



Health coach training programme evaluation report

July to December 2025

February 2026

tepou.co.nz

Contents

Contents.....	2
Summary of results	4
Background to the health coach training	5
Key evaluation questions	6
Methodology.....	7
Results	7
How much did the programme do?	7
How well did the programme do?.....	9
Who benefitted from the programme?.....	15
Conclusion	17
Appendix A – Survey questions	18
Appendix B - Learning outcomes	25

List of Figures

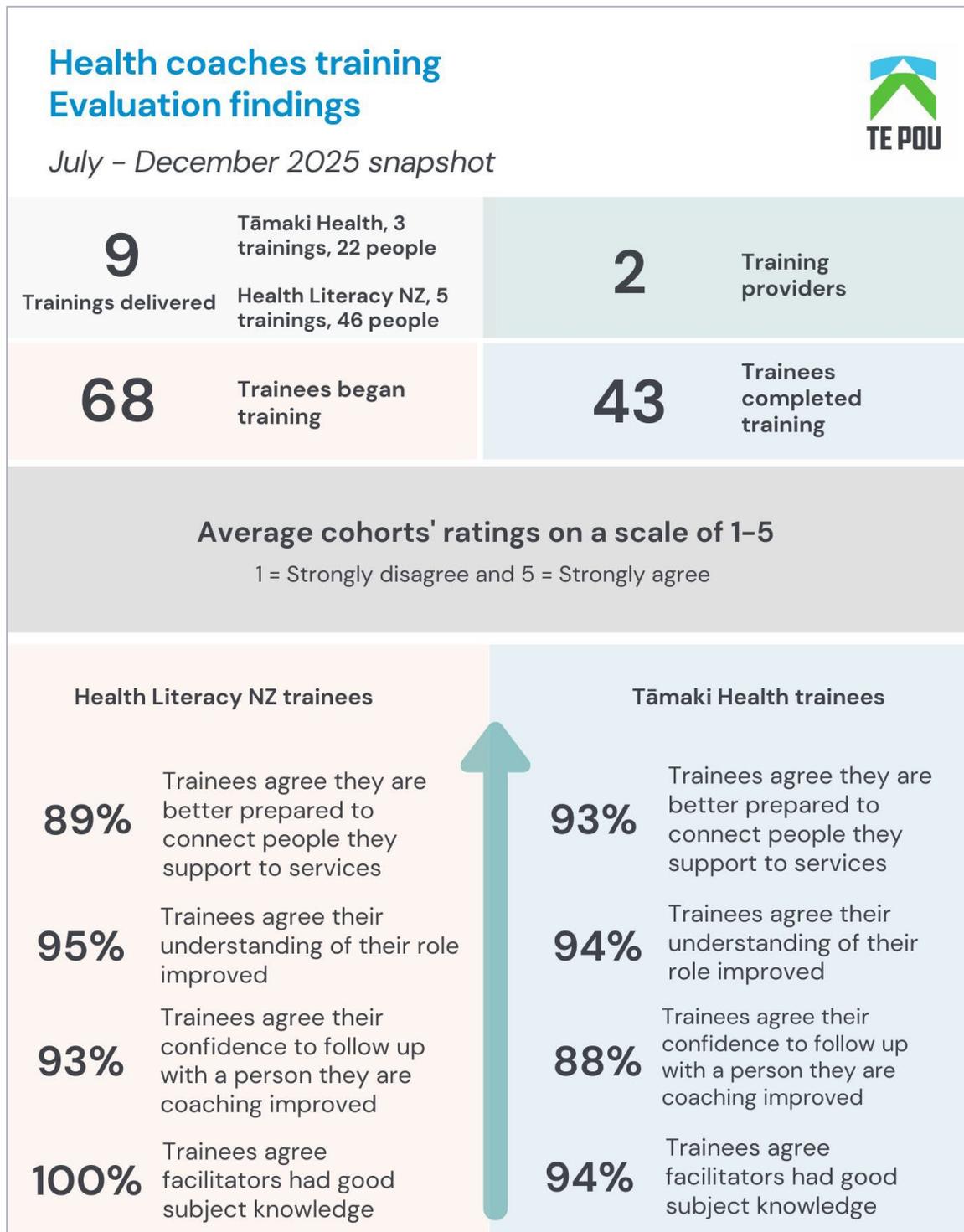
Figure 1: Trainees' confidence of topics	9
Figure 2: Percentage of trainees who reported their understanding and confidence increased	10
Figure 3: Trainees' preparedness to partner, collaborate and connect people with services	10
Figure 4: Trainees' preparedness to maintain personal wellbeing and safety and apply privacy rules.....	11
Figure 5: Training delivery and facilitation	11
Figure 6: Trainees' knowledge of how to support people accessing their services	12
Figure 7: Trainees' confidence, skills and understanding of roles.....	13
Figure 8: Trainees' preparedness to maintain wellbeing and partnership	13
Figure 9: Trainees' preparedness to work in their practice	14
Figure 10: Percentage of trainees rating aspects of training delivery and facilitation as 'good' or 'very'	14
Figure 11: Three most important aspects of the health coach training workshop.....	15

List of Tables

Table 1: Programme structure for each organisation.....	5
Table 2: Tāmaki Health - Training commencement phase one July to December 2025	7
Table 3: Tāmaki Health - Training completions phase three July to December 2025	7
Table 4: Health Literacy NZ – Training commencements July to December 2025.....	8
Table 5: Health Literacy NZ – Training completions and withdrawals July to December 2025	8

Summary of results

The infographic below summarises key achievements in terms of trainings delivered and feedback from 61 people (Health Literacy NZ – 45 people; Tāmaki Health – 16 people) who completed phase one evaluation, and 39 Health Literacy NZ trainees who completed the final evaluation for the July to December 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) and 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.

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 55 phase one health coach workshops and Tāmaki Health has delivered 31.

Table 1: Programme structure for each organisation.

Health Literacy NZ training processes	Tāmaki Health training processes
<p>Preparation 2-hour Zoom meeting with providers and stakeholders to discuss and contextualise the health coaches training programme</p>	
<p>Stage 1 – Introduction Training delivered either: 2-days in-person (16 hours) or 9 x 2-hour virtual blocks over a week</p>	<p>Phase one 40 hours of training delivered either: 5 days in-person or 5.5 days virtual (with homework)</p>
<p>Stage 2 - Mentoring 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)</p>	<p>Phase two One day of on-site training and competency practice in clinic with newly trained health coach (usually 2 - 4 weeks after phase one)</p>

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

Key evaluation questions

Evaluation data represents feedback from trainees who started, and those who completed their training during 01 July to 31 December 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 week one evaluation. Although, Tāmaki Health contributed much lower numbers. Health Literacy NZ alone provided data for the final evaluation.

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 July to December 2025.

Tāmaki Health

Between July to December 2025, Tāmaki Health delivered phase one training for 22 health coaches from three new cohorts (cohorts 36 to 38), see Table 2. Fourteen (14) 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 July to December 2025

Cohort number	Start date	Delivery type	Phase one
36	18 August 2025	In-person	3
37	29 September 2025	Virtual	10
38	17 November 2025	Virtual	9
Total			22

Table 3: Tāmaki Health - Training completions phase three July to December 2025

Cohort number	Completion date	Delivery type	Completed (All phases)	Withdrawn
30	15 September 2025	Virtual	2	0
31	11 September 2025	Virtual	4	0
32	15 September 2025	Virtual	2	0
34	27 November 2025	Virtual	4	0
35	27 November 2025	In-person	2	0
Total			14	0

Health Literacy NZ

Health Literacy NZ delivered phase one training for 46 health coaches from five new cohorts (cohorts 67 to 71). A total of 29 people completed all aspects of the training. see Table 5. No one withdrew from the training programme.

Table 4: Health Literacy NZ – Training commencements July to December 2025

Cohort Number	Start Date	Delivery type	Workshop one	Workshop two
67	7 July 2025	Virtual	10	10
68	25 August 2025	Virtual	12	8
69	13 October 2025	Virtual	8	0
70	17 November 2025	Virtual	8	0
71	1 December 2025	Virtual	8	0
Total			46	18

Table 5: Health Literacy NZ – Training completions and withdrawals July to December 2025

Cohort Number	Completion Date	Delivery type	Completed (All stages)	Withdrawn
37	10 September 2025	Virtual	0	1
53	10 September 2025	Virtual	0	1
63	17 July 2025	Virtual	1	0
66	12 September 2025	Virtual	10	1
67	22 October 2025	Virtual	10	0
68	22 October 2025	Virtual	8	1
Total			29	4

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 July to December period, both Tāmaki Health and Health Literacy NZ trainees responded to phase one evaluation. Three cohorts (22 people) from Tāmaki Health and five cohorts (46 people) from Health Literacy NZ completed phase one training during the period. A total of 16 people responded to the Tāmaki Health phase one evaluation, giving a response rate of 72 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, 45 people responded to the evaluation giving a response rate of 98 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 – 1.9; Health Literacy NZ - 1.3 times). Their confidence to develop an action plan with a person based on their goals also increased (Tāmaki Health, 2.5; Health Literacy NZ, 1.4 times). Similarly, their confidence to write notes in the practice system increased (Tāmaki Health - 2.3; Health Literacy NZ, 1.6 times). See Figure 1.

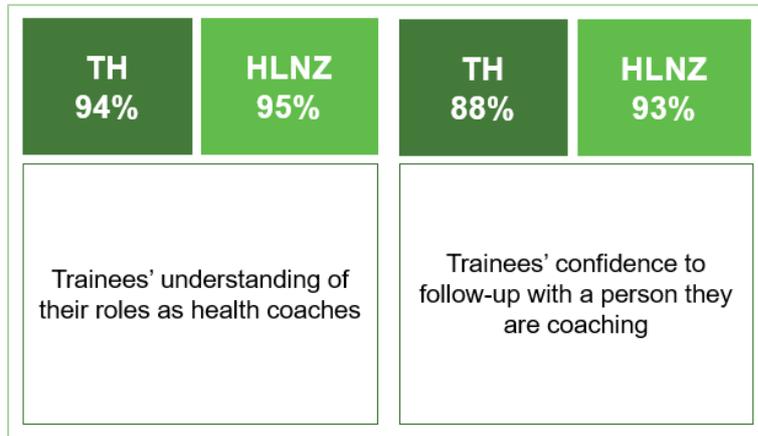
Figure 1: Trainees' confidence of topics

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		
	TH	HLNZ		TH	HLNZ		TH	HLNZ
After	100%	92%	After	100%	92%	After	93%	89%
Before	53%	73%	Before	40%	66%	Before	40%	56%

*Tāmaki Health, 16 respondents and Health Literacy NZ, 45 respondents – week one evaluation

Trainees' understanding of their roles as health coaches increased (Tāmaki Health, 94 percent; Health Literacy NZ, 95 percent). Also, their confidence to follow-up with a person they are coaching increased (Tāmaki Health, 88 percent; Health Literacy NZ, 93 percent). See Figure 2.

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

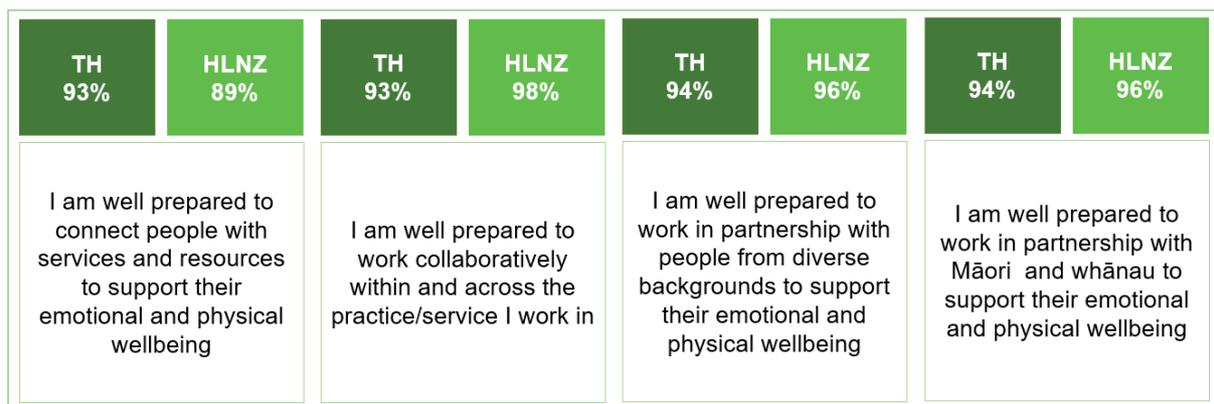


*Tāmaki Health, 16 respondents and Health Literacy NZ, 45 respondents – week one evaluation

Partnership, collaboration and connecting people with services

Trainees agreed they were well prepared to connect people with services and resources (Tāmaki Health, 93 percent; Health Literacy NZ, 89 percent) and work collaboratively within and across the service they work in (Tāmaki Health, 93 percent; Health Literacy NZ, 98 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, 94 percent; Health Literacy NZ, 96 percent), Figure 3.

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



*Tāmaki Health, 16 respondents and Health Literacy NZ, 45 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, 3.7; Health Literacy NZ, 1.5 times). Similar increases were reported in their preparedness to maintain their wellbeing in safety Tāmaki Health, 1.9; Health Literacy NZ, 1.0 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 confident to maintain my wellbeing and safety		
	TH	HLNZ		TH	HLNZ
After	100%	87%	After	100%	87%
Before	27%	59%	Before	53%	84%

*Tāmaki Health, 16 respondents and Health Literacy NZ, 45 respondents – week one evaluation

Training delivery and facilitation

Trainees provided feedback on the delivery and facilitation of the training. Feedback represents those who responded 'good' or 'very good'. The subject knowledge of the facilitators (Tāmaki Health, 94 percent; Health Literacy NZ, 100 percent). The trainer's ability to facilitate group learning (Tāmaki Health, 93 percent; Health Literacy NZ, 100 percent); the pace of the training (Tāmaki Health, 73 percent; Health Literacy NZ, 91 percent); and the helpfulness of the mix of approaches to the way trainees learn (Tāmaki Health, 81 percent; Health Literacy NZ, 98 percent). See Figure 5.

Figure 5: Training delivery and facilitation

TH	HLNZ	TH	HLNZ	TH	HLNZ	TH	HLNZ
94%	100%	93%	100%	73%	91%	81%	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, 16 respondents and Health Literacy NZ, 45 respondents – week one evaluation

Phase three

During July to December 2025, 39 Health Literacy NZ trainees completed the final evaluation. While only 29 completions are reflected in the data, the Christmas period impacted the administration of data input capability. The additional completions will be included in the next report. Fourteen Tāmaki Health trainees completed their training during the reporting period, but none provided evaluation feedback. As a result, evaluation data from this phase does not include Tāmaki Health.

Trainees rated their knowledge, skills, and confidence on a five-point Likert scale, 1 (strongly disagree) to 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’ knowledge increased across the indicators assessed. Specifically, their knowledge about mental wellbeing increased 1.6 times. Similarly, their knowledge about addiction and long-term conditions both increased 1.7 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
	HLNZ		HLNZ		HLNZ
After	100%	After	89%	After	95%
Before	62%	Before	51%	Before	56%

*Health Literacy NZ, 39 respondents – final evaluation

Trainees' confidence and skills

Almost all trainees who responded to the final evaluation (97 percent) agreed their overall confidence to practice as health coaches increased after the training programme. Trainees' confidence to provide adequate support for people accessing their services increased 1.5 times. Similarly, their skills to provide adequate support for people increased 1.6 times. See Figure 7.

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



*Health Literacy NZ, 39 respondents – final evaluation

Partnership, collaboration and connecting people with services

Almost all trainees (95 percent) agreed they are confident to maintain their wellbeing and safety, work in partnership with Māori and whānau to support their emotional wellbeing and are prepared to work in partnership with people from diverse backgrounds to support their emotional and physical wellbeing. See Figure 8.

Figure 8: Trainees' preparedness to maintain wellbeing and partnership



*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 (85 percent), collaborating effectively both within and across their practice teams (97 percent), and connecting people with services and resources to support their emotional and physical wellbeing (90 percent). See Figure 9.

Figure 9: Trainees' preparedness to work in their practice



*Health Literacy NZ, 39 respondents – final evaluation

Training delivery and facilitation

In general, trainees rate the training delivery and facilitation very highly. Trainees overwhelmingly rate most aspects of the training delivery as 'good' or 'very good'. See Figure 10.

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

Health Literacy NZ	Percent 'Good'/'very good'
The quality of the workshop delivery	100%
The quality of the webinar content and sessions	100%
The quality of follow up mentoring and support	100%
The overall quality of the health coach training programme	100%
The webinars	100%
The resources (like the workbook, printed materials, websites and links)	97%

*Health Literacy NZ, 39 respondents – final evaluation

Who benefitted from the programme?

Phase 1 (week one) trainee feedback

After their phase one workshop, trainees provided feedback on the three most important aspects of the workshop. As with the immediate past report, most people mentioned 'understanding the health coach roles' (32 citations), role playing (23 citations) and 'stages of change' (15 citations) as the three most important aspects of the workshop. Other aspects that received mentions include assessment tools and resources, using open questions, effective communication and empathy instead of sympathy.

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



Comments are shared in quotes below.

“Role plays - they gave us an immediate space to apply and trial things we had learned during the training” (Health Literacy NZ trainee).

“Learning the HC role and boundaries. It helped me clearly understand my scope, what my role is and is not, and how to work safely with tāngata whai ora” (Health Literacy NZ trainee).

“Emphasis on asking open questions with curiosity. Because this is a crucial part it tāngata whai ora leading” (Health Literacy NZ trainee).

“Stages of Change model: Showed me the importance of understanding where a whai ora is in their journey, and how to support them appropriately” (Health Literacy NZ trainee).

“The workbook & resource guide - great to have during the training and for continuity in practice” (Tāmaki Health trainee).

“The role plays because it gave me a lived experience of the role that we are preparing for. It was great when we would be thrown a curve ball of what might come up in clinic and experience and feedback about how to deal with them. Multiple practices of the role plays were also invaluable” (Tāmaki Health trainee).

Phase 3 (final evaluation) trainee feedback

Trainees who completed their health coach training programme during July to December 2025 commented on how they used their knowledge and skills learned during the training in their practice. Knowledge about long term conditions (eight mentions), active listening (six mentions) and confidence in health coaching (five mentions) were mostly cited as aspects of the training that trainees mostly applied.



Comments are shared in quotes below.

“I use all the skills learned in this training in my Health Coaching practice. Especially open questioning, empathetic listening, sharing information, knowledge of long-term conditions, stages of change and values” (Health Literacy NZ trainee).

Listening to the responses of whai ora and then using empathy and follow up questions to get further detail and information” (Health Literacy NZ trainee).

The training equipped me with knowledge about gout, that I've been able to share with some whai ora who are worried their diet is 100% responsible” (Health Literacy NZ trainee).

Working confidently with whai ora who want to make changes to their long-term conditions and being able to support them and provide a range of information” (Health Literacy NZ trainee).

Conclusion

Between July and December 2025, Tāmaki Health and Health Literacy NZ delivered nine Phase one health coach workshops. Health Literacy NZ facilitated five workshops, training 46 people, while Tāmaki Health delivered three workshops, training 22 people. During this period, 54 individuals completed all stages of the training programme, 40 from Health Literacy NZ and 14 Tāmaki Health. Four Health Literacy NZ trainees withdrew from the programme.

All trainees (100 percent) rate the overall quality of the health coach training programme as ‘good’ or ‘very good’. Ninety-five percent reported the same about their understanding of the health coach role. This was down 4 percent when compared to the previous reporting period ([January to June 2025 training evaluation report. Pg10](#)). All health coach trainees who responded to the final evaluation overwhelming rate the delivery and content as either ‘good’ or ‘very good’. Trainees rating of their confidence around mental wellbeing, addiction, and long-term conditions, and how the training prepared them to better support tāngata whai ora remained positive. Data also suggests that trainees gained a greater understanding of their roles as health coaches by participating in the training programme.

Understanding the health coach role, roleplaying, and tools and resources were consistently highlighted as most important for their roles as health coaches. Overall, trainees reported being more confident to practice as health coaches and are applying the knowledge and skills gained during the training.

Since the programme’s inception, 926 health coaches have completed the health coach training programme. Of these, 719 (78%) were trained by Health Literacy NZ and 207 (22%) by Tāmaki Health.

Appendix A – Survey questions

Week one evaluation survey questions

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

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

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.

Auckland

PO Box 108-244, Symonds Street
Auckland 1150, New Zealand
t +64 (9) 300 6770

Hamilton

PO Box 307, Waikato Mail Centre
Hamilton 3240, New Zealand
t +64 (7) 857 1200

Wellington

PO Box 7443, Wellington South
Wellington 6011, New Zealand
t +64 (4) 473 9009