

UNCG Health Coaching Certificate Requirements

To receive the completion certificate as a Health Coach from the Department of Public Health at the University of North Carolina at Greensboro, you will need to satisfy the following requirements:

- Complete the Three-day Health Coach Training:** To be eligible to receive this certificate, participants must attend the entire 3-day Health Coach Training.

All materials must be submitted no later than one year following the date of completion of training.

- Online Test:** The online open-book exam will be sent to you via email following completion of the 3-day training. You must complete the exam with a passing score to meet the requirement.
 1. Score 70% or higher on the open-book online exam.
- Coaching experience hours:** Verify that you have completed at least 6 coaching sessions with one client following the completion of the 3-Day Health Coach Training.
 2. Complete the Verification of Experience document.
- Audio of recorded coaching session:** With permission from your client, record 15-20 minutes of a coaching session to submit for review and evaluation of your coaching skills. To receive a satisfactory review, your recorded audio session will need to demonstrate competency of foundational coaching skills and strategies as well as evidence of the coaching spirit. *You should complete at least 3 coaching sessions before doing your audio recording.*
 3. Submit a 15-20-minute audio clip (mp3 or mp4 format) from a coaching session.
- Transcript of the recorded session:** To ensure that coding and evaluation of the audio clip are precise, you will be required to submit a transcript of the audio that is submitted for review.
 4. Submit a typed transcript of the audio clip. Include a column to write notes about your use of the coaching spirit throughout the session. (see example transcript below)
- Reflection:** Reflect on your coaching experiences, strengths, challenges, and goals for future development of your coaching skills.
 5. Submit a 1-2 page typed reflection of your experience as a coach.
- Review fees** (\$150) should be sent to UNCG Department of Public Health Education at Health Coach Training Programs, Dept of Public Health Education, P.O. Box 26170, Greensboro, NC 27402.

Submission of certificate materials: Following the completion of the training, you will receive an email with a link to complete the exam as well as a separate link to submit additional materials (e.g. verification of coaching experience, audio clip of coaching session, transcript of audio clip, and reflection of overall coaching experiences) online.

The review process will not begin until ALL materials are submitted.



Verification of Coaching Experience

To be eligible for the certificate as a health coach, you must complete at least 6 coaching sessions with a client following the completion of the three-day health coach training. To be considered for the certificate, this completed verification form must be submitted with all required materials.

Please complete this form to verify that you have completed at least 6 coaching sessions with one client. Verification of these experience hours indicate that you have practiced the coaching spirit and foundational coaching skills, as well as facilitated a coaching relationship with a client.

Continuing to practice these coaching skills in the context of an ongoing relationship with a client will further develop your expertise as a coach.

I _____ attest that I have completed at least 6 coaching sessions with
 (print name)
 one client following the completion of the 3-Day Health Coach Training program delivered by UNCG Health Coaching Programs. Below is a log of the dates and times for those coaching sessions.

Session	Date of Session (MM/DD/YY)	Start Time	End Time	Total Duration of Session (in minutes)
1				
2				
3				
4				
5				
6				

 Signature

 Date



Submitting an Audio Recording of Your Coaching

Requirements for the audio recording:

1. You must obtain permission from your client to record the session. Notify your client that the audio recording will be used solely for the purpose of receiving an evaluation of your coaching skills.
 - a. Audio recordings should not include the use of a client's full name or any other identifying information.
2. Your audio recording must be of an individual coaching session with a real client.
 - a. Role-plays will not be accepted to fulfill this requirement. Examples of role plays include the reading of a script or having an actor/friend/coworker pretend to be an actual client.
3. For submission, your audio clip should be between 15 and 20 minutes.
 - a. If you choose to record your coaching session and it lasts longer than 20 minutes, you should trim the clip to choose just part of the coaching session – between 15 and 20 minutes.
 - b. The audio recording should be a continuous recording, with no stopping, editing or interruptions of recording.
4. **You must have completed at least 3 coaching sessions, before recording a coaching session.** This will help ensure that your audio recording is a reflection of the growth that you have made in your coaching skills.
5. The audio recording should be clearly audible. We must be able to clearly hear both your voice and the client's voice. Inaudible recordings will be returned as unacceptable.
6. Audio clips must be submitted in mp3 or mp4 formats.

General Tips for your audio recordings:

The audio clips will be evaluated for competency of your coaching skills as well as evidence of the coaching spirit. It is within your best interest to record a session after you complete your initial 6 sessions with a client.

Choose a quiet space to conduct the session for recording. Background noise could be a distraction or hinder the quality of the audio.

Choose the client carefully. The client must be someone who agrees to have the session recorded. A client with a clearly identified behavior change may help with the evaluation of your coaching skills and strategies for exploring and guiding clients towards setting goals for their behavior change.

Submitting a Transcript of the Audio Recording

Requirements for the transcript of your recorded coaching session:

1. Listen to the audio recording of your coaching session and transcribe the words exactly how they are spoken.
2. The transcript should be typed and include each of the following components:
 - a. All words spoken throughout the audio recorded session
 - b. Clearly label the statements made by the coach and those made by the client
 - c. Notes about your use of the coaching spirit throughout the session (this allows you to assess and reflect on your coaching strengths and areas for improvement).

Examples of transcripts for audio recordings are included below.

Submitting a Reflection of your Coaching

1. The reflection should be *no more than* 1-2 pages typed for submission.
2. The reflection should include a brief summary your personal thoughts about your experiences as a coach.
3. The reflection should address the following components of the coaching framework: coaching spirit, communication strategies, application of behavioral theories, creating the alliance, exploration, setting agreements, and action planning.
 - a. How do you feel about your coaching abilities in these areas?
 - b. What development or growth have you noticed about your personal coaching abilities?
 - c. Where are you excelling?
 - d. Where do you feel you could use room for improvement?
 - e. What are your goals for continuing to improve your coaching abilities?

Example of a sample reflection is included below.

For more information about this process, visit our webpage uncg.edu/phe/coach to view the Frequently Asked Questions (FAQs) about the certificate process.

Upon successful completion and satisfactory review, your certificate will be mailed to the mailing address you provide at the time of online submission for required materials.

Please note: Continuing education is not required to maintain this certificate. However, it is strongly encouraged that training participants seek out continuing education for coaching. Continued education and training will ensure that you stay up-to-date on the evidence-based best practices for coaching.



TWO EXAMPLES OF THE CODING OF THE TRANSCRIPT

The first example exceeds expectations. This is a strong example of notes that demonstrate a penetrating reflection, effective critiques and inclusion of other perspectives such as the coaching spirit and the expectations of coaching practice and skill.

Transcript		EXCEEDS EXPECTATIONS <i>Your Notes about the Coaching Spirit</i>
COACH:	Hey Lori it's good to see you again.	<i>Coach appeared genuine in her greeting of the client.</i>
CLIENT:	Good to see you.	<i>Client appeared genuine in her greeting coach.</i>
COACH:	When we spoke at the doctor's office we talked about your smoking and so I just wanted to follow up today and - and see how that's going. You were going to do yoga I believe.	<i>The coach identified the client's wishes and appeared to have some remembrance of their initial meeting. The coach seemed a bit foggy of her client's intent. This behavior showed a lack of coaching behaviors.</i>
CLIENT:	Yes.	<i>The client short answered the coach and at this point could have went into more details of her lack of attending yoga classes.</i>
COACH:	Yeah. Did you go to yoga?	<i>The coach is leading questions and seems to hope for more in-depth answers.</i>
CLIENT:	I did go. I've been once.	<i>The client may feel that she did not hold her part of the plan and is holding back information that she only attended once since their meeting.</i>
COACH:	You've been once in a week?	<i>The coach could have gone more in-depth to how often and why the slack.</i>
CLIENT:	Um I've been once in the last month.	<i>The coach has not developed a trusting relationship with the client. The client continued to clam up and short answer the coach.</i>
COACH:	In the last month okay. Um how about cutting back on your cigarettes? Have you been able to do that?	<i>The coach showed lack of coaching presence. During this question and answer the coach skipped the fact that the client was not attending the yoga classes and skipped to another issue.</i>
CLIENT:	Um a little bit.	
COACH:	Yeah? What is a li-- what is a little bit mean?	<i>Coach was not confident in their conversation. She could have created an environment to help the client clearly express herself. The client was driven to short question/ short answer.</i>
CLIENT:	Uh I'm cutting back you know to maybe just about six a day where I was doing about ten.	<i>The client felt a small accomplishment with cutting back and was able to share more details of her change.</i>

COACH:	Okay. So you've kind of not - not quite half.	<i>At this point the coach had a lack of empathy, trust, and intimacy. The coach had a great opportunity to speak on the small but significant change and encourage her to continue.</i>
CLIENT:	Not quite half.	<i>The client lost some confidence and was back using short answers. If the coach had showed some compassion and encouragement the client may be able to continue feeling accomplished and set another goal of 8 to 10.</i>
COACH:	Um but you've managed to cut back some, yeah. And you were thinking about other things to do to - to decrease the stress. Have you been able to do anything like that?	<i>The coach showed lack of knowledge. The coach should have remembered their conversation and used specific goals and actions the client had mentioned.</i>
CLIENT:	To meditate.	<i>The client is reminding the coach of one of her actions to reduce stress. The client doesn't seem very comfortable with the coach</i>
COACH:	Um that was one thing yeah. Have you been able to meditate?	<i>The coach did not prepare for this client is not showing that she has a lot of knowledge to help the client.</i>
CLIENT:	I have some - couple of times.	<i>Lack of confidence in accomplishing the goal of meditating.</i>
COACH:	Yeah.	<i>The coach could have stepped in and found out the obstacles that may have prevented the client from meditating. Also the coach could give the benefits again of meditating.</i>
CLIENT:	Yeah. It just - just been a lot going on so I hadn't had a lot of time for it so.	<i>The client still displays lack of confidence.</i>
COACH:	All right. So, I know we talked about yoga and we talked about meditation. Um was there any - oh tai chi, you were going to look into that. .	<i>The coach should speak more into what they talked about and not just the topics. Speaking more in depth and giving insight could motivate the client.</i>
CLIENT:	Yeah I haven't done that yet.	<i>The client is being honest in saying that she has not looked into Tai Chi.</i>
COACH:	You haven't been	<i>The coach could reiterate the benefits of Tai Chi and recommend the client at least give it a try.</i>
CLIENT:	Not yet.	<i>The client continues to be honest but is not asking needed questions.</i>
COACH:	Okay.	<i>The coach should be asking more in-depth questions and reassuring the client that it is not</i>

		<i>too late and seriously consider all areas that could help reduce stress.</i>
CLIENT:	Still on the radar but I haven't done it yet.	<i>The client could open up more and express why she hasn't tried Tai Chi.</i>
COACH:	So if you had to rate your stress level right now where would that be?	<i>The coach shows concern for the client by asking about her current stress level.</i>
CLIENT:	Well probably eight. On a scale of one to ten probably eight?	<i>The client is honest about her current stress level.</i>
COACH:	Oh on a scale of one to ten so it's still really high.	<i>The coach seemed surprised at the client's level of stress. That was a great opportunity for the coach to mention the prior stress relief options and how they will aid in her reduction of stress.</i>
CLIENT:	Very high.	<i>The client continues to be honest but not trusting enough to go into more details.</i>
COACH:	Yeah. So - so it really sounds like you um you probably need to be doing some more stress relieving things if you - if - if you still want to cut back smoking cigarettes which I - I think you do and I know your doctor uh really wants you to cut back smoking.	<i>The coach doesn't seem too confident in her recommendations to the client. Her tone of voice and posture shows lack of true concern and empathy.</i>
CLIENT:	Yes.	<i>The client doesn't seem confident or willing to make the needed changes.</i>
COACH:	Yeah so um you know if - if I may suggest um you know really trying to increase that yoga would be a good thing. Um is that something you think you could do?	<i>The coach continues to display lack of knowledge and lack of encouragement towards the client.</i>
CLIENT:	Yeah I'm gonna try.	<i>The client displays lack of confidence and not very convincing.</i>
COACH:	You're gonna you're gonna?	<i>The coach seems condescending and displaying lack of trust in the client.</i>
CLIENT:	I'm gonna try.	<i>The client is trying to assure the coach because she hears the lack of confidence from the coach's reaction.</i>
COACH:	How many times do you think - you did it one time this past month? So how many times do you think you could do it?	<i>The coach is not being sincere or concerned. Sounds more like the coach is chastising the client and not reassuring her.</i>
CLIENT:	Maybe - maybe go once a week.	<i>Client is trying to give a potential schedule but</i>

		<i>using the word maybe is not a strong possibility.</i>
COACH:	Maybe once a week? Okay.	<i>The coach was very agreeable and accepting. The coach did not recognize that maybe is a strong possibility of not going to try.</i>
CLIENT:	Yeah.	
COACH:	Okay.	
CLIENT:	Add a little bit more every week.	
COACH:	And then how about the meditation?	<i>The coach mentioned another area which showed more concern for the client's stress level reduction.</i>
CLIENT:	Um I really would like to do that daily if I could and somehow even if I can't do it in the morning maybe I can fit it in at night.	<i>The client displayed a level of confidence and trust in the recommendation from the coach.</i>
COACH:	Okay. What's - what's been getting in your way for doing that?	<i>The coach displays concern for the client and potential setbacks.</i>
CLIENT:	Um my husband's had a lot of job issues lately and of course.	<i>The client is honest and gives a direct answer.</i>
COACH:	Yeah so you're putting him ahead of you again?	<i>The coach displays knowledge of their prior conversation. She shows concern that the client is continuing habits that cause stress.</i>
CLIENT:	Yeah he's been under a lot of stress so just trying to keep him on an even keel.	<i>The client is honest but continuing to make excuses for the added stress.</i>
COACH:	Yeah okay. It's kind of hard to take care of yourself when you're	
CLIENT:	Yes.	
COACH:	... looking after someone else yeah. But you do realize that this is very important for you, for your health cause you want to be around there for him.	<i>Compassion – reminding the client that she is important and trying to re-motivate her.</i>
CLIENT:	Yes, yeah.	<i>The client seems more motivated when the coach involved her husband.</i>
COACH:	Yeah.	
CLIENT:	I do.	
COACH:	Okay	
CLIENT:	I do.	
COACH:	So why don't we stop right there.	<i>The coach stopped at a point where the two agree. The coach seems to have a level of trust from the client.</i>

MEETS EXPECTATIONS REVIEW: Thorough review that demonstrates a critical reflection of the coaching skills. The coach makes apt criticisms of the coaching skills, strengths, and weaknesses.

	Transcript	ABOVE AVERAGE <i>Notes about the Coaching Spirit</i>
COACH:	Hey Lori it's good to see you again.	<i>Paradigm shift</i>
CLIENT:	Good to see you.	<i>Mind-set that they are equals</i>
COACH:	When we spoke at the doctor's office we talked about your smoking and so I just wanted to follow up today and - and see how that's going. You were going go do yoga I believe.	<i>Client centered partnership – Gives client opportunity for reflection on previous goals</i> <i>Ethical practice – includes visit with doctor to address whatever issue was beyond her skill level</i>
CLIENT:	Yes.	
COACH:	Yeah. Did you go to yoga?	<i>Authentic Presence</i>
CLIENT:	I did go. I've been once.	
COACH:	You've been once in a week?	- <i>Coach is reiterating to the client what she said so the client knows that she is listening and understands</i>
CLIENT:	Um I've been once in the last month.	
COACH:	In the last month okay. Um how about cutting back on your cigarettes? Have you been able to do that?	<i>Client centered partnership/empathy – again, time for reflection of previous goals, repeats clients info so that she is aware that she is the focus of the discussion</i>
CLIENT:	Um a little bit.	
COACH:	Yeah? What is a li-- what is a little bit mean?	<i>Authentic presence – asking important questions</i>
CLIENT:	Uh I'm cutting back you know to maybe just about six a day where I was doing about ten.	
COACH:	Okay. So you've kind of not - not quite half.	<i>Authentic presence/empathy – building trust by repeating info</i>
CLIENT:	Not quite half.	
COACH:	Um but you've managed to cut back some, yeah. And you were thinking about other things to do to - to decrease the stress. Have you been able to do anything like that?	<i>Mindset paradigm shift/client centered partnership – She is asking pertinent questions about what the client actions the client has self-motivated into doing creating a back and forth dialogue while showing</i>

		<i>support.</i>
CLIENT:	To meditate.	
COACH:	Um that was one thing yeah. Have you been able to meditate?	<i>Authentic presence – repeating, asking questions</i>
CLIENT:	I have some - couple of times.	
COACH:	Yeah.	
CLIENT:	Yeah. It just - just been a lot going on so I hadn't had a lot of time for it so.	
COACH:	All right. So, I know we talked about yoga and we talked about meditation. Um was there any - oh tai chi, you were going to look into that. .	<i>Authentic presence – keeps repeating client</i>
CLIENT:	Yeah I haven't done that yet.	
COACH:	You haven't been	<i>I believe this response is to encourage client to speak more.</i>
CLIENT:	Not yet.	
COACH:	Okay.	
CLIENT:	Still on the radar but I haven't done it yet.	
COACH:	So if you had to rate your stress level right now where would that be?	<i>Authentic presence/empathy – asking important questions</i>
CLIENT:	Well probably eight. On a scale of one to ten probably eight?	
COACH:	Oh on a scale of one to ten so it's still really high.	<i>Authentic presence/empathy</i>
CLIENT:	Very high.	
COACH:	Yeah. So - so it really sounds like you um you probably need to be doing some more stress relieving things if you - if - if you still want to cut back smoking cigarettes which I - I think you do and I know your doctor uh really wants you to cut back smoking.	<i>Compassion – allows client to see that she is worried about the client's well-being and wants to motivate her to do more relaxation exercises. Ethical practice – uses knowledge from doctor to assess smoking cessation.</i>
CLIENT:	Yes.	
COACH:	Yeah so um you know if - if I may suggest um you know really trying to increase that yoga would be a good thing. Um is that something you think you could do?	<i>Client centered partnership – asks permission before making suggestion. Compassion – asks client if she thinks that it is actually something she could do.</i>
CLIENT:	Yeah I'm gonna try.	
COACH:	You're gonna you're gonna?	<i>Authentic presence</i>

CLIENT:	I'm gonna try.	
COACH:	How many times do you think - you did it one time this past month? So how many times do you think you could do it?	<i>Client centered partnership – provides opportunity for support and more self-reflection from the client</i>
CLIENT:	Maybe - maybe go once a week.	
COACH:	Maybe once a week? Okay.	<i>Authentic presence</i>
CLIENT:	Yeah.	
COACH:	Okay.	
CLIENT:	Add a little bit more every week.	
COACH:	And then how about the meditation?	<i>Compassion – trying to motivate the client into doing more.</i>
CLIENT:	Um I really would like to do that daily if I could and somehow even if I can't do it in the morning maybe I can fit it in at night.	
COACH:	Okay. What's - what's been getting in your way for doing that?	<i>Client centered partnership – letting the client focus on and realize obstacles or excuses.</i>
CLIENT:	Um my husband's had a lot of job issues lately and of course.	
COACH:	Yeah so you're putting him ahead of you again?	<i>Empathy – restating clients words in her own words</i>
- CLIENT:	Yeah he's been under a lot of stress so just trying to keep him on an even keel.	
COACH:	Yeah okay. It's kind of hard to take care of yourself when you're	<i>Empathy/compassion – letting client see that she knows, understands, and cares</i>
CLIENT:	Yes.	
COACH:	... looking after someone else yeah. But you do realize that this is very important for you, for your health cause you want to be around there for him.	<i>Compassion – reminding the client that she is important and trying to re-motivate her.</i>
CLIENT:	Yes, yeah.	
COACH:	Yeah.	
CLIENT:	I do.	
COACH:	Okay	
CLIENT:	I do.	
COACH:	So why don't we stop right there.	

UNCG HEALTH COACH TRAINING – SAMPLE REFLECTION

At our first meeting, we discussed the coaching agreement and coaching relationship before moving to her responses to the welcome packet. This helped explore what she hoped to get from coaching and her personal information about motivations in life and where she wanted to go in terms of her wellness. The client and I discussed the role I would play as the coach, and what was expected of both of us in the relationship. I asked her what she expected of me, and then offered up what I expected of her as the client. I explained some tenets of coaching which helped her understand my role (e.g. being an ally and a source of accountability).

We established the coaching agreement, making sure we both understood I was there as a partner and sometimes a guide. The client wanted me to tell her what to do, but I assured her that in terms of her behavior, she was the expert, and I was just someone with knowledge about how to help her use her expertise to make changes. The client noticed I was being non-judgmental as she spoke. She said that she expected me to ask "why she did X or thought X," and noticed I did not. She wanted to know why. I told her how I was there to help each of us understand her, the changes she wanted to make, and her motivations and fears better so that she could be successful. The why was not that important, rather we focus on the what and how.

We communicated effectively face-to-face, via email, and by telephone. I found the most important part of effective communication was listening for clues and cues. The client would ramble quite a bit in telling me what she had done since our last meeting or what she wanted to do next, but there were always clues about barriers she was facing, motivations for other things that got in the way or helped in making changes. By asking specific questions about these things and other concepts of the Social Cognitive Theory, she would have to be accountable for her actions and this helped her make progress. She said the sessions where she had to "fess up" to herself were very powerful to her.

There were a few coaching challenges; for example, there were many times the client would state erroneous facts. Sometimes I asked her how she came to know these facts. She normally replied something like the following, "*That is what I was always told.*" In such cases, I asked her if she would like to try to verify what her believed. Normally she would set this verification as one of the tasks for the ensuing week. She began to seek information about her beliefs on her own.

One good example revolved around her idea of what constituted healthy eating. Early and often in our sessions she would say "*I am trying to eat healthy, I have been having a salad every day this week.*" I asked her how she knew a salad was healthy, and what made it so. She struggled with that (what she had been told), and made a commitment to look up what a healthy salad was. Of course, she was surprised to find that the salads she was eating out at lunchtime with co-workers were not very healthy for her. This spurred a whole new motivation to look into other aspects of her ideas of what made "healthy foods."

The client is definitely testing her own 'factual knowledge' about physical activity, fitness, and healthy eating. In fact, she almost always has some new discovery to tell me when I see her in non-coaching settings. I believe the client and I learned the following through our time together:

- Consider new awareness or perceptions.
- Consider a choice to make changes.
- Consider a plan in action even if actual change is still in progress.

She has definitely made and executed a plan to increase her physical activity and that continues to go well and will improve when her kids get back in school/daycare. Her plans to 'eat better' are still evolving. Her understanding of what that means has changed drastically and gotten more realistic in terms of her ability and confidence. The great challenge she is working on now is a plan to keep making progress during football season when she and her family have a history of tailgating every weekend (unhealthy foods and lots of food and drink). We discussed plans to achieve those goals moving forward, as we concluded our own coaching relationship.

I have learned quite a bit from working with this client. First, I have learned again how much of a struggle it is for us to do something we want to do. In addition, I have learned how ingrained our behaviors are and how much influence the systems we live in and have created make change difficult. Third, I have been reminded that we have to be forgiving of our clients, and ourselves so we do not see ourselves as failures when some goals are not achieved. I learned that clients have obligations that go well beyond the behavior change they are trying to make, and these obligations and people involved can be supportive of the client's change or they can retard it, even unintentionally. For example, my client was making great progress in her physical activity change, and her spouse developed an illness that was serious and incapacitated him for some time. They have 3 children ages 9, 5, and 1, and so my client was 'trapped' into caring for all family members around the clock. Finally, I have learned that accountability is a powerful aspect of the coaching alliance. For this client, it has made a huge difference. Even though the client did not meet all goals, she began taking initiative for her own learning and skill development.