



Health Coaches
AUSTRALIA & NEW ZEALAND ASSOCIATION

Equivalency Pathway

Phase Two: Approved Program Provider Questionnaire

This matrix represents the major areas of assessment to allow HCANZA to list you as an Approved Program Provider.

Criteria from four areas are outlined below.

For items 2, 3 & 4, we ask you to outline summary points and details of where this criterion is included in your program with access to program links or materials that demonstrate their inclusion. We also ask that you outline how you assess each criteria for the purposes of satisfactory attainment of the skill or knowledge by the student coach.

The four areas are:

1. Core Program Criteria
2. The Coaching Relationships
3. Coaching Skills Framework
4. Health & Lifestyle

Please send us login details to facilitate access to all the relevant materials or online learning programs for the purposes of this assessment. The Assessor guarantees that the login details and access to your course material will be held confidentially and not shared with competitors or other course providers.

A final one hour interview may be conducted with by a panel of three Board members to finalise the recommendation to the Board of HCANZA

Any questions don't hesitate to contact admin@hcanza.org

1. CORE PROGRAM CRITERIA		
CORE CRITERIA	DETAILS	REFERENCE
1. Number of training hours is a minimum of 75 hours with 40 being delivered as synchronous training		
2. Coaching competencies are fully covered in the curriculum (of which 60 hours must cover Coaching Structure, Coaching Process and Legal and Ethical competencies)		
3. The facilitators of the 60 hours above are qualified in health and wellness coaching from a program that also meets the above criteria, with a history of a minimum of two years' experience in coaching clients (minimum of 200 hours) themselves.		
4. The program includes information on current guidelines around healthy lifestyle and chronic lifestyle-related illness. Minimum of 15 hours		

1. CORE PROGRAM CRITERIA		
CORE CRITERIA	DETAILS	REFERENCE
5. It has been recognised as being of a standard accepted by a relevant and reputable professional external body which falls outside the coaching world but is concerned with standards around health and wellness (e.g. professional medical associations such as the Royal New Zealand College of General Practitioners or diatetics association)		
6. Practical assessment of coaching skills (pass/fail) by an experienced health and wellness coach faculty supervisor who meets criteria outlined in point 3. above.		

2. THE COACHING RELATIONSHIP

CONTENT	ISSUE OUTLINE	YOUR PROGRAM REFERENCE and ASSESSMENT
1. Legal Compliance	<ol style="list-style-type: none"> 1. Confidentiality 2. Informed Consent 3. Health Industry requirements (e.g. keeping of records, mandatory reporting requirements etc) 4. Working within an organisation (professional coach or health coach), sponsor vs client 	
2. Ethical Behaviour Codes of Conduct	<ol style="list-style-type: none"> 1. Professional Standards and codes of conduct/ethics 2. Respect and dignity for all people, diversity cultural sensitivity 3. Maintaining professional boundaries 4. Self-management and monitoring of personal triggers and boundaries 5. Conflicts of Interest: real or potential 	
3. Scope of Practice	<ol style="list-style-type: none"> 1. Declaration of the scope of practice and coaching relationship boundaries 2. Referral to other relevant parties when required 	

2. THE COACHING RELATIONSHIP

CONTENT	ISSUE OUTLINE	YOUR PROGRAM REFERENCE and ASSESSMENT
	<ol style="list-style-type: none"> 3. Accurate representation of your credentials, skills, experience and expertise 4. Scope of Practice 	
<p>4. Coaching Theory Content</p> <p>(Not an all inclusive list. Please acknowledge the ones that are part of your program)</p>	<ol style="list-style-type: none"> 1. Motivational Interviewing 2. Transtheoretical Model of Change 3. Appreciative Inquiry 4. Social Cognitive Theory 5. Behaviour Strengths 6. Non Violent Communication 7. Mount Lasting Change Model 8. Vision and Goal Setting Theory: behavioural vs outcome goals 9. Habit based intervention and positive psychology 10. Growth Mindset 11. Assessment tools and theories 12. Generative Moments 13. Decisional Balance 14. Other 	

3. COACHING SKILLS FRAMEWORK

NBHWC SKILL DESCRIPTION	MASTERY OF SKILL	YOUR PROGRAM REFERENCE and ASSESSMENT
A. Be calm, present, and emotionally available	<ol style="list-style-type: none"> 1. Presents as calm at the beginning of a session. 2. Takes time to be physically in place and ready; has dedicated space for coaching. 3. Turns off distracting devices; minimises external distractions. 4. Practices regular inner-directed technique like meditation or breathing or other means for calming down and directing energy and focus to upcoming session. 	
B. Show empathy	<ol style="list-style-type: none"> 1. Reflects and acknowledges client's feelings and/or emotional state with empathetic, nonjudgmental, supportive comments. 2. Matches energy and emotions with a warm tone of voice. 3. Uses silence and pauses to stay attuned to client's emotional state. 4. Makes affirming statements using client's language. 5. Offers nods, gestures of understanding. (For phone sessions) 	

3. COACHING SKILLS FRAMEWORK

NBHWC SKILL DESCRIPTION	MASTERY OF SKILL	YOUR PROGRAM REFERENCE and ASSESSMENT
C. Establish Rapport	<ol style="list-style-type: none"> 1. Uses reflective statements to demonstrate understanding. 2. Responses reflect curiosity and nonjudgmental manner. 3. Appears to modulate emotions appropriately. 4. Validates client's experience with comments that show respect and unconditional positive regard. 	
D. Ensure client's agenda, needs, interests and preferences drive the coaching relationship	<ol style="list-style-type: none"> 1. Inquiries and reflections facilitate client-centred process that keeps the client's agenda, needs and interests foremost 2. Asks the client what knowledge they possess regarding the subject before offering information, OR asks the client permission to share information. 3. Evokes from client more details that support client's self-discovery. 	
E. Invites client to select the focus of the session	<ol style="list-style-type: none"> 1. Invites the client to choose area of focus for the session. 2. Elicits from clients how this focus is important to them. 	

3. COACHING SKILLS FRAMEWORK

NBHWC SKILL DESCRIPTION	MASTERY OF SKILL	YOUR PROGRAM REFERENCE and ASSESSMENT
<p>F. Explore the clients vision of optimal health and well-being</p>	<ol style="list-style-type: none"> 1. Ask questions that assess client’s readiness to explore a health and well-being vision. 2. Co-creates with clients a vision that honours their preferences, values, goals. 3. Tracks the clients’ insights about vision of optimal health. 4. Invites clients to summarise the vision and talk about the meaning it holds. 5. Uses mind-body techniques (e.g., relaxation, imagery) to help client access an internal process. 	
<p>G. Establish long-term goal(s) to be enacted by 3-6 months or by end of coaching agreement)</p>	<ol style="list-style-type: none"> 1. Partner with client to plan long-term goal(s) that are specific, concrete, actionable, and realistic. 2. Facilitates goal-setting that ties client-identified larger vision and values to long-term goal(s). 3. Invites client to consider how lessons learned from prior experience can be applied toward the long-term goal(s) 	

3. COACHING SKILLS FRAMEWORK

NBHWC SKILL DESCRIPTION	MASTERY OF SKILL	YOUR PROGRAM REFERENCE and ASSESSMENT
<p>H. Establish or refine client’s short-term SMART goals or action steps for what will be accomplished between sessions</p>	<ol style="list-style-type: none"> 1. Facilitates the client identifying client’s short-term goals or action steps. 2. Partners with the client to create SMART goals or action steps that fit the client’s learning style and pace. 3. Seeks commitment and accountability regarding client’s agreed-upon “homework” between sessions. 4. Inquires about the client’s chosen method of being accountable for the SMART goal. 5. Approaches goal setting with an “experiment” mindset. 6. Invites client to consider how lessons learned from prior attempts can be applied toward the next action step or short-term goal 	
<p>I. Actively Listen</p>	<ol style="list-style-type: none"> 1. Demonstrates active listening by remaining focused on and responding to what the client says. 2. Maintains eye contact, remains quiet, and acknowledges listening with body language and voice utterances. (If telephonic coaching, uses brief warm utterances (ah, ok) to affirm listening.) 	

3. COACHING SKILLS FRAMEWORK

NBHWC SKILL DESCRIPTION	MASTERY OF SKILL	YOUR PROGRAM REFERENCE and ASSESSMENT
	<ol style="list-style-type: none"> 3. Comments reflect an awareness of client’s topics or content. 4. Reflections indicate that coach listens at deeper levels to underlying concerns and unspoken issues. 5. Skillfully interrupts repetitive stories from client to keep the conversation forward moving. 	
<p>J. Ask open-ended questions</p>	<ol style="list-style-type: none"> 1. Asks more “what” and “how” questions, minimises “why” questions. 2. Asks questions that reflect sincere curiosity and evoke client’s beliefs, attitudes, values, and intentions. 3. Asks clear, direct open-ended questions to evoke client’s stories, images and feelings to access a deeper level of reflection. 4. Asks questions that are an appropriate mix of information-gathering questions and insightful questions. 	

3. COACHING SKILLS FRAMEWORK

NBHWC SKILL DESCRIPTION	MASTERY OF SKILL	YOUR PROGRAM REFERENCE and ASSESSMENT
K. Help client explore and articulate values, sense of meaning and purpose	<ol style="list-style-type: none"> 1. Asks questions and offers reflections that support client's self-discovery of values, meaning and purpose. 2. Offers reflective statements and summaries that tie client's values and strengths back to client-directed goals and desired outcomes. 3. Offers curious inquiry about the discrepancies between what client says, their values and beliefs and their actions without judgment or blame or evoking defensiveness or resistance. 	
L. Anticipate plan for, and help client navigate challenges	<ol style="list-style-type: none"> 1. Invites client to forecast challenges and barriers. 2. Partners with client to co-create plan to navigate challenges with identified steps and timeline. 3. Explore ambivalence and competing commitments. 4. Brainstorms potential solutions as appropriate. 	
M. Explore Broader perspectives and inspire interest in new possibilities	<ol style="list-style-type: none"> 1. Helps the client integrate new awareness by engaging in problem-solving. 	

3. COACHING SKILLS FRAMEWORK

NBHWC SKILL DESCRIPTION	MASTERY OF SKILL	YOUR PROGRAM REFERENCE and ASSESSMENT
	<ol style="list-style-type: none"> 2. Offers different visual tools or cognitive exercises (body scan, imagery, decisional balance) to create generative moments or opportunities for insight. 3. Invites client to take a sky-high view and expand awareness beyond the immediate goal or situation to a broader perspective. 	
N. Share information	<ol style="list-style-type: none"> 1. Asks permission when sharing information or recommendations, or provides information when specifically asked to do so. 2. Stays within scope of practice when information sharing. 	
O. Discuss and honour client's preferences for self-monitoring	<ol style="list-style-type: none"> 1. Asks clients how they would like to be accountable and support clients in selecting specific accountability methods. 2. Asks clients how they would like to track (self-monitor) their agreed-upon behavioural actions. 	

3. COACHING SKILLS FRAMEWORK

NBHWC SKILL DESCRIPTION	MASTERY OF SKILL	YOUR PROGRAM REFERENCE and ASSESSMENT
<p>P. Facilitate process of self-discovery, learning and insight</p>	<ol style="list-style-type: none"> 1. Invites client to reflect and gather insights about what was learned in prior attempts, and apply that learning going forward. 2. Positively reframes setbacks as learning opportunities. 3. Offers decisional balance work (explores pros and cons), if needed. 4. Invites client to share “take-aways” at the end of the session. 5. Affirms the strengths and values the client used in what was accomplished or learned. 6. Asks how the client intends to celebrate accomplishments. 	
<p>Q. Prompt for, and amplify positive resources (including past success, qualities, strengths, and skills</p>	<ol style="list-style-type: none"> 1. Affirms and acknowledges successes to date. 2. Asks about or acknowledges client’s strengths, qualities, effort or skills 3. Invites client to recall values or vision. 4. Facilitates client’s identification of strengths and supports how those strengths can be used. 	

4. HEALTH & LIFESTYLE		
CONTENT	REFERENCE GUIDELINES	YOUR PROGRAM REFERENCES and ASSESSMENT
1. Concepts of Health & Wellbeing		
2. Foundations of Healthy Nutrition		
3. Foundations of Healthy Movement and Physical Activity		
4. Foundations of Sleep		
5. Foundations of Emotional Well-being and Stress Management		

4. HEALTH & LIFESTYLE		
CONTENT	REFERENCE GUIDELINES	YOUR PROGRAM REFERENCES and ASSESSMENT
6. Healthy Weight, hydration and nutrition		
7. Chronic Disease		
8. Hypertension		
9. Cardiovascular Disease		
10. Obesity, overweight		
11. Diabetes		
12. Metabolic Syndrome		
13. Arthritis, Inflammation		

4. HEALTH & LIFESTYLE		
CONTENT	REFERENCE GUIDELINES	YOUR PROGRAM REFERENCES and ASSESSMENT
14. Alcohol		
15. Tobacco		
16. Mental Health		
17. Substance Abuse		