# PER WELLNESS COACHING

## **Project Summary**

The peer wellness coaching program supports students needing individualized assistance in development and/or strengthening self-management skills. These skills include but are not limited to: stress management, wellness balance, resilience building and a range of other foundational self-management skills. This program targets students wanting or needing assistance in skill development but who are not in need of professional mental health services. While on-line and workshop based resources exist on campus, no opportunities exist for students to receive individualized support in these areas.

The program is a collaborative venture with oversight provided by Counselling Services and Student Health Service. Peer Wellness Coaches have been trained to offer wellness coaching, using the UBC Coach Approach as the foundation for their coaching practice. The 13 Peer Wellness Coaches use a blend of in-person and online interactions while coaching student participants to meet their wellness goals. The online portal for these interactions has been developed and the program has been open for participants since late September 2014. The next phase of the project will focus on program delivery and ongoing assessment of the peer coaches, and program participants.

#### PROGRAM OVERVIEW

#### Peer Wellness Coaches 13 active Peer Wellness Volunteer between 6-8 hours/ · Comprehensive 36-hour · Peer Wellness Coaches are week, including ongoing Coaches 2014-2015 also members of UBC Peer training program, plus Recruited from the genera training, and in person and additional 6 hours of one-on-Programs, which provides online coaching time student body one time with the Program access to ongoing personal 2<sup>nd</sup>-5<sup>th</sup> year students in various faculties Certificate of Leadership program and opportunities to

INDIVIDUAL MEETINGS

Debrief experience

ONGOGING TRAINING, SUPERVISION AND

· Topics such as time management, stres

Question Persuade and Refer training

management, resilience building,

Building responsible and inclusive

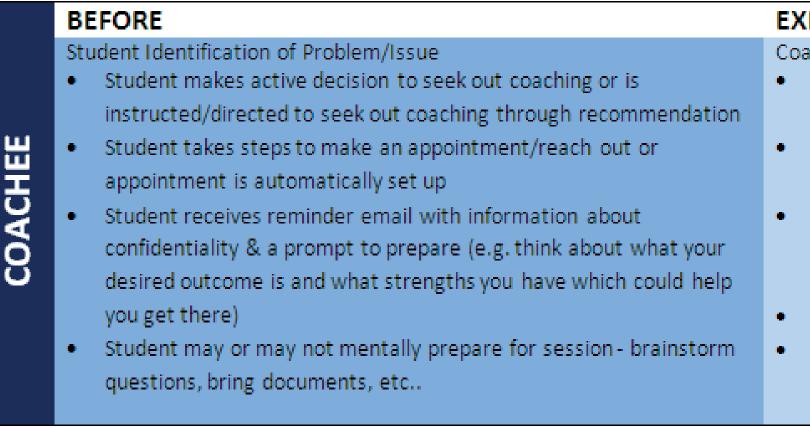
· Giving and receiving feedback

## Project Timeline

- July August 2013: Development of shared coaching framework and participant learning outcomes for UBC Peer Programs
- August 2013: Peer Wellness Coaching Coordinator hired
- October August 2013
- recruitment, selection + core training for Peer Wellness Coaches
- research, preparation + implementation of online coaching portal
- September 2014 April 2015
  - program delivery and assessment
  - ongoing training for Peer Wellness Coaches

## UBC PEER PROGRAMS COACH APPROACH

The 80/20 Conversation Model Explained: Over the course of a coaching conversation, coaches spend 80% of the time actively listening to the student and 20% of the time asking questions, offering options, and assisting the student to build a plan of action (Gallup Inc., 2012)



#### **EXPLORATION** Coaching Dialogue & Storytelling

Began end of the 2013-2014 academic

Helping skills (e.g. active listening)

Goal setting

· Coach approach

Wellness topics

Online email tool

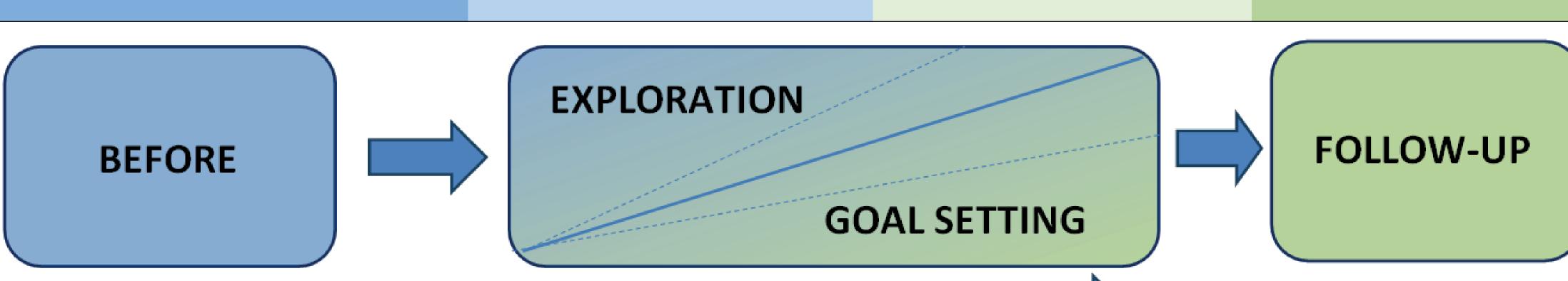
- The student is greeted by coach and the process of
- coaching is explained The student tells their coach about their problem/issue
- The student answers questions which make them think/reflect about root causes of issue and their desired outcome/current situation
- The student identifies their desired outcome/state The student identifies their current state and acknowledges their strengths

#### **GOAL SETTING** Student-led Goal Setting Student leads process of asking questions Student assesses if the options suggested by the

- coach fit in their plan Student leverages their strengths and options to create a plan of action
- coaching plan Student receives follow up invitation from coaching/coaching program (if applicable)

Student implements/takes action on

Implementing Plan of Action



#### BEFORE Coach Preparation (Clutterbuck, 2011 as cited in McLean, 2012) Self awareness and orienting themselves to the student: Put aside personal distractions & focus self-reflection on listening to the student, stop and suspend judgment Time management - arrive early to avoid rushed/flustered feeling Administrative tasks - sign in, updates, collect student info Preparation for repeat students - reviewing notes if the student is a

repeat visit (e.g. what did you talk about last time? Where might

Coach/coaching program sends out reminder email to students

today's discussion lead?)

#### **EXPLORATION** Information Gathering & In-depth Analysis

- Greet student and explain the process of coaching 80/20 guideline for listening vs. asking questions/talking/offering options. The focus is on getting the student to share their story Coach analyses and digs deeper into conversation
- with open ended questions Coach seek to understand what the current situation is like for the student and to visualize their "ideal

#### **TIME SPENT IN 80/20 CONVERSATION GOAL SETTING** Student-led Goal Setting (Grant, 2012)

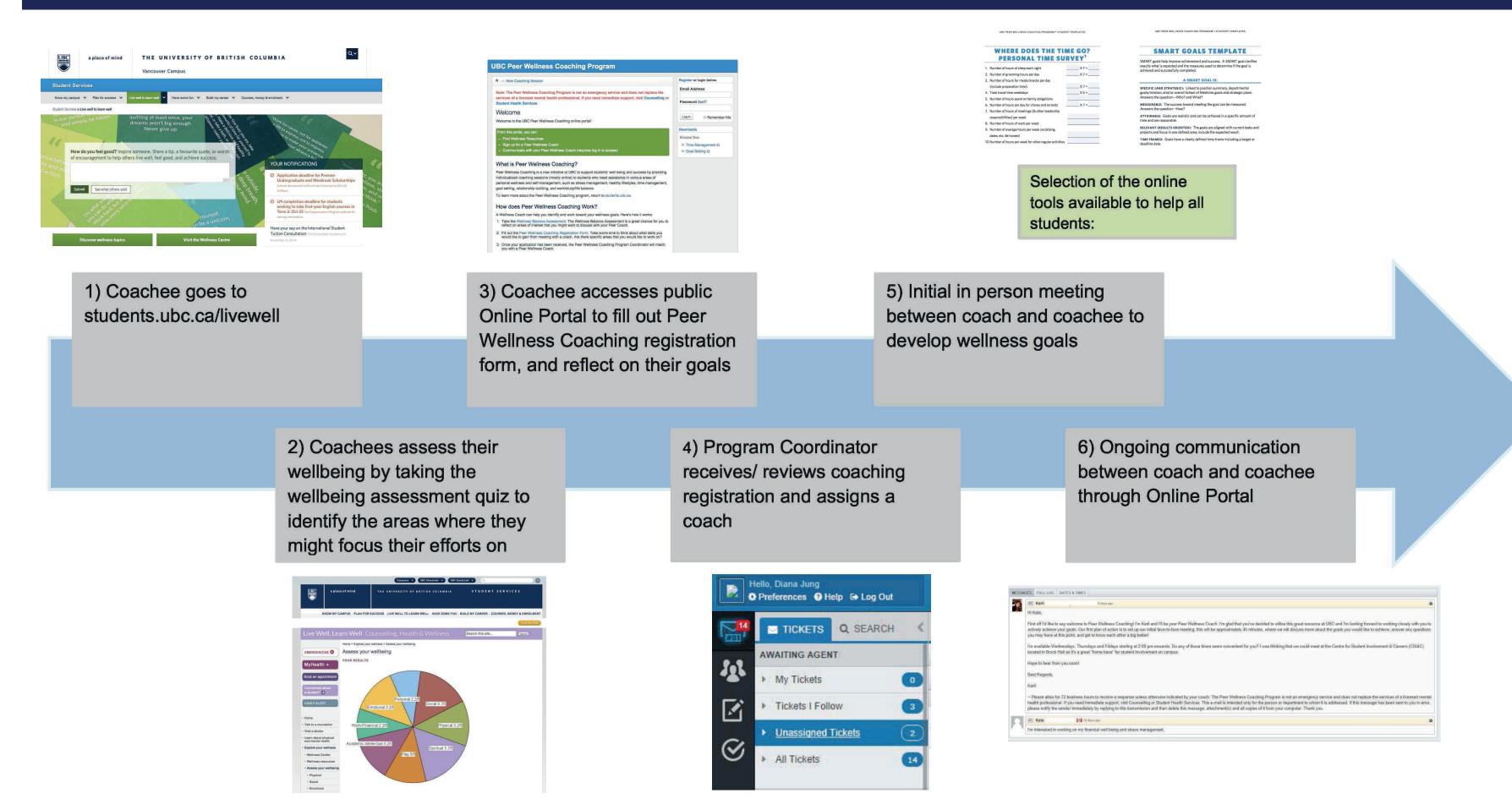
- Coach can offer suggestions/test ideas but this process should be driven by the student Work together to create a plan to move student towards their desired outcome
- This may be a multi-step process depending on the student's desired outcome

### AFTER

- Follow-up (Clutterbuck, 2011 as cited in McLean, 2012)
- Through a dialogue in the coaching session, the student actively reflects to articulate their desired outcome and contrast it to their current situation
- Coach follows up with student for follow up appointment (if applicable)
- Coach reflects on coaching conversation to identify points of success and areas of improvement

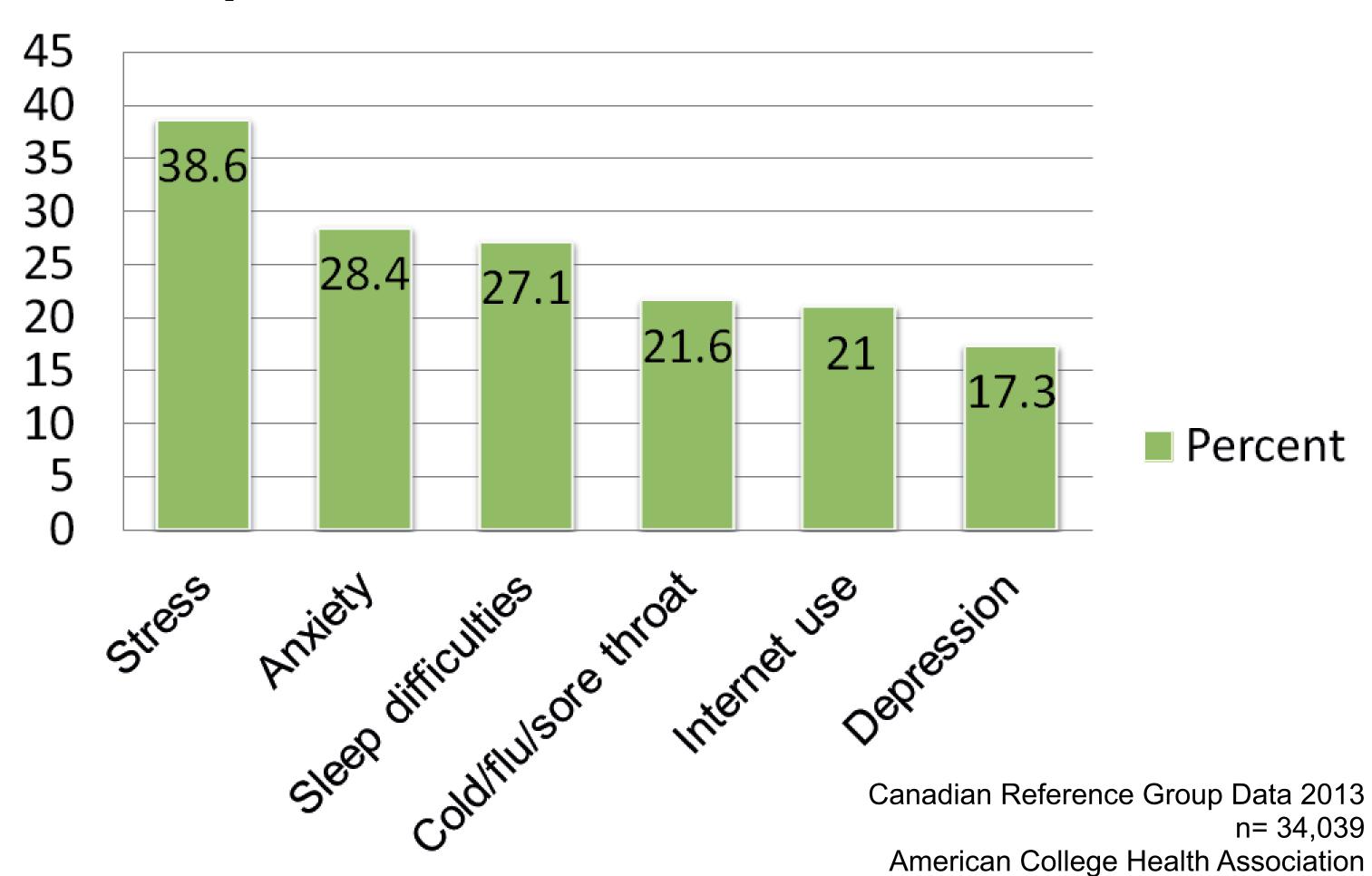
# PEER PROGRAMS.

## HOW DOES THE PEER WELLNESS COACHING PROGRAM WORK

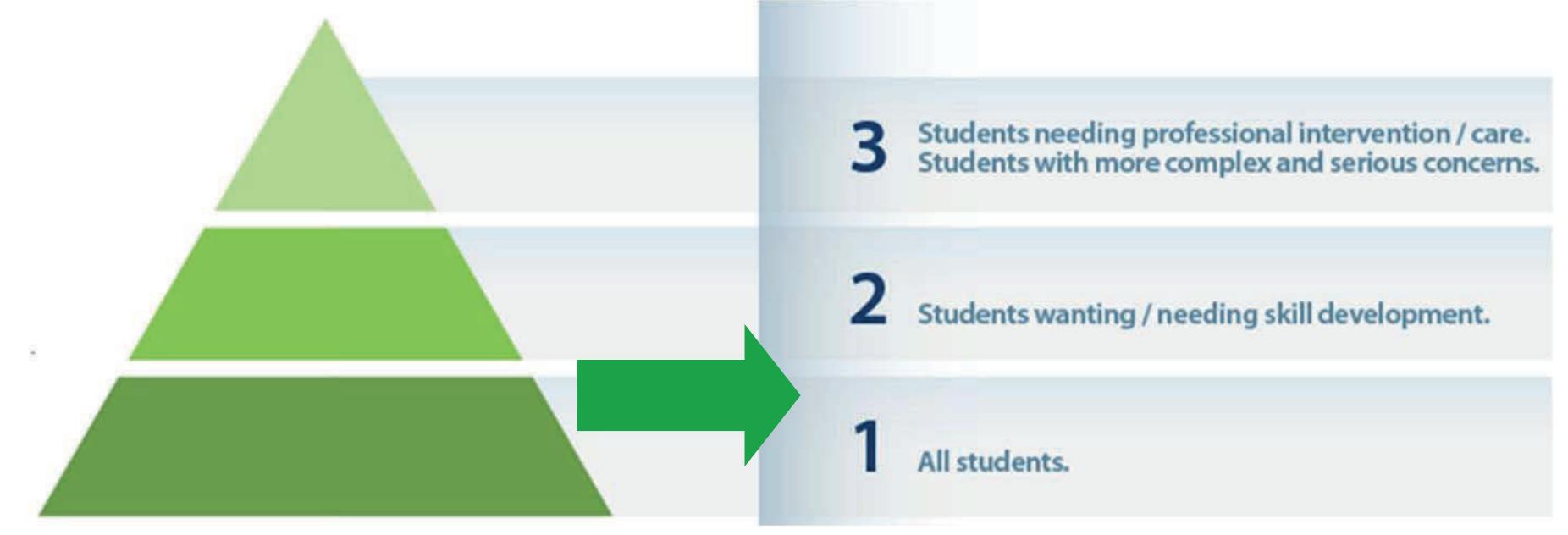


## THE NEED: NATIONAL COLLEGE HEALTH ASSESSMENT 2013

## Impediments to Academic Performance



## PART OF THE PLAN: UBC'S STUDENT MENTAL HEALTH STRATEGY





a place of mind