

PEER WELLNESS COACHING

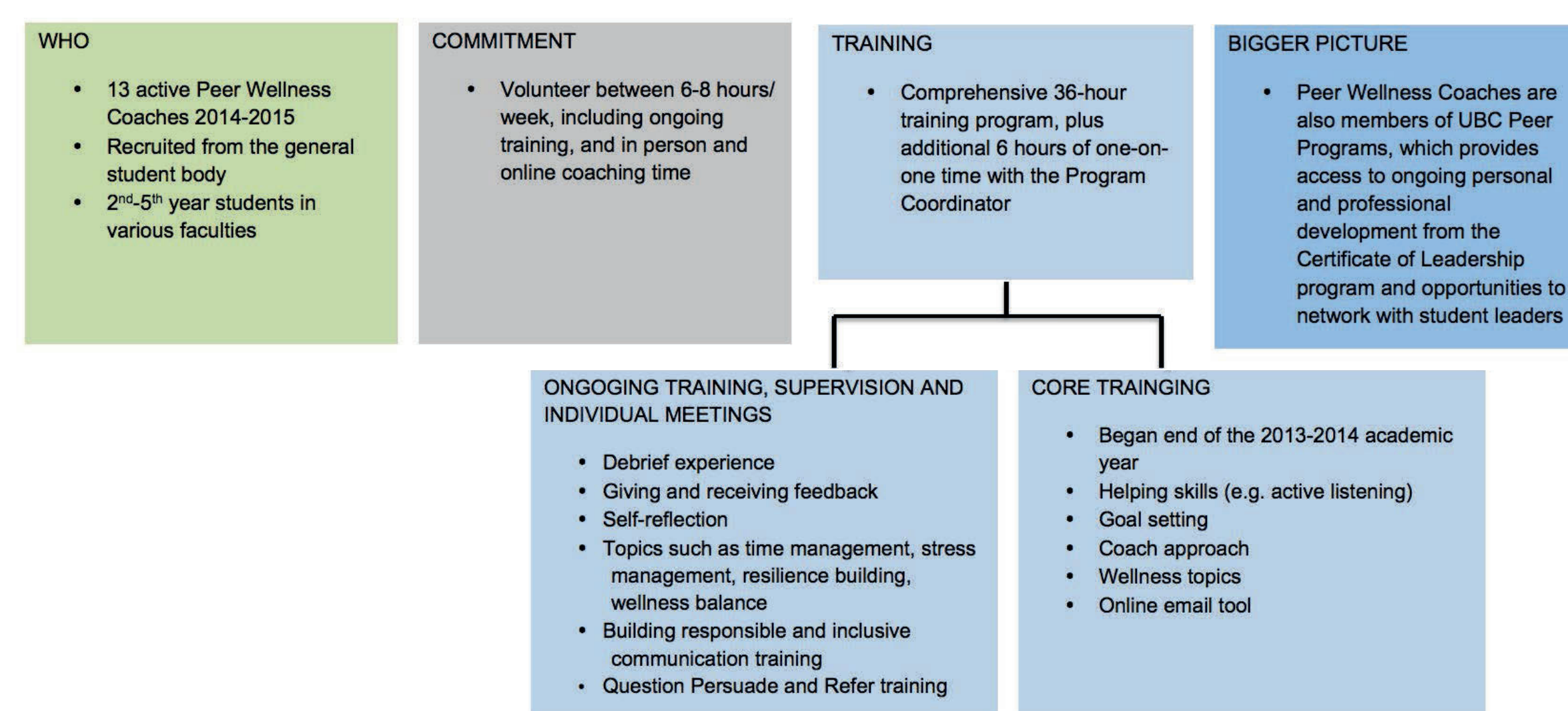
Project Summary

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

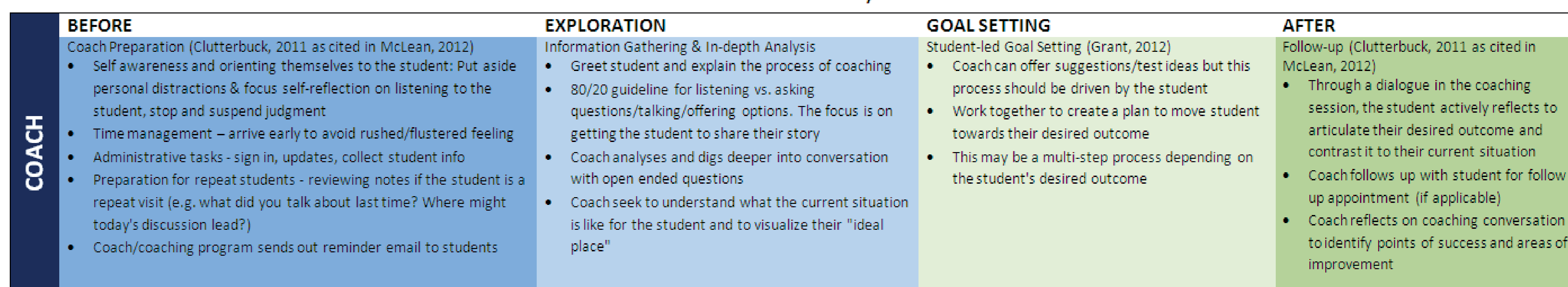
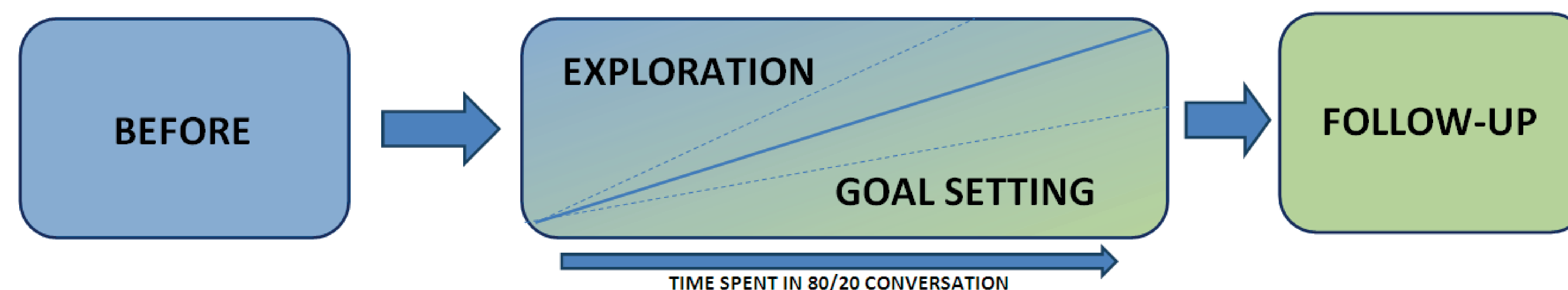
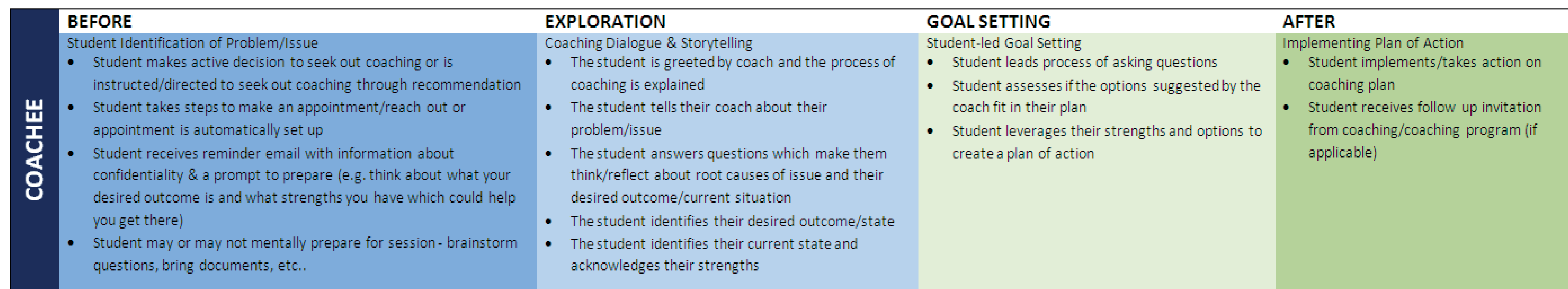


Project Timeline

- 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

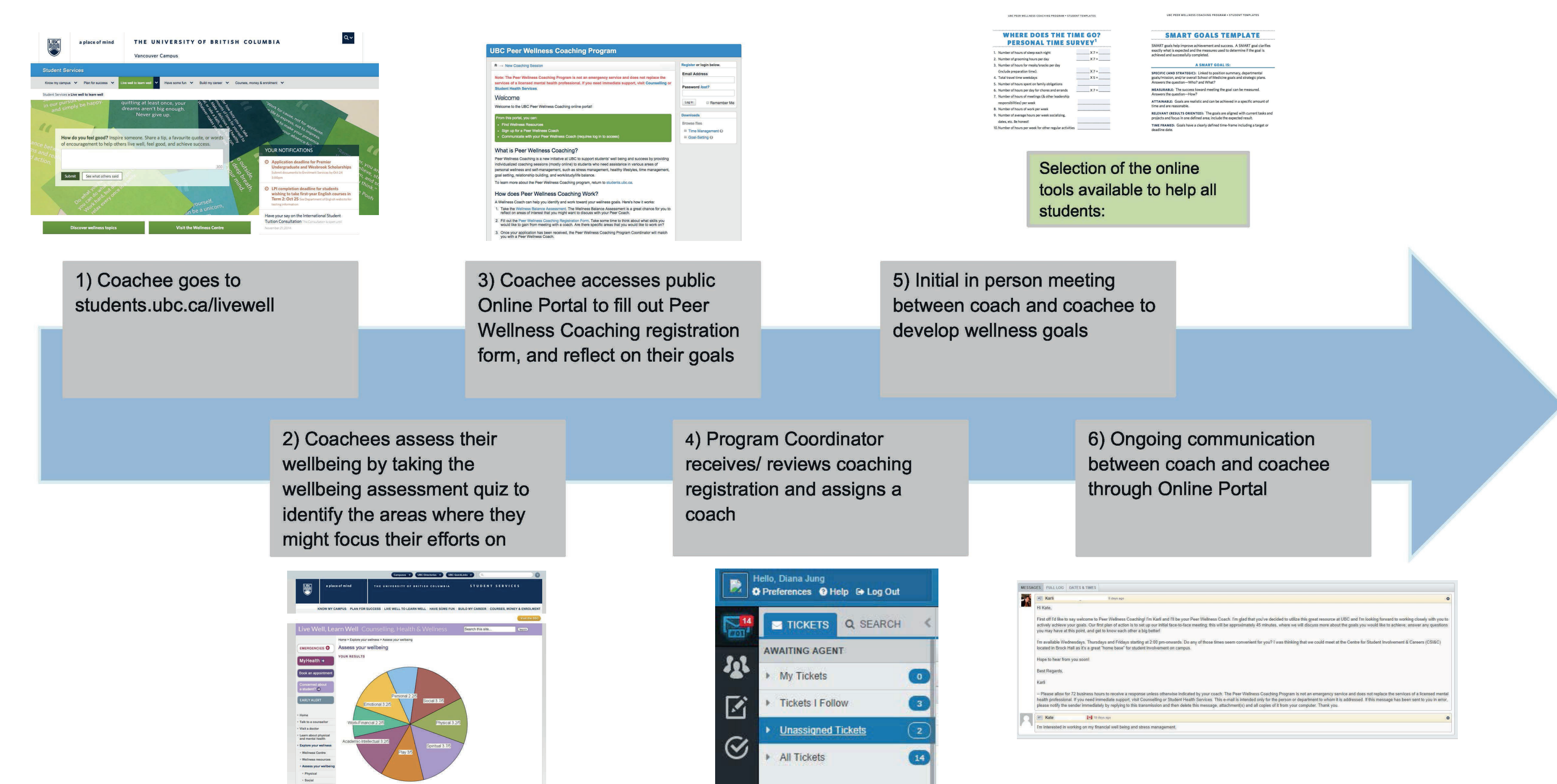
UBC PEER PROGRAMS COACH APPROACH

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)



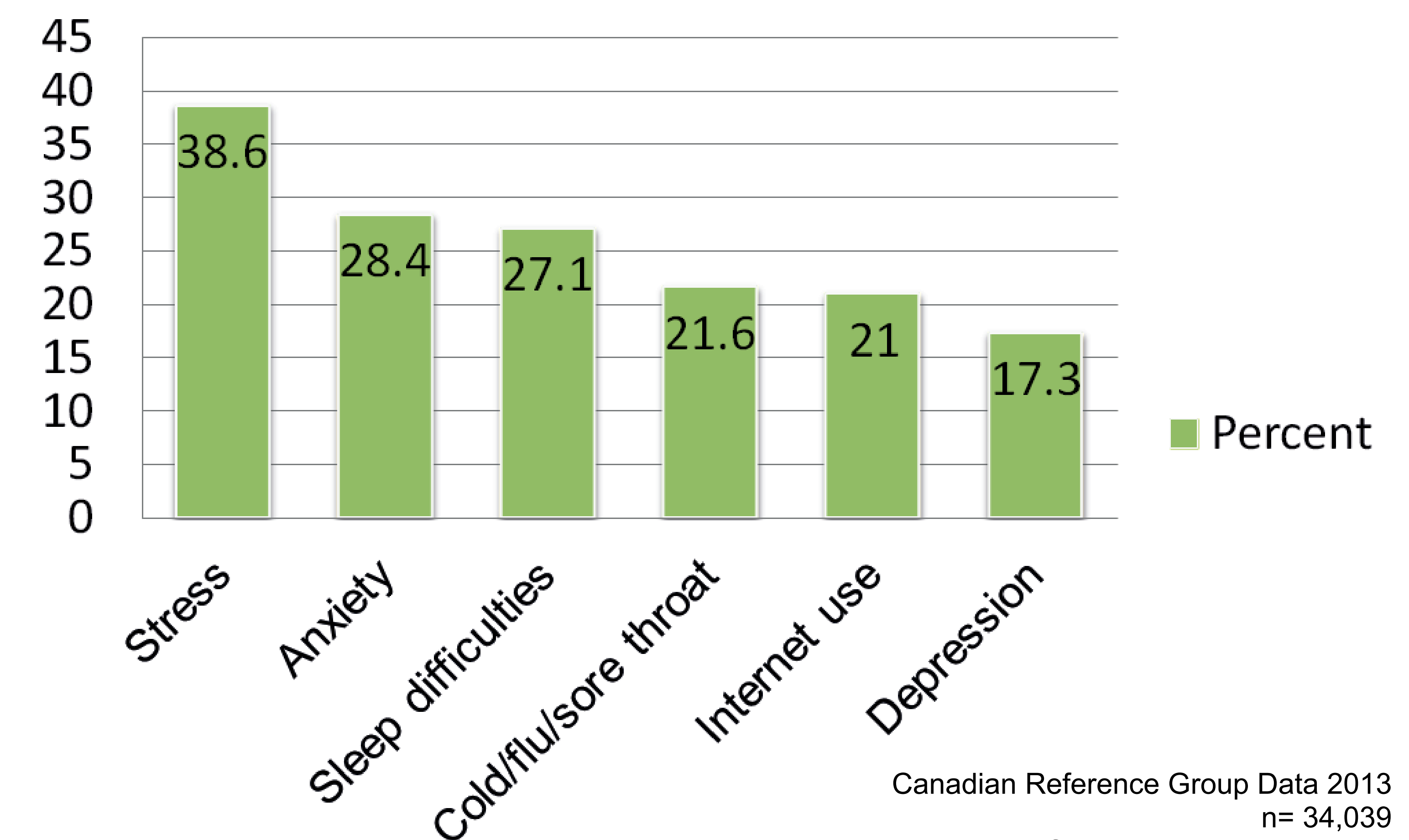
References
Clutterbuck, D. (2011, June). *Using the seven conversations of coaching in supervision*. Presentation to the First Annual Coach Supervision Conference, Oxford University, Oxford, UK.
Gallup Inc. (2012). *Fundamentals of coaching guideline*. Washington, DC: Author.
Grant, A. (2012). Integrated Model of Goal-Focused Coaching. *The British Psychology Society*, 7 (12), 146-165.
McLean, P. (2012). Chapter 7: Theories supporting the self-as-coach domain. In P. McLean (Eds). *The Completely Revised Handbook: A developmental approach*, 65-78. Chichester.

HOW DOES THE PEER WELLNESS COACHING PROGRAM WORK

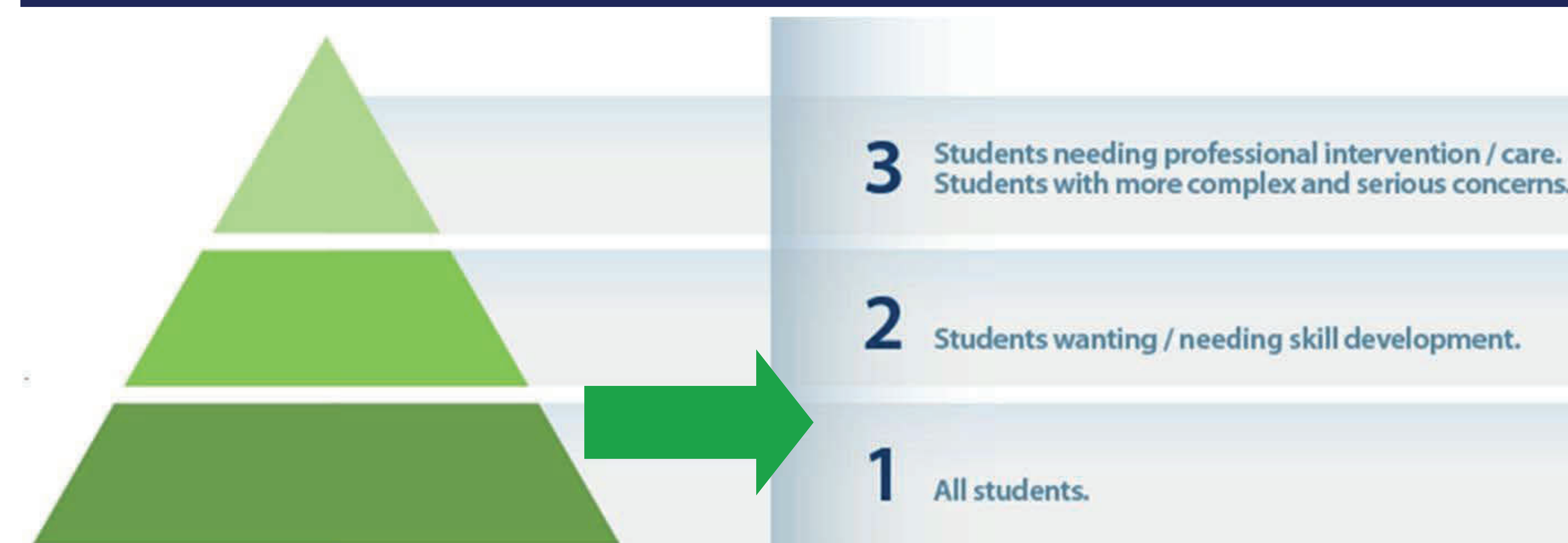


THE NEED: NATIONAL COLLEGE HEALTH ASSESSMENT 2013

Impediments to Academic Performance



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



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