



Institute for Integrative Nutrition®
Integrative Nutrition, LLC
D/b/a Institute for Integrative Nutrition® (IIN™)

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Mission

Our mission is to play a crucial role in improving health and happiness, and through that process, create a ripple effect that transforms the world.

Calendar

Office Hours and Closings

The Institute for Integrative Nutrition's offices are open from 9 AM to 5:30 PM (Eastern Time) on all normal business days. Our administrative offices will be closed on the following US Holidays:

New Year's Day
Martin Luther King Day
President's Day Memorial Day
Juneteenth
Independence Day
Labor Day
Indigenous People's Day
Veterans Day
Thanksgiving Day
Day after Thanksgiving
Christmas Day
The period between Christmas Day and New Year's Day

Start Dates

At the Institute for Integrative Nutrition, enrollment is open and continuous. During the enrollment process, applicants select their preferred start date (cohort) from the available options for their program of enrollment. The start and end dates are indicated on the Enrollment Agreement.

IIN supports continuous and self-directed learning for any student, at anytime, anywhere in the world. Its educational resources are available online twenty-four hours a day, seven days a week, all year long. Each cohort is named for the start date of its first term.

Academic Calendar

Mastery Courses

Health Coach Training Program™

Coaching Intensive Practicum

Professional Health Coach Certification: The Health Coach Training Program™ + Coaching Intensive Practicum Program

The schedules for all Mastery Courses can be found on the Certifications page at integrativenutrition.com.

Entrance and Enrollment

Admission Requirements

To enroll at IIN, applicants must meet one of the following admissions requirements.

- **Age Requirement:** Applicants must be at least 18 years old to enroll in any of IIN's programs. During the admissions process, applicants provide their date of birth to verify that they meet this requirement and agree to provide proof if requested (ex: a copy of a government-issued ID).
- **Minors and/or School Students:** Applicants who are of compulsory school age (under 18 years old) and currently enrolled in high school will be considered for enrollment only with written consent from a parent or guardian confirming that enrolling in a program at IIN will not interfere with their required coursework.

Additional program-specific prerequisites may be found in the Program Information section of this catalog. Please review the descriptions to ensure any additional requirements are met.

Enrollment Procedure

If the applicant meets the admissions requirements, they will proceed to the enrollment stage.

Prospective students can complete the admissions process either through a one-on-one consultation by calling Integrative Nutrition or by enrolling via the website.

Accepted applicants will receive information about payment options and will select their preferred payment method. For courses requiring an enrollment agreement, this agreement will be provided electronically. The prospective student will sign the agreement digitally, and if applicable, a parent or guardian will also sign. The agreement will be signed digitally by the school director or an authorized agent on behalf of the school.

The student must acknowledge that they have read, understood, and agreed to the terms and conditions outlined in the Terms of Service Agreement.

Course Technology

IIN's courses will be made available online. Students are solely responsible for ensuring that they have the appropriate hardware, software, Internet access, and/or other equipment necessary to participate in the Course(s). IIN may provide you with limited technical support to access the Course(s), but in no event will such support include providing desktop computer troubleshooting (i.e., computer freezes, browser problems), assistance with third-party websites, or support with non-IIN products.

Non-Discrimination Policy

The Institute for Integrative Nutrition is committed to the principle of equal opportunity in education and employment. IIN does not discriminate against individuals on the basis of race, color, sex, sexual orientation, gender identity, religion, disability, age, genetic information, veteran status, ancestry, or national or ethnic origin in the administration of its educational policies, admissions policies,

employment policies, and other IIN-administered programs and activities, but may favor US citizens for employment in compliance with US laws.

This policy, which extends to all programs and activities of the school district, arises out of the following statutes: Title VI of the Civil Rights Act of 1964, 42 U. S. C. 2000 et seq. and its implementing regulation, 43 C. F. R., Part 100; Individuals with Disabilities Education Act ("IDEA"), 20 U.S.C., 1400 et seq.; Section 504 of the Rehabilitation Act of 1973, 20 U. S. C. 794 and its implementing regulation, 34 C. F. R., Part 104; Title IX of the Education Amendments of 1972, as amended, 20 U. S. C. 1681 et seq., and its implementing regulation, 34 C. F. R. Part 106; and, the Americans with Disabilities Act of 1990.

General Questions / Enrollment

Domestic: (833) 971-4301 International (513) 270-6012

E-mail: admissions@integrativenutrition.com

Graduation Requirements

Please see the specific graduation requirements provided below for each program/course.

Health Coach Training Program™

To earn a certificate of completion for the Health Coach Training Program™, students must:

- Pass at least two (2) of the four (4) exams with a minimum score of 70%.
- Participate in at least four Coaching Circle sessions
 - Coaching Sessions are graded on a pass/fail basis. Coaching Sessions that are submitted with all information completed and questions answered receive a grade of "pass." Incomplete Coaching Sessions, or those submitted with unintelligible answers (e.g., nonsense words, gibberish, etc.), receive a grade of "fail."
- Submit a minimum of six Practice Coaching Sessions
 - Coaching Circles are graded on a pass/fail basis. Students who attend and participate in the Coaching Circle receive a grade of "pass." Students who register for a Coaching Circle session, but who do not attend and/or attend but do not participate, receive a grade of "fail." Students must participate in four Coaching Circle sessions.

Additionally, to receive a certificate of completion, a student's account must be current or paid in full.

All graduation requirements must be completed and submitted by the last day of class.

Coaching Intensive Practicum

To earn a certificate of completion for the Coaching Intensive Practicum, students must:

- Participate in two ungraded instructor-supervised buddy coaching sessions and properly and fully complete and submit a self-reflection form for each session;
- Participate in one instructor-supervised practical skills assessment (PSA), earn a passing score, and properly and fully complete and submit a self-reflection form; and
- Obtain a score of 80% or higher on the final exam for CIP

Additionally, to receive a certificate of completion, a student's account must be current or paid in full.

All graduation requirements must be completed and submitted by the last day of class.

Professional Health Coach Certification: The Health Coach Training Program™ + Coaching Intensive Practicum Program

To earn a Certificate of Completion for the Professional Health Coach Certification: The Health Coach Training Program™ + Coaching Intensive Practicum program, students must:

- Pass two of the four HCTP exams with a minimum score of 70;
- Participate in at least four HCTP Coaching Circle sessions;
- Submit a minimum of six HCTP Practice Coaching Sessions;
- Participate in two ungraded instructor-supervised CIP buddy coaching sessions and properly and fully complete and submit a self-reflection form for each session;
- Participate in one instructor-supervised CIP practical skills assessment (PSA), earn a passing score, and properly and fully complete and submit a self-reflection form;
- Obtain a score of 80% or higher on the final exam for CIP; and
- Have arrangements to satisfy all financial obligations to the school.

All graduation requirements must be completed and submitted by the last day of class.

Leaves of Absence and Make-Up Work

The Institute for Integrative Nutrition is a global educational enterprise. While it is committed to supporting all students, the pace of its program does not allow for leaves of absence. Under rare circumstances, a student unable to continue with his or her cohort can request "fall back" to a cohort with a later start date. Extreme flexibility is given to work completion, and little need exists for a make-up work policy.

Attendance

Students can access online program content twenty-four hours a day, seven days a week. There are no set class days or times. As such, students are not considered tardy or absent.

Satisfactory Academic Progress

Students at the Institute for Integrative Nutrition are provided with the resources to be successful and the flexibility to study when and where it is convenient for them. They are expected to make continuous progress toward successfully completing their course or program. Progress includes completing online activities, submitting assignments, and/or completing exams, as applicable. Students who are not completing these activities are not making satisfactory academic progress. Additional time is not provided to students who do not successfully complete course activities within the timeframe indicated on the enrollment agreement.

Students who need assistance are encouraged to contact the Student Support team at support@integrativenutrition.com.

Student Conduct and Dismissal

Dismissal from IIN may occur if a student violates one or more provisions in the Student Enrollment Agreement or fails to maintain Satisfactory Academic Progress. In addition, if a student's tuition payment is overdue for more than 30 days for any reason, the student is subject to withdrawal from the program. Any tuition paid upon withdrawal from the program will be subject to the refund policy.

Re-admittance

If a student withdraws from a training program for any reason, they are welcome to re-enroll at a later date. The individual must go through the admissions process and sign a new enrollment agreement. Credit may be given for portions of the program previously completed, but the awarding of any credit is up to the discretion of the School Director.

Students dropped for failure to meet attendance and or Satisfactory Academic Progress requirements may be able to re-enroll in a later training session. These individuals must submit a request for re-enrollment to the School Director. If the Director feels the individual is a good candidate, he or she can restart the admissions process.

Grading Policy

Courses and programs at the Institute for Integrative Nutrition may be graded or ungraded.

In graded courses, satisfactory completion is based on scores and completion of course activities, as applicable.

Graded activities are based on a percentage scale:

0% - 100%

70% or higher is considered passing

Or on a point-based scale:

0 – 100 points

80 points or higher is considered passing

Satisfactory completion of ungraded courses is based on the completion of course activities.

Please refer to the Graduation Requirements section for information on specific course or program requirements.

Assessment and Proctoring Procedures

The Institute for Integrative Nutrition does not require external proctoring of its examinations. Rather, IIN employs an assessment strategy allowing for open book / open note examinations. A student will log into the Learning Center with a secure login and password to complete examinations.

Detailed Schedule of Fees

Health Coach Training Program™

The Health Coach Training Program™ is 432 clock hours. For tuition collection and refunds, it will be considered one (1) term.

The registration fee, tuition, and books and materials charges will be due upon enrollment.

Health Coach Training Program	
Program Length: 432 clock hours This program is normally completed in 24 - 48 weeks (includes scheduled breaks).	
Registration	\$99.00
Tuition	\$4,875.00
Books and Materials (non-refundable once received)	\$921.00
Total Tuition Cost	\$5,895.00

Tuition and fee charges are subject to change at the school's discretion. Any tuition or fee increases will become effective for the school term following student notification of the increase. All dollar amounts referenced herein are in U.S. dollars.

Other Fees (if applicable)

Transfer Fee \$99.00

Re-enrollment Fee \$99.00

Official Transcript Fee \$10.00

Coaching Circle Session Make-up Fee \$75.00

Students moving from one class to another class incur a transfer fee of \$99.00. If a student transfers to a different cohort and then later decides to withdraw from that later cohort, the cohort in which the student consumed the most lessons or services will be used for purposes of calculating any refund.

Coaching Intensive Practicum

The Coaching Intensive Practicum course is 88 clock hours and costs \$1,995.00. For tuition collection and refunds, it will be considered one (1) term.

Coaching Intensive Practicum	
This program is normally completed in 12 weeks (not including any scheduled breaks).	
Registration	\$99.00
Tuition	\$1896.00
Total Cost	\$1995.00

The total cost of the Course, as set forth in the table above, must be paid in full at the time of enrollment unless an alternative payment plan is offered by IIN and accepted by the student.

Tuition and fee charges are subject to change at the school's discretion. Any tuition or fee increases will become effective for the school term following student notification of the increase. All dollar amounts referenced herein are in U.S. dollars.

Other Fees (if applicable)

Buddy Coaching Session Make-up Fee \$75.00

Transfers are not available for the Coaching Intensive Practicum.

Professional Health Coach Certification: The Health Coach Training Program™ + Coaching Intensive Practicum Program

Professional Health Coach Certification: The Health Coach Training Program™ + Coaching Intensive Practicum Program	
This program is normally completed in 34 - 52 weeks (not including scheduled breaks).	
Registration	\$99.00
Tuition	\$6,791.00
Total Cost	\$6,890.00

The total cost of the Course, as set forth in the table above, must be paid in full at the time of enrollment unless an alternative payment plan is offered by IIN and accepted by the student.

Tuition and fee charges are subject to change at the school's discretion. Any tuition or fee increases will become effective for the school term following student notification of the increase. All dollar amounts referenced herein are in U.S. dollars.

Other Fees (if applicable)

Transfer Fee \$99.00

Re-enrollment Fee \$99.00

Official Transcript Fee \$10.00

Coaching Circle Session Make-up Fee \$75.00

Financial Assistance Statement

Grants & Scholarships

HCTP Grant

Value of Grant: \$5895.00

Health Coach Training Program (HCTP) grant applicants need to demonstrate a commitment to integrated health by sharing their vision of how they will apply to HCTP to improve health within a community.

Applications are submitted electronically via written application. One (1) applicant will be awarded a grant covering the full cost of the HCTP program. All other applicants who complete the grant application process will receive a grant of \$1198.50 toward their tuition. The HCTP Grant will be offered on a cohort-by-cohort basis.

The grant is funded by IIN and cannot be renewed. This grant is awarded as a tuition credit applied to the student's account upon enrollment.

Coaching Intensive Practicum Tuition Grant

Value of Grant: \$1,995.00

Two (2) Awards to students taking the Coaching Intensive Practicum per Academic Term

To be eligible for the Coaching Intensive Practicum Tuition Grant applicants must:

- fill out and submit a completed application form within the specified application period;
- have not previously enrolled in the Coaching Intensive Practicum; and
- be in good financial standing with IIN if currently or previously enrolled in any other courses with the school.
- The application form shall contain three questions that applicants must provide written answers to (500 words max. per question):

1. What is your mission as a Health Coach and why? How will being awarded this grant enable you to carry that mission forward and create a ripple effect of health and happiness in the world?
2. Coaching is a process of facilitating growth. Recall a time you overcame adversity and, as a result, experienced personal growth in your own life. How did this experience prepare you to show up with compassion and empathy for clients?
3. Explain why you are the ideal candidate to be awarded this grant.

In evaluating responses to select the candidate who shall be awarded the tuition credit, we are looking for a demonstration of (1) dedication to professional achievement that is in alignment with IIN's core mission and values, (2) evidence of experiential growth that has shaped one's ability to foster compassion and empathy for clients, and (3) evidence of financial need and/or merit that sets the candidate apart from others.

All grants are subject to the availability of funding.

Scholarships & Other Aid

The Institute for Integrative Nutrition does not offer scholarships.

IIN does not participate in the Title IV program and does not offer federal student aid.

Program Information

Health Coach Training Program™ (HCTP)

Length: 432 Clock Hours

Prerequisites: No additional prerequisites beyond acceptance at IIN.

The Health Coach Training Program™ teaches the foundations of holistic health and wellness and how to apply them in a coaching setting through a 40-module, online course. The curriculum includes coaching skills and techniques, basics of nutritional science and health, and content on business development.

Students are encouraged to complete various knowledge checkpoints throughout their learning, engage with other students through discussion questions, and expand their knowledge by completing module assignments. Comprehensive, graded exams are given every nine modules. Students' understanding of the material is also enhanced through conference calls led by coaching instructors and the submission of practice Coaching Sessions, where students provide summaries of their sessions with prospective or current clients.

Objectives:

Upon completion of this program, students will be able to:

- Integrate a unique approach to health and happiness through experimentation with course theories and concepts.
- Comprehend IIN's unique nutrition theories in addition to traditional and modern nutrition concepts and the evolving state of global health.
- Implement IIN's core theories of primary and secondary food as well as bio-individuality to explore a personalized approach to wellness.
- Demonstrate the tools, techniques, theories, and guidelines that make up the IINtegrative Coaching Method™.
- Develop a coaching process while guiding others to explore their individual wellness goals.
- Contribute to the global health movement through a conscious, ongoing commitment to health and happiness.

Module Descriptions:

Orientation (9 Clock Hours): The Orientation will review what students can expect. They'll meet the experts who will lead them through the course and hear from IIN alumni about the transformation they experienced through the Health Coach Training Program. Students will learn about IIN's unique approach to wellness and the important role that Integrative Nutrition Health Coaches play in spreading health and happiness across the globe. This module also includes information about connecting with the IIN community and how to use the various support resources available in the course.

Module 1 (10 Clock Hours): The first module sets students on the path to discovering what health really is. This is the beginning of an experience that will improve their well-being, their happiness, and their career – every aspect of their life. No matter their intention for enrolling in the Health Coach Training Program, students will leave this module feeling inspired and ready to get the most out of the IIN experience.

Module 2 (9 Clock Hours): Students will discover that nourishment is far more than just the food they eat. Every choice they make in every aspect of their lives contributes to well-being. This module looks more deeply at what health means, and students will see that nourishment happens on every level – physical, mental, emotional, and spiritual.

Module 3 (9 Clock Hours): This module explores the foundations of a healthy life. No matter the goals, there are certain fundamental concepts students can count on to provide a framework for creating lasting transformation. This module examines how students can use these healthy basics to connect with their intrinsic needs and build a thriving life.

Module 4 (9 Clock Hours): Students will explore the rhythms of life. Every day, they experience a number of natural rhythms, both within and around them. All these cycles can influence their ability to be healthy and thrive. By observing their natural rhythms and understanding how they live within external cycles, they can bring a state of balance and healing to their life.

Module 5 (11 Clock Hours): Students will explore the bidirectional link between the body and the mind. The body and mind are in constant communication, each influencing the other equally. This module looks at the science behind the relationship. Students will see how cultivating a strong connection between the body and mind can help them transform their life.

Module 6 (9 Clock Hours): This module focuses on the importance of listening. The body and mind are constantly sharing information, yet for all that can be gleaned from those messages, we don't always spend enough time listening. When we listen actively and deeply, without judgment, we can better support our multidimensional health needs.

Module 7 (9 Clock Hours): Students will learn about the importance of communication within and between all the systems in their lives. Every system in their body – and every system in their life – relies on communication to stay in balance. Physical health, mental well-being, and social, emotional, and spiritual needs all rely on communication. Students will learn that asking questions, listening to the answers, and honoring those answers even when they point them in an unexpected direction can help them achieve balance.

Module 8 (9 Clock Hours): This module explores how the emphasis students put on numbers – specifically, weight and finances – can influence the decisions they make about health and happiness. It's not uncommon to look at the numbers on the scale and the figures in the bank and use them as a base for how we feel about ourselves, whether good or bad. But when we understand that these numbers are simply data points rather than reflections of our value as a person, we can change the role they play in our lives.

Module 9 (9 Clock Hours): Module 9 dives deeper into weight and finances, bringing light to what they really mean for students and helping them create a healthier relationship with each. Any rules they have knowingly or unknowingly created around food and finances have the ability to either serve or harm them. By digging into the structures or beliefs they have around those subjects, students can discover if they speak to their bio-individuality and truly support their life. If they don't, they can learn how to shift them to provide what they really need.

Module 10 (10 Clock Hours): Module 10 marks students' first IINtegration Week, allowing time for them to integrate what they've taken in through the past nine modules. Students can look back at what's resonated with them so far, anchor into the present to see how to incorporate what they've learned and identify potential action steps to help them succeed moving forward. The Health and Career Journals are available in this module. Using one or both, students will set the foundation for their Transformation Plan and/or Business Plan, workable personal or professional road maps they can act on to achieve their

goals by the end of the course. Students will revisit and build on these journals in future IINtegration Weeks.

Module 11 (9 Clock Hours): Students will review the importance of getting to the root cause of symptoms. What we see outwardly doesn't always accurately reflect what's going on internally. To understand the symptoms, thoughts, and behaviors students experience, they must learn to uncover and treat the cause (or causes). Looking more deeply at what's happening can help them make the changes they truly need to transform their health, career, and life.

Module 12 (10 Clock Hours): Students will learn about the important role the gut plays in multidimensional health. It's always communicating with us, giving us signals as to what we need – physically, mentally, emotionally, and spiritually. This very tangible expression of the mind-body connection can help students make decisions that truly serve them; they just need to listen to and trust their gut.

Module 13 (10 Clock Hours): In this module, students will see how breaking through the complexities of life can help them improve their health and happiness. Understanding where and how things come about is an important part of understanding oneself. Students will come to understand that having this knowledge can impact their health, career, and relationships and can truly help them heal and transform their life.

Module 14 (9 Clock Hours): Students will learn how exploring what they can't see – the intangible pieces of health and life – can be key to helping them achieve greater wellness. Every aspect of health is integrated. While we may tend to focus on elements or experiences that are more obvious or easier to see, neglecting other aspects, especially those that may seem more mysterious or that we don't have a complete understanding of, can have repercussions that affect our whole life.

Module 15 (10 Clock Hours): In this module, students will look at how supporting the body's most complex organ can power the rest of the body and keep it healthy and happy. The brain plays a large role in multidimensional health. Supplying it with what it needs both on and off the plate – nourishing food, mental activity, and joy, for example – can improve brain health and help keep the body functioning properly.

Module 16 (9 Clock Hours): Students will explore what truly fuels their mind, body, and soul. It can be helpful to understand how different sources of energy charge one's health. When we know what really drives our needs, our thoughts, and our life, we'll be able to move forward and make informed decisions that support our goals.

Module 17 (9 Clock Hours): In this module, students will learn how important it is for their health, their career, and their life to find balance. Often, moving forward requires recognizing what supports them and letting go of what isn't working. When they're able to find the state of balance we need and turn insight into action, we can truly create the transformation we seek.

Module 18 (10 Clock Hours): Students will see that not all rules are meant to be followed. When it comes to health and happiness, sometimes breaking from the norm is exactly what we need. Just because a certain path is the most common doesn't mean it's the right path for us. Students will learn that they can write the rules that will help them find their way to health and build the life they desire.

Module 19 (9 Clock Hours): Students will explore how important connection is for their well-being. Every aspect of their health and their life can improve through connection. Whether they're connecting with others via physical movement or spiritually relating to something greater than themselves, the more they connect, the greater their ability to have a thriving, fulfilling life.

Module 20 (10 Clock Hours): Module 20 marks the second IINtegration Week. This week, students will take some time to lock in on and make more space for their goals. They'll also continue formalizing their Transformation and/or Business Plans.

Module 21 (9 Clock Hours): Students will learn how to identify their bio-individual nutritional needs. No two people will have the same physical, mental, emotional, or spiritual requirements or goals. Pinpointing and tending to their unique needs is essential for optimizing and transforming their health and their life.

Module 22 (10 Clock Hours): Students will discover just how empowering it can be to break free from limitations. They may have knowingly (or unknowingly) established limiting beliefs regarding various aspects of their life – the food they eat, the value of the work they produce, or their acquired knowledge. Taking steps to identify and deconstruct these limitations can help them unlock their full potential.

Module 23 (10 Clock Hours): In this module, students will learn how to honor their authentic self. With an open mind, they can observe and explore which health and lifestyle approaches work best for them. Staying true to themselves and their needs will allow them to create a life where they can truly thrive.

Module 24 (10 Clock Hours): Students will discover ways to accept and support themselves entirely. Reconnecting to the hidden or unknown parts of themselves can help them live a healthier, fuller life. When students can uncover and embrace all the parts of their unique being, they're better able to connect with their needs and find the transformation they seek.

Module 25 (10 Clock Hours): Students will learn how to unlock their potential for personal and professional transformation. Their ability to develop is limitless, but to reach their full potential, they must be able to recognize this fact. Finding the tools that allow them to open up and release their potential can help them find transformation and create the life they seek.

Module 26 (10 Clock Hours): In this module, students will dive into the subtle energies of life, within and around them. The body, the mind, the environment, and the world are all comprised of energy. Utilizing and directing our energy to benefit our health and wellness can help us become the best version of ourselves.

Module 27 (9 Clock Hours): Students will learn the importance of balancing their energies for a healthier, happier life. There are many circumstances in life and the world that can create imbalances. Discovering how to balance the energy we give off with the energy we receive can make for a more harmonious and fulfilling life.

Module 28 (10 Clock Hours): In this module, students will explore tools and practices to take their transformation even further. This module will show them ways to deepen their connection to their goals to help improve every aspect of their life.

Module 29 (9 Clock Hours): Students will discover the importance of seeing a complete picture of their health and life to help guide their transformation. Exploring their life more fully can provide them with great insight. The knowledge this exploration elicits will help them truly see their needs and guide them toward the future they desire.

Module 30 (10 Clock Hours): Module 30 marks the third IINtegration Week. This week, students will continue to formalize their Transformation or Business Plan and keep moving forward with their goals.

Module 31 (9 Clock Hours): Students will think about expanding their lives and discovering ways to find their purpose. Purpose is within and all around us and connecting with and living a life that feeds our purpose can help us truly thrive.

Module 32 (10 Clock Hours): In this module, students will review the idea that coaching is not just a profession, but a way of life. Our values, integrity, and how we choose to live shape our life and the world around us. They'll learn how embracing the coaching lifestyle can help them transform their lives and the lives of others.

Module 33 (9 Clock Hours): This module helps students explore the importance of investing in their needs and their future so they can bring out the best in themselves as they support others to do the same. Developing their talents and interests, both personally and professionally, will be one of the greatest gifts they can offer.

Module 34 (10 Clock Hours): This module shows students that in order to lead a truly healthy life, the world around them must also be able to flourish. It's essential to look beyond their personal needs and expand the effect they can have in their communities and the world at large. They have the ability to impact the lives of others as much as their own.

Module 35 (9 Clock Hours): Students will see how integrating everything they learn can help them have a more meaningful global impact. Increasing their understanding supports their growth and allows them to establish a more holistic view of life. Expanding themselves in this way improves their ability to influence the well-being of those around them as well as the world.

Module 36 (10 Clock Hours): Module 36 looks at how students can live their ripple effect and use it to transform the world. Everything they've learned during the Health Coach Training Program has prepared them to create and support change in themselves and others. In this way, one step at a time, students have the power to improve lives and help humanity thrive.

Module 37 (10 Clock Hours): Module 37 is the first step in the IINtegration Lab. It's designed to help students choose the path they'll follow, either health or career, so they can start bringing their goals to life. Students will preview both paths and their associated plans – the Transformation Plan for the health path and the two Business Plan options (Employment and Entrepreneurship) for the career path. Once they decide which path they want to follow, they'll work on the corresponding plan for the remainder of this module.

Module 38 (10 Clock Hours): Students will choose a project to work on for the remainder of the IINtegration Lab. They'll have the opportunity to review some recommended project ideas, but they can also choose their own. They'll find some tools and resources to help support them as they move forward with their project.

Module 39 (10 Clock Hours): In this module, students will focus on maintaining momentum, overcoming challenges, and moving toward completing their project.

Module 40 (10 Clock Hours): Module 40 is the last module of the IINtegration Lab and the course. During this module, students will finalize their project. They'll also explore what's beyond the program and celebrate all that they've accomplished.

IINtegration Lab Weeks (Clock hours included in Modules 36–40): In these weeks, students will complete tasks related to coaching, building a portfolio, and reflecting on their progress throughout. At the end of the application weeks, students will have completed their Transformation and/or Business Plan that they can use in real-life applications.

Coaching Circles (11 Clock Hours): Throughout the HCTP, students will participate in four 90-minute Coaching Circle sessions. Students will be able to choose and sign up for sessions that fit their schedule. During the Coaching Circles, students participate in a group coaching environment under the guidance of a Health Coach. Students will be able to practice their coaching skills and receive feedback and advice from their Coaching Circle coach as well as other students.

Practice Coaching Sessions (12 Clock Hours): During the HCTP, students will practice using the skills they're learning by completing six practice Coaching Sessions. To complete practice Coaching Sessions, students will identify a friend, family member, or even a fellow student to serve as a client. The "client" will complete the practice Coaching Session form, and the student will conduct a practice Coaching Session using coaching tips, leading questions, and online resources. Finally, students will enter information and notes into the IIN Learning Center and have the opportunity to discuss their progress in Coaching Circles, the Facebook group, and the discussion forums.

Coaching Intensive Practicum

Length: 88 Clock Hours

Prerequisite: Completion of the Health Coach Training Program™ or another Health Coach Training Program approved by the Institute for Integrative Nutrition.

The Coaching Intensive Practicum is an interactive 12-week online course designed for Health and Wellness Coaches to improve and expand their coaching skills in a supportive and dynamic environment. This course is an approved training program of the National Board for Health and Wellness Coaching (NBHWC) and an accredited Continuing Coach Education (CCE) program with the International Coaching Federation (ICF).

The intent of the Coaching Intensive Practicum is to help students advance their fundamental coaching skills through the exploration and application of evidence-based best practices for running a coaching program and supporting and communicating with clients as a Health Coach. This is accomplished through a blend of synchronous and asynchronous learning activities that provide opportunities for practical skills training, applied critical thinking, and practical skills assessments and feedback. In addition to the asynchronous learning materials and exercises provided in the modules, this course has 24 "live learning" sessions and three "buddy coaching" sessions led by board-certified faculty coaches. These

synchronous learning opportunities allow for real-time discussion, coaching practice, observation, group feedback, and mentorship in a supportive learning environment with expert coaches and peers.

The curriculum of this course aligns with the NBHWC's core skills and tasks for Health and Wellness Coaches. Successfully completing this program satisfies the educational requirement to apply to sit for the NBHWC's exam to become a National Board-Certified Health and Wellness Coach (NBC-HWC).

Objectives:

Upon completion of this program, students will be able to:

- Upon completion of the Coaching Intensive Practicum program, students will be able to:
- Demonstrate coaching practice in simulated coaching exercises with classmates consistent with the National Board for Health and Wellness Coaching (NBHWC) and International Coaching Federation (ICF).
- Comprehend and articulate Health Coach scope of practice and code of ethics.
- Explain the coaching process as outlined by the NBHWC by listing key objectives and desired outcomes for each phase.
- Establish a coaching agreement and collaboratively discuss the components with clients.
- Demonstrate effective communication techniques to expand and focus the conversation.
- Co-create the coaching relationship to establish trust and rapport and demonstrate coach acumen to include empathy, active listening, nonjudgment, and exploring and seeking clarity.
- Describe and demonstrate learning strategies that empower the client to take self-directed action, increase confidence, and encourage self-efficacy.
- Demonstrate following the client's agenda in eliciting goals and desired outcomes, tracking progress and accountability, and evaluating and closing the coaching session.
- Identify a client's readiness to change and apply the appropriate behavior change strategies for each stage of the Transtheoretical Model of Change.
- Summarize and differentiate the challenges of behavior change for lifestyle and health improvement and harness a client's intrinsic motivation to enact behavioral change by using the processes and techniques of motivational interviewing.

Module Descriptions:

Pre-Course Module: Orientation (1 hour)

The Orientation module provides an overview of the course structure and objectives, introduces the basic concepts, and helps students get set up for success. Students are walked through the course graduation requirements so they know exactly what to expect and can plan accordingly. Students also learn about the NBHWC's board certification exam and what they will need in order to prepare their application.

Pre-Course Module: Foundations (2 hours)

The Foundations module lays the groundwork for understanding the specific role and definition of Health Coaches, according to the NBHWC. The fundamental question focused on is, "What is coaching?" Students explore established definitions of what health and wellness coaching is and compare this to related professions to clarify what coaching is not. Students also learn to

conceptualize the value of their profession and the basic boundaries of the health coach's scope of practice.

Module 1: Coaching Structure (7 hours)

In Module 1, students learn about the three phases of a coaching program and the key processes and goals for each. How to co-create a coaching relationship and why this is important is highlighted. Students learn how to properly prepare for and show up to a coaching session and how to be fully present for their clients. Students also learn how to establish a coaching agreement, the major components of it, and how to discuss it with clients in the initial session. Lessons analyze and deconstruct sample coaching agreements, and students are prompted to create their own. Additionally, students participate in a deeper conversation of scope of practice, considering what exactly Health Coaches can and cannot do and what their role is in the healthcare field is.

Module 2: Coaching Relationship (7 hours)

In this section of the course, students explore how to establish a client-centered relationship and how this creates the foundation for positive client outcomes. Elements of a client-centered coaching relationship and practice building trust and rapport are taught, in addition to the power of listening and how to develop active listening skills and coaching presence. Lastly, this module covers how to apply these foundational skills to hold space for clients to process their emotions.

Module 3: Effective Communication (9 hours)

This module focuses on the exploration of the coaching process and the skills and competencies that help foster positive client outcomes. Students learn about and practice using techniques and tools that will foster effective communication in a coaching relationship. A review of basic communication skills taught in prior initial Health Coaching certification programs will be conducted (including reflecting, mirroring, and summarizing). Students explore and apply more advanced communication techniques to expand the conversation and encourage clients to go deeper. Techniques that coaches can use to focus the conversation and help clients move forward are demonstrated and students explore how to use powerful questions and best practices for exploring and seeking clarity. Additionally, students are invited to reflect on when and how it is most appropriate and helpful to apply the various skills learned in this module.

Module 4: Journey to Self Awareness (7 hours)

This module explores the concept of self-awareness and addresses how conscious knowledge of one's own character, feelings, motives, values, and desires can impact progress. Students learn one of the major keys to coaching success: shifting perspective, and how this ties into transcending beliefs and considering wider or alternative perspectives. The process of employing skills to enact change is a major focus of this module. Students learn how to identify and overcome limiting beliefs that can hold clients back from making change and how to lead them through this process.

Module 5: Embracing Real Change (7 hours)

This module focuses on how clients must be internally motivated and ready to take action in order for meaningful and lasting change to occur. Students learn how to explore motivation and willingness to change with clients before moving into the goal-setting process. Students also take an

in-depth look at how motivation and emotion are resources for goal-oriented behavior and review the necessary conditions to support these two critical elements. This module also presents an introduction to Motivational Interviewing, a well-established communication process for inspiring client-identified change. Students learn how to apply the basic principles of this process and practice using it in coaching sessions. Lastly, students practice looking for “change talk” and “sustain talk” from clients and how to use this to help clients move forward.

Module 6: Breaking Down Barriers (9 hours)

A continued exploration of Motivational Interviewing and how to apply this methodology to clients who are stuck or resistant is the focus in this module. Students explore why clients get stuck and learn how to work most effectively with those who experience resistance or ambivalence around making a change. Students are prompted to think critically about how to navigate these scenarios as a coach and practice using Motivational Interviewing tools to help clients through roadblocks. Lastly, students learn how to support clients with acceptance and emotional healing to overcome challenges and past hurts and promote positive growth moving forward.

Module 7: Sustainable Goal Setting (7 hours)

In this module, students learn about coaching as a process of empowering clients to dig deep and use their inner resources to create change. There is in-depth instruction about and practice using the Transtheoretical model (also known as the Stages of Change model) as a powerful tool for assessing a client’s readiness to change. A review of best practices for goal-setting techniques and practice helping clients set “S.M.A.R.T.” goals is also highlighted. Students explore how to facilitate learning and results for their clients in a way that takes individual needs and styles into account and places the responsibility on the client to take action. Additionally, students learn how to help clients move forward and design their actions by discussing best practices for goal setting and planning. Finally, this module also addresses how clients can track their own progress by effectively monitoring their action steps and overall growth.

Module 8: Step into your Power (7 hours)

In this module, students learn how a positive and client-empowered approach can boost confidence and self-efficacy, having a profound impact on client progress and coaching outcomes. Students explore how the power of positivity – leveraging a client’s strengths and values and creating empowering and growth-facilitating experiences – can encourage progress, especially during the middle phase of coaching. Students learn and practice how to most effectively tap into a client’s strengths and available resources to help them propel toward their goal. Additionally, instruction focuses on how to consider how clients can harness their intrinsic motivation and emotions to increase self-efficacy and work through challenges and fears. Lastly, students are invited to participate in a discussion of the major theoretical components of positive psychology, including the PERMA model – a tool focusing on how positive approaches can have a profound impact on client outcomes.

Module 9: Cultural Humility, Equity, and Inclusion (9 hours)

In this module, students explore how to foster equity and inclusion in their coaching practice. Students deepen their understanding of health disparities and the structural and social determinants

of health, examining how such factors shape client experiences and outcomes. Through exploration of case studies and research, students consider how power, privilege, and bias can impact the coaching relationship and learn how to recognize and navigate these dynamics with cultural humility. Students also gain tools and resources to support clients from diverse backgrounds in ways that honor their lived experience and enhance their access to wellness.

Module 10: Professional Development for Health Coaches (7 hours)

In this module, students consider the various aspects of professional development and legal considerations for health coaching and explore the evolving role of the profession across a range of settings. Students review the NBHWC Code of Ethics, reflecting on case studies of ethical dilemmas. Next, they explore professional guidelines, including HIPAA compliance, fitness to practice, record keeping, and considerations for working in various contexts, such as healthcare. Lastly, students learn about the reliability of sources and the importance of staying current with research.

Module 11: Working with Groups (6 hours)

In this module, students learn and practice how to apply the skills and competencies taught in this course to working with clients in a group setting. Students compare group and individual coaching in terms of both skills used and structure. Students are prompted to consider the pros of group coaching for coaches and clients and which types of clients may benefit the most from a group setting. Students also explore the phases of the coaching process applied to a group setting, how to effectively form and facilitate a coaching group, and tips for structuring coaching sessions and group activities. Lastly, students learn how to navigate different personalities and learning styles during group coaching sessions to allow for the most effective interaction between clients.

Module 12: Next Steps (3 hours)

In this module, students review the key competencies taught in the course to prepare for the NBHWC board-certifying exam. Students also review the application process, test-taking strategies, and how to maintain the NBC-HWC credential, if pursuing.

[**Professional Health Coach Certification: The Health Coach Training Program™ + Coaching Intensive Practicum Program**](#)

Length: 520 clock hours

Prerequisites: No additional prerequisites beyond acceptance at IIN.

The Professional Health Coach Certification: The Health Coach Training Program™ + Coaching Intensive Practicum program combines IIN's flagship Health Coach Training (HCTP) program, and IIN's NBHWC board certification exam qualifying program Coaching Intensive Practicum (CIP). The program provides students with the skills and knowledge to start a career not simply as a health coach, but as a board-certified health coach.

Objectives:

Upon completion of this program, students will be able to:

- Integrate a unique approach to health and happiness through experimentation with course theories and concepts
- Comprehend IIN's unique nutrition theories, in addition to traditional and modern nutrition concepts, and the evolving state of global health
- Implement Integrative Nutrition's core theories of primary and secondary food as well as bio-individuality to explore a personalized approach to wellness
- Demonstrate the tools, techniques, theories, and guidelines that make up IIN's Integrated Coaching Methodology
- Develop a coaching process while guiding others to explore their individual wellness goals
- Contribute to the global health movement through a conscious, ongoing commitment to health and happiness
- Demonstrate coaching practice in simulated coaching exercises with classmates consistent with the National Board for Health and Wellness Coaching (NBHWC) and International Coaching Federation (ICF).
- Comprehend and articulate Health Coach scope of practice and code of ethics.
- Explain the coaching process as outlined by the NBHWC by listing key objectives and desired outcomes for each phase.
- Establish a coaching agreement and collaboratively discuss the components with clients.
- Demonstrate effective communication techniques to expand and focus the conversation.
- Co-create the coaching relationship to establish trust and rapport and demonstrate coach acumen to include empathy, active listening, non-judgment, and exploring and seeking clarity.
- Describe and demonstrate learning strategies that empower the client to take self-directed action, increase confidence, and encourage self-efficacy.
- Demonstrate following the client's agenda in eliciting goals and desired outcomes, tracking progress and accountability, and evaluating and closing the coaching session.
- Identify a client's readiness to change and apply the appropriate behavior change strategies for each stage of the Transtheoretical Model of Change.
- Summarize and differentiate the challenges of behavior change for lifestyle and health improvement and harness a client's intrinsic motivation to enact behavioral change by using the processes and techniques of motivational interviewing.

Module Descriptions:

Orientation (9 Clock Hours): The Orientation will review what students can expect. They'll meet the experts who will lead them through the course and hear from IIN alumni about the transformation they experienced through the Health Coach Training Program. Students will learn about IIN's unique approach to wellness and the important role that Integrative Nutrition Health Coaches play in spreading health and happiness across the globe. This module also includes information about connecting with the IIN community and how to use the various support resources available in the course.

Module 1 (10 Clock Hours): The first module sets students on the path to discovering what health really is. This is the beginning of an experience that will improve their well-being, their happiness, and their career – every aspect of their life. No matter their intention for enrolling in the Health Coach Training Program, students will leave this module feeling inspired and ready to get the most out of the IIN experience.

Module 2 (9 Clock Hours): Students will discover that nourishment is far more than just the food they eat. Every choice they make in every aspect of their lives contributes to well-being. This module looks more deeply at what health means, and students will see that nourishment happens on every level – physical, mental, emotional, and spiritual.

Module 3 (9 Clock Hours): This module explores the foundations of a healthy life. No matter the goals, there are certain fundamental concepts students can count on to provide a framework for creating lasting transformation. This module examines how students can use these healthy basics to connect with their intrinsic needs and build a thriving life.

Module 4 (9 Clock Hours): Students will explore the rhythms of life. Every day, they experience a number of natural rhythms, both within and around them. All these cycles can influence their ability to be healthy and thrive. By observing their natural rhythms and understanding how they live within external cycles, they can bring a state of balance and healing to their life.

Module 5 (11 Clock Hours): Students will explore the bidirectional link between the body and the mind. The body and mind are in constant communication, each influencing the other equally. This module looks at the science behind the relationship. Students will see how cultivating a strong connection between the body and mind can help them transform their life.

Module 6 (9 Clock Hours): This module focuses on the importance of listening. The body and mind are constantly sharing information, yet for all that can be gleaned from those messages, we don't always spend enough time listening. When we listen actively and deeply, without judgment, we can better support our multidimensional health needs.

Module 7 (9 Clock Hours): Students will learn about the importance of communication within and between all the systems in their lives. Every system in their body – and every system in their life – relies on communication to stay in balance. Physical health, mental well-being, and social, emotional, and spiritual needs all rely on communication. Students will learn that asking questions, listening to the answers, and honoring those answers even when they point them in an unexpected direction can help them achieve balance.

Module 8 (9 Clock Hours): This module explores how the emphasis students put on numbers – specifically, weight and finances – can influence the decisions they make about health and happiness. It's not uncommon to look at the numbers on the scale and the figures in the bank and use them as a base for how we feel about ourselves, whether good or bad. But when we understand that these numbers are simply data points rather than reflections of our value as a person, we can change the role they play in our lives.

Module 9 (9 Clock Hours): Module 9 dives deeper into weight and finances, bringing light to what they really mean for students and helping them create a healthier relationship with each. Any rules they have knowingly or unknowingly created around food and finances have the ability to either serve or harm

them. By digging into the structures or beliefs they have around those subjects, students can discover if they speak to their bio-individuality and truly support their life. If they don't, they can learn how to shift them to provide what they really need.

Module 10 (10 Clock Hours): Module 10 marks students' first IINtegration Week, allowing time for them to integrate what they've taken in through the past nine modules. Students can look back at what's resonated with them so far, anchor into the present to see how to incorporate what they've learned and identify potential action steps to help them succeed moving forward. The Health and Career Journals are available in this module. Using one or both, students will set the foundation for their Transformation Plan and/or Business Plan, workable personal or professional road maps they can act on to achieve their goals by the end of the course. Students will revisit and build on these journals in future IINtegration Weeks.

Module 11 (9 Clock Hours): Students will review the importance of getting to the root cause of symptoms. What we see outwardly doesn't always accurately reflect what's going on internally. To understand the symptoms, thoughts, and behaviors students experience, they must learn to uncover and treat the cause (or causes). Looking more deeply at what's happening can help them make the changes they truly need to transform their health, career, and life.

Module 12 (10 Clock Hours): Students will learn about the important role the gut plays in multidimensional health. It's always communicating with us, giving us signals as to what we need – physically, mentally, emotionally, and spiritually. This very tangible expression of the mind-body connection can help students make decisions that truly serve them; they just need to listen to and trust their gut.

Module 13 (10 Clock Hours): In this module, students will see how breaking through the complexities of life can help them improve their health and happiness. Understanding where and how things come about is an important part of understanding oneself. Students will come to understand that having this knowledge can impact their health, career, and relationships and can truly help them heal and transform their life.

Module 14 (9 Clock Hours): Students will learn how exploring what they can't see – the intangible pieces of health and life – can be key to helping them achieve greater wellness. Every aspect of health is integrated. While we may tend to focus on elements or experiences that are more obvious or easier to see, neglecting other aspects, especially those that may seem more mysterious or that we don't have a complete understanding of, can have repercussions that affect our whole life.

Module 15 (10 Clock Hours): In this module, students will look at how supporting the body's most complex organ can power the rest of the body and keep it healthy and happy. The brain plays a large role in multidimensional health. Supplying it with what it needs both on and off the plate – nourishing food, mental activity, and joy, for example – can improve brain health and help keep the body functioning properly.

Module 16 (9 Clock Hours): Students will explore what truly fuels their mind, body, and soul. It can be helpful to understand how different sources of energy charge one's health. When we know what really drives our needs, our thoughts, and our life, we'll be able to move forward and make informed decisions that support our goals.

Module 17 (9 Clock Hours): In this module, students will learn how important it is for their health, their career, and their life to find balance. Often, moving forward requires recognizing what supports them and letting go of what isn't working. When they're able to find the state of balance we need and turn insight into action, we can truly create the transformation we seek.

Module 18 (10 Clock Hours): Students will see that not all rules are meant to be followed. When it comes to health and happiness, sometimes breaking from the norm is exactly what we need. Just because a certain path is the most common doesn't mean it's the right path for us. Students will learn that they can write the rules that will help them find their way to health and build the life they desire.

Module 19 (9 Clock Hours): Students will explore how important connection is for their well-being. Every aspect of their health and their life can improve through connection. Whether they're connecting with others via physical movement or spiritually relating to something greater than themselves, the more they connect, the greater their ability to have a thriving, fulfilling life.

Module 20 (10 Clock Hours): Module 20 marks the second IINtegration Week. This week, students will take some time to lock in on and make more space for their goals. They'll also continue formalizing their Transformation and/or Business Plans.

Module 21 (9 Clock Hours): Students will learn how to identify their bio-individual nutritional needs. No two people will have the same physical, mental, emotional, or spiritual requirements or goals. Pinpointing and tending to their unique needs is essential for optimizing and transforming their health and their life.

Module 22 (10 Clock Hours): Students will discover just how empowering it can be to break free from limitations. They may have knowingly (or unknowingly) established limiting beliefs regarding various aspects of their life – the food they eat, the value of the work they produce, or their acquired knowledge. Taking steps to identify and deconstruct these limitations can help them unlock their full potential.

Module 23 (10 Clock Hours): In this module, students will learn how to honor their authentic self. With an open mind, they can observe and explore which health and lifestyle approaches work best for them. Staying true to themselves and their needs will allow them to create a life where they can truly thrive.

Module 24 (10 Clock Hours): Students will discover ways to accept and support themselves entirely. Reconnecting to the hidden or unknown parts of themselves can help them live a healthier, fuller life. When students can uncover and embrace all the parts of their unique being, they're better able to connect with their needs and find the transformation they seek.

Module 25 (10 Clock Hours): Students will learn how to unlock their potential for personal and professional transformation. Their ability to develop is limitless, but to reach their full potential, they must be able to recognize this fact. Finding the tools that allow them to open up and release their potential can help them find transformation and create the life they seek.

Module 26 (10 Clock Hours): In this module, students will dive into the subtle energies of life, within and around them. The body, the mind, the environment, and the world are all comprised of energy. Utilizing and directing our energy to benefit our health and wellness can help us become the best version of ourselves.

Module 27 (9 Clock Hours): Students will learn the importance of balancing their energies for a healthier, happier life. There are many circumstances in life and the world that can create imbalances. Discovering how to balance the energy we give off with the energy we receive can make for a more harmonious and fulfilling life.

Module 28 (10 Clock Hours): In this module, students will explore tools and practices to take their transformation even further. This module will show them ways to deepen their connection to their goals to help improve every aspect of their life.

Module 29 (9 Clock Hours): Students will discover the importance of seeing a complete picture of their health and life to help guide their transformation. Exploring their life more fully can provide them with great insight. The knowledge this exploration elicits will help them truly see their needs and guide them toward the future they desire.

Module 30 (10 Clock Hours): Module 30 marks the third IINtegration Week. This week, students will continue to formalize their Transformation or Business Plan and keep moving forward with their goals.

Module 31 (9 Clock Hours): Students will think about expanding their lives and discovering ways to find their purpose. Purpose is within and all around us and connecting with and living a life that feeds our purpose can help us truly thrive.

Module 32 (10 Clock Hours): In this module, students will review the idea that coaching is not just a profession, but a way of life. Our values, integrity, and how we choose to live shape our life and the world around us. They'll learn how embracing the coaching lifestyle can help them transform their lives and the lives of others.

Module 33 (9 Clock Hours): This module helps students explore the importance of investing in their needs and their future so they can bring out the best in themselves as they support others to do the same. Developing their talents and interests, both personally and professionally, will be one of the greatest gifts they can offer.

Module 34 (10 Clock Hours): This module shows students that in order to lead a truly healthy life, the world around them must also be able to flourish. It's essential to look beyond their personal needs and expand the effect they can have in their communities and the world at large. They have the ability to impact the lives of others as much as their own.

Module 35 (9 Clock Hours): Students will see how integrating everything they learn can help them have a more meaningful global impact. Increasing their understanding supports their growth and allows them to establish a more holistic view of life. Expanding themselves in this way improves their ability to influence the well-being of those around them as well as the world.

Module 36 (10 Clock Hours): Module 36 looks at how students can live their ripple effect and use it to transform the world. Everything they've learned during the Health Coach Training Program has prepared them to create and support change in themselves and others. In this way, one step at a time, students have the power to improve lives and help humanity thrive.

Module 37 (10 Clock Hours): Module 37 is the first step in the IINtegration Lab. It's designed to help students choose the path they'll follow, either health or career, so they can start bringing their goals to life. Students will preview both paths and their associated plans – the Transformation Plan for the health

path and the two Business Plan options (Employment and Entrepreneurship) for the career path. Once they decide which path they want to follow, they'll work on the corresponding plan for the remainder of this module.

Module 38 (10 Clock Hours): Students will choose a project to work on for the remainder of the IINtegration Lab. They'll have the opportunity to review some recommended project ideas, but they can also choose their own. They'll find some tools and resources to help support them as they move forward with their project.

Module 39 (10 Clock Hours): In this module, students will focus on maintaining momentum, overcoming challenges, and moving toward completing their project.

Module 40 (10 Clock Hours): Module 40 is the last module of the IINtegration Lab and the course. During this module, students will finalize their project. They'll also explore what's beyond the program and celebrate all that they've accomplished.

IINtegration Lab Weeks (Clock hours included in Modules 36–40): In these weeks, students will complete tasks related to coaching, building a portfolio, and reflecting on their progress throughout. At the end of the application weeks, students will have completed their Transformation and/or Business Plan that they can use in real-life applications.

Coaching Circles (11 Clock Hours): Throughout the HCTP, students will participate in four 90-minute Coaching Circle sessions. Students will be able to choose and sign up for sessions that fit their schedule. During the Coaching Circles, students participate in a group coaching environment under the guidance of a Health Coach. Students will be able to practice their coaching skills and receive feedback and advice from their Coaching Circle coach as well as other students.

Practice Coaching Sessions (12 Clock Hours): During the HCTP, students will practice using the skills they're learning by completing six practice Coaching Sessions. To complete practice Coaching Sessions, students will identify a friend, family member, or even a fellow student to serve as a client. The "client" will complete the practice Coaching Session form, and the student will conduct a practice Coaching Session using coaching tips, leading questions, and online resources. Finally, students will enter information and notes into the IIN Learning Center and have the opportunity to discuss their progress in Coaching Circles, the Facebook group, and the discussion forums.

Pre-Course Module: Orientation: The Orientation module provides an overview of the course structure and objectives, introduces the basic concepts, and helps students get set up for success. Students are walked through the course graduation requirements so they know exactly what to expect and can plan accordingly. Students also learn about the NBHWC's board certification exam and what they will need in order to prepare their application.

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Module 1: Coaching Structure (7 hours)

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Module 2: Coaching Relationship (7 hours)

In this section of the course, students explore how to establish a client-centered relationship and how this creates the foundation for positive client outcomes. Elements of a client-centered coaching relationship and practice building trust and rapport are taught, in addition to the power of listening and how to develop active listening skills and coaching presence. Lastly, this module covers how to apply these foundational skills to hold space for clients to process their emotions.

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This module focuses on the exploration of the coaching process and the skills and competencies that help foster positive client outcomes. Students learn about and practice using techniques and tools that will foster effective communication in a coaching relationship. A review of basic communication skills taught in prior initial Health Coaching certification programs will be conducted (including reflecting, mirroring, and summarizing). Students explore and apply more advanced communication techniques to expand the conversation and encourage clients to go deeper. Techniques that coaches can use to focus the conversation and help clients move forward are demonstrated and students explore how to use powerful questions and best practices for exploring and seeking clarity. Additionally, students are invited to reflect on when and how it is most appropriate and helpful to apply the various skills learned in this module.

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This module explores the concept of self-awareness and addresses how conscious knowledge of one’s own character, feelings, motives, values, and desires can impact progress. Students learn one of the major keys to coaching success: shifting perspective, and how this ties into transcending beliefs and considering wider or alternative perspectives. The process of employing skills to enact change is a major focus of this module. Students learn how to identify and overcome limiting beliefs that can hold clients back from making change and how to lead them through this process.

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This module focuses on how clients must be internally motivated and ready to take action in order for meaningful and lasting change to occur. Students learn how to explore motivation and willingness to change with clients before moving into the goal-setting process. Students also take an in-depth look at how motivation and emotion are resources for goal-oriented behavior and review the necessary conditions to support these two critical elements. This module also presents an introduction to Motivational Interviewing, a well-established communication process for inspiring client-identified change. Students learn how to apply the basic principles of this process and practice using it in coaching sessions. Lastly, students practice looking for “change talk” and “sustain talk” from clients and how to use this to help clients move forward.

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A continued exploration of Motivational Interviewing and how to apply this methodology to clients who are stuck or resistant is the focus in this module. Students explore why clients get stuck and learn how to work most effectively with those who experience resistance or ambivalence around making a change. Students are prompted to think critically about how to navigate these scenarios as a coach and practice using Motivational Interviewing tools to help clients through roadblocks. Lastly, students learn how to support clients with acceptance and emotional healing to overcome challenges and past hurts and promote positive growth moving forward.

Module 7: Sustainable Goal Setting (7 hours)

In this module, students learn about coaching as a process of empowering clients to dig deep and use their inner resources to create change. There is in-depth instruction about and practice using the Transtheoretical model (also known as the Stages of Change model) as a powerful tool for assessing a client’s readiness to change. A review of best practices for goal-setting techniques and practice helping clients set “S.M.A.R.T.” goals is also highlighted. Students explore how to facilitate learning and results for their clients in a way that takes individual needs and styles into account and places the responsibility on the client to take action. Additionally, students learn how to help clients move forward and design their actions by discussing best practices for goal setting and planning. Finally, this module also addresses how clients can track their own progress by effectively monitoring their action steps and overall growth.

Module 8: Step into your Power (7 hours)

In this module, students learn how a positive and client-empowered approach can boost confidence and self-efficacy, having a profound impact on client progress and coaching outcomes. Students explore how the power of positivity – leveraging a client’s strengths and values and creating empowering and growth-facilitating experiences – can encourage progress, especially during the middle phase of coaching. Students learn and practice how to most effectively tap into a client’s strengths and available resources to help them propel toward their goal. Additionally, instruction focuses on how to consider how clients can harness their intrinsic motivation and emotions to increase self-efficacy and work through challenges and fears. Lastly, students are invited to participate in a discussion of the major theoretical components of positive psychology, including the

PERMA model – a tool focusing on how positive approaches can have a profound impact on client outcomes.

Module 9: Cultural Humility, Equity, and Inclusion (9 hours)

In this module, students explore how to foster equity and inclusion in their coaching practice. Students deepen their understanding of health disparities and the structural and social determinants of health, examining how such factors shape client experiences and outcomes. Through exploration of case studies and research, students consider how power, privilege, and bias can impact the coaching relationship and learn how to recognize and navigate these dynamics with cultural humility. Students also gain tools and resources to support clients from diverse backgrounds in ways that honor their lived experience and enhance their access to wellness.

Module 10: Professional Development for Health Coaches (7 hours)

In this module, students consider the various aspects of professional development and legal considerations for health coaching and explore the evolving role of the profession across a range of settings. Students review the NBHWC Code of Ethics, reflecting on case studies of ethical dilemmas. Next, they explore professional guidelines, including HIPAA compliance, fitness to practice, record keeping, and considerations for working in various contexts, such as healthcare. Lastly, students learn about the reliability of sources and the importance of staying current with research.

Module 11: Working with Groups (6 hours)

In this module, students learn and practice how to apply the skills and competencies taught in this course to working with clients in a group setting. Students compare group and individual coaching in terms of both skills used and structure. Students are prompted to consider the pros of group coaching for coaches and clients and which types of clients may benefit the most from a group setting. Students also explore the phases of the coaching process applied to a group setting, how to effectively form and facilitate a coaching group, and tips for structuring coaching sessions and group activities. Lastly, students learn how to navigate different personalities and learning styles during group coaching sessions to allow for the most effective interaction between clients.

Module 12: Next Steps (3 hours)

In this module, students review the key competencies taught in the course to prepare for the NBHWC board-certifying exam. Students also review the application process, test-taking strategies, and how to maintain the NBC-HWC credential, if pursuing.

Student Support

Students are also welcome to submit inquiries via their Help Center located within their Learning Center (LC) which remains available twenty-four hours a day, seven days a week or email support@integrativenutrition.com. Students receive answers to all questions submitted via the Help Center within forty-eight business hours – and often much sooner.

Credit for Previous Education and Training

The Institute for Integrative Nutrition values all forms of learning and all previous formal learning. However, IIN does not accept transfer credits, regardless of source, and requires all students to complete the graduation requirements for the course enrolled. IIN Health Coach Training Program™ to complete the entire 40-week program in order to earn IIN's diploma.

Transferability of credits cannot be guaranteed unless the receiving college has a written articulation agreement with IIN. Otherwise, the decision to accept credits is at the discretion of the receiving college. Students are advised to contact colleges well in advance if there is an interest in transferring credits.

Job Placement and Certification

One of the goals of the Institute for Integrative Nutrition is to encourage an entrepreneurial spirit amongst its students and give graduates the tools they need to take charge of their futures in their course disciplines. The programs are built to provide the knowledge and skills needed to start their own business. Additionally, IIN provides support to alumni—not just students—giving new graduates access to assistance should they need it.

IIN does not guarantee job placement.

License or Certification

Graduates of the Coaching Intensive Practicum Program have completed the education requirements to be eligible to apply to sit for an optional certification exam offered by the National Board for Health & Wellness Coaching (NBHWC). A passing score on this exam earns the title of National Board Certified Health and Wellness Coach (NBC-HWC).

Regulation

Licensed by:

State Board of Career Colleges and Schools
30 East Broad Street, Suite 2481
Columbus, OH 43215

The Institution for Integrative Nutrition is not accredited.

Cancellation and Refund Policy

If the student is not accepted into the training program, all monies paid by the student shall be refunded. Refunds for books, supplies, and consumable fees shall be made in accordance with Ohio Administrative Code section 3332-1-10.1.

FOR SERVICES ENTITLED: The Health Coach Training Program™, Coaching Intensive Practicum, and Professional Health Coach Certification are subject to an Enrollment Agreement. The applicable refund policy will be set forth therein and listed below.

WITHDRAWALS BEFORE THE CLASS START DATE

- If you withdraw from these Services within five (5) days of purchase and you have not yet accessed the Service(s) (i.e., you have not logged in to the Service(s)), you will receive a full refund.
- If you withdraw from these Services within five (5) days of purchase and you have already accessed the Service(s) (i.e., by logging in to the Service(s)), you will be entitled to a full refund except for a non-refundable \$99 registration fee.
- If you withdraw from these Services six (6) or more days after the purchase and before the Services are open for access, you will be entitled to a full refund except for a non-refundable \$99 registration fee.

Refunds for tuition and refundable fees shall be made in accordance with the following provisions as established by Ohio Administrative Code section 3332-1-10:

WITHDRAWALS AFTER THE CLASS START DATE

- A student who starts class and withdraws before the academic term is 15% completed will be obligated for 25% of the tuition and refundable fees plus the registration fee.
- A student who starts class and withdraws after the academic term is 15% but before the academic term is 25% completed will be obligated for 50% of the tuition and refundable fees plus the registration fee.
- A student who starts class and withdraws after the academic term is 25% complete but before the academic term is 40% completed will be obligated for 75% of the tuition and refundable fees plus the registration fee.
- A student who starts class and withdraws after the academic term is 40% completed will not be entitled to a refund of the tuition and fees.

Fees for consumed items, including Software & Content License and Books & Materials are non-refundable.

The school shall make the appropriate refund within thirty days of the date the school is able to determine that a student has withdrawn or has been terminated from a program. Refunds shall be based upon the last date of a student's attendance or participation in an academic school activity.

FOR SERVICES ENTITLED: Gut Health Course, Hormone Health Course, Mindful Eating Course, Launch Your Dream Book, Detox Your Life, Whole-Person Health Course, Nutrition for Life, are fully non-refundable at the time of purchase.

Complaint Procedure

Should a student have a general question or one related to a student's specific situation, they may submit a support request by logging into their Help Center located within the Learning Center. Click on the "Contact Us" button to submit a request or email support@integrativenutrition.com. A staff member will respond within 24-48 hours, during business days.

Should a student have a complaint, they may submit feedback by logging into the Learning Center and accessing the Help Center. Click on the "Contact Us" button to submit a request. A staff member will respond within 24-48 hours, during business days.

Formal complaints may be directed to the School Director, via registered letter at:

Institute for Integrative Nutrition
15 North Third Street, Floor 5
Newark, Ohio 43055

Students are encouraged to contact our support team at the school first, to expedite the resolution of a formal complaint.

All student complaints should be first directed to the school personnel involved. If no resolution is forthcoming, a written complaint shall be submitted to the director of the school. Whether or not the problem or complaint has been resolved to his/her satisfaction by the school, the student may direct any problem or complaint to the Executive Director, State Board of Career Colleges and Schools, 30 East Broad Street, Suite 2481, Columbus, Ohio, 43215, Phone 614-466-2752; toll-free 877-275-4219.

Anti-Hazing Policy

IIN prohibits hazing as defined in this policy. The school will investigate and respond to all reports of hazing as outlined in this policy.

This regulation applies to all members of the school community, including faculty, staff, students, volunteers, organizations, and groups, as well as visitors and other licensees and invitees.

This Anti-Hazing Policy applies to conduct that occurs on-campus, off-campus (ex: externship site), or through online activities, between two or more people who are affiliated with the school, or any student or other organization associated with the school.

Hazing is a serious offense and, therefore, is subject to the full range of sanctions (reprimand, disciplinary probation, suspension, and expulsion). In addition, other educational activities may be required as conditions of the sanction. An individual, organization, or group may be subject to other outcomes in accordance with the applicable outside constituents or group in which the student is involved, or their governing bodies. The school has the right to take action regardless of the actions of the governing body.

The School Director shall coordinate the investigation of all hazing allegations. When appropriate, other senior administrators may handle certain aspects of the school's response. Local authorities may also be included in the investigation, as needed.

Additionally, the School Director will assess the need for interim measures (e.g., suspension of current group activities). Every effort will be taken to complete the investigation in a timely manner. The hazing allegation will be investigated and resolved in keeping with the Complaint Procedure. At the point when a formal conduct charge is made against an organization, the national or oversight organization, if any, shall be notified. Criminal investigations resulting from a report to law enforcement will be handled by the appropriate law enforcement agency. IIN may charge an individual or a group with a violation of this Hazing Policy and/or other school rules, regulations, or policies.

Sanctions applied to organizations and/or individuals will be imposed in accordance with the severity of the violation and will be determined by the School Director.

Hazing means doing any of the following, or pressuring, causing, forcing, soliciting, or coercing any person to do any of the following for the purpose of initiative, admitting, or affiliating an individual into or with a student group or student organization; continuing or enhancing an individual's membership or status in a student group or student organization, or perpetuating or furthering a tradition or ritual of a student group or student organization:

- (a) Engage in any conduct prohibited by federal and/or state and/or municipal criminal law, regardless of whether an arrest is made, or criminal charges are brought;
- (b) Take into their body any food, liquid (including alcohol), drug, or other substance that subjects the person to a substantial risk of mental or physical harm; and/or;
- (c) Cause or create a substantial risk of causing mental or physical harm to another and/or engage in any act or omission that contributes to the death of another.

Reporting an Incident: Student safety is our top priority, and we take all reports of misconduct seriously to protect everyone's health and well-being. IIN depends on its community members to identify and report behaviors of concern so that the school can provide distressed students and employees with appropriate support services and resources.

We are all responsible for school safety. If you see any concerning behavior or suspicious behavior report it to Student Support, a Student Success team member, a faculty member, or the School Director.

IIN is committed to reviewing all reports of hazing. Anonymous reports are accepted; however, the school's ability to obtain additional information may be compromised and the ability to investigate anonymous reports may be limited. Immediately upon learning of potential hazing, any employee with a duty to report violations of this policy who received a complaint of hazing or who observes or learns of conduct that is reasonably believed to be in violation of this policy is required to report the alleged conduct to the School Director.

Employees with a duty to report violations of this policy include faculty and staff. Any volunteers or contractors engaged by the school have a duty to report violations of this policy of which they become aware in the course of their duties when these duties include responsibility for the safety and wellbeing of other members of the school community or if they have supervisory, evaluative, grading, or advisory responsibility over other members of the school community.

In addition to the duty to report hazing to the School Director as identified in the prior paragraph, in some circumstances there is also a duty to report allegations of criminal conduct to law enforcement.

The school will maintain a report of all violations of this Policy that are reported to the school, and which result in a charge of violation of this Policy. The school will update the report bi-annually on January 1 and August 1 of each year and will post the updated report on the school's Learning Center.

IIN shall provide annually at least one program on hazing prevention education to all members, prospective members, and anyone who is employed by or volunteers with the organization. Education may be provided in person, electronically, or both. IIN will maintain a record of individuals who have completed the program.

Professional Development Offerings

Enrichment Programs

Gut Health Course

The Gut Health Course consists of 16 modules. This course emphasizes the interconnectedness of all parts of the body, focusing on how a compromised or imbalanced gut can affect holistic well-being. Students gain deeper understanding of how and why gut health can be compromised, the effects this can have on the entire body, and how they can help clients strengthen the gut microbiome and improve digestion through nutrition and lifestyle modifications.

Hormone Health Course

The Hormone Health Course is comprised of 11 online modules that explore how hormonal health, and balance can impact overall health and well-being in both men and women. Students learn about the major hormones that make up the endocrine system, how and why they can get off balance, and the most common disorders of hormone imbalance. Additionally, students will understand how to apply the knowledge gained through this course within their scope of practice as Health Coach to support their clients' hormonal health and balance through diet and lifestyle improvements.

Mindful Eating Course

The Mindful Eating Course explores a step-by-step framework for overcoming emotional and compulsive eating patterns and rewriting your relationship with food. Those who are Health Coaches will learn how to apply this framework to support their clients. This 12-module, online course teaches a variety of techniques and strategies for moving toward a healthier relationship with food for enhanced wellbeing, weight loss, and improved health. Students will explore their own relationships with food and apply the information from this course through reflective exercises and guided practice.

Launch Your Dream Book

Launch Your Dream Book is a 20-module self-paced online course that teaches a step-by-step process for how to write, self-publish, and promote your own book. Students are provided with tools and guidance to support them from ideation through execution and are guided to consider the larger goals that having a published book will help them achieve. The course includes training in public relations, marketing, and how to pitch to the media.

Foundation Courses

Detox Your Life

Detox Your Life is a 6-module self-paced online course that helps students develop empowering, sustainable habits that energize their mind, body, and spirit. As they explore nutrition, beauty, home environment, and the mind-body connection, students will learn simple strategies for reducing toxins as well as practices that support clean living. By the end of the course, students will feel confident creating a personalized plan for clean living.

Whole-Person Health Course

Whole Person Health is a 6-module self-paced online course that helps students explore holistic health and well-being. They'll hear from top experts about physical health, mental health, emotional health, and spiritual health. Students will understand the power of a multidimensional approach to health and learn strategies to support living healthy in our modern world, including nutrition, rest, processing

emotions, relationships, and purpose. By the end of the course, students will develop their unique approach to holistic health and create their own plan for independent success.

Nutrition for Life

Nutrition for Life is a 6-module self-paced online course that introduces learners how to eat to support a vibrant, healthful life. Students learn a personalized take on nutrition that considers individual needs, preferences, and goals. Students gain a deeper understanding of nutrition while also engaging in self-discovery as they are invited to take steps to support their own health through simple but powerful dietary shifts and identify an eating approach that works best for them.

Institute for Integrative Nutrition Officials and Faculty

Lindsay Goldberg, Licensed School Director

RYT-200, Chopra Yoga, 2024

NBC-HWC, National Board for Health & Wellness Coaching, 2020

M.S., Education, The College of Saint Rose, 2011

B.A., Psychology, State University of New York, Albany, 2007

Diploma, Institute for Integrative Nutrition, 2014

Faculty for the Health Coach Training Program™(HCTP)

As a student in the Health Coach Training Program™, you may work with one or more of the following faculty members.

Sheri Vettel

Diploma, Institute for Integrative Nutrition, 2021

RYT-200, The Triad Yoga Institute, 2017

MPH, Master of Public Health, University of Greensboro at North Carolina, 2014

Accredited Dietetic Internship Program, Meredith College, 2008

RDN/ LDN, Commission on Dietetic Registration, 2008

B.S. Foods and Nutrition, Meredith College, 2007

Zack Bodenweber

NBC-HWC, National Board for Health & Wellness Coaching, 2020

M.S.W., Master of Social Work, State University of New York, Albany, 2016

LMSW, New York State Office of the Professions, 2016

B.S., Sociology, State University of New York, Geneseo, 2013

B.A., English Literature, State University of New York, Geneseo, 2013

Cindy Levine

Certificate, Gut Health, Institute for Integrative Nutrition, 2022

Certificate, Hormone Health, Institute for Integrative Nutrition, 2022

Certificate, Meditation, Triyana, 2022

NBC-HWC, National Board for Health & Wellness Coaching, 2021

Certificate, Coaching Practicum, Institute for Integrative Nutrition, 2021

Certified International Health Coach,
International Association of Health Coaches,
2016
Certificate, Yin Yoga 50 Hour Teacher Training
Stil Studio
Diploma, Institute for Integrative Nutrition,
2010
200-hour Registered Yoga Teacher, Yoga
Alliance, 2009
AS, Computer Technology,
Ithaca College, 1995
BA, Sociology, 1980

Angela Sydnese

200-Hour Yoga Certification, Chopra, 2024
Certificate, Coaching Practicum, Institute for
Integrative Nutrition, 2021
Certificate, Gut Health, Institute for Integrative
Nutrition, 2018
Certificate, Advanced Business, Institute for
Integrative Nutrition, 2017
Certified International Health Coach,
International Association of Health Coaches,
2016
Certificate, Transformational Coaching Method
2016
Certificate, Health Coach Institute Core
Program, Comprehensive Business Training for
Holistic Entrepreneurs, 2013
Diploma, Institute for Integrative Nutrition,
2011
Bachelor of Science, Horticulture, Montana
State University - Bozeman, 2000

Ana Adames

M.D., Clinical Nutrition, Universidad Simon
Bolívar, Caracas, Venezuela
M.D., Medicine - Universidad Central De
Venezuela, Caracas, Venezuela
NBC-HWC, National Board for Health &
Wellness Coaching
Diploma, Institute for Integrative Nutrition,
Florida Registered Medical Assistants, Miami, FL

Susan Scollen

Certified Primordial Sound Meditation Teacher,
Chopra, 2024
Rekindled Ancient Wisdom Practitioner, RAW
Energetics, 2023
NBC-HWC, National Board for Health &
Wellness Coaching, 2022
Certified Life Coach, The Life Coach School, 2021
Diploma, Institute for Integrative Nutrition,
2020

Bree Hogan

Certificate, Emotional Eating, Institute for
Integrative Nutrition, 2023
Certificate, Coaching Practicum, Institute for
Integrative Nutrition, 2021
NBC-HWC, National Board for Health &
Wellness Coaching, 2021
Master Aromatherapy Diploma, Australian
College of Aromatherapy, 2019
Certificate, Gut Health, Institute for Integrative
Nutrition, 2018
Certificate, Hormone Health, Institute for
Integrative Nutrition, 2018
Certificate, The Essential Oil Institute, 2017
Diploma, Institute for Integrative Nutrition,
2015
Certified International Health Coach,
International Association of Health Coaches,
2015
Certified Internal Auditor, Institute for Internal
Auditors, 2014
B.A. Japanese, Swinburne University of
Technology, 2003

Mona Silbert

Certificate, Hormone Health Course, IIN
Certificate, Emotional Eating Course, IIN, 2022
Certificate, Coaching Intensive Practicum, IIN
2022
Neurociencias aplicadas al deporte, Bs As,
December 2022
Acompañante en Bioneuroemocion, Enric
Corbera Institute, Spain, March 2020
Certificate, Advanced Business Course, IIN 2018

Certificate, Gut Health Course, IIN 2017
Diploma, Institute for Integrative Nutrition, May 2016
Reiki Master, Shinpiden, and Animal Reiki Practitioner, July 2016
Certification, Life Coach, SWIHA, March 2015
Certificate, Bioneuroemotions, Enric Corbera Institue, Spain, March 2015

Priscila Migale

Certificate, Resonant Attention Healing, 2023
Certificate, Precise Subtle Competencies, 2022
Certified International Health Coach, International Association for Health Coaches, 2016
Diploma, Institute for Integrative Nutrition 2010

Christine Boutross

NBC-HWC, National Board for Health & Wellness Coaching
Diploma, Institute for Integrative Nutrition, 2006
M.S. & Professional Diploma, Educational Administration and Supervision 1982
M.S. Education: Curriculum & Teaching, Fordham University, 1973
B.A. Child Study and Sociology: St Joseph's College, 1970
Certified Personal Trainer, NASM & ACE

Michelle MacLean

NBC-HWC, National Board for Health & Wellness Coaching, 2021
Certified Wellness & Health Coach, Real Balance Global Wellness, 2020
Diploma, Institute for Integrative Nutrition, 2012
B.A., Public Relations, Mount Saint Vincent University, Halifax, Nova Scotia, 1996
B.A., Political Science, Dalhousie University, Halifax, Nova Scotia, 1990

Irma Mejia

Diploma, Institute for Integrative Nutrition, 2014
Certificate, Gut Health, Institute for Integrative Nutrition
Certificate, Hormone Health, Institute for Integrative Nutrition
Certificate, Chopra Wellbeing Coach
Reiki Master Level Practitioner
Bioenergetic and Biomagnetism Therapist
MS, Finance & Lic. Business Administration, Universidad Tecnológica de México

Dianne Wenz

Diploma, Institute for Integrative Nutrition
Certificate, Institute for Integrative Nutrition, Mindful Eating Course, 2023
Certificate, Institute for Integrative Nutrition, Gut Health Course, 2022
Certificate, Institute for Integrative Nutrition, Hormone Health Course, 2018
Certificate, Rouxbe Cooking School, Essential Vegan Desserts, 2017
Certified International Health Coach, International Association for Health Coaches, 2017
Certificate, Institute for Integrative Nutrition, Advanced Business Course, 2017
Certificate, Rouxbe Cooking School, Plant-Based Professional Chef, 2015
Certificate, Rouxbe Cooking School, Culinary RX, 2015
Certificate, Main Street Vegan Academy, Vegan Lifestyle Coach, 2012
Certificate, Institute for Integrative Nutrition, Immersion Graduate Program, 2010
Certificate, Plant-Based Nutrition, T. Colin Campbell Foundation & eCornell, 2010
Certificate, Institute for Integrative Nutrition, Professional Training Program, 2009
B.F.A., Illustration, Parsons School of Design, New York City, 1993

Faculty For Coaching Intensive Practicum Program & Professional Health Coach
Certification: The Health Coach Training Program™ + Coaching Intensive Practicum
Program

Lindsay Goldberg

RYT-200, Chopra Yoga, 2024
NBC-HWC, The National Board for Health &
Wellness Coaching, 2020
Diploma, Institute for Integrative Nutrition,
2014
M.S., Education, The College of Saint Rose, 2011
B.A., Psychology, State University of New York,
Albany, 2007

Megan Kalocinski

M.S. Functional and Clinical Nutrition, Maryland
University of Integrative Health, 2018
Diploma, Institute for Integrative Nutrition,
2010
BA, Education & Human Development, Boston
College, 2002

Elizabeth Mander

NBC-HWC, The National Board for Health &
Wellness Coaching, 2020
Diploma, Institute for Integrative Nutrition
M.S. Health Coaching, International Health
Coach University, Louisiana, 2017
B.S., Sociology, Austin Peay State University,
Tennessee, 2009

Zack Bodenweber

NBC-HWC, The National Board for Health &
Wellness Coaching, 2020
M.S.W., Master of Social Work, State University
of New York, Albany, 2016

LMSW, New York State Office of the Professions,
2016

B.S., Sociology, State University of New York,
Geneseo, 2013

B.A., English Literature, State University of New
York, Geneseo, 2013

Merritt Tracy

NBC-HWC, The National Board for Health &
Wellness Coaching, 2020
Registered Yoga Teacher, Yoga Alliance
Certificate, Dr. Sara Gottfried Hormone Health
Training, 2013
Diploma, Institute for Integrative Nutrition,
2012
BS in Business Administration/Management
Information Systems, University of North
Carolina at Charlotte, 1993

Michelle Maclean

NBC-HWC, The National Board for Health &
Wellness Coaching, 2021
Certified Wellness & Health Coach, Real Balance
Global Wellness, 2020
Diploma, Institute for Integrative Nutrition,
2012
B.A., Public Relations, Mount Saint Vincent
University, Halifax, Nova Scotia, 1996
B.A., Political Science, Dalhousie University,
Halifax, Nova Scotia, 1990

Christine Boutross

NBC-HWC, The National Board for Health & Wellness Coaching, 2017

Diploma: Institute for Integrative Nutrition, 2006

M.S. & Professional Diploma: Educational Administration and Supervision 1982

M.S. Ed, Curriculum & Teaching, Fordham University 1973

B.A. Child Study and Sociology, St Joseph's College, 1970

Certification: Personal Trainer, NASM & ACE