

SAN LUIS OBISPO COUNTY OFFICE OF EDUCATION

JOB TITLE: CERTIFIED WELLNESS COACH (CWC) I/II

REPORTS TO: Assigned supervisor
SUPERVISES: No supervisory responsibilities.

DEFINITION:

The **Certified Wellness Coach (CWC) I/II** is a state-certified profession established by California's Department of Health Care Access and Information as part of the Children and Youth Behavioral Health Initiative. A CWC I/II may operate as part of a care team and under the direction of a Pupil Personnel Services (PPS) credentialed or licensed professional. A CWC I/II provides care to students through prevention and early intervention. These services support overall physical, emotional, social and mental well-being. This role will predominantly serve students on school sites and/or in preschool classrooms. The CWC I/II supports youth mental health by supporting the youth in skills training, repetition, and practicing skills. The role of the CWC I/II is to offer non-clinical services, prevention and early intervention services that support 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.

DISTINGUISHING CHARACTERISTICS:

The **CWC I** classification is an entry level position requiring an Associate's Degree and supervised hours. The CWC I will work primarily in schools, Preschool classrooms, groups, and other community agencies. The CWC I's role is focused on providing prevention and early intervention services for children and youth. It emphasizes basic wellness promotion and engagement under the direction of qualified professionals.

The **CWC II** is a more advanced role that builds on the CWC I responsibilities. It includes enhanced duties related to skills training, emotional regulation, and supporting performance of adaptive behaviors. The CWC II will assume a lead role in: delivery of professional development, facilitating surveys, conducting focus groups and interviews within school settings to identify needs for programming. Builds upon the same qualities but implies a deeper understanding and application of these skills in more complex scenarios and higher level of care.

Certified Wellness Coach I/II services may be provided at schools, SLOCOE offices or during home visits.

QUALIFICATIONS:

Required:

1. **CWC I:** Associate's Degree or higher, with preferred degree major in Social Work, Health and Human Services, Addiction Studies, Child Development/Early Intervention, Psychology, or Sociology, and adequate work and/or volunteer experience providing services in relevant fields to meet certification requirements.

CWC II: Bachelor's degree or higher, with preferred degree major in Social Work, Health and Human Services, Addiction Studies, Child Development/Early Intervention, Psychology, or Sociology, and adequate work and/or volunteer experience providing services in relevant fields to meet certification requirements.

2. Current certification as Wellness Coach I or II or Registered Certified Wellness Coach through the California Department of Health Care Access and Information (CDHCAI).
3. Experience working in an educational setting or other youth-oriented program supporting student behavior and mental health needs.
4. First Aid and CPR certification (provided by SLOCOE) must be obtained within 130 days of employment.
5. Non-Violent Crisis Intervention Certification (provided by SLOCOE) must be obtained within 130 days of employment (in designated settings).
6. Federal Bureau of Investigation and the California Department of Justice fingerprint clearance as required by California Education Code.
7. May require a valid California driver's license as assigned.

KNOWLEDGE AND ABILITY:

Knowledge of:

1. The importance of communication skills to engage with their clients with an emphasis on empathy, reflection, and interpersonal skills.
2. The standards of the Certified Wellness Coach Code of Ethics, relevant laws and regulations, models for ethical decision-making, and ethical conduct of research;
3. Basic mental health, social emotional and wellness interventions and strategies (including stress management, self-care practices, and awareness of when to refer clients to mental health professionals);
4. Ethics, confidentiality and person-centered service delivery;
5. Non-violent and effective communication skills;
6. Positive behavioral intervention techniques;
7. Students with special needs including but not limited to specific learning disabilities, emotional disturbance, emotional behavioral disorders, and other health impairments;
8. Individualized Education Plans (IEP) and Behavior Intervention Plans (BIP);
9. For early learning classrooms, knowledge of principles and practices of early childhood education, child guidance and conduct, safe practices in classroom and playground activities, age-appropriate behavior.

Ability to:

1. Engage with clients and constituents as experts of their own experiences with an emphasis on cultural humility and responsiveness;
2. Use empathy, reflection and interpersonal skills to effectively engage diverse clients and constituencies;
3. Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies;
4. Work directly with all racial, ethnic, linguistic, disability and socioeconomic groups while maintaining a kind and professional demeanor free of discrimination;
5. Demonstrate appropriate poise, tact and sound judgment while coping with a high volume of work and multiple tasks;
6. Maintain professional and approachable demeanor in behavior, appearance, and oral, written, and electronic communication;
7. Be flexible and adaptable to changing environments and schedules;
8. Establish and maintain cooperative, positive and effective working relationships with diverse populations and work as a team player;
9. Communicate effectively both orally and in writing;
10. Operate standard office and classroom equipment including a computer;
11. Observe health and safety regulations;
12. Maintain records and data and prepare reports;
13. Maintain regular and reliable attendance;
14. Work independently, prioritize and manage multiple tasks and effective use of time;
15. Understand and carry out assignments in a neat, orderly, accurate, and timely fashion following verbal or written instructions with minimal supervision;
16. Exercise sound judgments and decisions and to evaluate the results of those judgments and decisions;
17. Deal with problems or issues that arise within the scope and skill set of the classification.

ESSENTIAL FUNCTIONS:

1. Operate as part of a cohesive behavioral health and wellness team.
2. Deliver group or classroom programming/curriculum for school-site staff, students and parents/families focused on social emotional learning competencies including, but not limited to:
 - a. Wellness promotion and education (e.g., building positive relationships, bullying prevention, nutrition and exercise in relation to behavioral health, Check-In/Check-Out).
 - b. Mental health literacy (e.g., symptom recognition, help-seeking strategies, how to provide support).
 - c. Life skills (e.g., stress management, time management, problem-solving).
3. Universal Screening, such as:
 - a. Supporting youth in completing behavioral health screenings (e.g., answer questions, hand-off screenings to behavioral health professionals).
 - b. Coordinating and supporting universal screening programs in schools under the direction of qualified professionals.

- c. Identify mental health, wellness and behavioral health needs of youth and collaborate with school-site staff and behavioral health providers in school(s) or community-based organizations.
 - d. Identifying and referring behavioral health needs of youth to behavioral health providers in school or broader organization settings.
 - e. Using a standardized protocol, respond to signs of crisis in the school.
 - f. Identifying potential risks and referring to the on-site behavioral health provider.
 - g. 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.
4. Care coordination and extension, such as:
- a. Connecting individuals to internal and external behavioral health resources as needed;
 - b. Connect students, staff and families to social services, such as public health, food and housing as needed.
 - c. Facilitating communication with other professionals providing support and care to children and youth, including connecting individuals to licensed providers so all care team members work together and operate at the top of their license or certification.
 - d. Participate in multi-disciplinary meetings with community partners.
 - e. 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.
5. Providing brief check-ins and scheduled meetings to individuals that provide emotional support and/or follow manualized curriculum that enhances wellness, such as:
- a. Wellness education (e.g., basics of behavioral health symptoms).
 - b. Behavior management to promote academic success.
 - c. Goal setting/planning (e.g., increasing movement, sleep hygiene).
 - d. Life skills (e.g., stress management, time management, problem-solving).
6. Education, Training and Professional Development, such as:
- a. Support school-based staff in the assessment of training needs for parents, guardians, caregivers and members of the educational team;
 - b. Coordinate the development, design and delivery of mental health and wellness related curriculum and training to students, members of the educational team and family members of students recommended for, or receiving, educationally-based mental health services;
 - c. Provide Tier I/II behavioral, emotional and/or social support for students at school sites.
7. Evidence-Based Documentation Skills: Record information systematically and objectively, relying on credible evidence to support the documentation.

ENVIRONMENT:

Office, school, indoor/outdoor work environment.

PHYSICAL DEMANDS:

1. Dexterity of hands and fingers to operate standard office and classroom equipment.
2. Sitting or standing for extended periods of time, and in various locations, including the floor and child sized chairs.
3. Climbing stairs, ladders, and various play structures.
4. Physical ability to move continuously and quickly throughout the day and to run short distances.
5. Seeing to read a variety of materials and monitor student health conditions.
6. Hearing and speaking to exchange information,
7. Bending at the waist, kneeling or crouching to assist students.
8. Reaching overhead, above the shoulders and horizontally.
9. Walking on uneven terrain.
10. Sitting or standing for extended periods of time.
11. Physical ability to lift 20 pounds to shoulder height.

HAZARDS:

1. Potential for contact with blood and other body fluids, which may contain bloodborne pathogens and communicable infectious diseases.
2. Potential exposure to verbal abuse and aggressive student behaviors (hitting, biting, scratching, kicking, etc.)
3. Exposure to extreme temperatures.

Grade Allocation: CWC I: 29, CWC II: 32
Adopted: 11/20/2024
Revised: 6/25/2025