

Peer Wellness Coaching: Final Report

University of British Columbia | Vancouver

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I. Overview

As at other North American institutions, UBC students often feel so stressed and overwhelmed that their academic success is at risk.¹ UBC, along with many higher education institutions, recognizes the role they have in supporting students' health and wellbeing not only to enhance academic performance, but also support student livelihood off-campus as active and capable citizens.

Health and wellbeing encompasses, among other things, social connection, a sense of belonging, physical health, stress and anxiety, and nutrition. Health and wellbeing is not just the absence of ill-health, but the presence of positive health characteristics. The Peer Wellness Coaching (PWC) program was a three year pilot project (2013-2016) developed to fill a gap in current student support programming, offering students with individualized, non-clinical peer support to improve their self-management skills. The primary functions of a Peer Wellness Coach are to 1) provide individual wellness coaching for students looking to develop skills using the UBC Coach Approach, 2) raise awareness about health and well-being and appropriate resources among the student population as a representative of PWC, 3) engage in personal and coaching skill development, and 4) role model outstanding student leadership on campus.

A. Pilot Program Objectives

- Fill gaps in current resources by providing individualized assistance for students needing assistance developing self-management capacities to enhance their ability to cope effectively with demands and prevent negative impact on learning and wellbeing.
- Strengthen resources available for students in need of skill development but who do not require professional mental health services. These services can then be more effectively leveraged to support students in need of mental health intervention.
- Facilitate connection to campus resources through PWC for students who may need professional care but who may be initially reluctant to seek counselling services.
- Provide enriched training and peer coaching opportunities for senior undergraduate and graduate students.
- Enhance the peer coaching programs at UBC through the ongoing development of a coaching community



PEER WELLNESS COACHING

Get good at:

- ✓ Managing stress
- ✓ Finding time for friends *and* school
- ✓ Being busy and healthy at the same time

Personalized online support from peers who've been there.
Sign up at students.ubc.ca/livewell

¹ American College Health Association. (2013). National college health assessment II: Canadian reference group executive summary spring 2013. Retrieved from http://www.cacuss.ca/_Library/documents/NCHA-II_WEB_SPRING_2013_CANADIAN_REFERENCE_GROUP_EXECUTIVE_SUMMARY.pdf

B. Program Operations by Year

	2013-14	2014-15	2015-16
Program Administration	Development of Program Coordinator position description. Recruit and hire Program Coordinator.	Recruit and hire Program Coordinator.	Develop recommendations for future iteration of program.
Program Development & Implementation	Environmental scan of similar programs Research and development of online coaching platform. Collaborate with campus partners in developing learning outcomes for coaching and the UBC Coach Approach.	Program launch September 2014 Development and implementation of program procedures. Research alternative online coaching platforms.	Refinement of program procedures. Pilot drop-in coaching.
Communications & Marketing	None	Promotion of program through student-led outreach events, presentations to professional staff (e.g., academic advisors, counsellors), online communication channels (i.e. UBC FYI), and print materials.	Promotion of program through student-led outreach events, presentations to professional staff (e.g., academic advisors, counsellors), online communication channels (i.e. UBCfyi), and print materials.
Coaches	Develop position description and rubric to assess suitable candidates for coaching. Recruit first cohort of Coaches. Ongoing training.	Refine position description and selection rubric. Recruit second cohort of Coaches. Ongoing training and supervision of coaches.	Ongoing training and supervision of coaches.
Training Curriculum	Develop training curriculum.	Refine training curriculum. Offer training curriculum to other student groups and services.	Refine training curriculum. Offer training curriculum to other student groups and services.
Evaluation		Development and implementation of evaluation framework. Data collection from coaches and students receiving coaching.	Refinement of the development and implementation of evaluation framework. Data collection from coaches and students receiving coaching. Data analysis.

II. Program Administration

A. Organizational Structure

Peer Wellness Coaching was a donor and Teaching and Learning Enhancement Fund funded pilot program developed as a joint initiative between Counselling Services and Student Health Service. The program and its Coordinator was part of Student Health Service's Wellness Outreach programming.

Peer Programs

Peer Wellness Coaching was a part of UBC Peer Programs, a network of 16 student teams that strive to improve the UBC student experience through programs and events in areas such as academic careers and personal development.² Each team is structured, advised, supported by UBC staff, and strives to "provide exceptional peer-to-peer support to the greater UBC campus community to enhance student life and learning."³ Within the Peer Programs network, PWC was a part of a Coaching Community of Practice made up of other coaching programs (i.e., academic and career) on campus. Coaching Peer Programs provide individualized support in the form of a one-on-one strengths-based conversation with a fellow student, referrals to campus resources as appropriate, and co-creation of a plan of action

B. Budget

Funding	
TLEF	50,184
Carryforward from previous year	17,611
Salary Expenses	
Administrative Staff Coordinator	51,789
Benefits	7,620
Non-Salary Expenses	
Peer Wellness Coach training and development	3,215
Ongoing professional development of coaching staff	591
Computer software	55
Advertising	375
Operational supplies and expenses	1,344
Utilities	340
Balance	2,466

C. Program Coordinator

² <http://students.ubc.ca/fun/give-back/peer-programs>

³ UBC Peer Programs Vision (Peer Programs Strategic Plan 2015-16)

The position description for the Program Coordinator was developed in the first year of the pilot program (see Appendix A).

The Program Coordinator, hired to oversee the implementation and ongoing development of the pilot program, had a M.A. in Counselling Psychology and M.A. in Community Psychology; their educational and professional background was in supporting student mental health and health promotion programming.

Having a background in mental health and counselling was an asset to the program because the Program Coordinator was responsible for the initial and ongoing assessment of a student's fit for coaching, working with students who have more complex presentations, assessing risk of harm to self and others, providing care by following relevant procedures, and seeking consultation from supervisors and staff across different professional units (e.g., case managers, accessibility advisors, counsellors, etc.). A background in program development was equally beneficial in this role because the Program Coordinator was responsible for developing the program's procedures and structure, training curriculum, and communications strategies.

Breakdown of Hours

The position was part time (.6 full time employment), but having a full-time coordinator would have been better suited for the program. The general breakdown of the Program Coordinator's responsibilities and time allocation in a week is as follows:

- Weekly training with Coaches – 1.5 hours
- Supervision of Coaches – 5 hours
 - One-on-one meetings w/ Coaches, reviewing Coaching Notes, reviewing email exchanges
- Case management and consultation – 4 hours
 - Reviewing student registrations, assigning students to Coaches, consultation with staff across different professional units, meeting with students to assess risk
- Administration time – 5.5 hours
 - Updating program procedures, preparing for weekly training,
- Meetings – 5 hours
 - Staff meetings, Peer Programs Community of Practice, supervision, campus partners

III. Program Development & Implementation

A. Overview of Service Delivery

Service delivery occurred through a mixed model of in-person and online interactions between the coaches and the students they support. The online environment allowed for greater accessibility and consistency in coaching. With an online platform, students were able to access the coaching program initially through a straight-forward intake form which included screening for appropriateness for the coaching model (the online platform is further discussed in Section 3e).

All intake forms were reviewed by the coordinator before being assigned to a Coach. Once a student and Coach were matched, they met in person, followed by ongoing asynchronous communication using a secure online email platform. Based on feedback received from the Coaches and students receiving coaching, follow-up face-to-face meetings were introduced in September 2015 to provide students to work with their Coach on re-evaluating their goals and action plans.

The program launch date which was originally scheduled for February 2014, was delayed due to staff changes and the challenge in seeking out an appropriate online tool. As such, the program launch was postponed until September 2014.

Overview of Experience



B. Registration and Coach Assignment

Students interested in seeing a Coach completed an online registration form that asked for basic information (name, student number, email address, and phone number), academic program information (faculty, year of study), reasons for seeing a coach, and how they heard about the program (see Appendix B).

The Program Coordinator reviewed each registration to assess risk and suitability for coaching. Students were assigned to a coach based on coach availability. Coaches advised the Program Coordinator on particular topics they were interested and when possible, they were assigned students whose registration forms met their interests; for example, a student wanting to eat better was assigned to a Coach interested in nutrition. Graduate students were assigned to a graduate student Coach or upper level undergraduate student Coach.

C. Email Interactions

After receiving their registration information from the Program Coordinator, the Coach would email the student to set up a time to meet in-person. Moving forward, the Coach and student continued the coaching conversation over email.

The Program Coordinator and Coaches co-developed email procedures for the Coaches to follow. Coaches were expected to respond to a student's email within three to five business days, allowing time for them to construct a personalized response while referencing resources, and if needed, seek guidance from the Program Coordinator. If a Coach did not hear back from a student, they sent up to two follow-up emails over the course of one month.

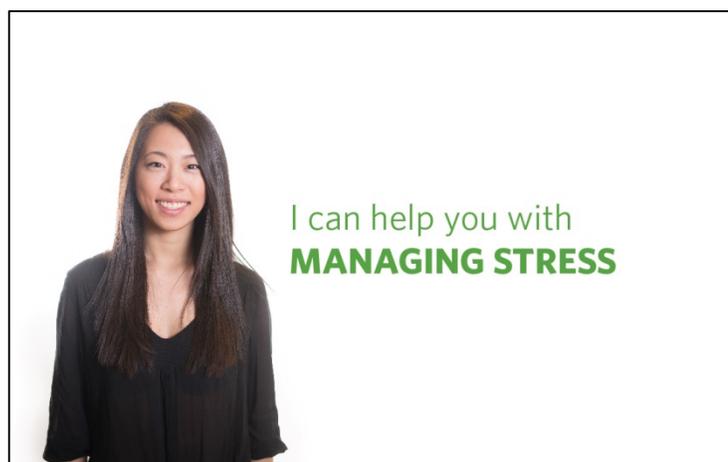
D. In-person Interactions

For the duration of the program, Coaches arranged to meet with students at the Centre for Student Involvement and Careers (CSI & C) during business hours. This space was chosen for these meetings because (1) the Coaches could book meeting rooms to have confidential coaching conversations, (2) there are staff persons on hand in the event that a Coach required additional support, and (3) the CSI & C hosts other peer programming and services, including Career Peer Coaching. For the 2015-16 academic year, PWC collaborated with campus partners at Coaches Corner and the First Nations House of Learning to expand program accessibility.

In 2015-16, the Coaches were required to complete a “Coaching Note” at the end of each in-person meeting they had with students (see Appendix C). This procedure was introduced to encourage Coaches to reflect on their coaching practice, enhance the quality of supervision and feedback provided by the Program Coordinator, and help track the retention and progress of students receiving coaching.

Coaches Corner

The program piloted “drop-in” wellness coaching at Coaches Corner one day a week for the 2015-16 academic year. Coaches Corner is in the Irving K Barber Learning Centre and is a dedicated space for coaching conversations and used by other peer coaching programs in the Peer Programs Network. Overall, six students dropped in to use the services. It is speculated that lack of advertisement and scheduling challenges to meet “peak” drop-in hours contributed to the low uptake of this endeavor.



Still from Digital Signage

First Nations House of Learning

The First Nations House of Learning is a unit at UBC that organizes and provides Longhouse-based student services and communications, oversees public programming, provides a point of contact for Aboriginal communities, and leads strategic planning on UBC Aboriginal initiatives.⁴ During the 2015-16 academic year, two Coaches attended weekly lunches and talked to students and held drop-in hours on Thursday afternoons. The priority for the first term was for the Coaches to build relationships with the community. The coaches talked to 80-100 students at the First Nations House of Learning about PWC, with one student signing up for PWC.

Graduate Students

⁴ <http://aboriginal.ubc.ca/longhouse/fnhl/>

The provision of coaching services to graduate students was established as an area of interest in the initial proposal for PWC. To accommodate graduate students who were in professional programs and study off the Point Grey campus, a generic PWC Skype account was created for the 2015-16 academic year.

E. Respect for Privacy and Mitigating Risk

Several practices were in place in the development and implementation of the program to mitigate risk and uphold confidentiality based on the University's practices of sharing information on a need to know basis (see Appendix D). In the program's development, University Counsel and UBC IT were consulted with in the selection of the email platform.

Respect for Privacy

Respect for Privacy was covered in the Coaches' training and reflected in their best practices procedures (e.g., logging out of their email, meeting in a private space, no use of personal emails or social media platforms, no written identifiable information). The Coaches discussed what to expect in terms of privacy with the students they worked with at the start of their coaching conversations (i.e., conversation is private, but Coaches seek supervision and consultation from the Program Coordinator).

Mitigating Risk

There was clear messaging on the program website and registration page to indicate that PWC was not an emergency service and advised students to contact a health professional or 9-1-1 if they required immediate assistance. The Coaches were required to use a standardized email signature with similar messaging.

The Coaches received training on signs of when a student is in distress, how to respond to a student in distress, and Question Persuade Response (suicide prevention) training. All in-person coaching conversations took place at the Centre for Student Involvement & Careers during business hours so that in the event a student was in distress, their Coach could seek support from professional staff if needed. If a Coach received an email from a student with imminent concerns of risk, the Coach would contact the Program Coordinator via their personal phone number for consultation.

In the Program Coordinator's review of student registrations, they assessed for risk and contacted students directly if more information was required. With complex cases, the Program Coordinator consulted with the University's Case Management team or a Counsellor from Counselling Services. Both Student Health Service and Counselling Services provide same-day appointments for emergency presentations.

F. Support Activities

Technological Requirements

Email platform. The Program Coordinator worked with the UBC IT office to ensure that all

Online support from your peers

Peer Wellness Coaches are trained students who offer free online support to help you set goals, live well, and achieve success.

Over a period of a few weeks, your coach will help you:

- ✓ Learn how to manage stress
- ✓ Set realistic goals and achieve them
- ✓ Feel healthy, strong, and capable of reaching your full potential

Promotional Material

email communications followed complied with the BC Freedom of Information and Protection of Privacy Act.

For the 2014-15 academic year, a modified 'help desk' system, which was hosted on a secure UBC server, allowed for all interactions to be logged and overseen by the Program Coordinator for quality assurance and supervision purposes. This online platform was chosen for confidentiality and privacy purposes and was based on the following program needs: 1) hosted on a UBC server, 2) email exchange, 3) adjustable privacy settings, and 4) access to and sharing of online resources. The selection, customization, and ongoing maintenance by the developer of the online portal were time consuming. Feedback from the coaches suggested that the online platform was not user friendly.

In 2015-16, the program moved to using UBC Faculty & Staff Email (FASmail). FASmail provided safe and secure mail storage using UBC servers and is accessible through any web browser. Each coach was provided a generic email account through FASmail (e.g., pwc.coach1@ubc.ca) that was accessible to the Program Coordinator for supervision purposes.

UBC survey tool. The UBC Survey tool was used for registration to see a coach, submission of Coaching Notes, and data collection purposes. The survey tool is a Canadian-hosted survey through the vendor, FluidSurvey, and complies with the BC Freedom of Information and Protection of Privacy Act.

Coaching Resources

Blog. A Word Press blog was used as a "Procedures Manual" and was made accessible only to the Coaches. This blog also housed electronic versions of handouts, previous training sessions, and links to resources.

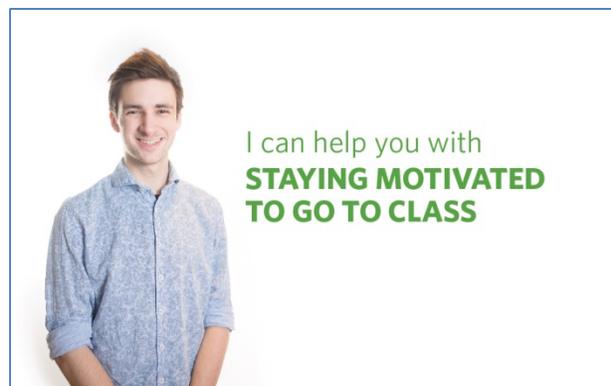
Online resources. A collection of helpful web resources that had been vetted by professional staff was available to the Coaches through the blog. The Coaches also frequented the students.ubc.ca website for resources and tools.

Binder. The Coaches had a binder of resources and handouts that they used when meeting with a student in-person. This binder also had cheat sheets about procedures.

IV. Communications & Marketing

A. Campus Communications

- Featured in the UBC News in October 2014.
- Campus digital signage featured three of the coaches to promote the program.
- Coaches wrote two feature posts for of the UBCfyi newsletter in 2014-15. In 2015-16, the Wellness Peers promoted PWC in their UBCfyi posts.



Still from Digital Signage

- Print materials (posters and cards) were distributed to campus partners and services that see a high volume of student interactions.
- A stand-up banner was used to promote PWC at outreach events and the UBC Wellness Centre.
- Faculty newsletters and websites promoted or featured PWC (e.g., Science distillation).
- Actively promoted on the UBC twitter channels by Student Communications

Peer Wellness Coaching web page (students.ubc.ca)

Analytics suggested that readers took the time to read through the page, but weren't taking too long; this was positive, as it likely meant the information wasn't too confusing for them. Main traffic sources were Google, the UBCfyi Newsletter (some traffic captured as "direct" is a result of the newsletter), and students.ubc.ca (captured as "ubc.ca").

B. Outreach Events – by Coaches

For the duration of the program, the coaches participated in the following events:

- Orientations, Imagine Day, Thrive, and the Mental Health Symposium
- The coaches organized three separate PWC TEA-stress events which attracted a total of approx. 500 students.

2014-15

The coaches attended over 10 campus events to promote the program (e.g., Arts Wellness Fair, Faculty Cup).

2015-16

In planning for the 2015-16 year, it was decided that the responsibility of promoting PWC through student-led outreach events would be given to the Wellness Peers. This decision was made because Wellness Peers were primarily responsible for outreach and education and could incorporate PWC promotion into their activities. This change allowed to coaches to focus on providing coaching services.

Four of the Senior Coaches hosted a workshop at the 2016 Student Leadership Conference on wellness and leadership.

C. Outreach Events- by Professional Staff

The professional wellness outreach staff has reached over 150 professional staff by presenting to the following groups:

- Advising Directors
- Science Advising
- Land & Food Systems Advising
- Sauder Undergrad Advising
- Kinesiology Advising
- Counselling Services
- Student Health Service
- The Peer Programs Network
- Enrollment Services Professionals

Professional Presentations:

- The UBC Advising Conference 2015 (concurrent session).
- The 2015 International Conference on Health Promoting Universities and Colleges (poster presentation).

V. The Coaches

A. Role Expectations and Commitments

Expectations of the role were outlined in the volunteer position description for both cohorts of Coaches (see Appendix E). Throughout the recruitment process and in initial trainings, the training and meeting dates and times were re-iterated to the Coaches.

The Coaches received 36 hours of core training, including two Peer Programs coordinated student leader training events, and supplementary training in a range of wellness topic areas during weekly meetings.

Coaches were expected to volunteer between 6 – 8 hours per week, which is consistent with the volunteer time commitment in other UBC Peer Programs.

Cohort 1 (2014-15)

- Weekly meetings and professional development – *1.5 hours per week*
- In-person and online coaching conversations – *3 to 5 hours per week*
- Weekly shifts – *2 hours per week*
 - *During these shifts, the Coaches created a bank of resources, consulted with each other on their coaching conversations, and planned outreach events.*
- Individual meetings with coordinator – *1.5 hours per semester*

Cohort 2 (2015-16)

- Weekly meetings and professional development – *1.5 hours per week*
- In-person and online coaching conversations – *3 to 5 hours per week*
- Bi-weekly meetings with coordinator – *5 hours per semester*



Peer Wellness Coaches 2014-15

B. Recruitment and Selection of Coaches

Standardized procedures and rubrics were developed to provide a framework for the selection of Coaches (see Appendix F).

Cohort 1 (2014-15)

Volunteer selection and recruitment took place in Fall 2013 and Spring 2014. The position description was advertised on UBC Careers Online and through professional staff networks. By September 2014, a total 15 Coaches were trained; two coaches withdrew from the program after training for personal reasons. When the program launched in October 2014, there were 13 Coaches from different program years and areas of study.

Graduate students were invited to apply to be Coaches, however no applications were received.

Cohort 2 (2015-16)

The selection and recruitment of volunteers for 2015-16 took place in the spring 2015 as part of a coordinated recruitment process for Peer Programs and other student leader positions.



Peer Wellness Coaches 2015-16

The various stakeholders involved in the program felt it was important to find interested graduate students who could take on a coaching role in 2015-16, therefore more targeted recruitment occurred in spring and summer 2015 to encourage graduate students to apply.

Eighteen coaches (17 undergraduate students, 1 graduate student) from different programs and areas of study were offered positions as Coaches. Nine of the Coaches from the first cohort returned and were considered “Senior Coaches.” Five Coaches withdrew from the program between May and December 2014 due to personal/academic commitments and scheduling conflicts.

VI. Training

Core Wellness Coaching learning outcomes were developed as a result of the pilot program (see Appendix G). Coaches received training in areas of skill and leadership development and wellness topics. As part of the UBC Peer Programs Network, the Coaches were trained to offer coaching services, using the UBC Coach Approach (see Appendix H) as the foundation of their coaching practice. The UBC Peer Programs Network also provided the Coaches with access to ongoing personal and professional development and opportunities to network with student leaders and student affairs staff across campus.

The Coaches also received training in wellness topics (e.g., nutrition, spirituality, exercise) and skills that support student life (e.g., time management, goal setting). Training included additional one-on-one time with the Program Coordinator to allow for formative ongoing feedback.

Provision of Training to Campus Partners

As part of UBC's wellness outreach programming, the training curriculum was also provided to student groups and campus partners as a way to support student well-being and personal development in the campus community. For example, in collaboration with the Graduate and Doctoral Studies office, the program coordinator and the Mental Health & Wellbeing work learn student facilitated a time management webinar for the Graduate Pathways to Success Program.

VII. Coaching Activity

A. Registrations 2014-15

- 54 students registered to see a coach
 - 45 students were assigned to a coach and received in-person and/or online coaching did not respond to email follow-up.
 - 34 students had multiple coaching interactions (online and/or in-person)
 - 162 online interactions (student emails, coach responds)
- 3 students were not appropriate for peer coaching and were referred to other resources

B. Registrations 2015-16

- 105 students registered to see a coach
 - 86 students were assigned to a coach and received in-person and/or online coaching
 - 64 students had multiple coaching interactions (online and/or in-person)
 - 232 online interactions (student emails, coach responds)
- 5 students were not appropriate for peer coaching and were referred to other resources
- 12 students did not respond to the coaches' attempts to contact them
- 6 students dropped in to see a coach at Coaches Corner

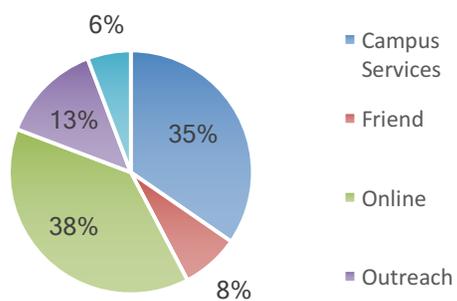
Breakdown of 2015-16 Registrations

Faculty	(%) of Registrants
Faculty of Arts	38.1%
Faculty of Science	22.9%
Faculty of Applied Science	15.2%
Sauder School of Business	5.7%
Faculty of Forestry	4.8%
Faculty of Land and Food Systems	2.9%
Faculty of Education	1.9%
School of Social Work	1.9%

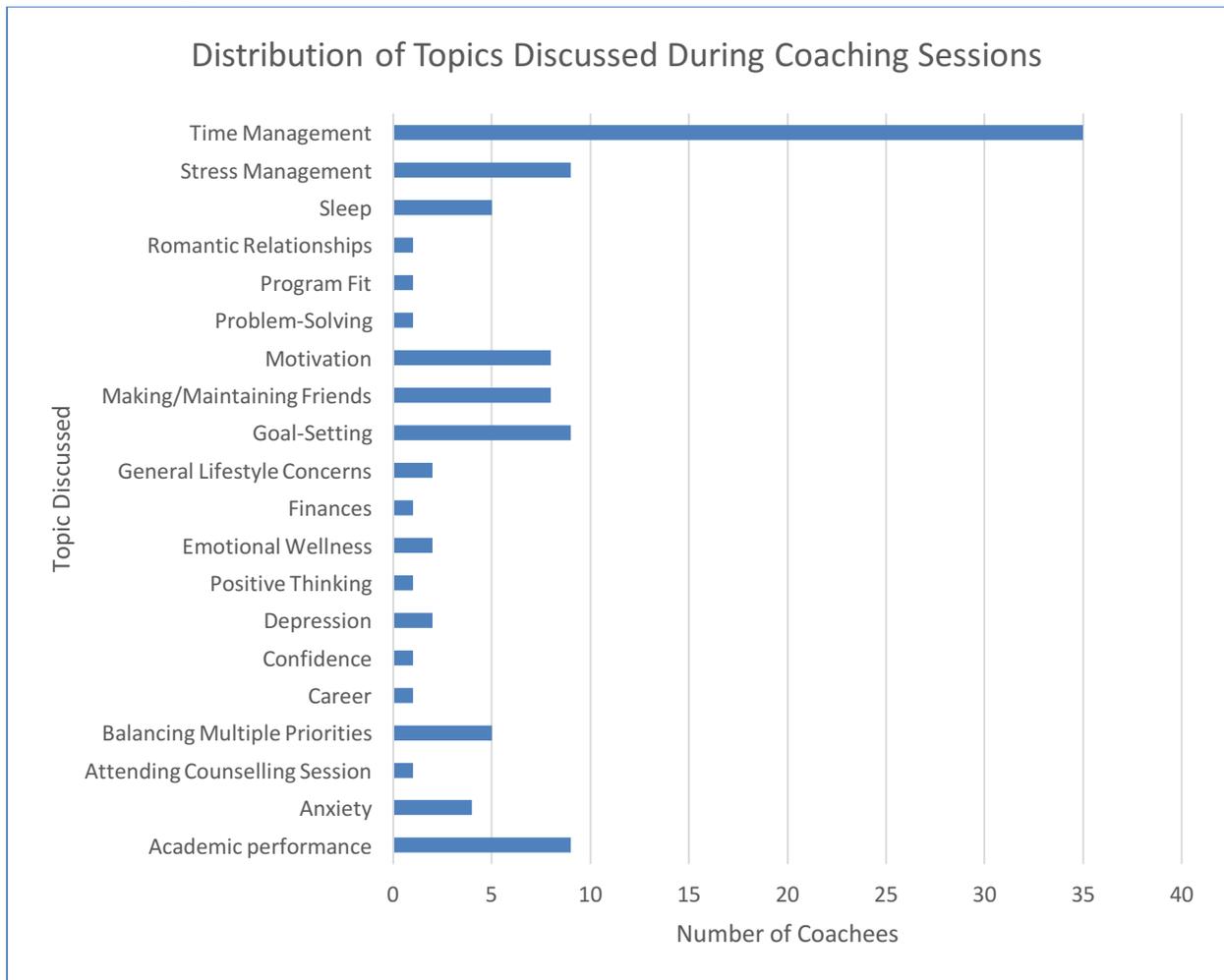
Year of Study	(%) of Registrants
First Year	35.2%
Second Year	21.0%
Third Year	19.0%
Fourth Year	11.4%
Fifth Year/Above	3.8%
Graduate Student	8.6%
Unclassified/Other	1.0%

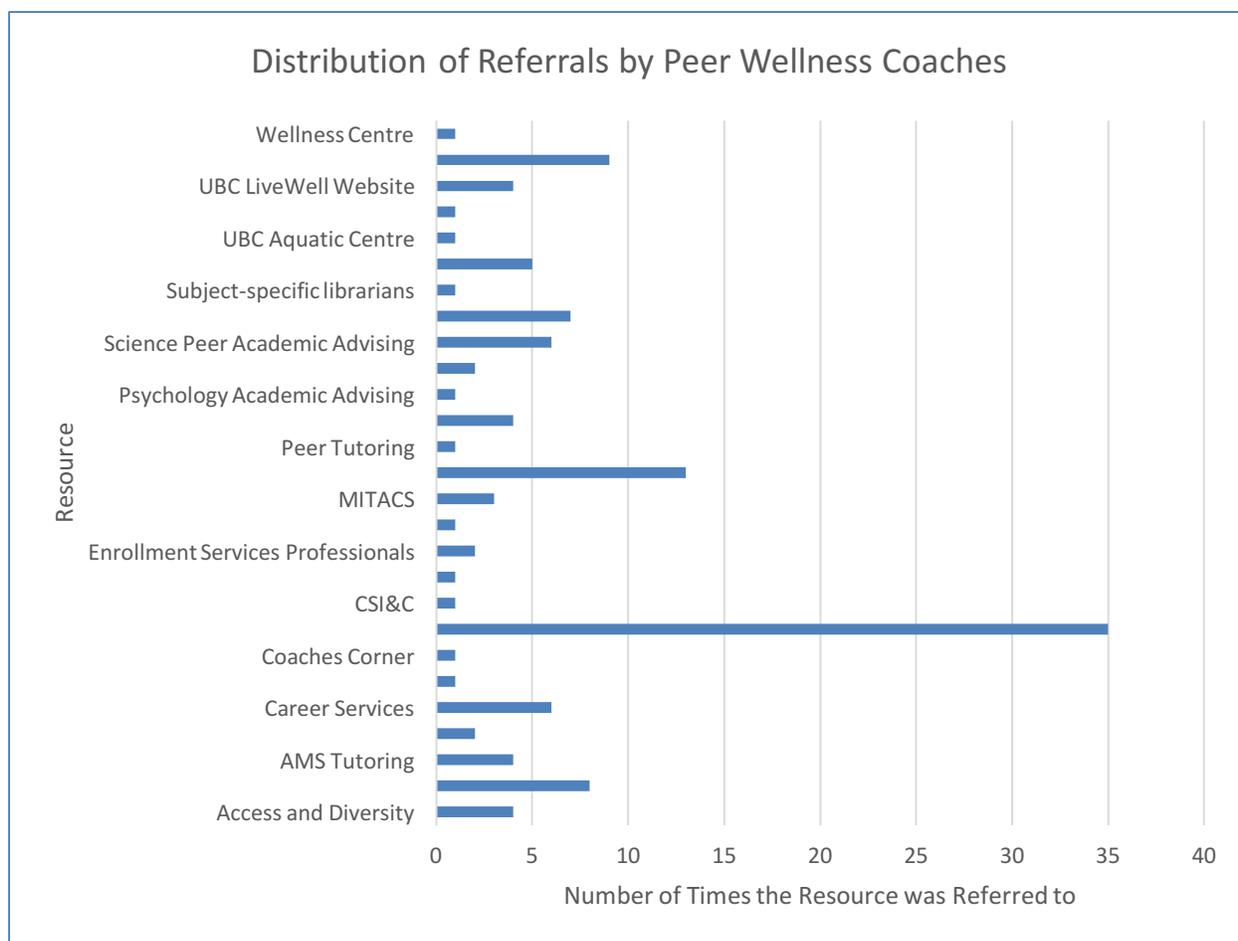
Faculty of Graduate Studies	1.0%
Faculty of Medicine	1.0%
Faculty of Pharmaceutical Sciences	1.0%
School of Kinesiology	1.0%
School of Library, Archival and Information Studies	1.0%
School of Music	1.0%
Unclassified	1.0%

Where did they hear about PWC?



C. Coaching Trends





VIII. Assessment & Evaluation

A. Methodology

A mixed methods evaluation was developed to measure the reach and impact of the program, satisfaction of participants, and provide opportunities for ongoing program improvement. The evaluation was guided by the Kirkpatrick Learning Evaluation Model which provided a framework for evaluating a learning or behavioural change experience. A comprehensive evaluation framework and matrix was developed with the support of a Research and Evaluation Analyst from the VP, Students Office to support the development of measures contained in the surveys and focus group discussion guides used through-out the project.

Success of the project was determined by measuring key outcomes over a period of time. The outcomes-based criteria can be broken down into two cohorts: Coaches and student participants. Although some outcomes measures were used across both cohorts, for example increased self-management skills, evaluation tools were mostly unique to experience and tasks for each group.

Peer Coaches:

- Satisfaction with training and overall support from Wellness staff

- Increased capacity and experience in wellness coaching techniques
- Increased skills in supporting wellness self-management

Student Participants:

- Satisfaction with overall support from Peer Coaches and Wellness staff
- Increased self-reported mental and emotional wellness
- Strengthened student support network
- Increased self-management skills
- Increased capacity to cope with academic load

These outcomes were assessed through quantitative and qualitative measures that explored skills, knowledge and attitudes towards mental health, coping/self-management skills, academic success (relative), overall rating of wellness, work/school/life balance, and assess knowledge and attitudes regarding the program and its usefulness.

Data collection began in November 2014 and was completed in March 2016. As data was collected and analyzed during the implementation of the program, iterative improvements were made to program structure (e.g. the training session and support tools) as data was collected and analyzed. This ensured that program delivery was always reflective of best practices as uncovered by project participants themselves.

B. Evaluation Summary

Coaches

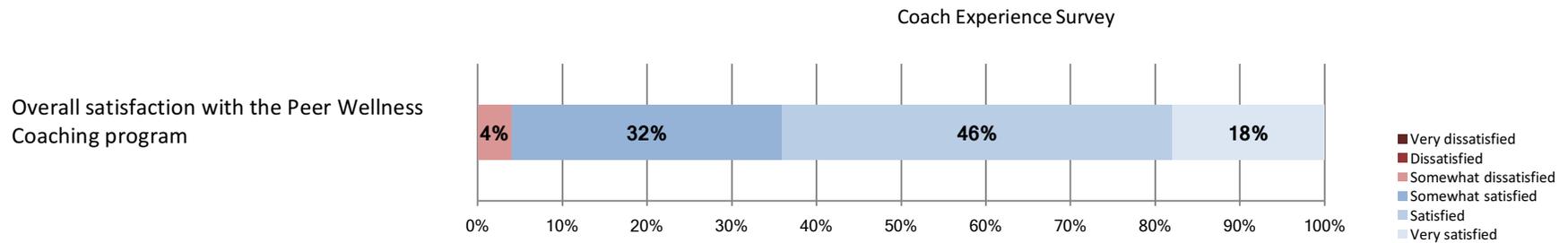
- Training survey (n=11)
- Experience survey (n=22)
- Improvement focus groups (n=24)

Student Participants

- Registration and pre-coaching assessment (n=107)
- First meeting quick satisfaction survey (n=69)
- Coaching completion survey (n=21)

Coach Satisfaction

Overall, Coaches were satisfied with their experience with 64% satisfied\very satisfied and 32% somewhat satisfied.



Best part of the experience for coaches

- The PWC team: The connection, support and collaboration between coaches was a key part of the experience.
- Skills and knowledge developed: Coaches recognized the opportunity to develop skills and knowledge as a key program experience and were able to pass this onto their students.
- Making a difference: The appreciation from students and the feeling of making a difference was important.

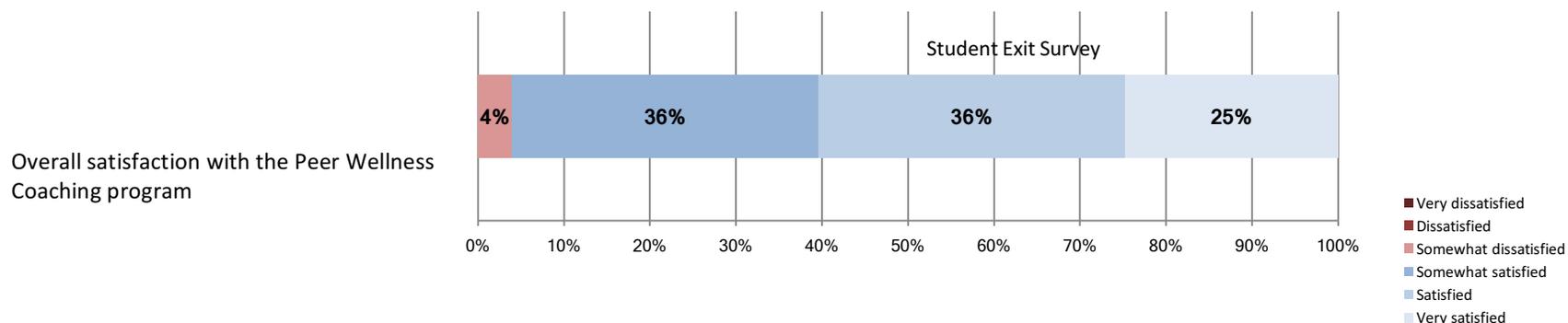
Most challenging part of the experience

- Accountability, consistency and motivation of students was a challenge for many coaches and stymied a number of coaching relationships.
- Reliance on online as main mode of communication was frequently raised as a barrier for coaches and students.

Please indicate your level of agreement with the following statements. (n=22)
Coaches Experience Survey conducted in March 2015 and January 2016

Student Participants Satisfaction

Students completing PWC were satisfied with 61% satisfied\very satisfied and 36% somewhat satisfied. Their progress with wellness goals depended on the nature of the individual student, the timing of their reach-out, their goals and coaching needs – as the quotes below illustrate. A students' progress achieving their wellness goals impacted their satisfaction with the program overall. A students progress achieving their wellness goals impacted their satisfaction with the program overall. It's important to note that most students here are reflecting on their progress and not necessarily their experience with their coach, the resources provided etc. However, there are a small number that expressed dissatisfaction with their coach, resources and tools.



“It worked inconsistently, but slowly there was some form of progress. Even if it just meant observing what hindered me. I still believe there is work to be done.” Student

“I’ve identified a lot more tools that I can use as I move forward in achieving my goals. Overall, while I still have some work to do, I feel more confident about the possibility that I will be able to obtain the results for which I seek.” Student

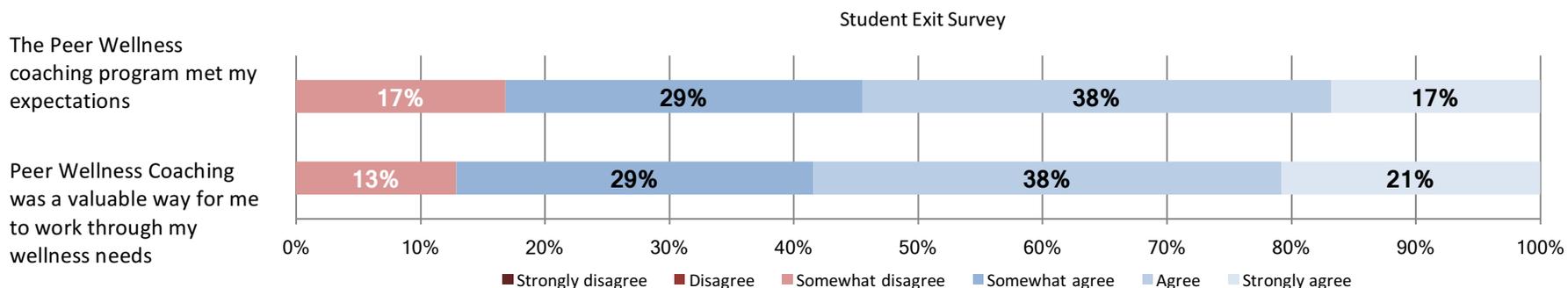
“Did not finish mainly because I was very unclear and this is not the best time to do so.” Student

“It was very helpful knowing I had the support and guidance to get to a better state of wellbeing. I really appreciated the goals set out by my coach, and following them has made it easier for me to continue on at UBC. The goals were well suited for me and reasonable, and I do think that they helped.” Student

Please indicate your level of agreement with the following statement. (n=28)
Coachee Exit Survey conducted on an ongoing basis

Key Learning - Peer coaching, both process and structure is useful, benefitting coaches and students.

Overall, students responded positively to the coaching process and structure however this was dependent on the timeliness of the student reach out. Students were less likely to rate the coaching structure positively where there wasn't adequate flexibility to accommodate their needs (i.e. additional coaching time, in-person meetings, and more resources). Being coached by, and the opportunity to coach peers, created a positive and enabling environment that students responded to. Again, the students own progress impacted their agreement with statements. If they struggled to reach goals, had signed up late etc. they were more likely to disagree.



"I need more time and a more concrete plan. Maybe I should have signed up earlier. I do not think I completed most of my goals."

Student

"I liked that I was speaking with a peer, rather than a professional. I think this creates a more inviting environment for students who may feel intimidated about speaking with someone much older. This way, it makes it easier for peers to connect with one another!"

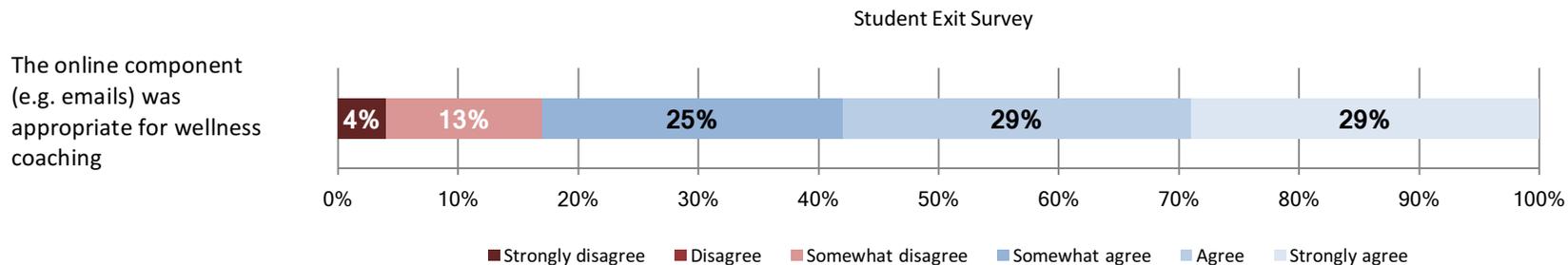
Student

Please indicate your level of agreement with the following statement. (n=24)

Coachee Exit Survey conducted on an ongoing basis

Key Learnings - The online structure is effective but there is strong desire for flexibility regarding in-person meetings.

Email coaching provided students with flexibility and convenience but in-person coaching, or the opportunity for more in-person meetings was requested and preferred by both coaches and students.



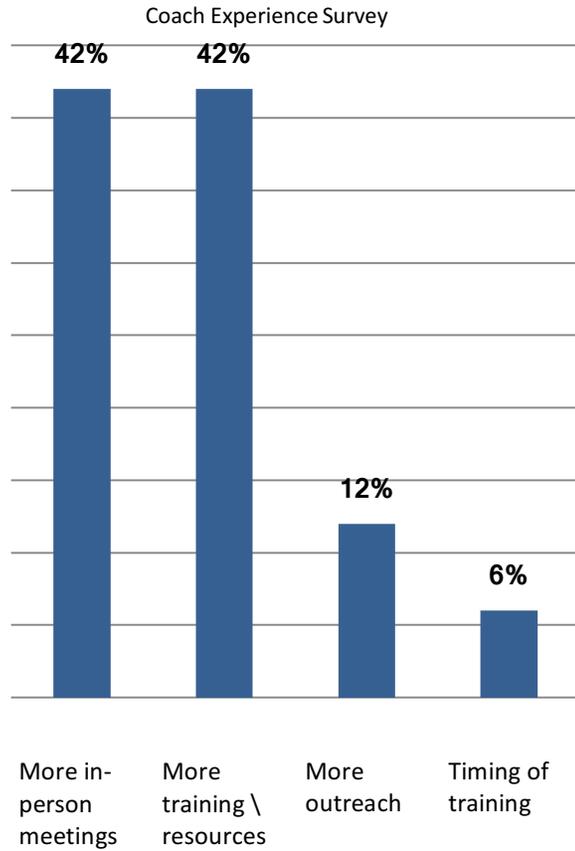
“Allowing for more meetings would be a sure-fire way of promoting students' commitment to the program and their wellness. This is because when meetings are set in place, the student will feel as though they have to follow through what they promised to do for their goal prior to the meeting so as to not let the time go to waste. All in all, I feel that we should be trusted as coaches to be able to hold a number of meetings with our students in line with email communication.” Peer Coach

“The online communication. It ended up being another e-mail on my already huge list of emails.” Student

“This was the best part -- meeting in person aligned better with what I had in mind. There is nothing better than one-on-one meetings -- more connection, more understanding, more dialogue, etc.” Student

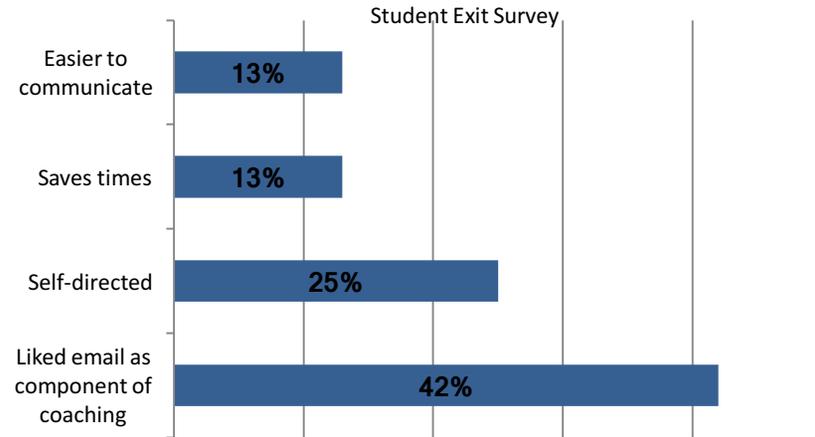
Please indicate your level of agreement with the following statement. (n=24)
 Coachee Exit Survey conducted on an ongoing basis

Coaches: Program improvement qualitative recoding

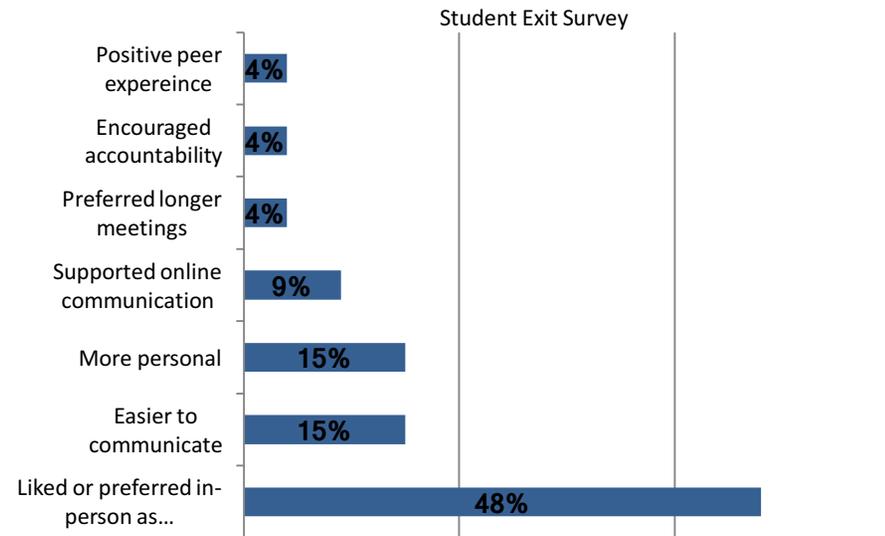


Comments made regarding in-person meetings occurred in March 2015, while comments regarding improved\more training and resources were made in January 2016.

Students: experience of online qualitative recoding



Students: experience of in-person qualitative recoding



Timeline of Feedback - The option of having more in-person meetings was introduced in September 2015

Coaches

Coach experience survey responses and focus group discussion highlights a desire for more in-person meetings. Improvement suggestions focus on adding an in-person meeting to structure

Coach experience survey responses highlight a variety of challenges including outreach, responsiveness of students. Improvement suggestions focus on training and resources.

March 2015

January 2016

"I liked the idea of receiving check-ins via email. For someone living off-campus, it's more convenient to be able to contact a coach online."
March 2015

"I liked that there were no obligatory meetings which made responding to emails much more flexible and accessible." Mar 2015

"Meeting in person aligned better with what I had in mind. There is nothing better than one-on-one meetings" Nov 2015

"I liked that it could be done online."
Jan 2016

"Email wasn't my favorite method of communication and it was almost too structured in our conversation so there was little room to share more personal thoughts or information." Jan 2016

"Meeting in person before the online check-ins did help the program feel slightly more personal than without the meeting." Jan 2016

"I liked that I could reply as I had time and didn't have to find time to go to an appointment in person."
Mar 2016

"I liked the online aspect because it let me feel like I was still able to get help whenever I felt like I really needed it, and it was also good for reviewing goals." Mar 2016

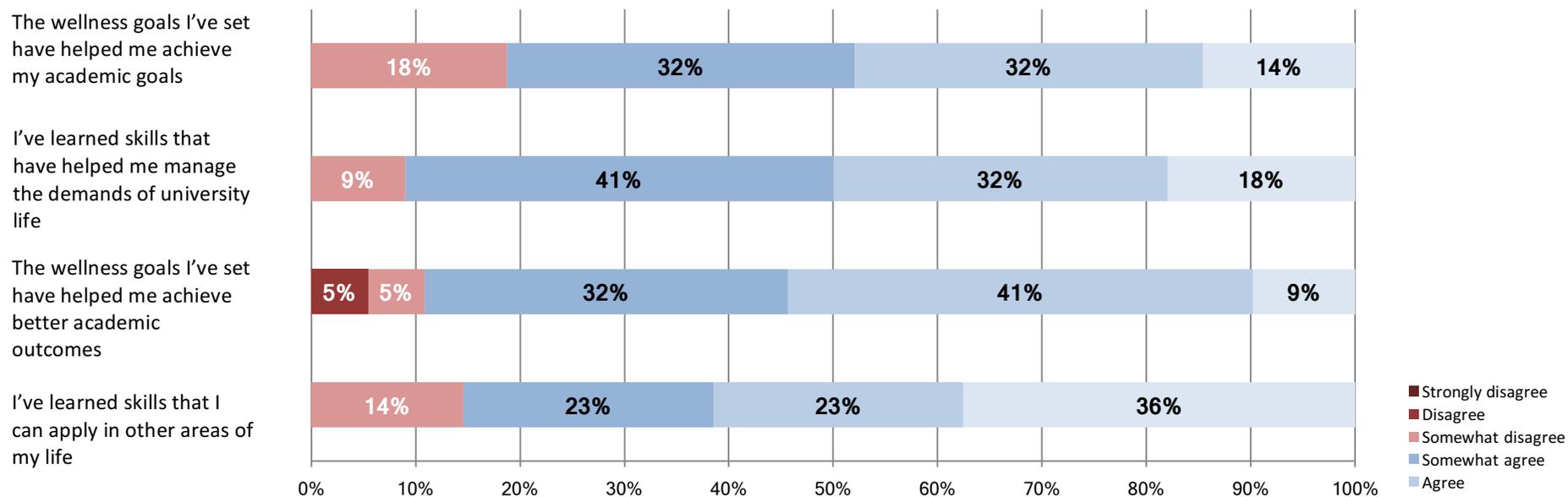
"I preferred the meeting in person, it was more personal, more direct, and put me more at ease."
Apr 2016

Students

Key Learning - Skills are not only teachable and used but greatly benefit the coach as well.

Students have not only learned skills that have helped them achieve better academic outcomes but they have also been able to apply these in other areas of their lives.

Student Exit Survey

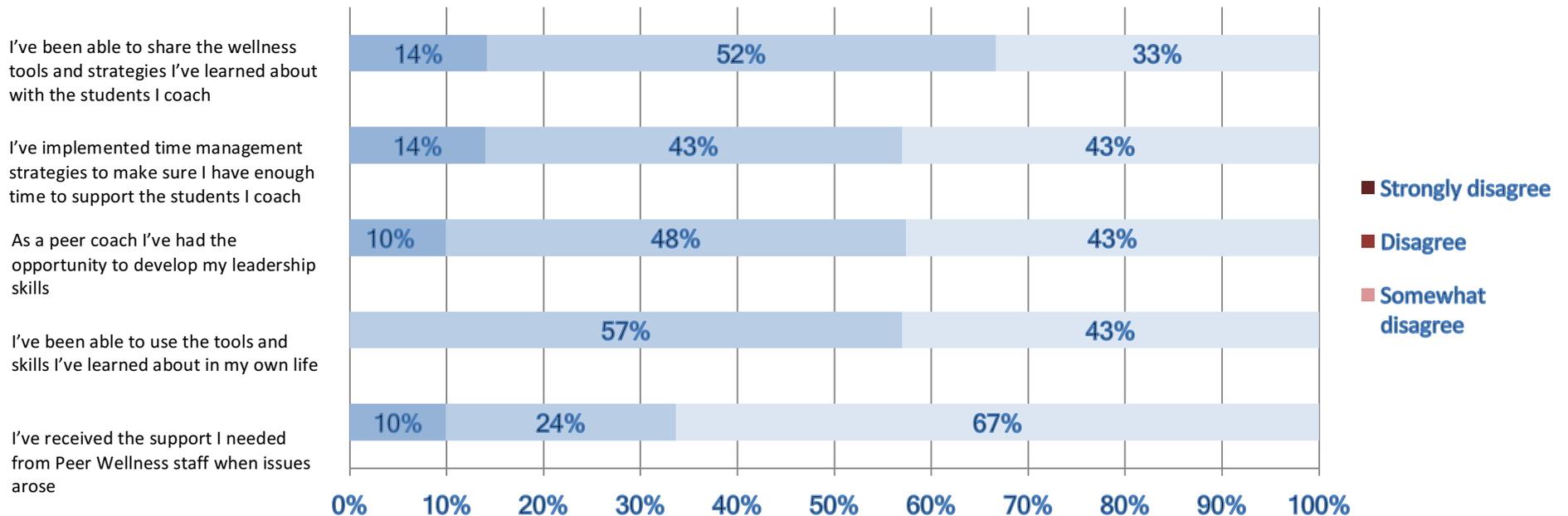


"I think now in 2nd semester I am a lot more efficient in my work as well as extra curricular activities. And I have taken the initiative to focus on specific goals." Student

"I think I'm definitely on my way to reaching my final goal ... I think that my goals are very difficult to achieve within one year due to their nature (emotional health for example.) However, I am more clear about what I'm doing well, and what I need to improve upon." Coachee

Please indicate your level of agreement with the following statements. (n=22)
Student Exit Survey conducted on an ongoing basis

Coaches felt they were able to share tools and strategies with students (85% agree\strongly agree) and responded overwhelmingly positively that these tools and skills have been useful in their own life (100% agree\strongly agree).



“The leadership skills I have developed have mainly been interpersonal skills- with students and in group meetings and at boothing events. I also have developed my time management and organizational skills, planning events and replying to students.” Peer Coach

“It has really helped me learn about myself and my wellbeing. Just having the skill of mindfulness allows me to really focus on my goals as well as the goals of the student.” Peer Coach

Please indicate your level of agreement with the following statements. (n=21)
Coaches Experience Survey conducted in March 2015 and January 2016

Key Learning - There is value in greater flexibility including more in-person meetings, extended timelines, more comprehensive coach training and follow-up long-term coaching

Qualitative comments from both coaches and students indicated a strong interest in greater flexibility over key elements of the coaching structure to ensure that students need are met. Additionally, coaches expressed a desire for more in-depth training and resources.

“There aren’t enough strategies, at least not very useful to me. I need more time and a more concrete plan. Maybe I should have signed up earlier. I do not think I completed most of my goals.” Student

“I think the biggest thing would be more face-to-face interactions with students. There is a lot of sub-communication that is lost when the only medium you use is text, and allows for a greater attunement as to what the student is experiencing. Perhaps monthly meetings would be the way to go about this.” Peer Coach

“More training and resources for issues like study skills, life balance, relationships, etc...” Peer Coach

“I think the program could develop and improve by adding more chances for in-person meetings, providing a more general structure that makes the student’s more accountable to the program and re-configuring the online tool. The technology world is fast paced and I do find that the online portal could be improved!” Peer Coach

“I found the discussion wasn’t quite long enough, but I understand that the purpose of the meeting is primarily to get things rolling.”
Student

“I think that the training we received was good, but it would have been nice to have had more detailed training on each of the wellness topics, perhaps with more exercises that we as coaches could try out (worksheets for diet tracking, time management etc).”
Peer Coach

IX. Conclusion

A. Key Learnings

Based on the self-report data collected from both coaches and students receiving coaching, four key learnings can be taken away from this pilot program.

Peer coaching, both process and structure is useful, benefitting coaches and students receiving coaching.

- Being coached by, and the opportunity to coach peers, created a positive and enabling environment that students responded to. Overall, students who received coaching responded positively to the coaching process and structure.
- However, this was dependent on the timeline of when the student reached out. For example, students responded more positively if they reached out earlier in the term compared to those who signed up at the end of term.
- Similarly, the students own progress impacted their agreement with statements. If they struggled to reach goals, had signed up late etc. they were more likely to disagree.

The online (email) structure receives good feedback but in-person coaching is preferred.

- Overall students liked this part of the coaching experience, online (emails) gave students some freedom and flexibility in responding to their coach, which saved them time.
- On the other hand, students also indicated that in-person was more personal, positive and easier way of communicating. With some students indicating that this is their preferred mode of communication.
- There is an opportunity for more in depth orientation and training for students in using online services so that they have a positive and successful experience.

Skills are not only teachable and used by students but also greatly benefit the coach (goal setting, time management strategies, etc.).

- Students have not only learned skills that have helped them achieve better academic outcomes but they have also been able to apply these in other areas of their lives.
- Coaches felt they were able to share tools and strategies with the students they worked with and indicated that these tools and skills have been useful in their own life

There is value in greater flexibility including more in-person meetings, extended timelines, more comprehensive coach training and follow-up long-term coaching.

- Qualitative comments from both peer coaches and students indicate a strong interest in greater flexibility over key elements of the coaching structure to ensure that student needs are met. Additionally, coaches expressed a desire for more in-depth training and resources.

B. Next Steps

Through integration with existing programs such as the Wellness Peers and collaboration with campus partners, it is anticipated that the wellness coaching will be established as a sustainable, accessible resource for UBC students who seek support for their wellbeing goals.

Based on the success of the pilot program, two recommendations are being put forward to maintain the sustainability of wellness coaching:

- Wellness coaching can be integrated into the service delivery model of health and wellness services and other coaching programs.
- Incorporate training related to skill development and wellness topics in student leader training to build capacity of student leaders.
- In addition, other universities have reached out seeking to produce a similar model at their institutions. Moving forward, there will be opportunities to share the lessons learned benefitting other university students in Canada

Appendix A: Wellness Coaching Coordinator Position Description

BUSINESS TITLE: Wellness Coaching Program Coordinator

EMPLOYMENT GROUP: Management&Professional (AAPS)

JOB FAMILY: Educational Programming

JOB CODE: 181703 - Educ. Programming, Level B

VP/FACULTY: VP Students

DEPARTMENT: Student Health Services

PAY GRADE: 7

SALARY LEVEL: B

JOB SUMMARY

The Wellness Coaching Program Coordinator is responsible for developing, implementing and overseeing a Wellness Coaching Program for UBC students; training and supervising student peers; developing educational materials to promote student wellbeing; and supporting the ongoing evaluation and growth of the program with campus partners

ORGANIZATIONAL STATUS

Reports to the Student Development Officer: Wellness. Works in cooperation with the Wellness Centre Coordinator, Office Manager of Student Health and other Student Health Staff; with representatives of the faculties; and with staff and students in Student Development and Services and the AMS.

WORK PERFORMED

The Wellness Coaching Program Coordinator is responsible for the provision of a peer Wellness Coaching Program and works as a member of the Wellness Outreach team to contribute to health promotion and education initiatives for UBC students.

Typical duties may include:

1. Developing and/or updating a program logic model for the Wellness Coaching Program.
2. Delivering a peer coaching program in concert with UBC Peer Programs, including curriculum development and training, and coordinating students involved in program delivery.
3. Supervising Peer Coach's interactions with other students (e.g., matching students with peer coaches, observation, reviewing correspondence, giving regular and ongoing formative feedback) and ensuring the quality of service being provided by Peer Coaches.
4. Providing appropriate support and referrals to students identified as requiring additional support through the coaching program.

5. Conducting program evaluations.
6. Collaborating with partners across campus for development of programs, practices and initiatives (e.g., Coaching Community of Practice).
7. Developing student resources to be used as part of the Peer Coaching program (e.g., coaching templates, goal setting worksheets, reflection tools, etc.).
8. Writing funding proposals for ongoing program development.
9. Working with campus partners to help them understand the program and the referral process.
10. Exploring options for graduate student coaching with campus partners; developing a pilot project based on student needs.
11. Participating on and providing leadership to the Peer Programs Community of Practice.
12. Participating in work in other areas of the Student Health Service as requested.

Work outside of regular hours (evenings and weekends) may be required.

CONSEQUENCE OF ERROR

Responsible for coordinating and delivering programs that provide health and well-being information and support to students. Inaccurate information conveyed to students could have a serious negative impact on their health and well-being.

SUPERVISION RECEIVED

Reports to the Student Development Officer: Wellness. Under the supervision of SDO: Wellness, is responsible for the overall and day-to-day provision of peer Wellness Coaching and contributes to Wellness Outreach programming.

SUPERVISION GIVEN

Will supervise volunteer undergraduate and graduate student Peer Coaches. May supervise Work Learn or other student assistants and students participating in field experience.

QUALIFICATIONS

Undergraduate degree in a relevant discipline. Coaching certification from a program accredited by the International Coaching Federation and experience as a wellness or life coach an asset. Minimum of four years experience or the equivalent combination of education and experience. Previous involvement in a university health and wellness program an asset. Experience in program coordination. Experience and expertise in health and wellness education or outreach. Experience in designing and delivering educational/training programs. Experience working collaboratively with partner organizations and groups. Experience supervising volunteers. Ability to effectively learn and use software applications. Understanding of student development theories and practice. Excellent oral and written communication skills, including initiating contacts, interacting with students, faculty and staff. Ability to exercise judgement, tact, and confidentiality. Ability to work cooperatively in a team environment. Demonstrated ability to take initiative, prioritize and to work under pressure to meet deadlines.

Appendix B: Registration Form

What is Peer Wellness Coaching?

Peer Wellness Coaching connects students who are seeking support in strengthening their personal wellness practices to trained peers who provide coaching through (mostly online) individual sessions. A Wellness Coach also helps you identify and work toward your wellness goals.

Goals might include...

- Stress Management
- Healthy Lifestyles
- Time Management
- Goal Setting
- Relationship Building
- Work/Study/Life Balance
- ...and more!

To learn more about Peer Wellness Coaching Program and how the program works, return to students.ubc.ca.

Respect for Privacy

Your Privacy is important. Peer Wellness Coaching is confidential and communication between you and your coach is secure.

Information about you and the content of your coaching sessions cannot be released to anyone outside UBC (including family) without your written permission with the following exceptions:

- *Information indicating that a child is in need of protection, that you or someone else is at risk of imminent harm, concerns about public safety or other statutory or common-law provisions that require or authorize the release of confidential information.*

If a current UBC student is taken to a hospital for mental health concerns, the UBC Student Services Case Manager will be notified so they can help the student with any arrangements that need to be made while in the hospital and help the student connect to services and resources when they're discharged.

Communication with your coach is secured within the Peer Wellness Coaching system and is only accessible by your trained coach and the Peer Wellness Coaching Coordinator. However, UBC is unable to guarantee the privacy of information within your own email service. For privacy concerns related to your personal email account, please check with your email service provider.

Information about FIPPA

Your personal information is collected under the authority of section 26(c) of the Freedom of Information and Protection of Privacy Act (FIPPA). This information will be used for the purpose of providing Peer Wellness Coaching services and anonymized data will be used for program assessment and evaluation. Questions about the collection of this information can be directed to Diana Jung, the Peer Wellness Coaching Coordinator, at diana.jung@ubc.ca.

Registration Information

Demographic Information

First Name (preferred name)	
Last Name	
Student Number	
Email Address	
Phone Number	

Academic Information

What is your program year?	
What is your faculty/school?	

Please tell us about why you are interested in the Peer Wellness Coaching Program and what you would like to discuss with a coach

How did you hear about Peer Wellness Coaching?

Appendix D: Respect for Privacy and Mitigating Risk Practices

Important things to remember when it comes to email:

- Only use your assigned pwc.coach#@ubc.ca email to correspond with your student students.
- Log out of your account and close the browser before walking away from the computer or leaving it unattended.
- Only respond to emails through the mail.ubc.ca web link. In order for secure message exchange, you need to be logged into through your internet browser (chrome, explorer, etc). This means you cannot sync your account to your phones or tablets.
- Download any attachments at the Wellness Centre only. At this time, we prefer that you not download anything to your personal computers.

Email signature requirements

- Please allow for 72 business hours to receive a response unless otherwise indicated by your coach. The Peer Wellness Coaching Program is not an emergency service and does not replace the services of a licensed mental health professional. If you need immediate support, visit [Counselling](#) or [Student Health Services](#). This e-mail is intended only for the person or department to whom it is addressed. If this message has been sent to you in error, please notify the sender immediately by replying to this transmission and then delete this message, attachment(s) and all copies of it from your computer. Thank you.

Sharing of Personal Information

- As we will be working with students who may be discussing private and personal information it is important that we recognize our boundaries with student information.
- Private information must be securely stored. This means storing information on a Canadian server. American servers, such as Gmail, operate under different privacy laws. Please ensure no private information is stored on servers such as Google Docs.
- When meeting with a coachee, you are expected to maintain confidentiality with all coachee information, with only exceptions defined by law and by campus rules and regulations.
- **Share up, not out.** If, during your coaching conversations, you have questions or concerns about how to go forward with future conversations, that is information that can/should be shared with your advisor/ appropriate staff on campus.
- When you first meet/email your coachee, it is good to re-iterate to them that your conversation will be kept between you. However, it is also important to recognize that it is important to reflect and share your coaching conversations so you can trouble shoot and learn, but to do so in an anonymous manner.

Some example way to approach confidentiality with your coachee:

- “I wanted to let you know that the conversations that we have now, and as we continue, will remain private and anonymous.”
- “I will not disclose any of your personal details outside of our conversations”

Appendix E: Peer Wellness Coaching Position Description

Peer Wellness Coaches

ORGANIZATIONAL RELATIONSHIP

Faculty/department/unit

- Peer Wellness Coaching is a joint initiative between Counselling Services and Student Health Services

Staff Advisor

- Diana Jung, Wellness Coaching Program Coordinator

Peer Programs Network

- Peer Programs is a network of student teams that strive to improve the UBC student experience through programs and events in areas like academics, careers, and personal development. These teams are structured, advised, and supported by UBC staff and offer a great opportunity to build your own skills and experience through training and program implementation while giving back to the campus community.

PRIMARY FUNCTIONS

Provide individual wellness coaching for students looking to develop skills using the UBC Coach Approach⁵.

- Engage in in-person and online coaching conversations with students.
- Engage in coaching conversations on developing wellness goals, working towards achieving these goals and creating action plans that focus on skill development.
- Facilitate connections to campus resources and services for students requiring additional support.
- Provide a warm, safe and respectful environment, both in person and online, for any student from any faculty to discuss their wellness and overall UBC experience.
- Contribute to a collaborative and supporting culture among all Peer Wellness Coaches.

Raise awareness about health and well-being and appropriate resources among the student population as a representative of Peer Wellness Coaching.

- Attend wellness outreach events such as Live Well to Learn Well, Thrive, and key orientations activities to promote the program.
- Respond to requests from campus partners to participate in activities related to promoting student health, well-being, and wellness coaching
- Create content for channels such as the UBCfyi and Healthy Minds Blog, sharing evidence-based strategies and personal insights on various wellness topics.

Engage in Personal and Coaching Skill Development

⁵ The UBC Coach approach follows the 80/20 Conversation model. 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).

- Develop competencies in areas including *communication, teamwork, social and community organization, analysis and problem solving, initiative and motivation, willingness to learn, and adaptability*.
- Actively participate in experiences that are integrated into the training and leadership development curriculum for Peer Wellness Coaching.
- Actively engage in for leadership development for UBC Peer Programs (e.g., attending key training sessions).

Role model outstanding student leadership on campus

- Embrace the role as an ambassador for student leadership at UBC and as a representative of Peer Wellness Coaching, Student Health Service, and Counseling Services.
- Understand the role that a Peer Wellness Coach is an active participant in the Peer Programs Network plays within a community of leadership at the UBC-Vancouver campus.
- Contribute to an environment at UBC that is dedicated to excellence, equity, and mutual respect.
- Uphold UBC's Respectful Environment Statement as a responsible member of the UBC community.

Additional Opportunities

- Participate in summer planning activities.
- Special projects as discussed with the program coordinator
- One or two senior student leaders can represent Peer Wellness Coaching in the Peer Programs Network as a Peer Programs Ambassador. This role connects with senior student leaders in other programs to create recognition and a sense of community for all Peer Programs students. Students will join this team at the discretion of the supervisor.

TRAINING & TIME COMMITMENTS

Important Dates

- Meet & Greet – *DATE (4:30-5:30)*
- Spring Welcome – *DATE (full day)*
- Wellness Core Training I – *DATE (full day)*
- Peer Programs Training – *DATE (full day)*
- Wellness Core Training II – *DATE (full day)*

Weekly Commitment

- Weekly meetings and professional development – *1.5 hours per week*
 - Term 1: *Tuesdays 4:00 to 5:30 PM, DATE to DATE*
 - Term 2: *Tuesdays 4:00 to 5:30 PM, DATE to DATE*
- In-person and online coaching conversations – *3 to 5 hours per week*
- Individual meetings with coordinator – *1 hour per month or on as needed basis*
- Program activities: *2 to 3 hours per week*
 - Activities may include participating in outreach events, researching evidence-based wellness or coaching topics, working on special projects, etc.

Summer Commitment

- Successful applicants will have the option to participate in program planning activities during the summer term.
- Returning coaches will have the option to continue coaching during the summer.

Please note: If offered a position as a Peer Wellness Coach, successful applicants will be asked to clear their schedule of classes or other commitments to attend all training sessions and meetings. Attendance is mandatory so that you are prepared and able to fulfill all the responsibilities of the role. Should you be unable to fulfill any aspects of the required training, you may be asked to withdraw from the program.

Peer Wellness Coaches will be trained in relevant health and wellness topics and will be expected to learn and practice skills as a peer helper and a student leader. Some of these specific topics include sexual consent and assault, mental health, supporting students in distress and suicide prevention.

DESIRED SKILLS & EXPERIENCES FOR THIS ROLE

- Previous experience with a helping position in either a volunteer or paid role.
- Ability to handle confidential or sensitive issues with tact and discretion.
- Strong written and verbal communication skills.
- Ability to balance and manage multiple priorities throughout the school year.
- Willingness to reflect on personal and professional development.
- Flexible and open to change and new ideas.
- Demonstrated ability to work in a team setting and initiative to work independently.
- Enthusiasm for leadership responsibilities at UBC.
- Demonstrates interest in promoting student wellbeing.

BENEFITS OF PARTICIPATING IN THIS PEER PROGRAM

- Learn effective self-management skills to manage personal learning and balance demands of academic and personal lives.
- Gain valuable training and experience that may complement future career and academic goals (e.g., interpersonal skills training).
- Form new relationships on campus and be better connected to the UBC community.
- Enhance leadership skills in the areas of communication, team-building, personal and career growth, diversity/awareness, and networking.
- Be a part of the broader Peer Programs Network, which engages both within and beyond the UBC campus community in support of and service to others.
- Receive ongoing support and guidance from professional UBC Staff.

APPLICATION PROCESS

Students interested in being considered for this position must:

- Fill out the online application accessible via the “**apply now**” link
- Submit the following items to pwc.admin@ubc.ca:
 - Resume
 - Cover letter

- Writing sample reflecting the following:
 - Describe a time in which you have set a personal wellness goal as a student. Please explain your process in setting and working towards this goal.

Students who are invited to interview for this position will be asked to prepare 1-2 references from professionals or faculty members who can speak to your communication, interpersonal and helping skills.

Appendix F: Selection Process and Rubrics

Desired Qualifications

- ✓ Previous experience with a helping position in either a volunteer or paid role.
- ✓ Ability to handle confidential or sensitive issues with tact and discretion.
- ✓ Strong written and verbal communication skills.
- ✓ Ability to balance and manage multiple priorities throughout the school year.
- ✓ Willingness to reflect on personal and professional development.
- ✓ Flexible and open to change and new ideas.
- ✓ Demonstrated ability to work in a team setting and initiative to work independently.
- ✓ Enthusiasm for leadership responsibilities at UBC.
- ✓ Demonstrates interest in promoting student wellbeing.

Overview of Selection Process

The selection process is made up of (4) main components:

1. **The Online Application:** Online Questionnaire, Resume and Written Reflection. This component is meant to assess the candidates' ability to:
 - ✓ Follow instruction, direction and have the ability to meet deadlines.
 - ✓ Previous experience with a helping position in either a volunteer or paid role.
 - ✓ Demonstrates interest in promoting student wellbeing.
2. **Written Reflection**
 - ✓ Strong written communication skills
 - ✓ Willingness to reflect on personal and professional development
3. **Larger Group Activity Interview:** This component will be able assess the candidates' ability to:
 - ✓ Demonstrate strong verbal communication.
 - ✓ Flexible and open to change and new ideas.
 - ✓ Demonstrate ability to work in a team setting
4. **The 1-1 Interview:** This component is meant to assess the candidates' ability to:
 - ✓ Express the willingness to learn new topics/ideas and grow personally and professionally.
 - ✓ Willingness to reflect on personal and professional development.
 - ✓ Understand and commit to all the dates for training dates and other required commitment.
 - ✓ Demonstrate enthusiasm for the role and leadership opportunity at UBC.
 - ✓ Balance and manage multiple priorities throughout the school year, while maintaining good academic standing.
 - ✓ Ability to balance and manage multiple priorities throughout the school year

1. Online Application

This component of the interview process is aimed to assess the candidate's ability to:

- ✓ Follow instruction, direction and have the ability to meet deadlines.
- ✓ Demonstrates interest in promoting student wellbeing.
- ✓ Previous experience (specific to program).

Peer Wellness Coaching	1 – Requirement is fulfilled	0 – Requirement is unfulfilled
Did the candidate complete the application in full?	The candidate completed the application in full and submitted a separate written reflection	The candidate's application is incomplete .
Did the candidate demonstrate or express interest in student wellness?	The candidate demonstrates interest in student wellness.	The candidate did not express interest in student wellness.
Does the candidate have previous experience in a helping position .	The candidate has previous experience in a helping position.	The candidate does not have previous experience in a helping position.

2. Written Reflection

This component of the interview process is aimed to assess the candidate's ability to:

- ✓ Strong written communication skills
- ✓ Willingness to reflect on personal and professional development.

Instruction

Submit a writing sample reflecting the following to diana.jung@ubc.ca: Describe a time in which you have set a personal wellness goal as an undergraduate or graduate student. Please explain your process in setting and working towards this goal.

Written Reflection Rubric

Skill	3 - Skill is present & strong	2 - Skill is present w/ areas for improvement	1- Skill is not ready for role	0- Skill is not present
Relevance and Clarity: Did the candidate understand and answer the question clearly? Was the content provided relevant to the question?	The candidate consistently demonstrates all elements of the skill throughout the activity.	The candidate attempts to demonstrate all elements of the skill but is not consistent.	The candidate demonstrates only some parts of the skills at times and is finding it challenging.	The candidate does not demonstrate this skill.

Structure: Did the content follow a clear and logical sequence? Were the main points supported by relevant evidence and examples?	The candidate consistently demonstrates all elements of the skill throughout the activity.	The candidate attempts to demonstrate all elements of the skill but is not consistent.	The candidate demonstrates only some parts of the skills at times and is finding it challenging.	The candidate does not demonstrate this skill.
Presentation: Did the candidate use appropriate and inclusive language? Was the content easy to read and presented in a professional manner?	The candidate consistently demonstrates all elements of the skill throughout the activity.	The candidate attempts to demonstrate all elements of the skill but is not consistent.	The candidate demonstrates only some parts of the skills at times and is finding it challenging.	The candidate does not demonstrate this skill.
Grammar and Spelling: Content free of spelling and grammar errors	The candidate consistently demonstrates all elements of the skill throughout the activity.	The candidate attempts to demonstrate all elements of the skill but is not consistent.	The candidate demonstrates only some parts of the skills at times and is finding it challenging.	The candidate does not demonstrate this skill.

3. Group Activity

This component of the interview process is aimed to assess the candidate's ability to:

- ✓ Demonstrate ability to work effectively in a team setting
- ✓ Demonstrate strong verbal/non-verbal communication skills
- ✓ Flexible and open to change and new ideas.

Description

The time management activity is designed to reflect the types of activities potential coaches would go through with their student students. During the activity, the candidates will have to discuss and negotiate their decision-making styles and personal preferences to come to a consensus.

Instructions

Thank you for being here today! We will be facilitating the group activity for the next 30 minutes. Before we start, we are going to ask you to go quickly around and say your name, year and program of study.

For this activity, your task is to work together as a team to arrange the following tasks (using the cards provided), in terms of their importance and urgency that apply to how you would organize your time as a collective. Using this matrix, time is divided into four basic categories, based on whether a task is important (it contributes to your values, or to your high-priority goals), and whether it is urgent (there is a time pressure that cannot

be avoided). Overall, your goal is to work together as a team to decide where each task belongs on the board. This may take some negotiating with your team to find a consensus; we will discuss this after.

You'll have 10-15 minutes to work with each other on this task. We will then discuss the activity as a group and talk about the process of you working together to come to a consensus.

Group Activity Rubric

Candidate's Name: _____

Year and Program: _____

Skills	3 - Skill is present & strong	2 - Skill is present with areas for improvement	1 - Skill not yet ready for role	0 - Skill not present	NOTES:
Teamwork <ul style="list-style-type: none"> ▪ Open and respectful to different ideas ▪ Listens carefully to others and elicits own ideas ▪ Balances the groups need and their own 	The candidate consistently demonstrates all elements of the skill throughout the activity.	The candidate attempts to demonstrate all elements of the skill but is not consistent.	The candidate demonstrates only some parts of the skills at times and is finding it challenging.	The candidate does not demonstrate this skill.	
Verbal Communication <ul style="list-style-type: none"> ▪ Clearly shares their ideas and display content ▪ Asks clarifying questions 	The candidate consistently demonstrates all elements of the skill throughout the activity.	The candidate attempts to demonstrate all elements of the skill but not consistently.	The candidate demonstrates only some parts of the skills at times and is finding it challenging.	The candidate does not demonstrate this skill.	
Non-Verbal Communication <ul style="list-style-type: none"> ▪ Pays attention ▪ Demonstrates listening ▪ Maintains positive, welcoming body language ▪ Sets a comfortable tone ▪ Allows the student time to speak and doesn't interrupt 	The candidate consistently demonstrates all elements of the skill throughout the activity.	The candidate attempts to demonstrate all elements of the skill but is not consistent.	The candidate demonstrates only some parts of the skills at times and is finding it challenging.	The candidate does not demonstrate this skill.	
Initiative & Motivation <ul style="list-style-type: none"> ▪ Contributes to the activity ▪ Provides ongoing, constructive feedback ▪ Encourages and supports other members 	The candidate consistently demonstrates all elements of the skill throughout the activity.	The candidate attempts to demonstrate all elements of the skill but not consistently.	The candidate demonstrates only some parts of the skills at times and is finding it challenging.	The candidate does not demonstrate this skill.	
Reflection <ul style="list-style-type: none"> ▪ Thoughtfully contributes to the discussion ▪ Participates in all three questions ▪ Thoughtfully reflects on their performance 	The candidate consistently demonstrates all elements of the skill throughout the activity.	The candidate attempts to demonstrate all elements of the skill but not consistently.	The candidate demonstrates only some parts of the skills at times and is finding it challenging.	The candidate does not demonstrate this skill.	

4. One-on-One Interview

This component of the interview process is aimed at assessing the candidate's ability to:

- Demonstrates strong verbal communication skills
- Express the willingness to learn new topics/ideas and grow personally and professionally
- Understand and commit to all the dates for training dates and other required commitment
- Demonstrate enthusiasm for the role and leadership opportunity at UBC
- Balance and manage multiple priorities throughout the school year, while maintaining good academic standing
- Be flexible and open to change and new ideas

Description

This activity is designed to gather a holistic overview of the candidate's skills and leadership in a more individualized setting. The candidate will have the opportunity to answer specific questions pertaining to the role and ask any questions they may have about the role and the program.

Instructions

For this portion of the interview process, 3 program coordinator interviewers have a few questions prepared to assess a candidates fit to the program and the role. Feel free to take your time and ask us to clarify any questions. We will be taking notes throughout the process to make sure that we accurately record your responses to the questions

Materials

- Interview questions and the rubric

Interview Questions*General Questions*

Since reading the detailed position description of the role, can you tell us one thing you are most excited to take on as a Peer Wellness Coach/ Wellness Peer/ EMAT member, and one thing you might find challenging in this role?

Describe the kinds of paid or volunteer experience that has prepared you for this role.

Describe the kinds of skills you would like to develop or improve during your involvement with this Peer Program?

Commitment Questions

Have you had the opportunity to look over all the required training and commitment for the Role? Are you able to meet all the commitment requirements? (Yes/No)

- a. What are your other commitments next year? (ex. Will you be on Co-Op, Go Global?)

- b. Is there anything that could prevent you from committing to this role in Terms 1 or 2?

Balancing Multiple Commitments

If you are successful candidate, how are you planning on balancing the current role with your academics and other commitments?

Do you have any questions for us?

One-on-One Interview Rubric

Candidate's Name: _____ Year and Program: _____

Did they apply to any other Peer Program: _____

Did they apply for IMAGINE leader positions: _____

Skills	A. Skill is present & strong	A. Skill is present with areas for improvement	B. Skill not yet ready for role	C. Skill not present	NOTES:
Previous Relevant Experience/ Knowledge <ul style="list-style-type: none"> Can speak to a previous experience and make a connection to the role 	The candidate consistently demonstrates all elements of the skill throughout the activity.	The candidate attempts to demonstrate all elements of the skill but is not consistent.	The candidate demonstrates only some parts of the skills at times and is finding it challenging.	The candidate does not demonstrate this skill.	
Willingness to Learn <ul style="list-style-type: none"> Interested in developing specific skills Clearly expresses intended learning 	The candidate consistently demonstrates all elements of the skill throughout the activity.	The candidate attempts to demonstrate all elements of the skill but not consistently.	The candidate demonstrates only some parts of the skills at times and is finding it challenging.	The candidate does not demonstrate this skill.	
Ability to balance multiple priorities <ul style="list-style-type: none"> Has experience balancing multiple priorities Can clearly speak to how they can manage their time 	The candidate consistently demonstrates all elements of the skill throughout the activity.	The candidate attempts to demonstrate all elements of the skill but not consistently.	The candidate demonstrates only some parts of the skills at times and is finding it challenging.	The candidate does not demonstrate this skill.	
Commitment <ul style="list-style-type: none"> Has agreed to the required commitment Has prioritized this role Not overly involved 	The candidate consistently demonstrates all elements of the skill throughout the activity.	The candidate attempts to demonstrate all elements of the skill but not consistently.	The candidate demonstrates only some parts of the skills at times and is finding it challenging.	The candidate does not demonstrate this skill.	

Score: [_____]

General Comments:

Appendix G: Core Wellness Coaching Learning Outcomes

Active Listening

- Define the concept of and importance of effective listening
- Identify and demonstrate components of active listening.

Empathy

- Identify basic families of emotions
- Demonstrate basic ability to formulate empathetic responses.

Boundaries in Leadership

- Differentiate student leader relationships from other kinds of relationships (ie. Personal)
- Describe different areas of peer-to-peer boundaries that relate to their role (i.e., emotional, financial, social, etc)
- Review some common boundary and how to navigate (how to prevent, identify, repair erosion of boundaries)

Asking Questions w/ Intention

- Identify key components to really powerful questions
- Use metaphors as a tool for advanced coaching

UBC Coach Approach

- Understand the concept of coaching and the UBC Coach Approach
- Recognize differences and similarities of coach in comparison to similar roles (e.g., mentor, counsellor, etc.)

Foot stepping through Resources and Referrals

- Walk students through online resources and tools
- Know about the campus professional services available
- Know about the campus peer support services available
- Able to identify what the students' resource needs are and appropriately connect/ refer

Wellness and Leadership

- Understand the concept of wellness as it relates to the self
- Recognize the relationship between wellness and leadership
- Recognize your own strategies to support the wellness of yourself and others

Stress

- Understand the stress response (fight-flight-flee).
- Identify common sources of stress for the student population.
- Practice and facilitate stress management exercises.

Supporting a Peer in Distress

- Recognize signs and sources of distress
- Introduce a process for framing an interaction with a distressed student/peer
- Learn calming strategies

Question, Persuade, Respond

- Debunk myths of suicide
- Question, persuade and refer
- Support a student who has suicidal thoughts (and identify professional supports)
- Understand the importance of their own self care

Responding to Sexual Assault Disclosures

- Become familiar with how trauma impacts our minds and bodies;
- Learn how to support students who disclose sexual assault; and

- Practice techniques to respond to and support survivors.

Community Building Through Understanding

- Identify personal values, how they manifest in day-to-day experiences (*behaviours, interactions, etc*) and influence leadership styles.
- Describe the benefits of including, and giving voice to the diversity of ideas and perspectives in a group.
- Explain how an individual's 'frame of reference' influences leadership style and contributes to the assumptions and biases that students have on the world.

Appendix H: UBC Coach Approach

COACHING PARTICIPANT SHARED LEARNING OUTCOMES



Core Learning Outcomes

Critical thinking – identifies important problems, questions, and issues; analyzes and interprets, and makes judgments of the relevance and quality of information; assesses assumptions and considers alternative perspectives and solutions

Reflective thinking – applies previously understood information, concepts, and experiences to new situation or setting; rethinks previous assumptions

Effective reasoning – uses complex information from a variety of sources including personal experience and observation to form a decision or opinion; is open to new ideas and perspectives

Realistic self appraisal – assesses, articulates, and acknowledges personal skills, abilities, and growth areas; uses self-knowledge to make decisions such as those related to career choices; articulates rationale for personal behavior; seeks and considers feedback from others; critiques and subsequently learns from past experiences; employs self-reflection to gain insight; functions without need for constant reassurance from others; balances needs of self with needs of others

Pursuing goals – exhibits self-reliant behavior to sets and pursues individual goals; articulates rationale for personal and educational goals and objectives; articulates and makes plans to achieve long-term goals and objectives; identifies and works to overcome obstacles that hamper goal achievement

Living a purposeful and satisfying life – makes purposeful decisions regarding balance among education, work, and leisure time; acts in congruence with personal identity, ethical, spiritual, and moral values

Academic Learning Outcomes

Connecting knowledge to other knowledge, ideas and experiences – uses multiple sources of information and their synthesis to solve problems; knows how to access diverse sources of information such as the internet, text observations, and data bases

Constructing knowledge – personalizes learning; makes meaning from text, instruction and experience; uses experience and other sources of information to create new insights; generates new problem-solving approaches based on new insights; recognizes one's own capacity to create new understandings from learning activities and dialogue with others

Wellness Learning Outcomes

Maintaining health and wellness – engages in behaviors and contributes to environments that promote health and reduce risk; articulates the relationship between health and wellness in accomplishing goals; exhibits behaviors that advance the health of communities

Career Learning Outcomes

Managing career development – takes steps to initiate a job search or seek advanced education; constructs a resume based on clear job objectives and with evidence of knowledge, skills, and abilities; recognizes importance of transferable skills

Relating knowledge to daily life – seeks new information to solve problems; relates knowledge to major career decisions; makes connections between classroom and out-of-classroom learning; articulates career choices based on assessment of interest, values, skills, and abilities; provides evidence of knowledge, skills, and accomplishments resulting from formal education, work experience, community service, and volunteer experiences, for example in resumes and portfolios

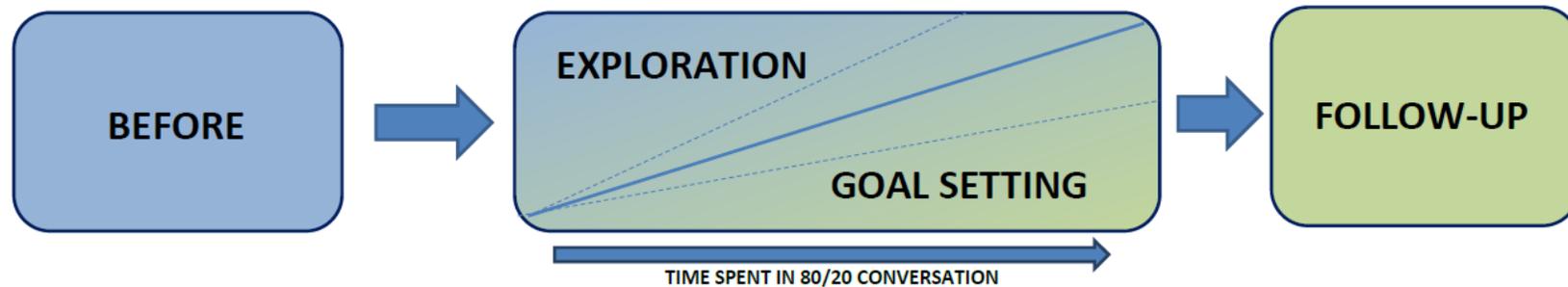
References

Council for the Advancement of Standards in Higher Education. (2009). *CAS professional standards for higher education* (7th ed.). Washington, DC: Author.

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)

COACHEE	BEFORE	EXPLORATION	GOAL SETTING	AFTER/ACTION PLAN
	<p>Student Identification of Problem/Issue</p> <ul style="list-style-type: none"> Student makes active decision to seek out coaching or is instructed/directed to seek out coaching through recommendation Student takes steps to make an appointment/reach out or appointment is automatically set up Student receives reminder email with information about confidentiality & a prompt to prepare (e.g. think about what your desired outcome is and what strengths you have which could help you get there) Student may or may not mentally prepare for session - brainstorm questions, bring documents, etc.. 	<p>Coaching Dialogue & Storytelling</p> <ul style="list-style-type: none"> 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 	<p>Student-led Goal Setting</p> <ul style="list-style-type: none"> 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 	<p>Implementing Plan of Action</p> <ul style="list-style-type: none"> Student implements/takes action on coaching plan Student receives follow up invitation from coaching/coaching program (if applicable)



COACH	BEFORE	EXPLORATION	GOAL SETTING	AFTER
	<p>Coach Preparation (Clutterbuck, 2011 as cited in McLean, 2012)</p> <ul style="list-style-type: none"> 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 today's discussion lead?) Coach/coaching program sends out email to coachee 	<p>Information Gathering & In-depth Analysis</p> <ul style="list-style-type: none"> 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 place" 	<p>Student-led Goal Setting (Grant, 2012)</p> <ul style="list-style-type: none"> 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 	<p>Follow-up (Clutterbuck, 2011 as cited in McLean, 2012)</p> <ul style="list-style-type: none"> 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

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.

Appendix I: Assessment & Evaluation Documents

Peer Wellness Evaluation Matrix

PWP Program	Components	Reaction	Learning	Behaviour	PWP Outcomes	UBC Outcomes
Peer Coaches		E.g. Satisfaction	E.g. As a result I can, I learned, I'm more confident...	I'm more likely to, I will ...	Long term impact or change	
	Training session	Overall satisfaction with program	Overall, I feel confident supporting students as a Peer Wellness Mentor	I will continue as a Peer Wellness Mentor	Retention of Peer Wellness Coaches	
	Duration	Satisfaction with training course including content, trainer, venue etc.	As a result of the training session, I'm confident I have the skills to support students as a Peer Mentor	I have been able to use the skills I learned in the training course with the students I coach	Increased capacity and experience in well-being coaching techniques	Decrease strain on UBC services
	Overall commitment	Relevance of training course	As a result of the training session, I'm comfortable that I can identify the right strategies to support the students I'm coaching	I have been able to share the tools I learned with the students I coach		
	Resources	Satisfaction with support from staff as a peer coach, including weekly meetings	As a result of the support received from Peer Wellness staff I'm more confident in my role as a Peer Wellness Coach	I received support I needed from Peer Wellness staff when issues arose		
	Weekly support meetings	Time available for coaching was adequate	I'm confident that I can devote adequate time supporting the students I'm assigned as a mentor	I implemented time management strategies to make sure I have enough time to support the students I'm assigned as a mentor	Enhanced student learning	Strengthening referral process to UBC student services
	Online platform	Satisfaction with tools and coaching resources including online delivery	I'm confident that I can balance academic requirements with social/personal etc.	I have been able to apply the tools and strategies as a Peer Wellness Coach	Increased skills in supporting wellness self-management	
		Personal satisfaction - I feel like I'm making a difference	I've learned strategies and have tools that will help me in my daily life	I have been able to apply the tools and strategies in my own life	Increased mental and emotional wellness for themselves	
			I have a better understanding of health and wellness issues for students	More likely to respond with empathy re: mental health issues		

Peer Wellness Participants		Overall satisfaction with program	I feel that I belong at this campus	I'm more likely to get involved in campus activities	Increased mental and emotional wellness	
	Duration	Program usefulness	I'm confident in my ability to cope with the demands of my life	I know about strategies I can use to cope with stress as it comes	Improved GPA score	
	Commitment	Satisfaction with peer coach	I'm aware of personal signs when I experience too much stress	In the past school year I was able to manage stress successfully	Strengthened student support network	
	Support: coaches, staff resource, staff	Satisfaction with support from staff	I'm more comfortable reaching out for support when I need it	I'm more likely to seek support when I need it	Increased self-management skills	Strengthening referral process to UBC student services
	Online platform	Satisfaction with coaching resources including online delivery	I'm confident that I can balance academic requirements with social/personal etc.	I have taken social or personal time recently	Increased capacity to cope with academic load	
		Feeling that UBC cares	I've gained new skills to help manage the demands of my life	I feel that UBC cares about my wellbeing		

Evaluation Objectives

To assess the Peer Wellness Coaching program in terms of peer coach training, online program platform and program delivery to support pilot reporting and improvement.

Evaluation Questions

1. Does Peer Coach training adequately prepare Peer Wellness coaches to support students?
2. Have student's skills and resources for health and wellbeing self-management increased?
3. Have students sense of mental and emotional wellbeing improved?
4. To what degree have Peer Wellness Coaches impacted student's academic success?

Methodology

- The evaluation will collect information about the Peer Wellness pilot through several methods:
- Administrative Data: Number of coaches recruited, trained and active. Number of students enrolled for coaching in pilot.
- Training survey: Administered to coaches once finished their 36 hour training course
- Coachee First meeting evaluation: Participants that complete a short survey after their first meeting with their coach
- Coachee Exit survey: Once students have completed a coaching period they will be asked to complete a short survey about their experience
- Peer Wellness Coach survey: Wellness Coaches will be asked to complete a short assessment survey
- Peer Wellness Coach focus group: Wellness coaches will be asked to participate in a focus group to further explore support and resource needs

Timeline

Key Tasks	Timeline	Owner	Status
Develop logic model and evaluation matrix	Mid Oct 2014	Natasha and Diana	Completed
Finalize Evaluation Framework	Mid-Oct	Natasha	Completed
Finalize and launch training survey	End-Oct	Natasha	Completed
Training survey reporting	Early Nov	Natasha	Completed
Draft evaluation tools	November	Natasha	Completed
Schedule Coaches focus group	November	Kelly\Diana	Completed
Deploy ongoing evaluations	Jan 2014 -	Natasha\Diana	Completed
3-mth follow up with participants	Jan 2014 -	Natasha	Completed