KCU

COACH   ADVISE   RESOURCE   EDUCATE

A New Approach to Student Success (C.A.R.E.)

KCU strives to foster student success through effective coaching, connection and ongoing assessment of student well-being.

Session Q&A

Our "Why?"

Prevalence rates of **depression** and **anxiety**:

- **Medical** students are estimated to be 27% and 34%, respectively.
- **Dental** student rates are estimated to be 37% and 35%, respectively.
- **Graduate student** rates are estimated to be 28% and 35%, respectively.

Social isolation continues to climb after COVID and 1 in 5 graduate and health professions students reports social isolation.

Defining the Problem at KCU

- Assessment of Academic, Health, and Behavioral markers
- Pair with **Coaching** and **Advising**
- Develop and share **Resources**
- Use Academic Advance Days to **Educate**, train, and understand the student experience

Importance of Connection in Student Success

Establishing meaningful connections between faculty and students is essential for academic achievement and emotional well-being. The C.A.R.E. model emphasizes these relationships as pivotal in facilitating student engagement and retention.

Coaching Framework

Understanding the coaching framework is essential for implementing effective support systems for health professions students. An academic coach is a person assigned to facilitate learners in achieving their fullest potential. Coaches work with learners by evaluating performance via review of objective assessments, assisting the learner in identifying needs and creating a plan to fulfill those needs. Coaches help learners improve their self-monitoring and accountability while modeling that coaching will likely benefit them throughout their careers (Deiorio et al., 2016).

Evidence-Based Practices in Coaching

Utilizing evidence-based practices in coaching enhances the effectiveness of interventions. Faculty are trained to apply proven strategies that address learning styles and behavioral markers, ensuring tailored support for each student.

Coaching Model Overview

The coaching model focuses on connecting with students through structured sessions aimed at identifying and overcoming obstacles. It employs evidence-based practices to foster personal growth and academic success, ensuring each student receives tailored support based on their individual needs and circumstances.

Advising vs. Coaching vs. Mentoring

Advising typically provides prescriptive guidance on academic pathways.

Coaching emphasizes collaborative problem-solving.

Mentoring fosters long-term development through personal relationships.

Each role is distinct yet complementary, with coaching prioritizing the student's proactive engagement in their own success.

Coaching Model in Health Professions Education

	Advising	Mentoring	Coaching
Focus	The Outcome or Problem	The Mentor's Experience	The Learner
Questions	The *learner* asks how to achieve a specific outcome or resolve a problem.	The *learner* asks vague questions, and the *mentor* shares wisdom and experiences.	The *coach* asks a series of "What" questions.
Role	Problem Solver	Role Model	Coach
Verbs	"Tells"	"Shows the Way"	"Asks Questions"
Expert	Advisor, or someone involved in the solution.	Mentor/Faculty	Learner
Goal	Achieve an answer to a specific question or challenge.	Share personal experience and recommendations, and provide support.	Enable the student to achieve personal goals and recognize internal capabilities.
Time	Short Term	Medium to Long Term	Short to Long Term

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Faculty's Role in Coaching

Faculty are pivotal in implementing coaching strategies by utilizing their expertise to guide students. Training faculty in coaching models ensures they can effectively assess and facilitate student success, enhancing the academic environment and promoting overall well-being.

Assessment Strategies: Evaluating Student Success

Assessment strategies paired with the **C.A.R.E.** model

- *Systematic methods that gauge student progress and well-being*
- *Use of existing university technology and software*

Pre-Post Assessment Methods

Pre-post assessments provide a structured framework to track *student progress* over time, as well as effectiveness of *coaching session*.

- KCU Survey: Well-Being Index
- Coaching Session

Evaluating Academic, Health, and Behavioral Markers

Brief survey addressing specific content areas
- *17 quantitative questions*
  - *Mix of true/false and Likert scale items*
- *2 qualitative questions*

Pre-session Questions

Below are statements about your well-being. For each statement, we ask that you indicate the degree to which you agree that the statement characterizes your well-being in the last month.

During the past month:

	Yes	No
1. Have you felt burned out from your work?	Yes	No
2. Have you worried that your work is hardening you emotionally?	Yes	No
3. Have you often been bothered by feeling down, depressed, or hopeless?	Yes	No
4. Have you fallen asleep while stopped in traffic or driving?	Yes	No
5. Have you felt that all things you had to do were piling up so high that you could not overcome them?	Yes	No
6. Have you been bothered by emotional problems (such as feeling anxious, depressed, or irritable)?	Yes	No
7. Has your physical health interfered with your ability to do your daily work at h...	Yes	No

8. The work I do is me...		
Very strongly disagree	**Strongly disagree**	

9. My work schedule I...		
Very strongly disagree	**Strongly disagree**	

During the past month:

11. How often have you engaged in regular (3x per week) exercise?						
Never	Rarely (<10% of the time)	Occasionally (~30% of the time)	Sometimes (~50% of the time)	Frequently (~70% of the time)	Usually (~90% of the time)	Always

12. How often do you sleep 6-8 hours per night?						
Never	Rarely (<10% of the time)	Occasionally (~30% of the time)	Sometimes (~50% of the time)	Frequently (~70% of the time)	Usually (~90% of the time)	Always

13. On average, how many times per week have you hung out with friends (in person) in a social setting?			
1 time	2-3 times	4-5 times	6 or more times

14. How often have you set aside daily time to study?						
Never	Rarely (<10% of the time)	Occasionally (~30% of the time)	Sometimes (~50% of the time)	Frequently (~70% of the time)	Usually (~90% of the time)	Always

15. On average, how many hours per week do you study?				
3-5 hours	6-8 hours	9-11 hours	12-14 hours	15 or more hours

16. How often do you eat healthy meals?						
Never	Rarely (<10% of the time)	Occasionally (~30% of the time)	Sometimes (~50% of the time)	Frequently (~70% of the time)	Usually (~90% of the time)	Always

Data Utilization in Coaching Sessions

Personalize supports to enhance outcomes

- *Encourage accountability*

- *Foster environment of continuous improvement*

Tools & Resources

Facilitating the C.A.R.E. model by using the University's existing applications enhances coaching effectiveness, adoption, and promotes student success. This section highlights KCU resources and tools used to implement coaching strategies into our higher education framework.

Tools & Resources

SMEs

Doctors of Psychology
Certified Academic Coach
Educational Technologist
IT Developers
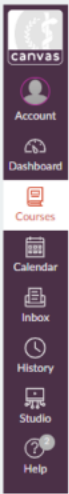KCU Thrive Team
Assessment Academy
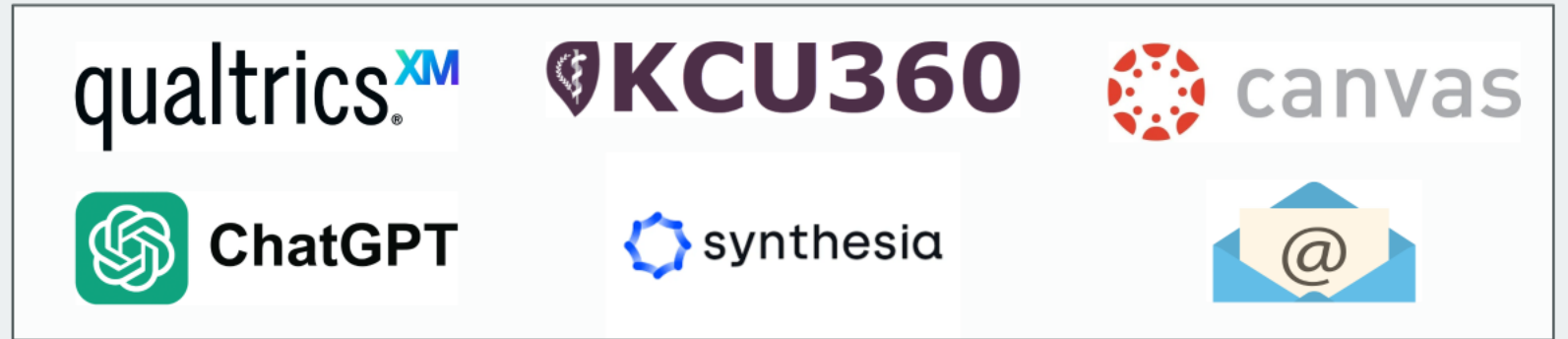
Technology

Survey Tool
Faculty Portal
Learning Management System
Writing Tool (AI)
Video Creation Tool (AI)
Email

Exploring the Canvas Course

The Canvas course is designed to support faculty in understanding and implementing the C.A.R.E. model. It incorporates interactive modules that demonstrate effective coaching techniques and strategies, ensuring that faculty can engage meaningfully with students.

Exploring the Canvas Course

Coaching Job Aides

Faculty receive access to comprehensive coaching materials, including guides, templates, and real-world scenarios. These resources are tailored to address specific challenges students face in the health professions, promoting applied learning.

Sample Coaching Script

1. What's on your mind? (Kickoff)

2. And What Else? (AWE)

3. What's the real challenge here for you? Why? (Focus)

4. What does success look like for you? (Foundation)

5. What could you do to get there? (Action)

CHALLENGES WORKSHEET

Instructions:

1. Consider three challenges you anticipate hearing from your students.
2. Classify each challenge as Personal, Relational, or Academic.
3. List at least two "What?" questions you could ask your student to address
4. List resources you could recommend to help your student overcome each

CHALLENGE #1

A challenge I may hear from my student is:

Is this a Personal, Relational, or Academic challenge?

List at least two related "What?" questions you could ask your student to address this challenge:

What resources would you recommend to help your student overcome this challenge?

CHALLENGE #2

A challenge I may hear from my student is:

Is this a Personal, Relational, or Academic challenge?

List at least two related "What?" questions you could ask your student to address this challenge:

What resources would you recommend to help your student overcome this challenge?

CHALLENGE #3

A challenge I may hear from my student is:

Is this a Personal, Relational, or Academic challenge?

List at least two related "What?" questions you could ask your student to address this challenge:

What resources would you recommend to help your student overcome this challenge?

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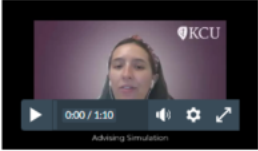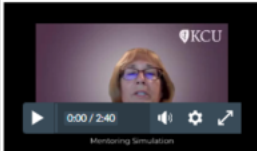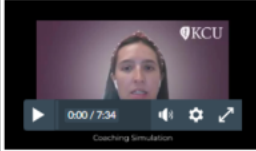
Coaching Simulations

Coaching simulations provide visual examples of effective coaching sessions in action. These videos serve as both training tools for faculty and learning aids for students, showcasing best practices and real-life applications of coaching strategies.

Coaching Model in Health Professions Education

	Advising	Mentoring	Coaching
Focus	The Outcome or Problem	The Mentor's Experience	The Learner
Questions	The *learner* asks how to achieve a specific outcome or resolve a problem.	The *learner* asks vague questions, and the *mentor* shares wisdom and experiences.	The *coach* asks a series of "What" questions.
Role	Problem Solver	Role Model	Coach
Verbs	"Tells"	"Shows the Way"	"Asks Questions"
Expert	Advisor, or someone involved in the solution.	Mentor/Faculty	Learner
Goal	Achieve an answer to a specific question or challenge.	Share personal experience and recommendations, and provide support.	Enable the student to achieve personal goals and recognize internal capabilities.
Time	Short Term	Medium to Long Term	Short to Long Term
Example	• Discuss options for remediation. • Suggest actions to improve the study plan. • Recommend learning enhancement resources.	• Share your experiences as a student. • Suggest best practices. • Recommend actions the student could take to help overcome the challenge.	• Ask related "what" questions. • Guide the student to recognize their challenges. • Ask what resources they have tried.

DeIorio, N. M., Carney, P. A., Kahl, L. E., Bonura, E. M., & Juve, A. M. (2016). Coaching: a new model for academic and career achievement. Medical education online, 21, 33480. https://doi.org/10.3402/meo.v21.33480

Advising vs. Mentoring vs. Coaching

Coaching Simulation Videos

Study the diagram below to help classify challenges your student may be facing, along with related "What?" questions and resources you could provide during those conversations:

Personal Challenges
– Lack of Support System
– Family
– Health
– Financial
– School/Life Balance
– Working as a Student
– Substance Use Disorders

WHAT? QUESTIONS
– What is going on outside of school?
– What can KCU do to support you?
– What do you need to achieve more balance?

RESOURCES
– KCU Counseling Services
– Student Services
– Financial Aid
– Student Hardship Support

Relational Challenges
– Friends
– Roommates
– Intimate Partners
– Professional Relationships
– Bullying
– Stalking

WHAT? QUESTIONS
– It seems like you are concerned; what is bothering you?
– In this relationship, what is impacting your work at KCU?

RESOURCES
– KCU Counseling Services
– Title IX Protection

Academic Challenges
– Study Skills and Habits
– Test Anxiety
– Time Management
– Performance
– Academic Integrity
– Professional Expectations

WHAT? QUESTIONS
– What is challenging this semester?
– What tactics learned during orientation could you implement (study skills, time management, etc.)?

RESOURCES
– KCU Learning Enhancement
– Student Tutoring Program
– KCU Counseling Services

Coaching Simulations

Next, view the three video simulations below, demonstrating how a coach may respond to each student challenge. Think about ways you may coach through each type of challenge. Would you respond differently?

Personal Challenges	Relational Challenges	Academic Challenges

Addressing Student Challenges

Course Kickoff for Employees

Implementation at Your University

Implementing the C.A.R.E. model involves strategic steps, stakeholder engagement, and effective measurement of success, ensuring its sustainability and effectiveness in enhancing graduate student success.

Steps to Apply the C.A.R.E. Model

Begin by training faculty in the C.A.R.E. coaching model, utilizing existing skills to tackle specific challenges. Implement a framework for regular assessments and feedback loops to facilitate student growth and monitor their progress throughout their academic journey.

Engaging Stakeholders

Identify key stakeholders including faculty, administration, and student support services, ensuring their involvement in the coaching process. Regular workshops and webinars will foster collaboration and ensure alignment with your university's goals for student success.

Measuring Success and Outcomes

Utilize pre-post assessment data to evaluate the effectiveness of the C.A.R.E. model in promoting student success. Establish clear metrics for academic performance, retention rates, and student well-being to adjust coaching strategies accordingly.

KCU
COACH ADVISE RESOURCE EDUCATE

A New Approach to Student Success (C.A.R.E.)

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Associate Program Director & Associate Professor
Health Service - Psychology

Julie Fountain, MA
Educational Technologist
Information Technology

Sarah Getch, PhD
Program Director/Associate Professor & Assistant Provost for Accreditation
Health Service - Psychology

Erinne Kennedy, DMD, MMSc, MPH
Assistant Dean, Curriculum & Integrated Learning
Dental Medicine

Assessment Institute Presentation Workbook

Session Objectives

- Understand evidence-based practices of coaching.

- Understand how the current literature supports using academic, health, and behavioral markers in student assessment.

- Compare and contrast advising, mentoring, and coaching and learn to apply coaching practices to daily conversations and advising sessions.

- Observe ways KCU leverages technology to assess student success and well-being.

- Understand the lasting impact coaching practices can have on student success.

- Identify and align anticipated coaching topics and student challenges by program and year.

Advising, Mentoring & Coaching

	Advisor	Mentor/Role Models	Coach
Focus	The Outcome or Problem	What the student can learn from the Mentor	_____
Questions Asked	The learner asks how to achieve a specific outcome or resolve a problem.	The learner asks more vague questions, and the mentor shares wisdom and experience.	The coach asks a series of "What?" questions.
Role of Advisee, Mentor, or Coach	_____	_____	_____
Verbs	_____	_____	_____
Expert	Advisor, or someone involved in the solution.	Mentor/Faculty	_____
Goal	Achieve answers to specific questions or challenges.	Share personal experience and recommendations and provide support.	Enable the student to achieve personal goals and internal capabilities.
Time	Short Term	Medium to _____ Term	Short Term to _____ Term

Coaching Roadmap: College of Biosciences, 1 Yr. Program (Example)

Program Description

One year master of science with five lecture-based courses each semester.

Student Body Composition

Many students enroll to **correct deficits in undergraduate transcripts** to be more competitive in future biomedical science program applications. Students typically have **recently finished their undergrad** or are **returning from work** and need to update or correct their GPA to continue with a professional program.

Many students enroll to build knowledge to **improve their MCAT/DAT/GRE scores.**

Many students are **underrepresented minorities** and/or **first-generation** college graduates.

Some students **are unprepared** to handle the program's intensive course load.

Roadmap

ORIENTATION	SEMESTER 1	SEMESTER 2
Common Challenges	**Common Challenges**	**Common Challenges**
• Finding/Moving into a new apartment • Navigating a new city • First time living on their own • Meeting new colleagues/friends • Late acceptances to the program • KCU administrative requirements • Realism related to program readiness • Managing outside responsibilities	• Returning to an academic mindset • Poor study/time management skills • Program pace • Stress management (exam weeks, high-stakes exams, school/life balance) • Added workload (professional program applications, MCAT study) • Realism related to initial program performance • Unaware/unreceptive to help • Refining study habits based only on exam scores	• Maintaining an academic mindset/program pace • Readjusting to new courses • Stress management (post-graduation decisions) • Realism related to overall program performance • Dividing attention to study for MCAT/DAT/GRE • Unaware/unreceptive to help • Timing of commencement with program completion
Milestones	**Milestones**	**Milestones**
• Sign a lease on an apartment • Identify living amenities (grocery, worship, social) • Submit KCU administrative requirements • Form or join a study group • Make local friends • Attend orientation programs • Meet their KCU coach/advisor	• First meeting with coach/advisor • Meet with KCU Learning Enhancement team • Initial use of KCU resources (counseling, tutoring) • Join a KCU club • Meet GPA requirements for MCAT course • Meet GPA requirements for guaranteed COM/CDM interview and/or SAP	• Second meeting with coach/advisor • Meet with KCU Learning Enhancement team • Ongoing use of KCU resources (counseling, tutoring) • Meet GPA requirements for MCAT course • Complete all 10 courses with an overall GPA ≥ 3.0 • Pass the Comprehensive Exam • Participate in Commencement • Make decisions about post-grad life

Use the roadmap to anticipate your student's challenges and milestones throughout the academic year.

___

Tailor your coaching schedule to their needs.

___

Consider the "What?" questions and resources you will have ready for each coaching session.

Coaching Roadmap: Try it!

Program: _____

Program Year	Curricular / Training Hot Spots	Discussion Topic / "What?" Questions	Resources	Coaching Schedule

Using Coaching Questions for Implementation

Challenge	Describe Success	Commitment	Follow Up
What is on your mind? *And what else?* *What is the real challenge for you?*	*What does success look like for you?* *What can you do to get there?*	*What actions are you committing to?* *If you commit to these actions, what might slip?*	*How do you want to follow up on this?*
TIP! Express genuine curiosity.	**TIP!** Collaboratively identify the student's desired outcome.	**TIP!** Allow the student to identify behaviors that will solve the problem.	**TIP!** Be specific. Set a date, time, and venue for follow-up. Remember to celebrate student success!

CORE BEHAVIORS		
Accountable	• shows ownership of their actions and behaviors; delivers on their commitments • builds alignment and transparency with stakeholders, proactively engaging impacted audiences • respectfully speaks with candor and conviction, allowing others to do the same	
Balanced Approach	• cultivates diverse perspectives and challenges potential biases to achieve mutual goals • takes strategic risks to drive innovation in pursuit of excellence • demonstrates empathy while pushing forward to improve desired outcomes	
Growth-Oriented	• proactively seeks, and provides, growth-oriented feedback and opportunities to grow • strives to role-model self-awareness, self-regulation, authenticity, and forward-looking thought • acknowledges mistakes and rarely makes the same mistake twice by applying insights	

Make a Commitment

Reflect	What should you do more of, less of, the same, or differently to implement coaching at your institution?
Perform	From your list above, what is one thing you'd like to focus on related to coaching and assessment for the next 90 days? WOOP (*Wish, Outcome, Obstacle, Plan*) It!
Develop	What experiences, exposure, or learning could you use to further develop your knowledge, skills, and attitude toward coaching and assessment?

NOTES

Anticipating Student Challenges

Personal Challenges
- Lack of Support System
- Family
- Health
- Financial
- School/Life Balance
- Working as a Student
- Substance Use Disorders

WHAT? QUESTIONS
- What is going on outside of school?
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- Stalking

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- Test Anxiety
- Time Management
- Performance
- Academic Integrity
- Professional Expectations

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CHALLENGE #1

A challenge I may hear from my student is:	
Is this a *Personal, Relational,* or *Academic* challenge?	
List at least two related "What?" questions you could ask your student to address this challenge:	
What resources would you recommend to help your student overcome this challenge?	

CHALLENGE #2

A challenge I may hear from my student is:	
Is this a *Personal, Relational,* or *Academic* challenge?	
List at least two related "What?" questions you could ask your student to address this challenge:	
What resources would you recommend to help your student overcome this challenge?	

CHALLENGE #3

A challenge I may hear from my student is:	
Is this a *Personal, Relational,* or *Academic* challenge?	
List at least two related "What?" questions you could ask your student to address this challenge:	
What resources would you recommend to help your student overcome this challenge?	

Coaching Agreement

Kansas City University

Advisor/Coaching Agreement

Before attending your first advising/coaching appointment, read our Advising/Coaching Agreement to learn what to expect from your session.

Our advising/coaching appointments are:

Learner-led. You are the expert about you; we are here to help you explore, design, and build your roadmap.

Action-oriented. You will co-create action steps with your advisor/coach that you can complete between appointments to achieve your goals.

Outcomes-oriented. You will be able to define your appointment goals with your advisor/coach to ensure your appointment addresses your needs.

Advisor/ Coach Expectations:

- Spend 25-30 minutes with you to address the topic of your choosing using the *GROW Model.*
- Be available for future appointments or correspondence if you need additional support.
- Provide a safe space for reflection, pose insightful questions, connect you to internal and external resources, and share strategies for building connections.
- Ask "What" questions.

Learner Expectations:

- Arrive on time. Come prepared with questions and a notebook or personal note-taking device.
- Be prepared to share your goals for the appointment.
- Take ownership of your career goals and journey.

   Personal ownership might include being open to reflective conversations, engaging in recommended activities, or completing action steps between appointments.

- If you cannot attend your scheduled appointment, please cancel with your advisor/coach at least 24 hours in advance.

Learner Signature:	_____	Date:	_____
Printed Name:	_____		
Student ID Number:	s_____		
Advisor/Coach Signature:	_____	Date:	_____
Printed Name:	_____		
Student ID Number:	s_____		

Email Templates

Email Template: Scheduling a Coaching Session

Subject: Let's Schedule a Coaching Session

Hello, (student first name)

I am looking forward to meeting with you as we (begin/continue) our academic coaching sessions. During our next meeting, I hope you will share your successes at KCU and any challenges you face in school or life. My mission as your coach is to create a space to celebrate and problem-solve together. During the session, we will define and set attainable goals to help you achieve what is most important to **you**.

Before our meeting, please complete your pre-coaching survey using the Qualtics survey link below. Your responses will be visible to you, me as your coach, and KCU's THRIVE team members, who may use this data to improve health and wellness initiatives at KCU.

https://

I have the following days and times available to meet with you. What works best with your schedule?

(date/time 1)

(date/time 2)

(date/time 3)

_____

Email Template: Session Recap and Next Steps

Subject: Follow-up and Next Steps

(Student first name),

It was wonderful to have the opportunity to meet with you during our recent coaching session. I appreciate your time and participation in discussing your academic and personal goals. I am summarizing the key points we discussed and outlining the next steps to help you make the most of our session.

During our meeting, we covered the following important topics:

1. (topic)

2. (topic)

3. (topic)

Based on our discussion, here are the next steps you will consider taking:

1. (next step)

2. (next step)

3. (next step)

Remember that your success is important to me, and I am here to support you every step of the way. If you have any questions, concerns, or updates, please don't hesitate to contact me before our next meeting. Your dedication to your education is admirable, and I look forward to witnessing your continued growth and accomplishments.

Please complete your post-coaching survey using the Qualtics survey link below. Your responses will be visible to you, me as your coach, and KCU's THRIVE team members, who may use this data to improve health and wellness initiatives at KCU.

https://

Pre-Coaching Survey

Have you felt burned out from your school work?

○ Yes

○ No

Have you worried that your school work is hardening you emotionally?

○ Yes

○ No

Have you often been bothered by feeling down, depressed, or hopeless?

○ Yes

○ No

Have you fallen asleep while stopped in traffic or driving?

○ Yes

○ No

Have you felt that all the things you had to do were piling up so high that you could not overcome them?

○ Yes

○ No

Have you been bothered by emotional problems (such as feeling anxious, depressed, or irritable)?

○ Yes

○ No

Has your physical health interfered with your ability to do your daily school work at home and/or away from home?

○ Yes

○ No

The school work I do is meaningful to me.

○ Very Strongly Disagree ○ Strongly Disagree ○ Disagree ○ Neither Agree nor Disagree ○ Agree ○ Strongly Agree ○ Very Strongly Agree

My school/training schedule leaves me enough time for my personal/family life.

○ Very Strongly Disagree ○ Strongly Disagree ○ Disagree ○ Neither Agree nor Disagree ○ Agree ○ Strongly Agree ○ Very Strongly Agree

I have been able to successfully integrate coping skills and techniques learned in the THRIVE workshop.

○ Very Strongly Disagree ○ Strongly Disagree ○ Disagree ○ Neither Agree nor Disagree ○ Agree ○ Strongly Agree ○ Very Strongly Agree

Dashboard / Advisor - Coach / Surveys

Student

Surveys

Pre-Coaching Survey(s)

Question	10/08/2024 10:52 AM	09/06/2024 05:51 PM
Please record your KCU student identification number (example format, s123456 or s000012345).		
Please record your name.		
Have you felt burned out from your school work?	Yes	No
Have you worried that your school work is hardening you emotionally?	Yes	No
Have you often been bothered by feeling down, depressed, or hopeless?	Yes	No
Have you fallen asleep while stopped in traffic or driving?	No	No
Have you felt that all the things you had to do were piling up so high that you could not overcome them?	Yes	No
Have you been bothered by emotional problems (such as feeling anxious, depressed, or irritable)?	Yes	No
Has your physical health interfered with your ability to do your daily school work at home and/or away from home?	No	No
The school work I do is meaningful to me.	Very Strongly Agree	Very Strongly Agree
My school/training schedule leaves me enough time for my personal/family life.	Disagree	Disagree
I have been able to successfully integrate coping skills and techniques learned in the THRIVE workshop.	Agree	Disagree
Please identify any new coping skills and techniques that you have implemented since the THRIVE workshop. Click all that apply.	Relaxation Mindfulness Emotion Identification	Mindfulness Emotion Identification Acceptance and Realistic Optimism
In the past month, how often have you engaged in regular (3x per week) exercise?	Rarely (<10% of the time)	Sometimes (~50% of the time)
In the past month, how often did you sleep 6-8 hours per night?	Usually (~90% of the time)	Frequently (~70% of the time)
On average, in the past month, how many times per week have you hung out with friends (in person) in a social setting?	4-5 times	2-3 times
In the past month, how often have you set aside daily time to study?	Always	Usually (~90% of the time)
On average, how many hours per week do you study?	15 or more hours	12-14 hours
In the past month, how often did you eat healthy meals?	Frequently (~70% of the time)	Frequently (~70% of the time)
In your experience, what habits (health, social, or study) help you to be successful? Please elaborate below.	sleep and exercise	Exercising, going to the library to study, and taking time for myself.
Is there anything else you think your coach/advisor should know prior to your meeting? Please elaborate below.	nope!	Nope!

Student's View (Partial)   *Coach's View*

Coaching Script

Unlocking Your Coaching Habit

Sample Coaching Script

1. What's on your mind? (Kickoff)

   _____

   _____

   _____

2. And What Else? (AWE)

   _____

   _____

   _____

3. What's the real challenge here for you? Why? (Focus)

   _____

   _____

   _____

4. What does success look like for you? (Foundation)

   _____

   _____

   _____

5. What could you do to get there? (Action)

   _____

   _____

   _____

KCU CARE - CANVAS STRUCTURE

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Home Page:

Sample Page:

Sample Assessment:

Modules:

CHALLENGES
WORKSHEET

Instructions:

1. Consider three challenges you anticipate hearing from your students.
2. Classify each challenge as *Personal*, *Relational*, or *Academic*.
3. List at least two "What?" questions you could ask your student to address each challenge.
4. List resources you could recommend to help your student overcome each challenge.

CHALLENGE #1

A challenge I may hear from my student is:	
Is this a *Personal*, *Relational*, or *Academic* challenge?	
List at least two related "What?" questions you could ask your student to address this challenge:	
What resources would you recommend to help your student overcome this challenge?	

CHALLENGE #2

A challenge I may hear from my student is:	
Is this a *Personal*, *Relational*, or *Academic* challenge?	
List at least two related "What?" questions you could ask your student to address this challenge:	
What resources would you recommend to help your student overcome this challenge?	

CHALLENGE #3

A challenge I may hear from my student is:	
Is this a *Personal*, *Relational*, or *Academic* challenge?	
List at least two related "What?" questions you could ask your student to address this challenge:	
What resources would you recommend to help your student overcome this challenge?	

Unlocking Your Coaching Habit

Sample Coaching Script

1. What's on your mind? (Kickoff)

   _____

   _____

   _____

2. And What Else? (AWE)

   _____

   _____

   _____

3. What's the real challenge here for you? Why? (Focus)

   _____

   _____

   _____

4. What does success look like for you? (Foundation)

   _____

   _____

   _____

5. What could you do to get there? (Action)

   _____

   _____

   _____

6. How can I help? (Support)

_____

_____

_____

7. What are you committing to? (Commitment)

_____

_____

_____

8. If you are doing this, what will slip? (Prioritization)

_____

_____

_____

9. How do you want to follow up on this? (Close)

_____

_____

_____

References:

1. Adapted from The Coaching Habit: Say less, ask more, and change the way you lead forever by Michael Bungay Stanier
2. Source: https://pragma.team/blog-list/2017/2/16/unlocking-your-coaching-habit-agile-tour-16-recap