

## Sabbatical Leave Proposal

### A. Applicant

Name: Tara Jacobson

Department: Kinesiology, Athletics, and Dance

Type of Leave: Formal Coursework

Leave Dates: Fall 2018

### B. Purpose of Leave

The intent of my sabbatical leave is to advance my knowledge and receive additional certifications in yoga teacher training and health coaching to use in course content of certificate programs and courses that I instruct at SRJC. After completion, I will write a report on how I will incorporate the material into my course lesson plans.

### C. Leave Objectives

1. Attend a 300-hour yoga teacher training program to learn advanced yoga teaching methodology, anatomy, yogic theory and special education to obtain a 500-hour registered yoga teacher designation. This 300-hour program builds on my current 200-hour teacher training to receive my 500-hour registered yoga teacher designation through the national registry, Yoga Alliance.
2. Participate in the Health Coach Certification program from the National Society of Health Coaches to learn the standards of Evidence-based Health Coaching (EBHC) and Motivational Interviewing (MI) appropriate to wellness settings through clinical cases and practical application to complete the online testing for certification to become a Certified Health Coach.
3. A detailed, written report on how I will incorporate the new training material into my course lesson plans.

### D. Narrative

#### Objective 1:

The **300-hour Yoga Teacher Training Program** will be done in a retreat style format for one month. I will travel to Sacred Valley, Peru and stay at the Sach'a Munay Retreat

and Yoga Center for one month during the fall 2018 term. The curriculum is based on Yoga Alliance's standards below and the 300-hours will be divided in the following way:

A. Techniques, Training and Practice: 50 Hours

This material fosters an enhanced understanding and experience as compared to the content of my RYT 200 or foundational Techniques, Training and Practice sessions. Topics include: asanas, pranayamas, kriyas, chanting, mantra, meditation and other traditional yoga techniques. These hours are a mix between: 1) analytical training in how to teach and practice the techniques and 2) guided practice of the techniques themselves.

B. Teaching Methodology: 5 Hours

Topics in this category include:

- Communication skills such as group dynamics, time management, and the establishment of priorities and boundaries
- How to address the specific needs of individuals and special populations, to the degree possible in a group setting
- Principles of demonstration, observation, assisting and correcting
- Teaching styles
- Qualities of a teacher
- The student learning process
- Business aspects of teaching yoga (including marketing and legal)

C. Anatomy and Physiology: 15 Hours

Topics in this category include: human physical anatomy and physiology (bodily systems, organs, etc.) energy anatomy and physiology (chakras, nadis, etc.). Includes both the study of anatomy and physiology along with its application to yoga practice (benefits, contraindications, healthy movement patterns, etc.).

D. Yoga Philosophy, Lifestyle and Ethics for Yoga Teachers: 30 Hours

Topics in this category include:

- Further and deeper study of yoga philosophies and traditional texts (such as the Yoga Sutras, Hatha Yoga Pradipika or Bhagavad Gita)
- Yoga lifestyle, such as the precept of non-violence (ahimsa), and the concepts of dharma and karma
- Ethics for yoga teachers, such as those involving teacher – student relationships and community
- Understanding the value of teaching yoga as a service and being of service to others through yoga (seva)

E. Practicum: 30 Hours

Topics in this category include:

- Practice teaching (does not include assisting, observing or giving feedback)
- Receiving and giving feedback
- Observing others teaching
- Assisting students while someone else is teaching

#### F. Remaining Contact Hours and Elective Hours

The remaining Contact Hours (190 hours) and elective hours (170 hours, a combination of contact and non-contact) are distributed among the five Educational Categories above, but the hours may be allocated at the discretion of each school based on their program's focus.

### **Objective 2:**

The **Health Coach Certification program** from the National Society of Health is a self paced online study certification program. In addition to the program manual, study resources include audio CDs, video clips, webinars, podcasts, articles, online skills practice, live practice webinars, and a quick reference pocket guide. Below is the curriculum to be covered in the program:

#### Section 1: Introduction to Evidence-based Health Coaching (EBHC)<sup>®</sup>

- Evidence-based Health Coaching Defined
- Premise of Evidence-based Health Coaching
- Why Health Coaching has Emerged
- Differences in Traditional Health Teaching and Health Coaching
- Patient/Client Engagement
- Self-Management Support
- "Partnering" as a Healthcare Provider
- Managing versus Coaching
- Characteristics of an Effective Health Coach
- Trends in Health Coaching
- NSHC's Clinical Model of Evidence-based Health Coaching
- NSHC Code of Ethics and Standards of Practice
- NSHC Core Competencies

#### Section 2: Identifying Your Communication Style

- Four Primary Styles
- Adapting Your Style
- Communication Pitfalls to Avoid

#### Section 3: Are You Listening?

- How We Listen/Active Listening
- Ten Active Listening Strategies for Health Coaches
- Strategies for when Becoming Distracted

- Unique Aspects of Telephonic Health Coaching
- Differences in Face-to-Face versus Telephonic
- Telephonic Health Coaching Outcomes

#### Section 4: Tapping into the Client's Learning Style

- How We Learn
- Four Primary Learning Styles Explored
- Seven Step Learning Process
- Teach-Back Method

#### Section 5: Facilitating Health Behavior Change

- Creating SPACE for Health Coaching
- Transtheoretical Model of Change- Stages of Change
- Societal and Generational Influences on Beliefs, Values & Health Behavior Change
  - Generational Influence
  - Cultural Competence
- Readiness for Change Tools

#### Section 6: Guiding the Health Coaching Agenda & Goal Setting

- Guiding the Agenda
- Setting Goals: The Six Criteria
- Commitment & Working through Goal Achievement
- Feedback on Lack of Progress

#### Section 7: Motivational Interviewing (MI)

- The History of MI
- The "Spirit" of MI
- Ambivalence: It's only Natural!
- Four Guiding Principles of MI
- OARS
- Recognizing and Reinforcing "Change Talk"
- Managing Resistance
- MI Skills Practice
- Adaptation of MI for Brief Clinical Encounters

#### Section 8: Wellness and Prevention

- Tobacco Cessation
  - Addiction & Smoking facts
  - EBP Guidelines
  - Key Considerations in Health Coaching
- Weight Loss & Maintenance
  - Contributing factors
  - Physical assessment
  - Weight management

- Behavior therapy
- Mindful eating
- Evidence-based practice (EBP) guidelines
- Key Considerations in Health Coaching
- Stress Management
  - Effects
  - Mind/body assessment
  - Measurement scales
  - EBP Guidelines
  - Key Considerations in Health Coaching
- Eat Well, Eat Right!
- Physical Activity and Resistance Training
- Integrating Health Coaching into the Workplace

#### Section 9: Evidence-based Practice Interventions for Chronic Conditions

- Evidence-based Practice & Standards of Care
- Integrating EBP into a Health Coaching Encounter
- Evidence-based Practice Interventions for Chronic Conditions (Clinical Resource only; not on Exam.)
- Websites for Evidence-based Practice

#### Section 10: Measuring Health Coaching Outcomes

- Outcomes and Outcome Measurement
- Aggregation and Trending

Section 11: Putting it All Together - Detailed written report on how the above objectives will be incorporated into lesson plans for KINES 53 and KINES 83 courses.

### **E. Evaluation Summary**

1. How will the objectives of this sabbatical leave enhance my work performance at the college?

I'm advancing my knowledge in my discipline to learn more effective and advanced teaching and learning strategies in health, wellness, and yoga to benefit students, faculty and staff in my role at the college as a Kinesiology Instructor, Fitness Certificate Program Coordinator, and Faculty Professional Development Coordinator. Additionally, my training is useful for the following CTE programs in our department: Yoga 200-hour Teaching Certificate and Fitness, Nutrition, and Health Certificate.

2. How will the objectives of this sabbatical leave benefit students in my discipline?

I will utilize this advanced yoga training in my regular yoga courses at SRJC. Additionally, our department has a newly approved 200-hour yoga teacher training CTE program offered at the Petaluma Campus. Having advanced 500-hour registered yoga teachers instructing in the program and sharing this advanced knowledge with students will enhance the status, quality, credibility, and rigor of the program.

I will utilize the strategies learned in the health coaching program in my health and wellness courses. I will also help students in the Fitness, Nutrition, and Health Certificate program learn, practice, and apply these effective behavior change strategies with future personal training clients. Furthermore, I will help students become aware of careers and opportunities as Certified Health or Wellness Coaches. Wellness/health coaching is a growing niche in the fitness and corporate wellness industry as reported by the American College of Sports Medicine.

I will write a detailed, written report on specific ways the certification content I learned will be integrated into my course lesson plans.

3. How will the objectives of this sabbatical leave benefit my department?

Having skilled faculty in these high demand areas (yoga and health and wellness) will enhance the credibility, curriculum, and course offerings in our department.

4. How does your proposed project address the SRJC Strategic Plan and/or your department's educational plan?

The training will enhance the curriculum of popular courses in the KAD department: KFIT 6.1/6.2 – Beginning and Intermediate Yoga and KINES 53 - Principles of Health and Wellness. It will also update and improve the curriculum and program development for our current Fitness, Nutrition, and Health Certificate along with our newly offered Yoga Teacher Training Certificate. I will be writing a detailed list of how these courses and programs will be updated with the new training.

My project aligns well with the SRJC strategic plan in cultivating a healthy organization, fostering learning and academic excellence, and serving our diverse community. As part of a special project in the Leadership Academy, I am also a part of the fitSRJC working group to establish a comprehensive wellness program for faculty, staff, administrators, and students.

## **F. Abstract for Board Proposal Summary**

Tara Jacobson will attend a 300-hour yoga teacher training and a health coach certification program. She will travel to Peru for one month to attend a retreat style, 300-hour yoga teacher training. This advanced training adds to her current 200-hour training and will result in a 500-hour registered yoga teacher designation through the national

registry, Yoga Alliance. Tara will also be studying the standards of Evidence-based Health Coaching (EBHC) and Motivational Interviewing (MI) through a health coach certification program resulting in a Certified Health Coach designation after successful exam completion. She will write a report that demonstrates how she will incorporate this new information into her curriculum for yoga and health and wellness classes, the new 200-hour Yoga Teacher Training Certificate program and the Fitness, Nutrition, and Health Certificate program.

**G. Approval**

Applicant Name: Tara Jacobson  
Department/Program: Kinesiology, Athletics, and Dance  
Review and Signature

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Department Review

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Signature of Department Chair

Date

Sabbatical Leave Committee Review

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Signature of Committee Chair

Date

Board of Trustees Review

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Action Taken

Date