



## THE COACHING MINDSET IN HEALTH

### Organization details:

Name of Organization	HEALTH COACHES INTERNATIONAL
Mailing Address	PO BOX 528, PORT MELBOURNE 3207
Website	<a href="http://WWW.HEALTHCOACHESINTERNATIONAL.COM">WWW.HEALTHCOACHESINTERNATIONAL.COM</a>
Telephone Number	1300 845 990

### Organization Description:

#### Health Coaches Australia Vision

**Our vision is to be the industry leaders in coach education by delivering quality educational programs upholding the gold standard in coaching accreditation. Our programs are dedicated to producing highly respected coaches who, through their partnering with clients, change the landscape of the health care sector and improve the health and wellbeing of our community.**

#### Coaching Definition:

A Coach partners with a client to explore how current behaviours associated with performance can be optimised for sustained success.

A Masterful Coach is:

- *A confidential sounding board*
- *A champion of potential*
- *A skilled listener*
- *A curious partner*

Self Compassion→	Self Empowerment→	Transformation→	Self Actualisation
Extending compassion to one's self in instances of perceived failure, inadequacy or general suffering	Taking control of one's own life, setting goals, making positive choices and having self-belief	Renewal, shift, revolution, adaptation, exchange, revision, reshaping, evolve, flowering, maturation, expansion, unfold, metamorphosis, advance, innovation, growth, reclamation, progressing	Realisation/fulfillment of one's talents and potentialities – a drive present in everyone

### Contact Information:

Sam Patterson, Director of Training / Kristin McMaster, Managing Director  
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**Program Description:**

COURSE TITLE	DESCRIPTION
THE COACHING MINDSET IN HEALTH	This continuing education coaching course focuses on distinguishing between typical and traditional approaches to health care service delivery and the coaching mindset approach.

**Program Delivery Method:**

Blended Learning (BL) – the program will be delivered in a blended format including a minimum of 80% face to face/virtual classroom format and a maximum of 20% self-paced learning activities

**Program Language:**

The training program will be delivered in English

**Target Audience:**

The Coaching Mindset in Health course is specifically developed for coaching course graduates who are seeking continuing education to develop their professional coaching knowledge and skills.

**Learning Objectives:**

KEY TOPICS	ALIGNMENT OF ICF CORE COMP	CONTENT
The coaching mindset in health	Each of the 11 ICF core competencies apply	<p><b>Defining coaching in the health setting</b>            Definition of coaching            Distinction between coaching and traditional health care service delivery</p> <p><b>Health coaching presence</b>            Moving from sharing knowledge to curious exploration            Applying coaching mindset in non-formal coaching setting</p> <p><b>Powerful communication in health coaching</b>            Moving from expert to observer            Coaching vs motivational interviewing</p> <p><b>Goal setting and measuring progress</b>            Client driven outcomes through awareness            Accountability from within            Changing how we measure progress</p> <p><b>‘Application of coaching mindset in health’ webinar</b>            Post training opportunity for students to discuss application of the coaching mindset in their practice</p>



### **Entry Requirements:**

Prospective students are required to have completed a minimum of basic education in coaching. For any non-face to face component, the Zoom platform may be used for session delivery and is compatible with Windows, Mac, and Android operating systems. The course is delivered in English and prospective students are advised to have Learning, Literacy and Numeracy (LLN) skills at level 3 (Works independently and uses own familiar support resources).

### **Program Requirements:**

Students must attend the synchronous activities as scheduled within the course and complete the evaluations and assessments provided. These measure attainment of competencies in the learning objectives of the course and provide evidence of completion of all course activities and resources. Students must achieve competency as outlined in performance evaluation criteria supplied.

### ***Specific Criteria:***

- 1. Attendance at all synchronous activities*
- 2. Completion of tasks and activities set at a level that satisfies set performance criteria*
- 3. Submission of assessments*
- 4. Participation in mentoring sessions*

### **Attendance:**

Attendance is monitored as follows:

Students must be signed off by the coach lecturer at face to face sessions and the attendance sheet is logged into the Student Management System

Students attending virtual classroom activities are provided with a login username and password. These are automatically recorded when students login to a session. This login is recorded in the Student Management System.

Student completion of each resource provided online for asynchronous learning is automatically logged and recorded in the Student Management System.

A student participation report is drawn for each student upon submission of final assessment



**PROGRAM LOCATION AND DATES:**

Location of Training	Dates	Time
Online / blended	Tba	8 hours

**PROGRAM SCHEDULE**

Hours	Instructional Time	Instructor	Description	CCE Category
2	0800 – 1000	Sam Patterson, MCC, Ali Patterson ASD	<p>Introduction and welcome from faculty and between students. Discuss learning outcomes and ground rules for the day. All sections are discussion and activity based.</p> <p>Defining Coaching in the Health Setting</p> <ul style="list-style-type: none"> <li>a) Introduction to coaching</li> <li>b) Distinction between coaching and health care service delivery</li> <li>c) Communicating scope of practice &amp; ethical boundaries in client agreement</li> <li>d) Maintaining ethical boundaries with your client</li> </ul> <p>Learning outcomes:</p> <ol style="list-style-type: none"> <li>1. Clearly define the concept of coaching in the health setting.</li> <li>2. Explain the distinction between traditional health care delivery and coaching.</li> <li>3. Explain the ethical boundaries and scope of a health coach.</li> <li>4. Demonstrate an understanding of when clients require professional services beyond the scope of the health coach.</li> </ol>	<p>Core Competency (CC) —</p> <ol style="list-style-type: none"> <li>1. Coaching Ethics</li> <li>2. Establishing the Coaching Agreement</li> </ol>
	1000 – 1010		Break	
2	1010 – 1210	Sam Patterson, MCC, Ali Patterson ASD	Coaching Presence: the core of health behaviour change	Core Competency (CC) —

			<ul style="list-style-type: none"> <li>a) Using presence to connect with a client and understand their needs</li> <li>b) Moving from sharing knowledge to curious exploration</li> <li>c) Applying a coaching mindset in a non-formal coaching setting</li> </ul> <p>Learning outcomes:</p> <ul style="list-style-type: none"> <li>5. Describe coaching presence and how it informs listening, questions and communication</li> <li>6. Explain the central role of presence for building trust and intimacy with clients.</li> </ul>	<p>4.Coaching presence</p> <p>3. Establishing Trust and Intimacy with the Client</p>
	1210 – 1230		Lunch	
2	1230 – 1430	Sam Patterson, MCC, Ali Patterson ASD	<p>Powerful Communication in Health Coaching</p> <ul style="list-style-type: none"> <li>a) Moving from expert to observer</li> <li>b) Implementation of inquiry-based active listening and exploration</li> <li>c) Questioning strategies using open ended communication and client language</li> <li>d) Distinctions between listening and questioning in consulting and coaching settings</li> <li>e) Difference between coaching &amp; motivational interviewing</li> </ul> <p>Learning outcomes:</p> <ul style="list-style-type: none"> <li>1. Explain the distinctions between traditional health care delivery and coaching approaches to information gathering, listening and questioning techniques</li> </ul>	<p>Core Competency (CC) —</p> <p>5.Active Listening</p> <p>6. Powerful questions</p> <p>7. Direct Communication</p>
	1430 – 1445		Break	
2	1445 – 1645	Sam Patterson, MCC, Ali Patterson ASD	<p>Using Health Coaching to create new awareness, plan goals and measure progress</p> <ul style="list-style-type: none"> <li>a) Client driven outcomes through awareness - developing plans that are self-driven rather than creating actions and plans for the client</li> </ul>	<p>Core Competency (CC) —</p> <p>8. Creating Awareness</p> <p>9. Designing Actions</p>

		<p>b) Accountability from within – building client accountability and ownership of health</p> <p>c) Changing how we measure progress - how this differs between the coaching and health consultant approaches</p> <p>Learning outcomes:</p> <p>7. Explain techniques for creating awareness and how this differs from traditional methods of informing the health client</p> <p>8. Identify the key difference between traditional goal setting in health and fitness and action planning in the coaching approach</p> <p>9. Explain how progress is measured in a coaching setting and the distinctions from traditional health evaluations.</p>	<p>10. Planning and Goal Setting</p> <p>11. Managing Progress and Accountability</p>
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**PROGRAM INSTRUCTOR INFORMATION**

Instructor	Coaching Credentials and Experience	Educational Background	Training Experience
Sam Patterson, Director of Training	<p>MCC, ICF</p> <p>Director of Professional Development and Standards, ICF Australasia Victoria</p> <p>Member of ICF Australasia Credentialing Workgroup</p>	<p>Bachelor of Arts (Sports Studies)</p> <p>International Coach Federation Master Certified Coach</p>	<p>Coach mentor for ICF credential applicants in Australia, Asia, Europe and the UAE</p> <p>Coaching skills trainer for corporate teams and leaders, focusing on ICF core competency understanding and application</p> <p>Ten years of experience delivering</p>

			<p>training to business owners using adult learning principles as a consultant to Business Victoria</p> <p>Facilitation of 100+ leadership coaching workshops to students throughout Victorian secondary schools</p>
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**PROGRAM MATERIALS**

<b>Student/Instructor Manual</b>	<b>Handouts</b>	<b>Powerpoints / presentations</b>	<b>Videos</b>	<b>Case Studies</b>	<b>Work Book</b>
Manual	Forms and templates: Coaching agreement, client focused tools	Yes	Yes	Yes	Integrated in manual  Case study tasks and assessments

**PROMOTIONAL MATERIALS:**

<b>Student Information</b>	<b>Social media</b>	<b>Email ads</b>	<b>Other</b>
Course Information Handout	Yes	Yes	
Student Handbook			



**Website Information**

Title of the program	THE COACHING MINDSET IN HEALTH
General program vision and goals	
List of classes/modules/parts	Full schedule supplied
Number of student contact hours included in program	8 hours
Learning goals	Full list of learning objectives as stated above
Coaching philosophy/model/approach	Health Coaches International Coaching Philosophy CHECK POINT COACHING Model (owned by Health Coaches International)
Listing of lead instructors	Provided as above
Dates and locations of when and where the program is to be delivered	Schedule outlined
Language	English
How the program is delivered	Blended delivery as outlined above
Intended participants	Coaching course graduates who are seeking to advance their coaching skills and knowledge and maintain ICF's core coaching competencies.
Requirements students must meet to enter the program	Prospective students are required to have completed a minimum of basic education in coaching. For non-face to face, the Zoom platform may be used for session delivery and is compatible with Windows, Mac, and Android operating systems. The course is delivered in English and prospective students are advised to have Learning, Literacy and Numeracy (LLN) skills at level 3 (Works independently and uses own familiar support resources).
Policies on payment of tuition and fees	Fully outlined
Policies on withdrawals and refunds	Fully outlined in student handbook