ Corporate / Workplace wellness
- ☐ Community or nonprofit organization
- ☐ Other - Write In

2. What is your **primary** professional role?

- ☐ Health & Wellness Coach
- ☐ Healthcare professional (e.g., nurse, physician, dietitian) with coaching as part of role
- ☐ Academic / Educator / Researcher
- ☐ Administrator / Manager
- ☐ Other - Write In

3. How many years of experience do you have in health and wellness coaching?

- ☐ Less than one year
- ☐ 1 to 2 years
- ☐ 3 to 4 years
- ☐ 5 to 6 years
- ☐ 7 to 8 years
- ☐ 9 to 10 years
- ☐ 11 to 15 years
- ☐ 16 to 20 years
- ☐ 21 to 25 years
- ☐ 26 to 30 years
- ☐ 31 to 35 years
- ☐ 36 to 40 years
- ☐ More than 40 years

4. What credentials do you hold in health and wellness coaching?

- ☐ National Board Certified Health & Wellness Coach (NBC-HWC)
- ☐ Certified Health Coach (CHC)
- ☐ Other - Write In

5. How many hours in a week do you spend on health and wellness coaching activities?

- ☐ None
- ☐ 1–9 hours
- ☐ 10–19 hours
- ☐ 20–29 hours
- ☐ 30–39 hours
- ☐ 40 or more hours

6. What is your current practice model?

- ☐ Employed by organization (salary/hourly wage)
- ☐ Contracted by organization (per-session/per-client)
- ☐ Own private practice
- ☐ Other - Write In

7. What is your **primary** speciality?

- ☐ Nutrition / Dietetics
- ☐ Physical activity / Exercise science
- ☐ Stress management / Mindfulness
- ☐ Sleep health
- ☐ Chronic disease management (e.g., diabetes, hypertension)
- ☐ Mental health / Behavioral health support
- ☐ Other - Write In

Practice Characteristics

8. How would you describe your employment status?

- ☐ Full-time employee
- ☐ Part-time employee
- ☐ Self-employed / Independent contractor
- ☐ Unemployed / Not currently working
- ☐ Retired
- ☐ Other - Write In

9. What client population do you see **most frequently**?

- ☐ Adults (18–64)
- ☐ Older adults (65+)
- ☐ Children / Adolescents
- ☐ Corporate employees / Workplace clients
- ☐ Individuals with chronic health conditions
- ☐ General population / Wellness-focused clients

10. How many clients do you coach per week?

- ☐ None
- ☐ 1–4
- ☐ 5–9
- ☐ 10–14
- ☐ 15–19
- ☐ 20+

11. What type of coaching services do you primarily provide?

- ☐ Individual (one-on-one)
- ☐ Group coaching
- ☐ Virtual/Telehealth
- ☐ In-person
- ☐ Hybrid (combination of virtual and in-person)
- ☐ Other - Write In

12. What is your country of residence?



Afghanistan
Albania
Algeria
Andorra
Angola
Antigua and Barbuda
Argentina
Armenia
Australia
Austria
Azerbaijan
Bahamas, The
Bahrain
Bangladesh
Barbados
Belarus
Belgium
Belize
Benin
Bermuda,
Bhutan
Bolivia
Bosnia and Herzegovina
Botswana
Brazil
Brunei
Bulgaria
Burkina Faso
Burundi
Cambodia
Cameroon
Canada
Cape Verde
Central African Republic
Chad
Chile
China
Colombia
Comoros
Congo, Democratic Republic of the
Congo, Republic of the
Costa Rica
Cote d'Ivoire
Croatia
Cuba
Curacao
Cyprus

Czech Republic
Denmark
Djibouti
Dominica
Dominican Republic
East Timor (see Timor-Leste)
Ecuador
Egypt
El Salvador
Equatorial Guinea
Eritrea
Estonia
Ethiopia
Fiji
Finland
France
Gabon
Gambia, The
Georgia
Germany
Ghana
Greece
Grenada
Guatemala
Guinea
Guinea-Bissau
Guyana
Haiti
Holy See
Honduras
Hong Kong
Hungary
Iceland
India
Indonesia
Iran
Iraq
Ireland
Israel
Italy
Jamaica
Japan
Jordan
Kazakhstan
Kenya
Kiribati
Kosovo
Kuwait
Kyrgyzstan
Laos
Latvia
Lebanon
Lesotho

Liberia
Libya
Liechtenstein
Lithuania
Luxembourg
Macau
Macedonia
Madagascar
Malawi
Malaysia
Maldives
Mali
Malta
Marshall Islands
Mauritania
Mauritius
Mexico
Micronesia
Moldova
Monaco
Mongolia
Montenegro
Morocco
Mozambique
Myanmar
Namibia
Nauru
Nepal
Netherlands
Netherlands Antilles
New Zealand
Nicaragua
Niger
Nigeria
North Korea
Norway
Oman
Pakistan
Palau
Palestinian Territories
Panama
Papua New Guinea
Paraguay
Peru
Philippines
Poland
Portugal
Qatar
Romania
Russia
Rwanda
Saint Kitts and Nevis
Saint Lucia

Saint Vincent and the Grenadines
Samoa
San Marino
Sao Tome and Principe
Saudi Arabia
Senegal
Serbia
Seychelles
Sierra Leone
Singapore
Slovakia
Slovenia
Solomon Islands
Somalia
South Africa
South Korea
South Sudan
Spain
Sri Lanka
Sudan
Suriname
Swaziland
Sweden
Switzerland
Syria
Taiwan
Tajikistan
Tanzania
Thailand
Timor-Leste
Togo
Tonga
Trinidad and Tobago
Tunisia
Turkey
Turkmenistan
Tuvalu
Uganda
Ukraine
United Arab Emirates
United Kingdom
United States
Uruguay
Uzbekistan
Vanuatu
Venezuela
Vietnam
Yemen
Zambia
Zimbabwe

13. In what state or US state or Canadian territory do you live?

-----US STATES-----

Alabama
Alaska
American Samoa
Arizona
Arkansas
California
Colorado
Connecticut
Delaware
District of Columbia
Federated States of Micronesia
Florida
Georgia
Guam
Hawaii
Idaho
Illinois
Indiana
Iowa
Kansas
Kentucky
Louisiana
Maine
Marshall Islands
Maryland
Massachusetts
Michigan
Minnesota
Mississippi
Missouri
Montana
Nebraska
Nevada
New Hampshire

New Jersey
New Mexico
New York
North Carolina
North Dakota
Northern Mariana Islands
Ohio
Oklahoma
Oregon
Palau
Pennsylvania
Puerto Rico
Rhode Island
South Carolina
South Dakota
Tennessee
Texas
Utah
Vermont
Virgin Islands
Virginia
Washington
West Virginia
Wisconsin
Wyoming

-----CANADIAN PROVINCES-----

AB Alberta
BC British Columbia
MB Manitoba
NB New Brunswick
NF Newfoundland
NT Northwest Territories
NS Nova Scotia
ON Ontario
PE Prince Edward Island
QC Quebec
SK Saskatchewan
YT Yukon

14. In which US Census region do you work **MOST** of the time? You may work in multiple regions but we are interested in which of these regions you work most of the time.

- ☐ West (WA, OR, CA, MT, ID, NV, UT, AZ, NM, CO, WY, AK HI)
- ☐ Midwest (ND, SD, NE, KS, MN, IA, MO, WI, IL, IN, MI, IN, OH)
- ☐ South (OK, TX, AR, LA, MS, TN, KY, AL, GA, FL, SC, NC, VA, WV, DE, MD, DC)
- ☐ Northeast (PA, NJ, CT, RI, NY, MA, ME, VT, NH)

(untitled)

15. Which of the following **BEST** describes your highest educational attainment?

- ☐ I did not graduate from high school or achieve high school equivalency
- ☐ High school or high school equivalent
- ☐ Some college but no degree
- ☐ Associate's degree
- ☐ University/undergraduate degree
- ☐ University graduate degree
- ☐ University post-graduate degree
- ☐ University doctorate degree

16. What is your gender?

- ☐ Male
- ☐ Female
- ☐ Prefer Not to Answer
- ☐ Other - Write In

17. What is your race/ethnicity?

- ☐ Asian
- ☐ Native Hawaiian or Other Pacific Islander
- ☐ Black/African-American
- ☐ White
- ☐ Hispanic/Latino
- ☐ American Indian/Alaska Native
- ☐ Prefer not to answer
- ☐ Other - Write In

Domain 1. Theoretical Frameworks of Clinical Health and Wellness Coaching

18. 1. Theoretical Frameworks of Clinical Health and Wellness Coaching (Applying evidence-based frameworks to guide, support, and sustain meaningful client change)

Subdomain 1. Wellness and Well-being Principles

Knowledge and principles of whole-person health and well-being

0 = Of no importance 1 = Of little importance 2 = Moderately important 3 = Important 4 = Very important

1.1.1 Recognize that well-being is dynamic and comprised of multiple systemic and interconnected dimensions.

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1.1.2 Acknowledge that whole-person health is an individualized and client-directed approach.

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1.1.3 Differentiate between promotion, prevention, management, and recovery.

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1.1.4 Address wellness as a continuum (e.g. Illness-Wellness Continuum).

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19. Please indicate how the tasks adequately covered the content for **Domain**

A. Theoretical Frameworks of Clinical Health and Wellness Coaching, 1. Wellness and Well-being Principles

- ☐ Very Poorly
- ☐ Poorly
- ☐ Adequately
- ☐ Well
- ☐ Very Well

20. **Please provide feedback for task statements that need to be added, omitted, or revised. If a task statement needs to be revised please note the task number and provide a revision for that task.**

Domain 1. Theoretical Frameworks of Clinical Health and Wellness Coaching

21. Subdomain 2. Environmental Frameworks

Recognize contextual and interconnected factors that influence health behaviors.

0 = Of no importance 1 = Of little importance 2 = Moderately important 3 = Important 4 = Very important

2.1 Bio-Psychosocial–Spiritual (BPSS) Model: Supporting clients in recognizing how their physical health, thoughts, emotions, beliefs, coping skills, relationships, cultural context, social support, and sense of meaning or purpose influence well-being.



2.2. Socioecological Model (SEM): Exploring with clients the different contexts and how they influence their health and well-being.



2.3 Social and Structural Determinants of Health (SSDOH): Exploring with clients barriers, resources, and adapting approaches to support equitable health and well-being outcomes.



22. Please indicate how the tasks adequately covered the content for

Domain 1. Theoretical Frameworks of Clinical Health and Wellness Coaching , Subdomain

2. Environmental Frameworks

- ☐ Very Poorly
- ☐ Poorly
- ☐ Adequately
- ☐ Well
- ☐ Very Well

23. Please provide feedback for task statements that need to be added, omitted, or revised. If a task statement needs to be revised please note the task number and provide a revision for that task.

Domain 1. Theoretical Frameworks of Clinical Health and Wellness Coaching

24. Subdomain 3. Behavior change frameworks

Explain why and how people adopt and sustain health behaviors, coaches need to understand these theories and how to apply them to the appropriate coaching situations.

0 = Of no importance 1 = Of little importance 2 = Moderately important 3 = Important 4 = Very important

3.1 Transtheoretical Model: Identifying how stages of change influence and impact clients and their behavior.

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3.2 Self-Determination Theory: Encouraging clients to build autonomy, competence, and connection as foundations for sustainable motivation.

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3.3 Social Cognitive Theory: Guiding clients to develop confidence (self-efficacy) and learn from personal experience and social modeling.

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3.4 Theory of Planned Behavior (TPB): Encourage clients to explore beliefs, barriers, and motivators of change.

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3.5 Goal Setting Theory: Collaborate with clients to set clear, challenging

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clear, challenging,
and achievable
outcomes.

25. Please indicate how the tasks adequately covered the content for

Domain 1. Theoretical Frameworks of Clinical Health and Wellness Coaching , Subdomain 3.

Behavior change frameworks

- ☐ Very Poorly
- ☐ Poorly
- ☐ Adequately
- ☐ Well
- ☐ Very Well

26. Please provide feedback for task statements that need to be added, omitted, or revised. If a task statement needs to be revised please note the task number and provide a revision for that task.

Domain 1. Theoretical Frameworks of Clinical Health and Wellness Coaching

27. Subdomain 4. Practice frameworks:

Use structured approaches to guide clients toward lasting, positive change.

0 = Of no importance 1 = Of little importance 2 = Moderately important 3 = Important 4 = Very important

4.1 Strengths-Based Approaches: Use frameworks, such as Appreciative Inquiry and growth mindset, to promote sustainable change.

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4.2 Positive psychology: Integrate principles, such as cultivating optimism, gratitude, resilience, and meaning, to enhance client well-being and motivation for sustained change.

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4.3 Motivational Interviewing: Facilitating client-centered conversations that strengthen motivation and commitment to change by honoring autonomy and evoking internal reasons for action.

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4.4 Behavior Change Strategies: Use mind-body approaches, observable actions and behaviors, and evidence-based techniques to facilitate self-

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facilitate self-regulation, learning, and behavior change

28. Please indicate how the tasks adequately covered the content for **Domain 1:**

Theoretical Frameworks of Clinical Health and Wellness Coaching Subdomain

4: Practice frameworks

- ☐ Very Poorly
- ☐ Poorly
- ☐ Adequately
- ☐ Well
- ☐ Very Well

29. **Please provide feedback for task statements that need to be added, omitted, or revised. If a task statement needs to be revised please note the task number and provide a revision for that task.**

Domain 2. Coaching Presence

30. Subdomain 1. Establish and Maintain Coach Presence

		2 =		
0 = Of no importance	1 = Of little importance	Moderately important	3 = Important	4 = Very important

1.1 Demonstrate

present moment
awareness.



1.2 Demonstrate
self-regulation (e.g.,
emotional, cognitive,
behavioral).



1.3 Maintain a calm,
compassionate, and
non-judgemental
stance.



1.4 Listen and
respond with attuned
presence.



1.5 Cultivate and
protect psychological
safety.



1.6 Hold space for
reflection, silence,
and emotion.



1.7 Respond
adaptively in the
moment.



1.8 Demonstrate
cultural humility and
contextual sensitivity.



1.9 Honor diverse
ways of knowing and
being.



1.10 Maintain clarity
of purpose and
shared focus.



1.11 Embody the
spirit of partnership
and respect.



1.12 Sustain a
growth-oriented
mindset for yourself
and your client.



31. Please indicate how the tasks adequately covered the content for **Domain 2:**

Coaching Presence Subdomain 1: Establish and Maintain Coach Presence

- ☐ Very Poorly
- ☐ Poorly
- ☐ Adequately
- ☐ Well
- ☐ Very Well

32. **Please provide feedback for task statements that need to be added, omitted, or revised. If a task statement needs to be revised please note the task number and provide a revision for that task.**

Domain 3: Coaching Environment

33. Subdomain 1. Create and maintain the contextual space to support focus, safety, privacy, and connection.

	0 = Of no importance	1 = Of little importance	2 = Moderately important	3 = Important	4 = Very important
1.1. Minimize distractions and disruptions.	☐	☐	☐	☐	☐
1.2. Manage time.	☐	☐	☐	☐	☐
1.3. Practice and engage in grounding, mindfulness, or centering practices.	☐	☐	☐	☐	☐
1.4. Maintain unconditional positive regard.	☐	☐	☐	☐	☐
1.5. Maintain ethical boundaries in all settings.	☐	☐	☐	☐	☐
1.6. Identify and navigate power dynamics to promote client autonomy.	☐	☐	☐	☐	☐
1.7. Clearly define confidentiality, including limits in healthcare settings.	☐	☐	☐	☐	☐
1.8. Recognize when coaching is not appropriate and refer as needed.	☐	☐	☐	☐	☐
1.9. Acknowledge the client's connections with medical settings and other care team members.	☐	☐	☐	☐	☐
1.10. Recognize and validate personal experiences with	☐	☐	☐	☐	☐

healthcare settings
and professionals.

34. Please indicate how the tasks adequately covered the content for **Domain 3:
Coaching Environment Subdomain 1: Create and maintain the
contextual space to support focus, safety, privacy, and
connection.**

- ☐ Very Poorly
- ☐ Poorly
- ☐ Adequately
- ☐ Well
- ☐ Very Well

35. **Please provide feedback for task statements that need to be added, omitted, or revised. If a task statement needs to be revised please note the task number and provide a revision for that task.**

Domain 3: Coaching Environment

36. Subdomain 2. Create a physical space that supports full engagement.

A. Face-to-Face, including medical or healthcare-related contexts:

	0 = Of no importance	1 = Of little importance	2 = Moderately important	3 = Important	4 = Very important
2.1.1. Ensure privacy.	☐	☐	☐	☐	☐
2.1.2. Respect and advocate for client privacy and confidentiality.	☐	☐	☐	☐	☐
2.1.3. Prepare space to foster connection and openness, minimizing power dynamics.	☐	☐	☐	☐	☐
2.1.4. Maintain a clear, purposeful, and focused space that minimizes distractions unrelated to coaching.	☐	☐	☐	☐	☐
2.1.5. Collaborate with the clinical team to ensure coaching time and space is protected (e.g., minimize interruptions).	☐	☐	☐	☐	☐

37. Please indicate how the tasks adequately covered the content for **Domain 3: Coaching Environment Subdomain 2: Create and maintain the contextual space to support focus, safety, privacy, and connection, A. Face-to-Face**

- ☐ Very Poorly
- ☐ Poorly
- ☐ Adequately
- ☐ Well
- ☐ Very Well

38. **Please provide feedback for task statements that need to be added, omitted, or revised. If a task statement needs to be revised please note the task number and provide a revision for that task.**

39. Subdomain 2. Create a physical space that supports full engagement.

B. Online

0 = Of no importance 1 = Of little importance 2 = Moderately important 3 = Important 4 = Very important

2.2.1. Ensure a quiet, private space with minimal visual/auditory distractions.

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2.2.2. Inform client of inherent risks and limitations of technology.

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2.2.3. Test technology and ensure platform security and compliance (e.g., HIPAA, if applicable).

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2.2.4. Set professional audio settings and visual frame (e.g., lighting, camera placement).

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2.2.5. Secure agreement on a space where the coach and client feel safe and secure (e.g., physically, mentally, and emotionally).

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2.2.6. Implement contingency plans for tech challenges, disruptions, or disconnections.

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2.2.7 Discuss unique learning or support preferences.

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40. Please indicate how the tasks adequately covered the content for **Domain 3: Coaching Environment Subdomain 2: Create and maintain the contextual space to support focus, safety, privacy, and connection, B. Online**

- ☐ Very Poorly
- ☐ Poorly
- ☐ Adequately
- ☐ Well
- ☐ Very Well

41. **Please provide feedback for task statements that need to be added, omitted, or revised. If a task statement needs to be revised please note the task number and provide a revision for that task.**

Domain 4: Coaching Alliance

42. Subdomain 1. Coaching Relationship (Building trust, rapport, and relational safety)

0 = Of no importance 1 = Of little importance 2 = Moderately important 3 = Important 4 = Very important

1.1. Demonstrate genuine curiosity, empathy, and nonjudgmental listening

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1.2. Demonstrate consistency, reliability, and responsiveness

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1.3. Foster hope, encouragement, and belief in possibility

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1.4. Acknowledge the client's inherent dignity and worth

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1.5. Demonstrate humility and cultural responsiveness

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1.6. Maintain a client-centered and non-directive approach

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1.7. Maintain professionalism in virtual, in-person, and written interactions

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1.8. Address coaching relationship ruptures constructively

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1.9 Establish and maintain clear and consistent boundaries

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43. Please indicate how the tasks adequately covered the content for **Domain 4:**

Coaching Alliance Subdomain 1: Coaching Relationship (Building trust, rapport, and relational safety)

- ☐ Very Poorly
- ☐ Poorly
- ☐ Adequately
- ☐ Well
- ☐ Very Well

44. **Please provide feedback for task statements that need to be added, omitted, or revised. If a task statement needs to be revised please note the task number and provide a revision for that task.**

Domain 4: Coaching Alliance

45. Subdomain 2. Establish Expectations (Laying the foundation for an informed, ethical, and collaborative coaching engagement.)

A. Clarify roles, boundaries, and operational parameters

		2 =		
0 = Of no importance	1 = Of little importance	Moderately important	3 = Important	4 = Very important

2.1.1. Share professional credentials, training background. and

coaching career, and relevant work experience, including certifications and healthcare integration experience, and adherence to code of ethics.



2.1.2. Clarify the scope of coaching and professional boundaries, including defining the working relationship, distinguishing it from other professions.



2.1.3. Describe typical coaching approaches and activities (e.g., client-led goal setting, behavior change strategies, motivational interviewing, habit-building, strengths-based approaches).



2.1.4. Define session logistics (e.g., format, frequency, scheduling, duration, location/virtual platform, communication norms, payment terms).



2.1.5. Confirm participation format (e.g. in person/virtual/hybrid; individual/ group).



2.1.6. Identify roles and responsibilities of both client and coach, including client engagement



client engagement
between sessions.

2.1.7. Confirm
confidentiality terms,
including HIPAA,
FERPA, or local
equivalents, and
explain any
conditions for sharing
information (e.g.,
interdisciplinary
team, reasonable
parties, caregivers)



2.1.8. Inform the
client of any
confidentiality limits,
including issues that
you are obligated to
report to authorities
or the healthcare
team (e.g., side
effects, substance
abuse, dangerous
behavior to self or
others, domestic
violence, and other
red flags).



2.1.9. Explain
documentation
requirements,
including how notes
are recorded in the
medical record,
formats used, and
access permissions.



2.1.10. Clarify
boundaries around
advice, emphasizing
that the coach will
not prescribe or
diagnose, but will
support health
behavior change
aligned with client
and care team
guidance.



2.1.11. Address the

2.1.11. Address the coach's availability and offer contingency plans for when the coach is unable to be reached.

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2.1.12. Clarify response if additional concerns arise (e.g., medical symptoms, safety concerns, mental health red flags).

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2.1.13. Confirm the coach's obligation to report certain data or information to other medical practitioners (e.g., side effects).

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46. Please indicate how the tasks adequately covered the content for **Domain 4:**

Coaching Alliance Subdomain 2: Establish Expectations A. Clarify roles, boundaries, and operational parameters

- ☐ Very Poorly
- ☐ Poorly
- ☐ Adequately
- ☐ Well
- ☐ Very Well

47. Please provide feedback for task statements that need to be added, omitted, or revised. If a task statement needs to be revised please note the task number and provide a revision for that task.

Domain 4: Coaching Alliance

48. Subdomain 2. Establish Expectations (Laying the foundation for an informed, ethical, and collaborative coaching engagement.)

B. Confirm the purpose of coaching

0 = Of no importance 1 = Of little importance 2 = Moderately important 3 = Important 4 = Very important

2.2.1. Define what progress and outcomes look like, reflecting both client priorities and healthcare alignment where applicable.

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2.2.2. Discuss integration of coaching with broader care and life goals.

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2.2.3. Address potential challenges to engagement (e.g., scheduling conflicts, fluctuating health, competing priorities, communication needs).

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2.2.4. Review expectations for revisiting goals and progress.

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2.2.5. Review and revisit satisfaction with coaching and coaching relationship.

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2.2.6. Reinforce client autonomy, ensuring the client drives goals and action steps.

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49. Please indicate how the tasks adequately covered the content for **Domain 4:**

Coaching Alliance Subdomain 2: Establish Expectations

B. Confirm the purpose of coaching

- ☐ Very Poorly
- ☐ Poorly
- ☐ Adequately
- ☐ Well
- ☐ Very Well

50. **Please provide feedback for task statements that need to be added, omitted, or revised. If a task statement needs to be revised please note the task number and provide a revision for that task.**

51. Subdomain 3. Fundamental Approaches (The guiding skills and structure that foster both insight and forward momentum.)

A. Communication and relational skills

	0 = Of no importance	1 = Of little importance	2 = Moderately important	3 = Important	4 = Very important
3.1.1. Utilize open-ended questions.	☐	☐	☐	☐	☐
3.1.2. Listen actively.	☐	☐	☐	☐	☐
3.1.3. Utilize reflections and summaries	☐	☐	☐	☐	☐
3.1.3. Affirm client strengths, values, and progress.	☐	☐	☐	☐	☐
3.1.4. Mirror client language, metaphors, and meaning.	☐	☐	☐	☐	☐
3.1.5. Invite client insights.	☐	☐	☐	☐	☐
3.1.6. Clarify and reframe for accuracy and depth.	☐	☐	☐	☐	☐
3.1.7. Respect client pace, pauses, and silence.	☐	☐	☐	☐	☐
3.1.8. Utilize empowering, inclusive, strengths-based language.	☐	☐	☐	☐	☐
3.1.9. Adapt communication style to client preferences and abilities.	☐	☐	☐	☐	☐
3.1.10. Recognize and support clients emotional	☐	☐	☐	☐	☐

expression.

52. Please indicate how the tasks adequately covered the content for **Domain 4:**

Coaching Alliance Subdomain 3: Fundamental Approaches

A. Communication and relational skills

- ☐ Very Poorly
- ☐ Poorly
- ☐ Adequately
- ☐ Well
- ☐ Very Well

53. **Please provide feedback for task statements that need to be added, omitted, or revised. If a task statement needs to be revised please note the task number and provide a revision for that task.**

54. Subdomain 3. Fundamental Approaches (The guiding skills and structure that foster both insight and forward momentum.)

B. Support awareness, learning, and growth

	0 = Of no importance	1 = Of little importance	2 = Moderately important	3 = Important	4 = Very important
3.2.1. Explore overall well-being.	☐	☐	☐	☐	☐
3.2.2. Explore intrinsic motivation.	☐	☐	☐	☐	☐
3.2.3. Identify strengths and values.	☐	☐	☐	☐	☐
3.2.4. Collaboratively assess stages of change.	☐	☐	☐	☐	☐
3.2.5. Align behaviors with personal values.	☐	☐	☐	☐	☐
3.2.6. Explore ambivalence without forcing resolution.	☐	☐	☐	☐	☐
3.2.7. Encourage reflection on past successes and patterns.	☐	☐	☐	☐	☐
3.2.8. Explore insight, perspective shifts, and mindset growth related to change.	☐	☐	☐	☐	☐
3.2.9. Foster long-term visioning and meaning-making during the change process.	☐	☐	☐	☐	☐
3.2.10. Support adaptive pacing of goals and plans.	☐	☐	☐	☐	☐

3.2.11 Share information and direction with client when appropriate to scope and context.



55. Please indicate how the tasks adequately covered the content for **Domain 4:**

Coaching Alliance Subdomain 3: Fundamental Approaches

B. Support awareness, learning, and growth

- ☐ Very Poorly
- ☐ Poorly
- ☐ Adequately
- ☐ Well
- ☐ Very Well

56. **Please provide feedback for task statements that need to be added, omitted, or revised. If a task statement needs to be revised please note the task number and provide a revision for that task.**

Domain 4: Coaching Alliance

57. **Subdomain 3. Fundamental Approaches (The guiding skills and structure that foster both insight and forward momentum.)**

C. Facilitate goal setting and accountability

	0 = Of no importance	1 = Of little importance	2 = Moderately important	3 = Important	4 = Very important
3.3.1. Co-create goals.	☐	☐	☐	☐	☐
3.3.2. Identify and address barriers to change.	☐	☐	☐	☐	☐
3.3.3. Apply strengths-based strategies for overcoming obstacles.	☐	☐	☐	☐	☐
3.3.4. Guide clients in action planning and accountability.	☐	☐	☐	☐	☐
3.3.5. Invite identification of support systems and resources.	☐	☐	☐	☐	☐
3.3.6. Support tracking, updating, and adjusting goals.	☐	☐	☐	☐	☐
3.3.7. Encourage identifying and acknowledging own progress.	☐	☐	☐	☐	☐
3.3.8. Help clients anticipate and navigate setbacks.	☐	☐	☐	☐	☐
3.3.9. Support long-term visioning and maintenance planning.	☐	☐	☐	☐	☐
3.3.10. Normalize setbacks and reinforce learning from fluctuations in progress.	☐	☐	☐	☐	☐
3.3.11. Invite					

reviewing and
summarizing to close
the session.



58. Please indicate how the tasks adequately covered the content for **Domain 4:**
Coaching Alliance Subdomain 3: Fundamental Approaches C.
Facilitate goal setting and accountability

- ☐ Very Poorly
- ☐ Poorly
- ☐ Adequately
- ☐ Well
- ☐ Very Well

59. **Please provide feedback for task statements that need to be added, omitted, or revised. If a task statement needs to be revised please note the task number and provide a revision for that task.**

Domain 5: Ethics, Professionalism, and Reflective Practice

60. **Subdomain 1. Ethics & Integrity (Interactions that protect clients, respect boundaries, and build trust)**

0 = Of no importance 1 = Of little importance 2 = Moderately important 3 = Important 4 = Very important

1.1. Adhere to scope of practice and refer appropriately.

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1.2. Maintain ethical practice throughout the entirety of coach-client relationship.

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1.3. Demonstrate transparency and honesty in all interactions.

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1.4. Uphold client confidentiality, including maintaining HIPAA-compliant and confidential exchanges.

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1.5. Understand legal and ethical considerations in clinical environments, including the use of informed consent procedures.

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1.6. Maintain accurate and timely records.

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1.7. Recognize and appropriately report breaches of ethical coaching practices within healthcare systems.

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1.8. Establish and maintain professional boundaries by avoiding dual relationships and identifying potential

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Identifying potential conflicts of interest within healthcare settings.

1.9. Support informed decisions while avoiding prescriptive advice.

☐☐☐☐☐

1.10. Abide by federal, state, and local regulations as applied to coaching.

☐☐☐☐☐

61. Please indicate how the tasks adequately covered the content for **Domain 5: Ethics, Professionalism, and Reflective Practice Subdomain 1: Ethics & Integrity**

- ☐ Very Poorly
- ☐ Poorly
- ☐ Adequately
- ☐ Well
- ☐ Very Well

62. **Please provide feedback for task statements that need to be added, omitted, or revised. If a task statement needs to be revised please note the task number and provide a revision for that task.**

63. Subdomain 2. Ethical Use of Technology and AI (Keeping tech helpful, safe, and in the service of the client)

	0 = Of no importance	1 = Of little importance	2 = Moderately important	3 = Important	4 = Very important
2.1. Disclose limitations and capabilities of digital coaching and AI-based tools.	☐	☐	☐	☐	☐
2.2. Ensure transparency about how personal data is collected, stored, and used.	☐	☐	☐	☐	☐
2.3. Abide by HIPAA and other relevant laws when using technology.	☐	☐	☐	☐	☐
2.4. Evaluate digital equity and ensure clients have access and literacy for tech-enabled coaching.	☐	☐	☐	☐	☐
2.5. Stay informed on emerging digital trends and ethical implications in health technologies.	☐	☐	☐	☐	☐
2.6. Maintain human-centered coaching even when using technology or automation.	☐	☐	☐	☐	☐
2.7. Support client					

2.7. Support client autonomy and informed choice when engaging with digital tools or AI-enhanced content.

☐☐☐☐☐

2.8. Avoid over-reliance on or delegation of coaching responsibility to digital platforms or automated systems.

☐☐☐☐☐

64. Please indicate how the tasks adequately covered the content for **Domain 5: Ethics, Professionalism, and Reflective Practice Subdomain 2: Ethical Use of Technology and AI**

- ☐ Very Poorly
- ☐ Poorly
- ☐ Adequately
- ☐ Well
- ☐ Very Well

65. **Please provide feedback for task statements that need to be added, omitted, or revised. If a task statement needs to be revised please note the task number and provide a revision for that task.**

66. Subdomain 3. Professional Development & Identity (Continuously growing skills, knowledge, and professional credibility)

	0 = Of no importance	1 = Of little importance	2 = Moderately important	3 = Important	4 = Very important
3.1. Commit to continuing education, skill development, and mentorship.	☐	☐	☐	☐	☐
3.2. Identify and adhere to best practices in coaching.	☐	☐	☐	☐	☐
3.3. Advocate for clinical health and wellness coaching as a vital and complementary profession.	☐	☐	☐	☐	☐
3.4. Participate in interprofessional ethics discussions or forums.	☐	☐	☐	☐	☐
3.5. Participate in communities of practice.	☐	☐	☐	☐	☐

67. Please indicate how the tasks adequately covered the content for **Domain 5: Ethics, Professionalism, and Reflective Practice, Subdomain 3: Professional Development & Identity**

- ☐ Very Poorly
- ☐ Poorly
- ☐ Adequately
- ☐ Well
- ☐ Very Well

68. **Please provide feedback for task statements that need to be added, omitted, or revised. If a task statement needs to be revised please note the task number and provide a revision for that task.**

69. Subdomain 4. Reflective Practice & Growth (Learning from your own coaching, challenging your biases, and taking care of yourself)

0 = Of no importance 1 = Of little importance 2 = Moderately important 3 = Important 4 = Very important

3.1. Engage in health and wellness-promoting behaviors for self-care.

☐☐☐☐☐

3.2. Recognize early indicators of burnout and take proactive steps to seek help.

☐☐☐☐☐

3.3. Engage in ongoing self-reflection, feedback, and peer consultation.

☐☐☐☐☐

3.4. Practice equity-informed coaching with cultural humility, while reflecting on bias and power dynamics.

☐☐☐☐☐

70. Please indicate how the tasks adequately covered the content for **Domain 5: Ethics, Professionalism, and Reflective Practice Subdomain 4: Reflective Practice & Growth**

- ☐ Very Poorly
- ☐ Poorly
- ☐ Adequately
- ☐ Well
- ☐ Very Well

71. **Please provide feedback for task statements that need to be added, omitted, or revised. If a task statement needs to be revised please note the task number and provide a revision for that task.**

Domain 6: Coaching in a Collaborative Care Team

72. **Subdomain 1. Working Dynamics (Working effectively in healthcare environments by understanding how collaborative teams function to provide client-centric care)**

		2 =		
0 = Of no importance	1 = Of little importance	Moderately important	3 = Important	4 = Very important

1.1. Identify the

coaching role, scope of practice, and function on the healthcare team.



1.2. Identify the roles and scopes of practice of other healthcare professionals.



1.3. Respect clinical hierarchies while you perform your coaching role on the team.



1.4. Explain collaborative care as a model and how it is beneficial to clients.



1.5. Use basic clinical terminology, workflows, and metrics applied by clinical teams.



1.6. Identify the difference between confidentiality and privilege as well as privacy rules such as HIPPA and local equivalents.



1.7. Attain training on safety, basic emergency response and other relevant facility protocols.



1.8. Participate in quality improvement initiatives.



1.9. Acquire general knowledge of medical conditions, diagnostic processes, and treatments pertaining to the client



to the client
population.

73. Please indicate how the tasks adequately covered the content for **Domain 6:
Coaching in a Collaborative Care Team Subdomain 1: Working
Dynamics**

- ☐ Very Poorly
- ☐ Poorly
- ☐ Adequately
- ☐ Well
- ☐ Very Well

74. **Please provide feedback for task statements that need to be added, omitted, or revised. If a task statement needs to be revised please note the task number and provide a revision for that task.**

Domain 6: Coaching in a Collaborative Care Team

75. Subdomain 2. Team Communication (Engages in open communication and teamwork to ensure coordinated client care.)

0 = Of no importance 1 = Of little importance 2 = Moderately important 3 = Important 4 = Very important

2.1. Communicate clearly and respectfully with team members.

☐ ☐ ☐ ☐ ☐

2.2. Convey client observations, barriers, or successes using clear, concise, and clinically relevant language.

☐ ☐ ☐ ☐ ☐

2.3. Work to create team cohesion by negotiating clear boundaries when roles and/or responsibilities overlap.

☐ ☐ ☐ ☐ ☐

2.4. Demonstrate respectful cross disciplinary collaboration.

☐ ☐ ☐ ☐ ☐

2.5. Champion client voice, belief system, values and lived experience in care settings.

☐ ☐ ☐ ☐ ☐

76. Please indicate how the tasks adequately covered the content for **Domain 6:**
Coaching in a Collaborative Care Team Subdomain 2: Team
Communication

- ☐ Very Poorly
- ☐ Poorly
- ☐ Adequately
- ☐ Well
- ☐ Very Well

77. **Please provide feedback for task statements that need to be added, omitted, or revised. If a task statement needs to be revised please note the task number and provide a revision for that task.**

Domain 6: Coaching in a Collaborative Care Team

78. Subdomain 3. Documentation & Information Sharing (Recording and sharing information accurately, appropriately, and within coaching scope)

A. Documentation

0 = Of no importance 1 = Of little importance 2 = Moderately important 3 = Important 4 = Very important

3.1.1. Record objective, relevant information about the coaching process (e.g., goals identified, progress noted, red flags, agreed-upon next steps).

☐☐☐☐☐

3.1.2. Use standardized templates or systems (e.g., SOAP notes) when required, adapting them to reflect coaching-specific contributions.

☐☐☐☐☐

3.1.3. Document sessions appropriately within identified systems of record and reporting.

☐☐☐☐☐

79. Please indicate how the tasks adequately covered the content for **Domain 6:**

Coaching in a Collaborative Care Team Subdomain

3: Documentation & Information Sharing, A. Documentation

- ☐ Very Poorly
- ☐ Poorly
- ☐ Adequately
- ☐ Well
- ☐ Very Well

80. **Please provide feedback for task statements that need to be added, omitted, or revised. If a task statement needs to be revised please note the task number and provide a revision for that task.**

81. Subdomain 3. Documentation & Information Sharing (Recording and sharing information accurately, appropriately, and within coaching scope)

B. Information Sharing

0 = Of no importance 1 = Of little importance 2 = Moderately important 3 = Important 4 = Very important

3.2.1. Share insights or progress summaries without breaching confidentiality.

☐☐☐☐☐

3.2.2. Use standardized hand-off and communication tools (e.g. SBAR or as defined by your organization)

☐☐☐☐☐

3.2.3. Engage in treatment team events when appropriate, using concise and relevant updates.

☐☐☐☐☐

82. Please indicate how the tasks adequately covered the content for **Domain 6:**

Coaching in a Collaborative Care Team Subdomain

3: Documentation & Information Sharing, B. Information Sharing

- ☐ Very Poorly
- ☐ Poorly
- ☐ Adequately
- ☐ Well
- ☐ Very Well

83. **Please provide feedback for task statements that need to be added, omitted, or revised. If a task statement needs to be revised please note the task number and provide a revision for that task.**

Domain 6: Coaching in a Collaborative Care Team

84. Subdomain 4. Care Plans & Client Safety (Align coaching with medical care plans to ensure client safety)

		2 =		
0 = Of no importance	1 = Of little importance	Moderately important	3 = Important	4 = Very important

4.1. Align coaching with client care plans and track progress without independently interpreting results.

- ☐
- ☐
- ☐
- ☐
- ☐

4.2. Align recommendations and address discrepancies with the goals of the treatment team.



4.3. Safely adapt coaching (i.e. activity, nutrition discussions, stress strategies, etc.) for clients with acute or complex conditions under provider oversight, accounting for any limitations that may influence safety.



4.4. Support continuity of care without duplicating services.



4.5. Recognize red flags and urgent concerns outside the coach's scope of practice requiring escalation to the care team (e.g., acute medical problems or mental health emergencies).



4.6. Facilitate referrals to clinical professionals when indicated.



4.7. Identify appropriate community resources and referrals especially around social determinants of health.



85. Please indicate how the tasks adequately covered the content for **Domain 6:**

Coaching in a Collaborative Care Team Subdomain 4: Care Plans & Client Safety

- ☐ Very Poorly
- ☐ Poorly
- ☐ Adequately
- ☐ Well
- ☐ Very Well

86. **Please provide feedback for task statements that need to be added, omitted, or revised. If a task statement needs to be revised please note the task number and provide a revision for that task.**

Domain 7: Coaching Practice in Medical Contexts

**87. Subdomain 1. Setting-Specific Medical and Clinical Knowledge
(Doing due diligence to understand the health context of the clients served)**

0 = Of no importance 1 = Of little importance 2 = Moderately important 3 = Important 4 = Very important

1.1.1 Learn and define the diagnoses, common tests, symptoms, treatments, and typical side effects relevant to the population served.

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1.1.2. Describe typical challenges clients face related to their condition, treatment, or recovery process.

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1.1.3. Identify and participate in relevant treatment specific priorities and processes.

☐☐☐☐☐

88. Please indicate how the tasks adequately covered the content for **Domain 7:**

Coaching Practice in Medical Contexts Subdomain 1: Setting-specific medical and clinical knowledge (Doing due diligence to understand the health context of the clients served)

- ☐ Very Poorly
- ☐ Poorly
- ☐ Adequately
- ☐ Well
- ☐ Very Well

89. **Please provide feedback for task statements that need to be added, omitted, or revised. If a task statement needs to be revised please note the task number and provide a revision for that task.**

Domain 7: Coaching Practice in Medical Contexts

90. Subdomain 2. Medical literacy & information skills (Accessing and evaluating health information effectively)

0 = Of no importance 1 = Of little importance 2 = Moderately important 3 = Important 4 = Very important

1.2.1. Develop familiarity with relevant medical terminology.

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1.2.2. Identify and research medical information and resources from credible sources.

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1.2.3. Analyze medical articles related to the served population at a lay-appropriate level.

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1.2.4. Differentiate evidence-based guidelines from unverified wellness claims.

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1.2.5. Identify changes in medical interventions relevant to the served population.

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91. Please indicate how the tasks adequately covered the content for **Domain 7: Coaching Practice in Medical Contexts Subdomain 2: Medical literacy & information skills (Accessing and evaluating health information effectively)**

- ☐ Very Poorly
- ☐ Poorly
- ☐ Adequately
- ☐ Well
- ☐ Very Well

92. **Please provide feedback for task statements that need to be added, omitted, or revised. If a task statement needs to be revised please note the task number and provide a revision for that task.**

93. Subdomain 3: Safety and escalation protocols (Recognizing when and how to take urgent action)

0 = Of no importance 1 = Of little importance 2 = Moderately important 3 = Important 4 = Very important

1.3.1. Identify warning signs requiring immediate escalation to the care team (e.g., acute chest pain, severe shortness of breath, suicidal ideation, signs of stroke, hypoglycemia in diabetes)

☐ ☐ ☐ ☐ ☐

1.3.2. Follow setting-specific escalation protocols consistently.

☐ ☐ ☐ ☐ ☐

94. Please indicate how the tasks adequately covered the content for **Domain 7:**

Coaching Practice in Medical Contexts Subdomain 3: Safety and escalation protocols (Recognizing when and how to take urgent action)

- ☐ Very Poorly
- ☐ Poorly
- ☐ Adequately
- ☐ Well
- ☐ Very Well

95. Please provide feedback for task statements that need to be added, omitted, or revised. If a task statement needs to be revised please note the task number and provide a revision for that task.

96. Subdomain 4: Client experience in medical contexts (Incorporate client's experiences, knowledge, and evidence-based recommendations in coaching)

0 = Of no importance 1 = Of little importance 2 = Moderately important 3 = Important 4 = Very important

1.4.1. Acknowledge the client's lived experiences within healthcare systems.

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1.4.2. Incorporate relevant prevention, screening, and health promotion recommendations into coaching.

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1.4.3. Integrate the client's understanding of diagnoses and treatment plans into coaching conversations.

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1.4.4. Provide evidence-based information appropriate to the setting when needed.

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97. Please indicate how the tasks adequately covered the content for **Domain 7: Coaching Practice in Medical Contexts Subdomain 4: Client experience in medical contexts (Incorporate client's experiences, knowledge, and evidence-based recommendations in coaching)**

- ☐ Very Poorly
- ☐ Poorly
- ☐ Adequately
- ☐ Well
- ☐ Very Well

98. **Please provide feedback for task statements that need to be added, omitted, or revised. If a task statement needs to be revised please note the task number and provide a revision for that task.**

**99. Subdomain 5: Client self-management of health conditions
(Supporting clients in developing skills, confidence, and strategies to actively manage their health)**

	0 = Of no importance	1 = Of little importance	2 = Moderately important	3 = Important	4 = Very important
1.5.1. Support clients in becoming active self-managers of their health.	☐	☐	☐	☐	☐
1.5.2. Facilitate client decision-making related to condition or medical care.	☐	☐	☐	☐	☐
1.5.3. Explore the impact of symptoms and emotions on daily life and behavior change.	☐	☐	☐	☐	☐

100. Please indicate how the tasks adequately covered the content for **Domain 7:**

Coaching Practice in Medical Contexts Subdomain 5: Client self-management of health conditions (Supporting clients in developing skills, confidence, and strategies to actively manage their health)

- ☐ Very Poorly
- ☐ Poorly
- ☐ Adequately
- ☐ Well
- ☐ Very Well

101. **Please provide feedback for task statements that need to be added, omitted, or revised. If a task statement needs to be revised please note the task number and provide a revision for that task.**

Domain 1: Theoretical Frameworks of Clinical Health and Wellness Coaching

102. Subdomain 1. Wellness and Well-being Principles Knowledge and principles of whole-person health and well-being

Knowledge of:

0 = Of no importance	1 = Of little importance	2 = Moderately important	3 = Important	4 = Very important
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1.1.1.

Multidimensional,
interconnected, and
dynamic nature of
well-being.

☐☐☐☐☐

1.1.2. Individualized,
client-directed whole-
person health
approach.

☐☐☐☐☐

1.1.3. Distinctions
among promotion,
prevention,
management, and
recovery.

☐☐☐☐☐

1.1.4. Continuums
and their application.

☐☐☐☐☐

103. Please indicate how the knowledge statements adequately covered the content for

Domain 1: Theoretical Frameworks of Clinical Health and Wellness Coaching,

Subdomain 1. Wellness and Well-being Principles

- ☐ Very Poorly
- ☐ Poorly
- ☐ Adequately
- ☐ Well
- ☐ Very Well

104. **Please provide feedback for knowledge statements that need to be added, omitted, or revised. If a knowledge statement needs to be revised please note the knowledge number and provide a revision for that knowledge.**

Domain 1: Theoretical Frameworks of Clinical Health and Wellness Coaching

105. Subdomain 2. Environmental Frameworks:

Recognize contextual and interconnected factors that influence health behaviors.

Knowledge of:

	0 = Of no importance	1 = Of little importance	2 = Moderately important	3 = Important	4 = Very important
2.1. Bio-Psychosocial–Spiritual (BPSS).	☐	☐	☐	☐	☐
2.2. Socioecological Model (SEM).	☐	☐	☐	☐	☐
2.3. Social and Structural Determinants of Health (SSDOH).	☐	☐	☐	☐	☐

106. Please indicate how the knowledge statements adequately covered the content for

Domain 1: Theoretical Frameworks of Clinical Health and Wellness Coaching,

Subdomain 2. Environmental Frameworks

- ☐ Very Poorly
- ☐ Poorly
- ☐ Adequately
- ☐ Well
- ☐ Very Well

107. **Please provide feedback for knowledge statements that need to be added, omitted, or revised. If a knowledge statement needs to be revised please note the knowledge number and provide a revision for that knowledge.**

Domain 1: Theoretical Frameworks of Clinical Health and Wellness Coaching

108. **Subdomain 3. Behavior change frameworks:**
Explain why and how people adopt and sustain health behaviors, coaches need to understand these theories and how to apply them to the appropriate coaching situations.

Knowledge of:

	0 = Of no importance	1 = Of little importance	2 = Moderately important	3 = Important	4 = Very important
3.1. Transtheoretical Model (TTM).	☐	☐	☐	☐	☐
3.2. Self-Determination Theory (SDT)	☐	☐	☐	☐	☐
3.3. Social Cognitive Theory (SCT).	☐	☐	☐	☐	☐
3.4. Theory of Planned Behavior (TPB).	☐	☐	☐	☐	☐
3.5 Goal Setting Theory.	☐	☐	☐	☐	☐

109. Please indicate how the knowledge statements adequately covered the content for

Domain 1: Theoretical Frameworks of Clinical Health and Wellness Coaching,

Subdomain 3. Behavior change framework

- ☐ Very Poorly
- ☐ Poorly
- ☐ Adequately
- ☐ Well
- ☐ Very Well

110. **Please provide feedback for knowledge statements that need to be added, omitted, or revised. If a knowledge statement needs to be revised please note the knowledge number and provide a revision for that knowledge.**

Domain 1: Theoretical Frameworks of Clinical Health and Wellness Coaching

111. Subdomain 4. Practice frameworks:

Use structured approaches to guide clients toward lasting, positive change.

Knowledge of:

0 = Of no importance 1 = Of little importance 2 = Moderately important 3 = Important 4 = Very important

4.1. Appreciative inquiry, growth mindset, and other strengths-based methods.

☐☐☐☐☐

4.2. Positive psychology: Optimism, gratitude, resilience, and meaning-making.

☐☐☐☐☐

4.3. Motivational Interviewing principles and techniques for evoking change.

☐☐☐☐☐

4.4 Behavior change strategies.

☐☐☐☐☐

112. Please indicate how the knowledge statements adequately covered the content for

Domain 1: Theoretical Frameworks of Clinical Health and Wellness Coaching,

Subdomain 4. Practice frameworks

- ☐ Very Poorly
- ☐ Poorly
- ☐ Adequately
- ☐ Well
- ☐ Very Well

113. **Please provide feedback for knowledge statements that need to be added, omitted, or revised. If a knowledge statement needs to be revised please note the knowledge number and provide a revision for that knowledge.**

Domain 2: Coaching Presence

114. Subdomain 1. Coach Presence

Knowledge of:

	0 = Of no importance	1 = Of little importance	2 = Moderately important	3 = Important	4 = Very important
1.1. Present moment awareness.	☐	☐	☐	☐	☐
1.2. Self-regulation (e.g., emotional, cognitive, behavioral).	☐	☐	☐	☐	☐
1.3. Compassion; non-judgement.	☐	☐	☐	☐	☐
1.4. Attuned presence.	☐	☐	☐	☐	☐
1.5. Psychological safety.	☐	☐	☐	☐	☐
1.6. Reflection, silence, emotional presence, range of client emotions.	☐	☐	☐	☐	☐
1.7. In-session adaptability	☐	☐	☐	☐	☐
1.8. Cultural humility; contextual sensitivity; marginal vs privileged; self-awareness	☐	☐	☐	☐	☐
1.9. Session purpose and shared focus alignment.	☐	☐	☐	☐	☐
1.10. Partnership and respect.	☐	☐	☐	☐	☐
1.11. Collaborative alliance.	☐	☐	☐	☐	☐

115. Please indicate how the knowledge statements adequately covered the content for

Domain 2: Coaching Presence, Subdomain 1. Coach Presence

- ☐ Very Poorly
- ☐ Poorly
- ☐ Adequately
- ☐ Well
- ☐ Very Well

116. **Please provide feedback for knowledge statements that need to be added, omitted, or revised. If a knowledge statement needs to be revised please note the knowledge number and provide a revision for that knowledge.**

Domain 3: Coaching Environment

117. Subdomain 1. Physical and relational conditions for focus, safety, privacy, and rapport

Knowledge of:

	0 = Of no importance	1 = Of little importance	2 = Moderately important	3 = Important	4 = Very important
1.1. Environmental and sensory distraction factors.	☐	☐	☐	☐	☐
1.2. Time management, section structure, and pacing.	☐	☐	☐	☐	☐
1.3. Self-regulation practices (e.g. grounding, mindfulness, or centering practices).	☐	☐	☐	☐	☐
1.4. Unconditional positive regard.	☐	☐	☐	☐	☐
1.5. Professional ethical standards and boundary parameters.	☐	☐	☐	☐	☐
1.6. Power dynamics in relationships and client autonomy factors.	☐	☐	☐	☐	☐
1.7. Confidentiality parameters and healthcare-specific exceptions.	☐	☐	☐	☐	☐
1.8. Indicators of readiness and appropriateness for coaching.	☐	☐	☐	☐	☐

118. Please indicate how the knowledge statements adequately covered the content for
Domain 3: Coaching Environment, Subdomain 1. Physical and relational conditions for focus, safety, privacy, and rapport

- ☐ Very Poorly
- ☐ Poorly
- ☐ Adequately
- ☐ Well
- ☐ Very Well

119. **Please provide feedback for knowledge statements that need to be added, omitted, or revised. If a knowledge statement needs to be revised please note the knowledge number and provide a revision for that knowledge.**

Domain 3: Coaching Environment

120. Subdomain 2. Physical environment elements for engagement and presence

A. Face-to-Face, including medical or healthcare-related contexts

Knowledge of:

	0 = Of no importance	1 = Of little importance	2 = Moderately important	3 = Important	4 = Very important
2.1.1. Physical and auditory privacy requirements.	☐	☐	☐	☐	☐
2.1.2. Privacy and confidentiality protection measures.	☐	☐	☐	☐	☐
2.1.3. Environmental considerations for safety and connection.	☐	☐	☐	☐	☐

121. Please indicate how the knowledge statements adequately covered the content for

Domain 3: Coaching Environment, Subdomain 2. Physical environment elements for engagement and presence, A. Face-to-Face

- ☐ Very Poorly
- ☐ Poorly
- ☐ Adequately
- ☐ Well
- ☐ Very Well

122. Please provide feedback for knowledge statements that need to be added, omitted, or revised. If a knowledge statement needs to be revised please note the knowledge number and provide a revision for that knowledge.

Domain 3: Coaching Environment

123. Subdomain 2. Physical environment elements for engagement and presence

B. Online

Knowledge of:

	0 = Of no importance	1 = Of little importance	2 = Moderately important	3 = Important	4 = Very important
2.2.1. Online visual and auditory privacy requirements	☐	☐	☐	☐	☐
2.2.2. Privacy and confidentiality protection measures.	☐	☐	☐	☐	☐
2.2.3. Environmental considerations for safety and connection.	☐	☐	☐	☐	☐
2.2.4. Technology-related risks, limitations, and contingency plans.	☐	☐	☐	☐	☐
2.2.5. Platform security, compliance, and functionality requirements including HIPAA.	☐	☐	☐	☐	☐
2.2.6. Visual and nonverbal presence factors for online rapport.	☐	☐	☐	☐	☐
2.2.7. Digital etiquette and communication norms.	☐	☐	☐	☐	☐

124. Please indicate how the knowledge statements adequately covered the content for
Domain 3: Coaching Environment, Subdomain 2. Physical environment elements for engagement and presence, B. Online

- ☐ Very Poorly
- ☐ Poorly
- ☐ Adequately
- ☐ Well
- ☐ Very Well

125. **Please provide feedback for knowledge statements that need to be added, omitted, or revised. If a knowledge statement needs to be revised please note the knowledge number and provide a revision for that knowledge.**

Domain 4: Coaching Alliance

126. **Subdomain 1. Coaching Relationship (Building trust, rapport, and relational safety.)**

Knowledge of:

	0 = Of no importance	1 = Of little importance	2 = Moderately important	3 = Important	4 = Very important
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1.1. The role of empathy.

- | | | | | |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| ☐ | ☐ | ☐ | ☐ | ☐ |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|

1.2. Professional boundaries, trust-building behaviors, and strategies for timely and consistent communication.



1.3. Positive psychology principles (e.g. hope, encouragement and belief), strengths-based approaches, and methods to inspire client optimism.



1.4. Humanistic principles, unconditional positive regard, and affirming client self-worth.



1.5. Cultural humility, diversity and inclusion practices, and self-awareness in cross-cultural contexts.



1.6. Client-led goal setting and techniques for facilitating autonomy.



1.7. Conflict resolution strategies, feedback techniques, and repair processes in relational dynamics.



1.8. Professional communication standards, digital etiquette, and best practices for multiple interaction formats.



127. Please indicate how the knowledge statements adequately covered the content for

Domain 4: Coaching Alliance, Subdomain 1. Coaching Relationship

- ☐ Very Poorly
- ☐ Poorly
- ☐ Adequately
- ☐ Well
- ☐ Very Well

128. **Please provide feedback for knowledge statements that need to be added, omitted, or revised. If a knowledge statement needs to be revised please note the knowledge number and provide a revision for that knowledge.**

Domain 4: Coaching Alliance

129. Subdomain 2. Establish Expectations

A. Laying the foundation for an informed, ethical, and collaborative coaching engagement.

Knowledge of:

		2 =		
0 = Of no importance	1 = Of little importance	Moderately important	3 = Important	4 = Very important

2.1.1. Professional coaching credentials, training backgrounds,

- ☐
- ☐
- ☐
- ☐
- ☐

relevant work
experience.

2.1.2. Coaching scope
of practice,
professional
boundaries, and
methods for defining
working relationships.



2.1.3. Coaching
approaches and
activities (e.g.
behavior change
strategies,
motivational
interviewing, habit
formation, and
strengths-based
methods).



2.1.4. Session
logistics (e.g.
scheduling,
communication
norms, payment
terms, and in-
person/virtual
facilitation)



2.1.5. Individual,
group, and hybrid
coaching formats, and
strategies for defining
roles and encouraging
engagement between
sessions.



2.1.6. Roles and
responsibilities of
coach and client



2.1.7. Confidentiality
laws (HIPAA, FERPA,
local equivalents) and
permissible conditions
for sharing client
information.



2.1.8. Mandatory
reporting laws, risk
indicators, and



protocols for notifying healthcare teams or authorities.

2.1.9. Documentation requirements

2.1.10. Coaching scope of practice re: advice, prescription/diagnoses

2.1.11. Health data reporting requirements and communication protocols with other medical practitioners.

2.1.12. Health information reporting requirements, interprofessional communication protocols, and procedures for sharing relevant client data (e.g., side effects) with authorized medical practitioners.

130. Please indicate how the knowledge statements adequately covered the content for **Domain 4: Coaching Alliance, Subdomain 2. Establish Expectations, A.Laying the foundation for an informed, ethical, and collaborative coaching engagement.**

- ☐ Very Poorly
- ☐ Poorly
- ☐ Adequately
- ☐ Well
- ☐ Very Well

131. **Please provide feedback for knowledge statements that need to be added, omitted, or revised. If a knowledge statement needs to be revised please note the knowledge number and provide a revision for that knowledge.**

132. Subdomain 2. Establish Expectations

B. Confirm the purpose of coaching

Knowledge of:

0 = Of no importance	1 = Of little importance	2 = Moderately important	3 = Important	4 = Very important
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2.2.1. Progress tracking, and alignment with client and healthcare priorities.

☐☐☐☐☐

2.2.2. Common barriers to engagement and strategies for addressing them.

☐☐☐☐☐

2.2.3. Methods for revisiting goals, measuring satisfaction, and evaluating the coaching relationship.

☐☐☐☐☐

2.2.4. Client autonomy principles and practices for client-led goal setting and action planning.

☐☐☐☐☐

133. Please indicate how the knowledge statements adequately covered the content for

Domain 4: Coaching Alliance, Subdomain 2. Establish Expectations, B. Confirm the purpose of coaching

- ☐ Very Poorly
- ☐ Poorly
- ☐ Adequately
- ☐ Well
- ☐ Very Well

134. **Please provide feedback for knowledge statements that need to be added, omitted, or revised. If a knowledge statement needs to be revised please note the knowledge number and provide a revision for that knowledge.**

135. Subdomain 3. Fundamental Approaches (The guiding skills and structure that foster both insight and forward momentum.)

A. Communication and relational skills

Knowledge of:

	0 = Of no importance	1 = Of little importance	2 = Moderately important	3 = Important	4 = Very important
3.1.1. Questioning techniques.	☐	☐	☐	☐	☐
3.1.2. Active and reflective listening strategies.	☐	☐	☐	☐	☐
3.1.3. Strength affirmation, values recognition, and progress reinforcement.	☐	☐	☐	☐	☐
3.1.4. Summarizing techniques to reinforce insight and learning.	☐	☐	☐	☐	☐
3.1.5. Clarification and reframing methods for accuracy and depth.	☐	☐	☐	☐	☐
3.1.6. Pacing strategies, including the use of silence and pauses.	☐	☐	☐	☐	☐
3.1.7. Inclusive, empowering, strengths-based language use.	☐	☐	☐	☐	☐
3.1.8. Emotional content management with sensitivity and professional skill.	☐	☐	☐	☐	☐
3.1.9. Nonverbal communications and cues.	☐	☐	☐	☐	☐

136. Please indicate how the knowledge statements adequately covered the content for

Domain 4: Coaching Alliance, Subdomain 3. Fundamental Approaches,

A. Communication and relational skills

- ☐ Very Poorly
- ☐ Poorly
- ☐ Adequately
- ☐ Well
- ☐ Very Well

137. **Please provide feedback for knowledge statements that need to be added, omitted, or revised. If a knowledge statement needs to be revised please note the knowledge number and provide a revision for that knowledge.**

138. Subdomain 3. Fundamental Approaches (The guiding skills and structure that foster both insight and forward momentum.)

B. Support awareness, learning, and growth

Knowledge of:

	0 = Of no importance	1 = Of little importance	2 = Moderately important	3 = Important	4 = Very important
3.2.1. Integrative wellbeing	☐	☐	☐	☐	☐
3.2.2. Extrinsic and intrinsic motivation.	☐	☐	☐	☐	☐
3.2.3. Strength-based approaches.	☐	☐	☐	☐	☐
3.2.4. Fixed vs. Growth Mindset.	☐	☐	☐	☐	☐
3.2.5. Behavior change strategies.	☐	☐	☐	☐	☐
3.2.6. Stages of change.	☐	☐	☐	☐	☐

139. Please indicate how the knowledge statements adequately covered the content for

Domain 4: Coaching Alliance, Subdomain 3. Fundamental Approaches, B.Support awareness, learning, and growth

- ☐ Very Poorly
- ☐ Poorly
- ☐ Adequately
- ☐ Well
- ☐ Very Well

140. Please provide feedback for knowledge statements that need to be added, omitted, or revised. If a knowledge statement needs to be revised please note the knowledge number and provide a revision for that knowledge.

141. Subdomain 3. Fundamental Approaches (The guiding skills and structure that foster both insight and forward momentum.)

C. Facilitate goal setting and accountability

Knowledge of:

	0 = Of no importance	1 = Of little importance	2 = Moderately important	3 = Important	4 = Very important
3.3.1. Collaborative goal-setting.	☐	☐	☐	☐	☐
3.3.2. Barriers to change.	☐	☐	☐	☐	☐
3.3.3. Strengths-based problem-solving strategies.	☐	☐	☐	☐	☐
3.3.4. Action planning frameworks.	☐	☐	☐	☐	☐
3.3.5. Accountability structures.	☐	☐	☐	☐	☐
3.3.6. Community and environmental awareness.	☐	☐	☐	☐	☐
3.3.7. Support systems.	☐	☐	☐	☐	☐
3.3.8. Goal progress Management.	☐	☐	☐	☐	☐
3.3.9. Long-term planning.	☐	☐	☐	☐	☐
3.3.10. Relapse and setbacks.	☐	☐	☐	☐	☐
3.3.11. Session closings.	☐	☐	☐	☐	☐
3.3.12. Fundamentals of learning theory.	☐	☐	☐	☐	☐

142. Please indicate how the knowledge statements adequately covered the content for
Domain 4: Coaching Alliance, Subdomain 3. Fundamental Approaches, c.Facilitate goal setting and accountability

- ☐ Very Poorly
- ☐ Poorly
- ☐ Adequately
- ☐ Well
- ☐ Very Well

143. **Please provide feedback for knowledge statements that need to be added, omitted, or revised. If a knowledge statement needs to be revised please note the knowledge number and provide a revision for that knowledge.**

Domain 5: Ethics, Professionalism, and Reflective Practice

144. **Subdomain 1. Ethics & Integrity (Interactions that protect clients, respect boundaries, and build trust)**

Knowledge of:

		2 =		
0 = Of no importance	1 = Of little importance	Moderately important	3 = Important	4 = Very important

1.1. Clear Boundaries (e.g., professionalism

- ☐
- ☐
- ☐
- ☐
- ☐

professionalism,
personal).

1.2. Professional
ethical codes, ethical
decision-making
frameworks, and
standards for ethical
conduct.



1.3. Communication
strategies, including
truthful disclosure,
clarity of intentions,
and avoidance of
misleading
statements.



1.4. HIPAA
regulations, secure
communication
methods, and
organizational
policies for
maintaining privacy.



1.5. Informed
consent processes,
relevant healthcare
laws, and ethical
guidelines for
working in health
settings.



1.6. Documentation
standards, data
management
practices, and legal
requirements for
recordkeeping.



1.7. Reporting
protocols,
whistleblower
protections, and
organizational
channels for
addressing ethical
violations.



1.8. Dual
relationships and
conflicts of interest



conflicts of interest.

1.9. Client rights in health settings.

☐☐☐☐☐

1.10. Shared decision-making principles and self-directed goal-setting.

☐☐☐☐☐

1.11. Application of federal, state, and local regulations to coaching practice.

☐☐☐☐☐

145. Please indicate how the knowledge statements adequately covered the content for **Domain 5: Ethics, Professionalism, and Reflective Practice, Subdomain 1. Ethics & Integrity**

- ☐ Very Poorly
- ☐ Poorly
- ☐ Adequately
- ☐ Well
- ☐ Very Well

146. **Please provide feedback for knowledge statements that need to be added, omitted, or revised. If a knowledge statement needs to be revised please note the knowledge number and provide a revision for that knowledge.**

147. Subdomain 2. Ethical Use of Technology and AI (Keeping technology helpful, safe, and in the service of the client)

Knowledge of:

0 = Of no importance 1 = Of little importance 2 = Moderately important 3 = Important 4 = Very important

2.1. Data privacy laws, secure digital platforms, and informed consent processes.

☐
☐
☐
☐
☐

2.2. AI system functionality, potential benefits and risks (including bias), and appropriate scope of application in coaching.

☐
☐
☐
☐
☐

2.3. Data collection and storage policies, privacy notices, and applicable consumer protection laws.

☐
☐
☐
☐
☐

2.4. Federal and state regulations governing digital health and education records.

☐
☐
☐
☐
☐

2.5. Barriers to technology access and digital literacy assessment.

☐
☐
☐
☐
☐

2.6. Strategies to promote inclusive use of technology.

☐
☐
☐
☐
☐

2.7. Current and emerging health technologies, ethical debates, and regulatory updates.

☐
☐
☐
☐
☐

2.8. Risks and limits

of technology in
behavior change,
and criteria for
human oversight.



148. Please indicate how the knowledge statements adequately covered the content for
**Domain 5: Ethics, Professionalism, and Reflective Practice, Subdomain 2. Ethical Use
of Technology and AI**

- ☐ Very Poorly
- ☐ Poorly
- ☐ Adequately
- ☐ Well
- ☐ Very Well

149. **Please provide feedback for knowledge statements that need to be added, omitted, or revised. If a knowledge statement needs to be revised please note the knowledge number and provide a revision for that knowledge.**

150. Subdomain 3. Professional Development & Identity (Continuously growing skills, knowledge, and professional credibility)

Knowledge of:

0 = Of no importance 1 = Of little importance 2 = Moderately important 3 = Important 4 = Very important

3.1. Industry-approved continuing education opportunities, credentialing requirements, and mentorship best practices.

☐ ☐ ☐ ☐ ☐

3.2. National and international coaching standards, competency frameworks, and credentialing bodies.

☐ ☐ ☐ ☐ ☐

3.3. Evidence-based benefits of coaching.

☐ ☐ ☐ ☐ ☐

3.4. Ethical discourse methods and healthcare ethics principles.

☐ ☐ ☐ ☐ ☐

3.5. Professional networking tools, peer learning models, and collaborative problem-solving methods.

☐ ☐ ☐ ☐ ☐

151. Please indicate how the knowledge statements adequately covered the content for
Domain 5: Ethics, Professionalism, and Reflective Practice, Subdomain 3. Professional Development & Identity

- ☐ Very Poorly
- ☐ Poorly
- ☐ Adequately
- ☐ Well
- ☐ Very Well

152. **Please provide feedback for knowledge statements that need to be added, omitted, or revised. If a knowledge statement needs to be revised please note the knowledge number and provide a revision for that knowledge.**

Domain 5: Ethics, Professionalism, and Reflective Practice

153. Subdomain 4. Reflective Practice & Growth (Learning from your own coaching, challenging your biases, and taking care of yourself)

Knowledge of:

0 = Of no importance 1 = Of little importance 2 = Moderately important 3 = Important 4 = Very important

4.1. Personal wellness strategies, stress management techniques, and professional resilience practices.

☐☐☐☐☐

4.2. Burnout symptoms, risk factors, and evidence-based prevention or intervention strategies.

☐☐☐☐☐

4.3. Reflective practice models, feedback integration methods, and peer supervision frameworks.

☐☐☐☐☐

4.4. Cultural humility principles, anti-bias strategies, and power dynamics.

☐☐☐☐☐

4.5. Supervision.

☐☐☐☐☐

4.6. Consultation.

☐☐☐☐☐

4.7. Mentorship.

☐☐☐☐☐

154. Please indicate how the knowledge statements adequately covered the content for

Domain 5: Ethics, Professionalism, and Reflective Practice, Subdomain 4. Reflective Practice & Growth

- ☐ Very Poorly
- ☐ Poorly
- ☐ Adequately
- ☐ Well
- ☐ Very Well

155. **Please provide feedback for knowledge statements that need to be added, omitted, or revised. If a knowledge statement needs to be revised please note the knowledge number and provide a revision for that knowledge.**

Domain 6: Coaching in a Collaborative Care Team

156. **Subdomain 1. Working Dynamics (Working effectively in healthcare environments by understanding how collaborative teams function to provide patient centric care)**

Knowledge of:

		2 =		
0 = Of no	1 = Of little	Moderately	3 =	4 = Very
importance	importance	important	Important	important

1.1. Coaching scope

of practice and ethical guidelines.



1.2. Responsibilities and qualifications of other healthcare professionals on interprofessional teams.



1.3. Organizational structure and protocols for communication and decision making.



1.4. Collaborative care model principles.



1.5. Common medical terminology surrounding clinical workflows and metrics.



1.6. Legal and ethical privacy standards.



1.7. Safety, basic emergency response, and other relevant facility protocols.



1.8. Quality improvement methodologies



1.9. Common medical conditions, standard diagnostic procedures, and treatments relevant to the coach's patient population.



157. Please indicate how the knowledge statements adequately covered the content for

Domain 6: Coaching in a Collaborative Care Team, Subdomain 1. Working Dynamics

- ☐ Very Poorly
- ☐ Poorly
- ☐ Adequately
- ☐ Well
- ☐ Very Well

158. **Please provide feedback for knowledge statements that need to be added, omitted, or revised. If a knowledge statement needs to be revised please note the knowledge number and provide a revision for that knowledge.**

Domain 6: Coaching in a Collaborative Care Team

159. Subdomain 2. Team Communication (Engages in open communication and teamwork to ensure coordinated patient care.)

Knowledge of:

	0 = Of no importance	1 = Of little importance	2 = Moderately important	3 = Important	4 = Very important
2.1. Professional communication strategies.	☐	☐	☐	☐	☐
2.2. Documentation and reporting techniques.	☐	☐	☐	☐	☐
2.3. Role clarification and boundary setting in multidisciplinary teams.	☐	☐	☐	☐	☐
2.4. Interprofessional etiquette (e.g., roles, expertise, contributions).	☐	☐	☐	☐	☐
2.5. Patient empowerment.	☐	☐	☐	☐	☐

160. Please indicate how the knowledge statements adequately covered the content for

Domain 6: Coaching in a Collaborative Care Team, Subdomain 2. Team

Communication

- ☐ Very Poorly
- ☐ Poorly
- ☐ Adequately
- ☐ Well
- ☐ Very Well

161. **Please provide feedback for knowledge statements that need to be added, omitted, or revised. If a knowledge statement needs to be revised please note the knowledge number and provide a revision for that knowledge.**

Domain 6: Coaching in a Collaborative Care Team

162. **Subdomain 3. Documentation & Information Sharing (Recording and sharing information accurately, appropriately, and within coaching scope)**

A. Documentation

Knowledge of:

	0 = Of no importance	1 = Of little importance	2 = Moderately important	3 = Important	4 = Very important
--	----------------------	--------------------------	--------------------------	---------------	--------------------

3.1.1. Objective documentation practices.

☐	☐	☐	☐	☐
-----------------------	-----------------------	-----------------------	-----------------------	-----------------------

3.1.2. Documentation systems (e.g. SOAP notes).

☐	☐	☐	☐	☐
-----------------------	-----------------------	-----------------------	-----------------------	-----------------------

3.1.3. Record retention policies (e.g., EMR systems).

☐	☐	☐	☐	☐
-----------------------	-----------------------	-----------------------	-----------------------	-----------------------

163. Please indicate how the knowledge statements adequately covered the content for
Domain 6: Coaching in a Collaborative Care Team, Subdomain 3. Documentation & Information Sharing, A. Documentation

- ☐ Very Poorly
- ☐ Poorly
- ☐ Adequately
- ☐ Well
- ☐ Very Well

164. **Please provide feedback for knowledge statements that need to be added, omitted, or revised. If a knowledge statement needs to be revised please note the knowledge number and provide a revision for that knowledge.**

Domain 6: Coaching in a Collaborative Care Team

165. Subdomain 3. Documentation & Information Sharing (Recording and sharing information accurately, appropriately, and within coaching scope)

B. Information Sharing

Knowledge of:

	0 = Of no importance	1 = Of little importance	2 = Moderately important	3 = Important	4 = Very important
3.2.1. Confidentiality guidelines for information sharing.	☐	☐	☐	☐	☐
3.2.2. Structured communication formats (e.g. SBAR).	☐	☐	☐	☐	☐
3.2.3. Case conference principles.	☐	☐	☐	☐	☐

166. Please indicate how the knowledge statements adequately covered the content for

Domain 6: Coaching in a Collaborative Care Team, Subdomain 3. Documentation &

Information Sharing, B. Information Sharing

- ☐ Very Poorly
- ☐ Poorly
- ☐ Adequately
- ☐ Well
- ☐ Very Well

167. Please provide feedback for knowledge statements that need to be added, omitted, or revised. If a knowledge statement needs to be revised please note the knowledge number and provide a revision for that knowledge.

A large, empty rectangular box with a black border, intended for providing feedback on knowledge statements.

Domain 6: Coaching in a Collaborative Care Team

168. Subdomain 4. Care Plans & Patient Safety (align coaching with medical care plans to ensure patient safety)

Knowledge of:

	0 = Of no importance	1 = Of little importance	2 = Moderately important	3 = Important	4 = Very important
4.1. Coaching approaches for integrating with client care plans.	☐	☐	☐	☐	☐
4.2. Collaborative problem solving.	☐	☐	☐	☐	☐
4.3. Medical risk factors, contraindications, and modifying coaching interventions.	☐	☐	☐	☐	☐
4.4. Distinctions between coaching services and other healthcare interventions.	☐	☐	☐	☐	☐
4.5. Emergency escalation protocols.	☐	☐	☐	☐	☐
4.6. Referral procedures.	☐	☐	☐	☐	☐
4.7. Role of local and national resources.	☐	☐	☐	☐	☐

169. Please indicate how the knowledge statements adequately covered the content for

Domain 6: Coaching in a Collaborative Care Team, Subdomain 4. Care Plans & Patient Safety

- ☐ Very Poorly
- ☐ Poorly
- ☐ Adequately
- ☐ Well
- ☐ Very Well

170. **Please provide feedback for knowledge statements that need to be added, omitted, or revised. If a knowledge statement needs to be revised please note the knowledge number and provide a revision for that knowledge.**

Domain 7: Coaching Practice in Medical Contexts

171. Subdomain 1. Setting-Specific Medical and Clinical Knowledge (Doing due diligence to understand the health context of the clients served).

Knowledge of:

0 = Of no importance 1 = Of little importance 2 = Moderately important 3 = Important 4 = Very important

1.1.1. Clinical definitions, diagnostic criteria, standard testing protocols, treatment regimens, and potential side effects for the most prevalent conditions in the served population.

☐☐☐☐☐

1.1.2. Typical challenges clients face related to their condition, treatment, or recovery process.

☐☐☐☐☐

1.1.3. Structure, timing, and contributors to treatment planning; entry points for coaching.

☐☐☐☐☐

172. Please indicate how the knowledge statements adequately covered the content for
**Domain 7: Coaching Practice in Medical Contexts, Subdomain 1. Setting-Specific
Medical and Clinical Knowledge (Doing due diligence to
understand the health context of the clients served)**

- ☐ Very Poorly
- ☐ Poorly
- ☐ Adequately
- ☐ Well
- ☐ Very Well

173. **Please provide feedback for knowledge statements that need to be added, omitted, or revised. If a knowledge statement needs to be revised please note the knowledge number and provide a revision for that knowledge.**

174. Subdomain 2. Medical Literacy & Information Skills (Accessing and evaluating health information effectively).

Knowledge of:

0 = Of no importance 1 = Of little importance 2 = Moderately important 3 = Important 4 = Very important

1.2.1. Medical vocabulary, abbreviations, and acronyms used within the specific healthcare environment and by the care team.

☐☐☐☐☐

1.2.2. Standard structure of peer-reviewed medical articles (e.g., IMRaD structure, introduction, methods, results, discussion).

☐☐☐☐☐

1.2.3. Evidence-based recommendations and clinical guidelines relevant to the client's medical condition(s).

☐☐☐☐☐

1.2.4. Methods for staying current in relevant medical interventions.

☐☐☐☐☐

175. Please indicate how the knowledge statements adequately covered the content for

Domain 7: Coaching Practice in Medical Contexts, Subdomain 2. Medical Literacy & Information Skills (Accessing and evaluating health information effectively).

- ☐ Very Poorly
- ☐ Poorly
- ☐ Adequately
- ☐ Well
- ☐ Very Well

176. **Please provide feedback for knowledge statements that need to be added, omitted, or revised. If a knowledge statement needs to be revised please note the knowledge number and provide a revision for that knowledge.**

Domain 7: Coaching Practice in Medical Contexts

177. Subdomain 3. Safety and Escalation Protocols (Recognizing when and how to take urgent action).

Knowledge of:

0 = Of no importance 1 = Of little importance 2 = Moderately important 3 = Important 4 = Very important

1.3.1. Critical symptoms, test results, or client-reported experiences that signal acute risk or medical emergency.

☐☐☐☐☐

1.3.2. Formal procedures, communication channels, and documentation requirements for escalation in the healthcare setting.

☐☐☐☐☐

178. Please indicate how the knowledge statements adequately covered the content for

Domain 7: Coaching Practice in Medical Contexts, Subdomain 3. Safety and Escalation Protocols (Recognizing when and how to take urgent action).

- ☐ Very Poorly
- ☐ Poorly
- ☐ Adequately
- ☐ Well
- ☐ Very Well

179. **Please provide feedback for knowledge statements that need to be added, omitted, or revised. If a knowledge statement needs to be revised please note the knowledge number and provide a revision for that knowledge.**

Domain 7: Coaching Practice in Medical Contexts

180. **Subdomain 4. Client experience in medical contexts (Incorporate client's experiences, knowledge, and evidence-based recommendations in coaching).**

Knowledge of:

0 = Of no importance 1 = Of little importance 2 = Moderately important 3 = Important 4 = Very important

1.4.1. Impact of lived experience in healthcare settings.

☐ ☐ ☐ ☐ ☐

1.4.2. Recommended prevention, screening, and health promotion.

☐ ☐ ☐ ☐ ☐

1.4.3. Diagnosis treatment planning as relevant to coaching.

☐ ☐ ☐ ☐ ☐

1.4.4. Evidence-based information for the setting.

☐ ☐ ☐ ☐ ☐

181. Please indicate how the knowledge statements adequately covered the content for

Domain 7: Coaching Practice in Medical Contexts, Subdomain 4. Client experience in medical contexts (Incorporate client's experiences, knowledge, and evidence-based recommendations in coaching).

- ☐ Very Poorly
- ☐ Poorly
- ☐ Adequately
- ☐ Well
- ☐ Very Well

182. Please provide feedback for knowledge statements that need to be added, omitted, or revised. If a knowledge statement needs to be revised please note the knowledge number and provide a revision for that knowledge.

Domain 7: Coaching Practice in Medical Contexts

**183. Subdomain 5. Client self-management of health conditions
(Supporting clients in developing skills, confidence, and strategies to actively manage their health).**

Knowledge of:

	0 = Of no importance	1 = Of little importance	2 = Moderately important	3 = Important	4 = Very important
1.5.1. Health self-management.	☐	☐	☐	☐	☐
1.5.2. Impact of symptoms and emotions on daily life and behavior change.	☐	☐	☐	☐	☐
1.5.3. Client decision-making related to condition or medical care.	☐	☐	☐	☐	☐

**184. Please indicate how the knowledge statements adequately covered the content for
Domain 7: Coaching Practice in Medical Contexts, Subdomain 5: Client self-management of health conditions (Supporting clients in developing skills, confidence, and strategies to actively manage their health).**

- ☐ Very Poorly
- ☐ Poorly
- ☐ Adequately
- ☐ Well
- ☐ Very Well

185. **Please provide feedback for knowledge statements that need to be added, omitted, or revised. If a knowledge statement needs to be revised please note the knowledge number and provide a revision for that knowledge.**

(untitled)

186. Listed below are the domains that could be covered on the examination. If a new examination contains 100 questions, how many questions should be included in each of these areas (domains). Please use only whole numbers. If you think an area should not be represented on the examination, write 0 in the space provided. Please note that responses must total 100.

	1: Theoretical Frameworks of Clinical Health and Wellness Coaching
	2: Coaching Presence
	3: Coaching Environment
	4: Coaching Alliance
	5: Ethics, Professionalism, and Reflective Practice
	6: Coaching in a Collaborative Care Team
	7: Coaching Practice in Medical Contexts

0 out of 100 Total

(untitled)

187. Please enter your email address if you would like to receive a \$20.00 Visa gift card for completing this survey.