



# Health coach training evaluation report

January to June 2025

September 2025

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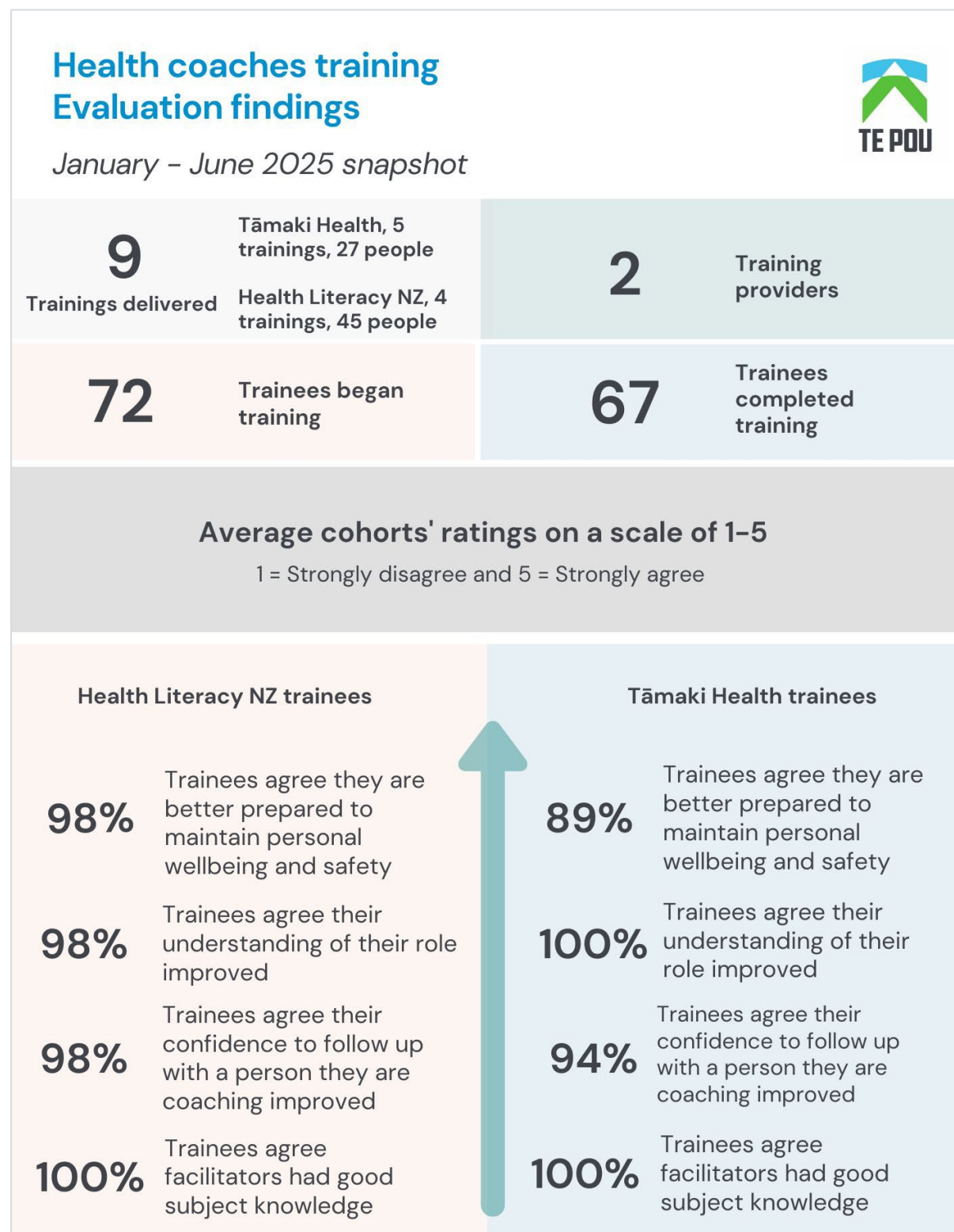
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## Summary of results

The infographic below summarises key achievements in terms of trainings delivered and feedback from the evaluation results for the January to June 2025 period.



## Background to the health coach training

Health coaching aims to build people's motivation and capability to better understand and self-manage their physical and emotional wellbeing. Health coaches work closely with members of the primary health organisation (PHO) or community providers to support the enrolled population to meet their health and wellbeing needs. The roles are part of the integrated primary mental health and addiction (IPMHA) services. Health coaches are part of a non-registered workforce.

Te Pou coordinates the delivery of health coach training provided by Health Literacy NZ and Tāmaki Health. The programmes are based on the health coach practice profile published by Health New Zealand /Te Whatu Ora.

The Health Literacy NZ programme consists of 16 hours of initial training, eight to 12 weeks of support and mentoring, four webinars, and a final eight hours of training. The Tāmaki Health programme consists of 40 hours training, one day of on-site training, ten webinars, and a further day on-site, see Table 1.

In terms of terminology, the word 'phase' is associated with Tāmaki Health training processes, and 'stage' is associated with Health Literacy NZ. In this report, when both providers are referred to in the same sentence, 'phase' is used for simplicity. Since the programme began in 2020, Health Literacy NZ has delivered 50 phase one health coach trainings and Tāmaki Health has delivered 28 phase one trainings.

Table 1: Programme structure for each organisation.

Health Literacy NZ training processes	Tāmaki Health training processes
<b>Preparation</b> 2-hour Zoom meeting with providers and stakeholders to discuss and contextualise the health coaches training programme	
<b>Stage 1 – Introduction</b> Training delivered either: 2-days in-person (16 hours) or 9 x 2-hour virtual blocks over a week	<b>Phase one</b> 40 hours of training delivered either: 5 days in-person or 5.5 days virtual (with homework)
<b>Stage 2 - Mentoring</b> 8-12 weeks of ongoing support and mentoring Regular individual contact by email, Zoom and phone by trainers 4x expert webinars – once every 2 weeks. (delivered by experts in primary care, health coaching, mental health, and addiction)	<b>Phase two</b> One day of on-site training and competency practice in clinic with newly trained health coach (usually 2 - 4 weeks after phase one)

Health Literacy NZ training processes	Tāmaki Health training processes
<b>Stage 3 - Making the most of health coaching</b> 8-hour workshop delivered either: 1-day in-person or 4x 2-hour blocks over 2-days Establishment of an online community of practice (COP) for health coaches	<b>Phase three</b> Ten fortnightly ongoing virtual support through webinars One additional day of on-site training and competency practice in clinic with newly trained health coach

## Key evaluation questions

Evaluation data represents feedback from trainees who started, and those who completed their training during 01 January to 30 June 2025. During the current reporting period, the evaluation seeks to answer the following key questions.

- How much did the programme do?
- How well did the programme do it?
- Who benefitted (what difference did it make)?

Detailed learning outcomes are outlined in Appendix B.

During this reporting period, both Tāmaki Health and Health Literacy NZ trainees contributed data for the evaluation (first and final workshops). Although, Tāmaki Health contributed much lower number of final evaluation responses.

## Methodology

At the end of stages one and three, trainees completed a post workshop evaluation. This applies to both providers, and data is collected through Te Pou Survey Monkey (Appendix A). Evaluation is based on trainees' self-assessment of set indicators using a five-point Likert scale where 1(strongly disagree) and 5(strongly agree).

## Results

### How much did the programme do?

Data for this section were obtained from both Tāmaki Health and Health Literacy NZ. It details programme-level achievements for the reporting period January to June 2025.

#### Tāmaki Health

Between January to June 2025, Tāmaki Health delivered phase one training to 27 health coaches from five new cohorts (cohorts 31 to 35), see Table 2. Six people completed all aspects of the health coach training programme. No one withdrew from the training programme, see Table 3.

Table 2: Tāmaki Health - Training commencement phase one January to June 2025

Cohort number	Start date	Delivery type	Phase one
31	6 January 2025	Virtual	4
32	17 February 2025	Virtual	7
33	7 April 2025	Virtual	4
34	12 May 2025	Virtual	7
35	30 June 2025	In person	5
<b>Total</b>			<b>27</b>

Table 3: Tāmaki Health - Training completions phase three January to June 2025

Cohort number	Completion date	Delivery type	Completed (All phases)	Withdrawn
28	March 2025	In person	1	0
29	April 2025	In person	3	0
30	May 2025	Virtual	2	0
<b>Total</b>			<b>6</b>	<b>0</b>

## Health Literacy NZ

Health Literacy NZ delivered phase one training to 45 health coaches from four new cohorts (cohorts 63 to 66). A total of 61 people completed all aspects of the training, which also includes people who started their training during previous reporting periods, see Table 5. No one withdrew from the training programme.

Table 4: Health Literacy NZ – Training commencements January to June 2025

Cohort Number	Start Date	Delivery type	Workshop one	Workshop two
63	10 February 2025	Virtual	10	9
64	10 March 2025	Virtual	12	12
65	7 April 2025	Virtual	12	12
66	9 June 2025	Virtual	11	N/A
<b>Total</b>			<b>45</b>	<b>33</b>

Table 5: Health Literacy NZ – Training completions and withdrawals January to June 2025

Cohort Number	Completion Date	Delivery type	Completed (All stages)	Withdrawn
60	13/01/25	Virtual	11	0
61	13/01/25	Virtual	10	0
62	21/2/25	Virtual	7	0
63	24/4/25	Virtual	9	0
64	13/06/25	Virtual	12	0
65	5/06/25	Virtual	12	0
<b>Total</b>			<b>61</b>	<b>0</b>



## How well did the programme do?

Trainees responded to evaluation questions after each phase of their training. Evaluation focused on assessing trainees' knowledge, understanding and satisfaction with the training before and after each workshop. Measures were rated on a five-point Likert scale from 1 (strongly disagree), to 5 (strongly agree) or 1 (very poor), to 5 (very good).

### Phase one

During the January to June period, both Tāmaki Health and Health Literacy NZ trainees responded to phase one evaluation. Five cohorts (27 people) from Tāmaki Health and four cohorts (45 people) from Health Literacy NZ completed phase one training during the period. A total of 18 people responded to the Tāmaki Health phase one evaluation, giving a response rate of 67 percent, indicating a good level of confidence the responses received are representative of Tāmaki Health trainees who completed the phase one workshop. For Health Literacy NZ, 43 people responded to the evaluation giving a response rate of 96 percent, which indicates a very high level of confidence that the responses received for Health Literacy NZ are representative of everyone who completed phase one workshops.

### Trainees' knowledge, understanding and confidence

Trainees' confidence to use open questions to find out a person's concerns, and what they already know and want, increased (Tāmaki Health and Health Literacy NZ - 1.7 times). Their confidence to develop an action plan with a person based on their goals also increased (Tāmaki Health, 2.0; Health Literacy NZ, 1.7 times). Similarly, their confidence to write notes in the practice system increased (Tāmaki Health - 2.2; Health Literacy NZ, 1.7 times). See Figure 1.

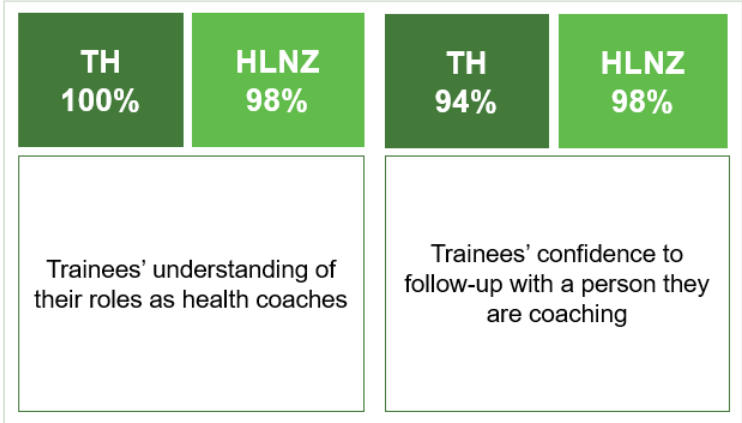
Figure 1: Trainees' confidence of topics

Trainees' confidence to use open questions to find out a person's concerns, and what they already know and want			Trainees' confidence to develop an action plan with a person based on their goals			Trainees' confidence to write notes in the practice system		

\*Tāmaki Health, 18 respondents and Health Literacy NZ, 43 respondents – week one evaluation

Trainees reported increases in their understanding of their roles as health coaches (Tāmaki Health, 100 percent; Health Literacy NZ, 98 percent), as well as their confidence to follow-up with a person they are coaching (Tāmaki Health, 94 percent; Health Literacy NZ, 98 percent). See Figure 2.

Figure 2: Percentage of trainees who reported their understanding and confidence increased

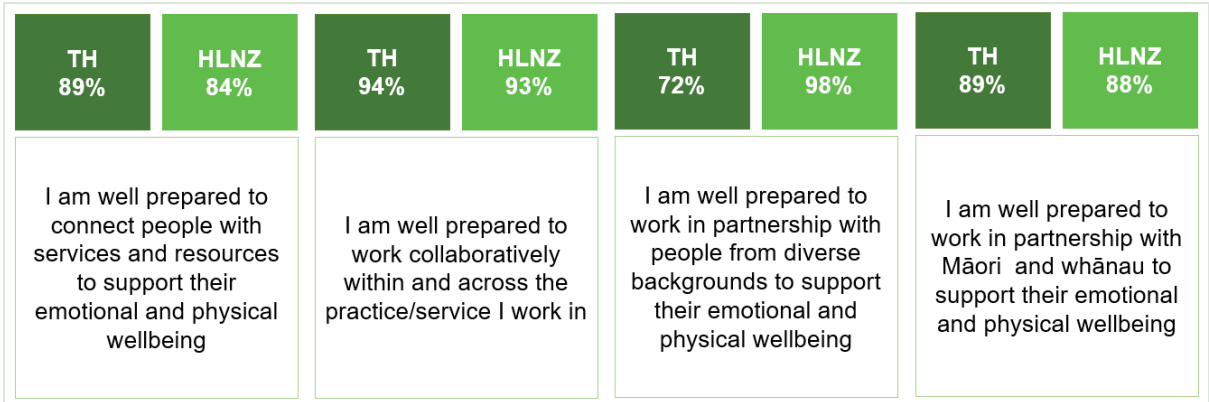


\*Tāmaki Health, 18 respondents and Health Literacy NZ, 43 respondents – week one evaluation

### Partnership, collaboration and connecting people with services

Trainees agreed they were well prepared to connect people with services and resources (Tāmaki Health, 89 percent; Health Literacy NZ, 84 percent) and work collaboratively within and across the service they work in (Tāmaki Health, 94 percent; Health Literacy NZ, 93 percent). Similarly, almost everyone reported being well prepared to work in partnership with Māori and whānau to support their emotional and physical wellbeing. (Tāmaki Health, 89 percent; Health Literacy NZ, 88 percent), Figure 3.

Figure 3: Trainees' preparedness to partner, collaborate and connect people with services



\*Tāmaki Health, 18 respondents and Health Literacy NZ, 43 respondents – week one evaluation

## Trainees' personal wellbeing and safety privacy rules

Trainees' confidence to explain privacy rules and reporting requirements to people they work with increased after their phase one workshop (Tāmaki Health, 3.4; Health Literacy NZ, 1.5 times). Similar increases were reported in their preparedness to maintain their wellbeing in safety Tāmaki Health, 1.3; Health Literacy NZ, 1.1 times). See Figure 4.

Figure 4: Trainees' preparedness to maintain personal wellbeing and safety and apply privacy rules

I feel confident to explain privacy rules and reporting requirements to clients I work with			I am well prepared to maintain my wellbeing and safety		
	TH	HLNZ		TH	HLNZ
<b>After</b>	94%	95%	<b>After</b>	89%	98%
<b>Before</b>	28%	64%	<b>Before</b>	65%	86%

\*Tāmaki Health, 18 respondents and Health Literacy NZ, 43 respondents – week one evaluation

## Training delivery and facilitation

Trainees provided feedback on the delivery and facilitation of the training, with results indicating high levels of satisfaction across indicators assessed. Feedback represents those who responded 'good' or 'very good'. The subject knowledge of the facilitators (100 percent). The trainer's ability to facilitate group learning (Tāmaki Health, 89 percent; Health Literacy NZ, 100 percent); the pace of the training (Tāmaki Health, 89 percent; Health Literacy NZ, 95 percent); and the helpfulness of the mix of approaches to the way trainees learn (Tāmaki Health, 78 percent; Health Literacy NZ, 98 percent). See Figure 5.

Figure 5: Training delivery and facilitation

TH 100%	HLNZ 100%	TH 89%	HLNZ 100%	TH 89%	HLNZ 95%	TH 78%	HLNZ 98%
The subject knowledge of the facilitators		The ability of the facilitators to facilitate the group		The pace of the training		The helpfulness of the mix of approaches and methods used in the training to the way you learn	

\*Tāmaki Health, 18 respondents and Health Literacy NZ, 43 respondents – week one evaluation

## Phase three

During January to June 2025, five people from Tāmaki Health responded to the phase three (final) evaluation. As with previous reports, a much higher number of people, 39 responded to the Health Literacy NZ phase three evaluation. Accordingly, more Health Literacy NZ trainees (61 people) completed their training during the reporting period, compared to six people from Tāmaki Health. Health Literacy NZ feedback represents a more variable view, given the large differences in the number of evaluation responses when compared to that of Tāmaki Health. These differences should be considered when reading the results.

Trainees rated their knowledge, skills, and confidence on a five-point Likert scale 1 (strongly disagree) and 5 (strongly agree). Data analysis is based on people who responded they agreed or strongly agreed to the indicators assessed, before and after the health coach training programme.

## Trainees' knowledge and understanding of role

Trainees' report increases in their knowledge about mental wellbeing (Tāmaki Health, 2.0 times; Health Literacy NZ, 1.9 times), addiction (Tāmaki Health, 100% increase; Health Literacy NZ, 2.6 times), to support people who access their services. Similar increase was reported in trainees' knowledge about long-term conditions (Tāmaki Health, 5.0 times; Health Literacy NZ, 1.9 times), see Figure 6.

Figure 6: Trainees' knowledge of how to support people accessing their services

Trainees' knowledge about mental wellbeing to provide adequate support for people accessing our service			Trainees' knowledge about addiction to provide adequate support for people accessing our service			Trainees' knowledge about long-term conditions to provide adequate support for people accessing our service		
	TH	HLNZ		TH	HLNZ		TH	HLNZ
After	80%	95%	After	100%	92%	After	100%	92%
Before	40%	51%	Before	0%	36%	Before	20%	49%

\*Tāmaki Health, 5 respondents and Health Literacy NZ, 39 respondents – final evaluation

## Trainees' confidence and skills

All (100 percent) Tāmaki Health trainees agreed their overall confidence to practice as health coaches increased after the training programme. Ninety-five percent of Health Literacy NZ trainees said the same. Trainees' confidence to provide adequate support for people accessing their services increased (Tāmaki Health, 4.0 times; Health Literacy NZ, 2.5 times). Similarly, their skills to provide adequate support for people increased (Tāmaki Health, 100 percent; Health Literacy NZ, 2.0 times). See Figure 7.

Figure 7: Trainees' confidence, skills and understanding of roles

Overall, trainees' confidence to practice as health coaches after their training		Trainees' confidence to provide adequate support for people accessing our service				Trainees' skills to provide adequate support for people accessing our service			
TH	HLNZ			TH	HLNZ			TH	HLNZ
100%	95%	After		100%	95%	After		100%	95%
		Before		25%	38%	Before		0%	47%

\*Tāmaki Health, 5 respondents and Health Literacy NZ, 39 respondents – final evaluation

## Partnership, collaboration and connecting people with services

An overwhelming majority of trainees across both Health Literacy NZ and Tāmaki Health agreed they are confident to maintain their wellbeing and safety (Tāmaki Health, 100 percent; Health Literacy NZ, 97 percent), as well as work in partnership with Māori and whānau to support their emotional wellbeing (Tāmaki Health, 100 percent; Health Literacy NZ, 90 percent). Trainees also agreed they are well prepared to work in partnership with people from diverse backgrounds to support their emotional and physical wellbeing (Tāmaki Health, 100 percent; Health Literacy NZ, 92 percent). See Figure 8.

Figure 8: Trainees' preparedness to maintain wellbeing and partnership

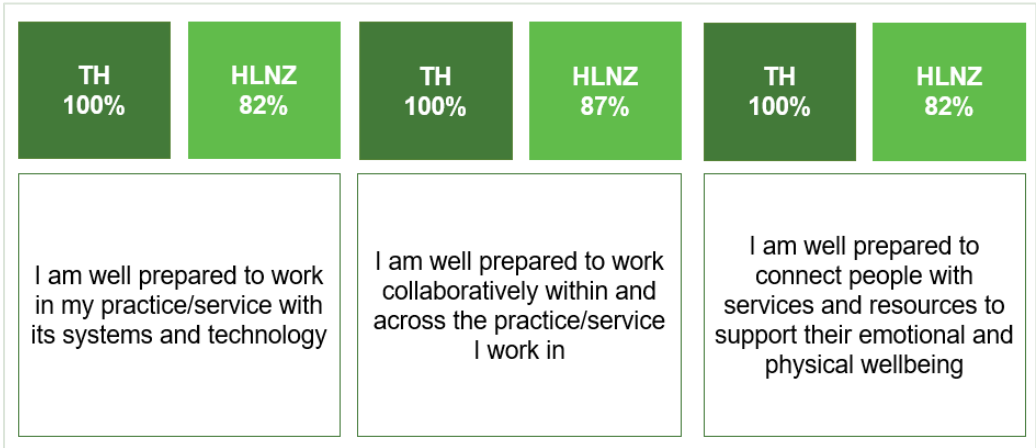
TH 100%	HLNZ 97%	TH 100%	HLNZ 90%	TH 100%	HLNZ 92%
I am confident to maintain my wellbeing and safety		I am well prepared to work in partnership with Māori and whānau to support their emotional and physical wellbeing		I am well prepared to work in partnership with people from diverse backgrounds to support their emotional and physical wellbeing	

\*Tāmaki Health, 5 respondents and Health Literacy NZ, 39 respondents – final evaluation



The majority of trainees reported feeling well prepared to work within their practice, including navigating its systems and technology, with 100% of Tāmaki Health trainees and 82% of Health Literacy NZ trainees expressing confidence in this area. Similarly, they felt equipped to collaborate effectively both within and across their practice teams (Tāmaki Health – 100%, Health Literacy NZ – 87%). Trainees also indicated readiness to connect individuals with services and resources to support their emotional and physical wellbeing, with 100% of Tāmaki Health and 82% of Health Literacy NZ trainees affirming their preparedness. See Figure 9.

Figure 9: Trainees' preparedness to work in their practice



\*Tāmaki Health, 5 respondents and Health Literacy NZ, 39 respondents – final evaluation

## Training delivery and facilitation

In general, trainees rate the training delivery and facilitation very highly. Almost all trainees from both providers rate the quality of the workshop delivery, webinar content, and overall quality of the training workshop as 'good' or 'very good'. See Figure 10.

Noting that Health Literacy NZ feedback represents a more variable view, given the differences in the number of evaluation responses when compared to that of Tāmaki Health. These differences should be considered when reading the results.

Figure 10: Percentage of trainees rating aspects of training delivery and facilitation as 'good' or 'very'

	Tāmaki Health	Health Literacy NZ
The quality of the workshop delivery	100%	95%
The quality of the webinar content and sessions	100%	95%
The quality of follow up mentoring and support	100%	90%
The overall quality of the health coach training programme	100%	95%
The webinars	100%	95%
The resources (like the workbook, printed materials, websites and links)	100%	90%

\*Tāmaki Health, 5 respondents and Health Literacy NZ, 39 respondents – final evaluation

## Who benefitted from the programme?

### Phase 1 (week one) trainee feedback

Trainees shared three aspects of the phase one training workshop that was most important to them. Understanding the health coach role (31), role playing (24) and assessment tools and resources (16) were mostly mentioned. Trainees mentioned they gained a clear understanding of their scope of practice, including what the health coach role entails and what it does not, as well as learned how to introduce themselves to tāngata whai ora. Roleplaying was also highlighted as an important aspect of the training workshop. People also shared that the roleplaying sessions allowed them to practice open questioning, empathy and how to avoid assumptions. See code cloud below for themes generated. Trainees mentioned that frameworks like Stages of Change, SOAP (subjective, objective assessment and plan) notes, Te Whare Tapa Whā, ABC (Ask build check) model were all important aspects of the workshop.

Figure 11: Three most important aspects of the health coach training workshop



Comments are shared in quotes below.

“Explanation of the health coach role. What is it that we do and what is it that we are not doing. Giving us guidance on how we can explain our role to whai ora and the community” (Health Literacy NZ trainee).

“Learning about the universal models/frameworks like the SOAP note taking, refreshing and deepening my understanding of Te Whare Tapa Whā and how to use this. This is because it gives me more structure and enhance my questioning skills to the whai ora” (Health Literacy NZ trainee).

“The role-playing activities in the breakout rooms - to have the opportunity to practice and reflect on our questions asked and best way to deal with situations

and be able to hear from other coaches and learn from each other and their experience” (Health Literacy NZ trainee).

Personally, I enjoyed the virtual aspect of the training, it made the experience very easy and interactive for me” (Tāmaki Health trainee).

### Phase 3 (final evaluation) trainee feedback

Health coaches who completed their training during this period shared how they used their knowledge and skills learning during the training to practice. People shared they are creating relaxed, empathetic sessions that empower whai ora to explore their own goals and lead the changes they want in their lives. They use tools like SOAP<sup>1</sup> notes, Healthify, and diabetes workbooks to support understanding of long-term conditions. Tools like Hua Oranga, motivational interviewing, and Ask-Build-Check are used to guide conversations with tāngata whai ora. Health coaches are also simplifying medical jargon, reflecting and responding with empathy; they are coaching tāngata whai ora—rather than focusing on their challenges. Comments are shared in quotes below.

“By ensuring the sessions with individuals are relaxed, and I have provided the necessary information to help individuals to come up with their own skills and resources to change help their behaviour” (Health Literacy NZ trainee).

“Every coaching session I do, I use at least one thing I have learnt in this training programme - be it the assessments (Duke Hua Oranga) or the plan which the whai ora come up with” (Health Literacy NZ trainee).

“I have listened more than talked, left silent pauses. I have showed empathy and come from strengths-based approach” (Health Literacy NZ trainee).

“Coach the person not the problem” (Health Literacy NZ trainee).

“I always make sure I am using the skills learned with every consult and being mindful of listening to the needs of tāngata whai ora. I make sure people I support are making choices/changes in their lives that will work well for them and their whānau” (Tāmaki Health trainee).

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<sup>1</sup> Subjective Objective Assessment Plan

## Conclusion

Between January and June 2025, Tāmaki Health and Health Literacy NZ delivered nine Phase one health coach workshops. Health Literacy NZ facilitated four workshops, training 45 people, while Tāmaki Health delivered five workshops, training 27 people. During this period, 67 individuals completed all stages of the training programme—61 from Health Literacy NZ and six from Tāmaki Health. Notably, there were no withdrawals from the programme.

Across both providers, 98 percent rated the workshop delivery and overall programme quality as ‘good’ or ‘very good’—a slight decrease from 100 percent in the previous reporting period ([see January–June 2024 report, page 16](#)). The training workshops were highly valued by trainees, with almost all participants rating the delivery and content as either ‘good’ or ‘very good’. Notable increases were reported in trainees’ knowledge across key areas including mental wellbeing, addiction, and long-term conditions, preparing them to better support tāngata whai ora. Trainees also gained a deeper understanding of their roles as health coaches and expressed increased confidence in engaging with tāngata whai ora.

Key aspects of the training—such as understanding the health coach role, roleplaying, and practical tools—were consistently highlighted as impactful. Frameworks like Te Whare Tapa Whā, Stages of Change, and Ask-Build-Check were particularly useful in guiding health coach practice.

Post-training, health coaches are applying their skills by providing empathetic, tāngata whai ora-led sessions, using tools like SOAP notes and motivational interviewing. Overall, the training is effectively preparing health coaches to support tāngata whai ora in achieving their health and wellbeing goals.

Since the programme’s inception, 883 health coaches have completed the health coach training programme. Of these, 690 (78%) were trained by Health Literacy NZ and 193 (22%) by Tāmaki Health.



## Appendix A – Survey questions

### Week one evaluation survey questions

<p><b>Introduction</b></p> <p>Tēnā koe, congratulations on completing your workshop. Please take 10 minutes to provide feedback by responding to this survey. There are no right or wrong answers, we encourage you to answer all the questions as best as you can.</p> <p>Please note your responses are anonymous, and you will not be identified in the report. Your responses will be combined to those of other trainees and used to develop the training evaluation report. Your feedback will be useful for continuous quality improvement of the health coach training programme.</p>						
Please give a rating that best fits your experience of each aspect of this course	Very poor	Poor	Fair	Good	Very good	Unsure
1. The subject knowledge of the facilitator(s)						
2. Their ability to facilitate group learning						
3. The pace of the training						
4. The helpfulness of the mix of approaches and methods used in the training to the way you learn						
As a result of the training...	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Don't know/ Not applicable
5. I understand my role as a health coach.						
6. I feel confident to follow up with a person I am coaching.						
7. I am well prepared to work in partnership with Māori and whānau to support their emotional and physical wellbeing.						
8. I am well prepared to work in partnership with people from diverse backgrounds and health contexts, and different ethnic						

and cultural groups to myself, to support their emotional and physical wellbeing.						
9. I am well prepared to work collaboratively within or across the practice/service I work in.						
10. I am well prepared to connect people with services and resources to support their emotional and physical wellbeing.						
Please rate your level of confidence on the following topics now and before the workshop						
Indicators	Very limited	Limited	Indifferent	Good	Very good	Unsure
11. My confidence to explain privacy rules and reporting requirements to people I work with.						
Now						
Before the workshop						
12. My confidence to use open questions to find out a person's concerns, and what they already know and want.						
Now						
Before the workshop						
13. My confidence to develop an action plan with a person based on their goals.						
Now						
Before the workshop						
14. My confidence to write notes in the practice/service's system.						
Now						
Before the workshop						
15. My confidence to maintain my wellbeing and safety.						
Now						
Before the workshop						
16. What were the three most useful element(s) of this course at this stage of your preparation to be a Health Coach and why?						

17. How could the training course be improved?

18. Please add other comments or feedback about your experience of the training.

Please tell us some more about yourself.

In what year were you born? (enter your 4-digit birth year, for example 1976)\*

Which of the following ethnic groups do you identify with? (select as many as apply)\*

- Aotearoa New Zealand Māori
- A Pasifika ethnic group eg Samoan, Tongan, Rarotongan Māori, Fijian, Niuean
- An Asian ethnic group eg Chinese, Indian, Fijian Indian, Sri Lankan, Indonesian, Filipino
- A Middle Eastern, Latin American, or African ethnic group
- New Zealand European or other European
- Other (please specify)

Which option best describes your gender identity? (select one only)

- Wahine, Woman
- Tāne, Man
- Gender diverse
- Other (please specify)

In which region do you mainly work? (select one only)

- Northern (Northland, Auckland, Waitematā and Counties Manukau)
- Te Manawa Taki (Bay of Plenty, Waikato, Lakes Tairāwhiti and Taranaki)
- Central (Mid Central, Whanganui, Capital and Coast/Hutt Valley, Hawkes Bay and Wairarapa)
- Te Waipounamu (Canterbury, West Coast, Nelson - Marlborough, Southern and South Canterbury)

In your health coach role, which option best describes your employer? (select one only)

- Primary healthcare organisation
- Iwi provider
- Other non-government organisation
- Te Whatu Ora (former district health board)
- Other (please specify)

Which of the following statements describe your health coach role (select only one)

- Health coach

<ul style="list-style-type: none"> <li>• Cultural worker with health coach responsibilities</li> <li>• Support worker with health coach responsibilities</li> <li>• Peer support worker with health coach responsibilities</li> <li>• Other (please specify)</li> </ul>
<p>What is your most relevant tertiary qualification to your health coach role? (select one only)</p> <ul style="list-style-type: none"> <li>• Secondary school qualification</li> <li>• NZQA Level 4 or higher certificate</li> <li>• Bachelor's degree</li> <li>• Graduate or post-graduate certificate, diploma, or degree</li> <li>• Other (please specify)</li> </ul>
<p>What role were you previously employed in? _____</p>
<p>Which option best describes your previous employer? (select one only)*</p> <ul style="list-style-type: none"> <li>• The same employer as now</li> <li>• Primary healthcare organisation</li> <li>• Iwi provider</li> <li>• Other non-government organisation</li> <li>• Te Whatu Ora (former district health board)</li> <li>• Other (please specify)</li> </ul>
<p>What sector was your previous role in? (select one only)*</p> <ul style="list-style-type: none"> <li>• Mental health and addiction</li> <li>• Other (please specify)</li> </ul>

## Final evaluation survey questions

Looking back on the whole training programme (training workshop, webinars, onsite training, mentoring, support), rate your agreement with each of the following:

<p>Introduction</p> <p>Tēnā koe, congratulations on completing your workshop. Please take 10 minutes to provide feedback by responding to this survey. There are no right or wrong answers, we encourage you to answer all the questions as best as you can.</p> <p>Please note your responses are anonymous, and you will not be identified in the report. Your responses will be combined to those of other trainees and used to develop the training evaluation report. Your feedback will be useful for continuous quality improvement of the health coach training programme.</p>						
As a result of the training...	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Don't know/ Not applicable
1. Overall, my confidence to practice as a health coach.						
2. My confidence to maintain my wellbeing and safety has improved.						

3. I am well prepared to work in partnership with Māori and whānau to support their emotional and physical wellbeing.						
4. I am well prepared to work in partnership with people from diverse backgrounds and health contexts, and different ethnic and cultural groups to myself, to support their emotional and physical wellbeing.						
5. I am well prepared to work collaboratively within and across the practice/service I work in.						
6. I am well prepared to work in my practice/service with its systems and technology.						
7. I am well prepared to connect people with services and resources to support their emotional and physical wellbeing.						
8. I use the tools and resources from the training programme in my practice as a health coach.						
Please rate your level of knowledge, confidence, and skills on the following topics now and before the workshop						
Indicators	Very limited	Limited	Indifferent	Good	Very good	Unsure
9. My knowledge about mental wellbeing to provide adequate support for people accessing our service.						
Now						
Before the workshop						
10. My knowledge about addiction to provide adequate support for people accessing our service.						
Now						
Before the workshop						
11. My knowledge about long-term conditions to provide adequate support for people accessing our service.						
Now						
Before the workshop						
12. My confidence to provide adequate support for people accessing our service.						
Now						



Before the workshop						
13. My skills to provide adequate support for people accessing our service.						
Now						
Before the workshop						
Please circle one rating that best fits your experience	Very poor	Poor	Fair	Good	Very good	Unsure
14. The quality of the block training delivery						
15. The quality of the webinar contents and sessions						
16. The quality of onsite training, if applicable						
17. The quality of follow up mentoring and support						
18. The overall quality of the health coach training programme						
Looking back on the whole training programme, how well did the following equip you to become a Health Coach?	Very poorly	Poor	Fair	Well	Very well	Unsure/ Not applicable
19. Phase one block training course						
20. The webinars						
21. The resources (eg printed materials, literature)						
22. The mentoring, onsite training and follow up support						
23. What were the most important or useful parts of the training programme for you?						
24. Please give an example of how you have used the skills learned from the training programme in your practice.						
25. Please give an example of how you have used the knowledge learned from the training programme in your practice.						
26. Please give an example of how you have used the resources or tools from the training programme in your practice.						

27. If you have any further comments about your health coach training programme, please add them here

Finally, these questions are to help with understanding the workforce and for workforce planning

In what year were you born? (enter your 4-digit birth year, for example 1976)\*

Which of the following ethnic groups do you identify with? (select as many as apply)\*

- Aotearoa New Zealand Māori
- A Pasifika ethnic group eg Samoan, Tongan, Rarotongan Māori, Fijian, Niuean
- An Asian ethnic group eg Chinese, Indian, Fijian Indian, Sri Lankan, Indonesian, Filipino
- A Middle Eastern, Latin American, or African ethnic group
- New Zealand European or other European

Other (please specify)

Which option best describes your gender identity? (select one only)

- Wahine, Woman
- Tāne, Man
- Gender diverse

Other (please specify)

In which region do you mainly work? (select one only)

- Northern (Northland, Auckland, Waitematā and Counties Manukau)
- Te Manawa Taki (Bay of Plenty, Waikato, Lakes Tairāwhiti and Taranaki)
- Central (Mid Central, Whanganui, Capital and Coast/Hutt Valley, Hawkes Bay and Wairarapa)
- Te Waipounamu (Canterbury, West Coast, Nelson - Marlborough, Southern and South Canterbury)

In your health coach role, which option best describes your employer? (select one only)

- Primary healthcare organisation
- Iwi provider
- Other non-government organisation
- Te Whatu Ora (former district health board)

Other (please specify)

Which of the following statements describe your health coach role (select only one)

- Health coach
- Cultural worker with health coach responsibilities
- Support worker with health coach responsibilities
- Peer support worker with health coach responsibilities

Other (please specify)

What is your most relevant tertiary qualification to your health coach role? (select one only)

- Secondary school qualification

<ul style="list-style-type: none"> <li>• NZQA Level 4 or higher certificate</li> <li>• Bachelor's degree</li> <li>• Graduate or post-graduate certificate, diploma, or degree</li> </ul> Other (please specify)
What role were you previously employed in? _____
Which option best describes your previous employer? (select one only)* <ul style="list-style-type: none"> <li>• The same employer as now</li> <li>• Primary healthcare organisation</li> <li>• Iwi provider</li> <li>• Other non-government organisation</li> <li>• Te Whatu Ora (former district health board)</li> </ul> Other (please specify)
What sector was your previous role in? (select one only)* <ul style="list-style-type: none"> <li>• Mental health and addiction</li> <li>• Other (please specify)</li> </ul>

## Appendix B - Learning outcomes

Below are the learning outcomes and requires topics for the delivery of the national health coach training in the integrated primary mental health and addiction programme. How it is structured by each programme provider will be slightly different.

**Learning outcome 1:** Work in partnership with people from diverse backgrounds and health contexts to improve their emotional and physical wellbeing.

**Required topics for learning outcome include:**

- support people's physical, mental, emotional, and spiritual wellbeing in an integrated way by intentional identification of non-physical challenges to connect with emotional wellbeing
- understand mental health and addiction challenges, linkages between them and physical health conditions using Equally Well
- Te Whare Tapa Whā foundation, looking at all four walls together
- use Hua Oranga, Duke, and helpfulness rating scales
- understand and have processes to support people with the physical long-term conditions specified in the RFP
- operate in a values-based way, aligned with the Essential level of *Let's get real*, including self-reflection using a recognised framework
- communication and engagement skills that build connection and facilitate choice eg active listening, open questions, enquiry, non-judgemental language, managing assumptions, accessible explanations, using compassion and empathy

- operate in a culturally safe way, guided by what the person needs, recognising institutional racism, power and privilege and your own bias and using a model of engagement appropriate for population groups in the practice community
- working with whānau to support individuals
- work in a variety of settings which meet the needs of whai ora and whānau eg home visits, community settings, community classes, and groups
- introduce motivational interviewing and other processes that support behaviour change decisions
- develop people's aspirations into goals and action plans
- use adult learning principles to build on people's existing knowledge and skills about their situations (eg not just providing reading materials)
- operate with a trauma-informed approach, including recognition of historical and ongoing colonisation impacts and Adverse Childhood Experiences (ACEs).

**Learning outcome 2:** Work collaboratively within the primary care team

**Required topics for learning outcome include:**

- understand the health coach role alongside others in the team and know how to build working relationships with these
- how the health coach role complements the health improvement practitioner and community support worker functions when supporting the same person
- provide timely feedback and discussion with team members about whai ora
- prepared to integrate into different types of primary health contexts
- raise awareness of the health coach role
- connect people with other team members to support continuity of care. Includes primary care, whānau ora and community organisation contexts
- work within the primary health team to improve access and choice for Māori, Pasifika, and youth
- time management to provide support to 8-10 people a day, including scheduled appointments, warm handovers, and meeting with whānau and groups
- capturing individual, whānau and group meetings in notes, record keeping and data-base systems to required standards and procedures.

**Learning Outcome 3:** Connect people with services and resources to support their emotional and physical wellbeing

**Required topics for learning outcome include:**

- access and navigate services relevant to the whai ora and community. Both health related and life related (eg justice, housing, benefits, marae/iwi)
- coach people to navigate the health and social systems
- provide introductions, and effective communication to services, meeting privacy procedures
- maintaining contact with services while jointly working with whai ora
- find and provide relevant information and resources.

#### **Learning Outcome 4:** Health coach maintains wellbeing and safety

##### **Required topics for learning outcome include:**

- health coach self-care
- health coach support networks
- identify potential safety issues and know how practice and provider procedures can manage these, eg home visits, transporting people, community activity groups, supervision, boundaries
- receiving, reflecting on, dealing with, and giving feedback.

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