

SAMPLE: Certified Wellness Coach II Job Description

Overview of Opportunity

The [Certified Wellness Coach](#) is a state-certified profession established by California's Department of Health Access and Information as part of the [Children and Youth Behavioral Health Initiative](#). The role of the Certified Wellness Coach is to offer prevention and early intervention services that supports the behavioral health and well-being of children and youth.

CWC qualifications include but are not limited to, psychoeducation, system navigation, crisis de-escalation, safety planning, coping skills, and motivational interviewing. CWCs will engage and support children and youth in cultural, linguistic, and age-appropriate services, with the ability to refer and link to higher levels of care, as needed. Behavioral health and related services performed may include:

- Wellness promotion and education
- Screening
- Care coordination
- Individual and group support
- Crisis referral

A Certified Wellness Coach will operate as part of a care team and under the direction of a Pupil Personnel Services (PPS) credentialed or licensed professional. A Certified Wellness Coach will be able to work in schools as well as school-based and school-linked community-based organizations. The Certified Wellness Coach role serves as a career opportunity for individuals interested in supporting youth mental health, ensuring a consistent level of training for entry-level employees, allowing them to work in the field without a master's degree requirement.

The Certified Wellness Coach II profession expands on the duties of the Certified Wellness Coach I profession and is intended to support youth in skills training, repetition, and practicing skills that are learned in higher-level care under the supervision of qualified individuals.

Description of Possible Duties

A Certified Wellness Coach II may:

- Deliver structured curriculum to groups or classrooms focused on:
 1. Wellness promotion and education (e.g., providing individual skills training, building positive relationships, bullying prevention, nutrition and exercise in relation to behavioral health, Check-In/Check-Out)

2. Mental health literacy (e.g., symptom recognition, help-seeking strategies, how to provide support)
 3. Life skills (e.g., stress management, time management, problem-solving)
 4. Behavior activation, including identifying, engaging in, and evaluating activities that promote positive emotions and well-being.
 5. Supporting and practicing overcoming maladaptive thinking patterns identified in higher-level care.
 6. Distraction strategies, including demonstrating and practicing how to redirect attention to enjoyable activities, practicing mindfulness, or using sensory techniques to shift focus
 7. Emotional regulation, including recognizing and understanding emotions and teaching strategies to regulate them in a healthy and adaptive manner.
- Screening, such as:
 1. Supporting youth in completing behavioral health screenings (e.g., answer questions, hand-off screenings to behavioral health professionals)
 2. Administering universal screening programs in schools or other community-based organizations per [SAMHSA guidelines](#) under the direction of qualified professionals.
 3. Identifying and referring behavioral health needs of youth to behavioral health providers in school or broader organization setting
 - Care coordination and extension, such as:
 1. Connecting individuals to internal and external behavioral health resources as needed
 2. Facilitating communication with other professionals providing support and care to youth, including connecting individuals to licensed providers so all care team members work together and operate at the top of their license or certification
 3. Providing additional support to providers, caregivers, school, or broader organization personnel, including behavioral health-related administrative activities and extension of non-clinical or clinical behavioral health support
 - Providing brief check-ins and scheduled meetings to individuals that provide emotional support and/or follow manualized curriculum that enhances wellness, such as:
 1. Wellness education (e.g., basics of behavioral health symptoms, nutrition, and exercise in relation to behavioral health)
 2. Goal setting/planning (e.g., increasing movement, sleep hygiene)
 3. Life skills (e.g., stress management, time management, problem-solving)

4. Behavior activation, including identifying, engaging in, and evaluating specific activities that promote positive emotions and well-being.
 5. Supporting and practicing overcoming maladaptive thinking patterns identified in higher-level care.
 6. Distraction strategies, including demonstrating and practicing how to redirect attention to enjoyable activities, practicing mindfulness, or using sensory techniques to shift focus
 7. Emotional regulation, including recognizing and understanding an individual's emotions and teaching strategies to regulate them in a healthy and adaptive manner.
- Delivering structured curriculum to small groups to enhance wellness and life skills, such as:
 1. Social-emotional skills, stress management, time management, organization, problem-solving, and conflict resolution.
 2. Enhancing awareness of the most common behavioral health conditions to enhance understanding, reduce stigma, and foster a more informed and empathetic community
 - Crisis referral, which includes:
 1. Using a standardized protocol, respond to signs of crisis in the school or broader organization setting
 2. Identifying potential risks and referring to the on-site behavioral health provider
 3. Providing emotional support and engaging in warm handoffs with on-site behavioral health providers for youth that are waiting to be seen for crisis services

Minimum Qualifications (Skills, Knowledge, and Abilities)

- **Certificates:** Receive either a Certified Wellness Coach II or Registered-Certified Wellness Coach II certification through the California Department of Health Care Access and Information (HCAI)
- **Education:** Bachelor's degree or higher
- **Knowledge** of the standards of the Certified Wellness Coach Code of Ethics, relevant laws and regulations, models for ethical decision-making, and ethical conduct of research
- **Knowledge** of practices that advance social, economic, and environmental justice
- **Ability** to make ethical decisions
- **Ability** to be willing to engage with clients and constituencies as experts of their own experiences with an emphasis on cultural humility and responsiveness
- **Ability** to be willing to use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies

- **Ability** to apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies
- **Ability** to maintain professional and approachable demeanor in behavior, appearance, and oral, written, and electronic communication
- **Ability** to recognize and understand the complexity of cultural diversity in light of psychological knowledge

Additional Skills

While not required, these skills are strongly desired

- Possess a strong interest in working with children and youth, families, and staff
- Aspire to pursue a career dedicated to supporting youth mental health
- Experience: Possess prior experience working with children and youth
- Skills: Be proficient in a language other than English and can use that language to effectively communicate and engage with children and youth