

# NATIONAL CONFERENCE ON COACHING IN HEALTH AND HUMAN SERVICES

*April 25-26, 2017  
at the University of  
California, Davis*

NORTHERN  
CALIFORNIA  
TRAINING  
ACADEMY

**UCDAVIS**  
**EXTENSION**  

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**CENTER FOR HUMAN  
SERVICES**



CONTINUING AND PROFESSIONAL EDUCATION

# NATIONAL CONFERENCE ON COACHING IN HEALTH AND HUMAN SERVICES

**APRIL 25-26, 2017**

## CONFERENCE OVERVIEW

### *“Coaching for Improved Outcomes”*

Coaching in the health and human services field has gained significant traction in the past five years and is having a profound impact on the delivery of services to vulnerable children and adults. Jurisdictions across the country and globally have been implementing coaching programs with much success. In an effort to increase understanding and implementation of this effective learning model, the Northern California Training Academy at the Center for Human Services, UC Davis Extension, is proud to host the first annual National Conference on Coaching in Health and Human Services.

The conference will bring together human services professionals, leaders, researchers, coaches, instructors and anyone interested in learning more from colleagues about the implementation of coaching in health and human services.

## ABOUT THE NORTHERN CALIFORNIA TRAINING ACADEMY

As part of the Center for Human Services at UC Davis Extension, the Northern California Training Academy provides training, research, evaluation and consultation to 28 Northern California counties. The counties include rural and urban counties with various training challenges for child welfare staff. The Academy recognizes the priority need for integrated training across disciplines in the region, and we are committed to delivering high-level training and other professional services to meet counties' needs.



# OUR JOURNEY TO COACHING

Welcome to California! We are excited to share and learn with all of you about coaching in the field of health and human services. Our journey with coaching began in 2008. Intrigued by the work of the Southern Regional Quality Improvement Center on Child Protection, a 10-state collaborative focused on clinical supervision, we designed the *Tools for Supervisory Excellence* series, a 10-month program, which included a coaching component. We quickly discovered the benefits of coaching and started to infuse coaching into other projects such as motivational interviewing, leadership development and safety organized practice (SOP). Since 2008, we have supported hundreds of coaching hours per year and integrated coaching into numerous programs that serve to support and enhance a child welfare agency's ability to work collaboratively with families toward achieving safety, permanency and well-being.

It is this experience that led to the publication of *The Coaching Toolkit for Child Welfare Practice* (Northern California Training Academy, UC Davis, 2012). There was no way we could have anticipated the reaction to the Toolkit—it has been used in almost all 50 states, Puerto Rico and has, indeed, reached across the globe to Australia, Canada, the United Kingdom, Korea, Singapore and Uganda.

We have learned much on this road to coaching; first and foremost, that it is worth the investment, and it *is* an investment – but this is an investment that works. And the parallel process of coaching has been impactful, not only for workforce development, but for moving away from case management to coaching for families and youth.

We deeply appreciate all who have helped to inform our work in the field of coaching and, most importantly, to all of our coaches who have worked tirelessly to implement coaching in Northern California.

Sincerely,



Susan Brooks, M.S.W., Director  
Northern California Training Academy  
Center for Human Services  
UC Davis Extension  
University of California, Davis



Nancy Hafer, M.S., Academic Coordinator  
Northern California Training Academy  
Center for Human Services  
UC Davis Extension  
University of California, Davis

# AGENDA AT A GLANCE

## TUESDAY, APRIL 25, 2017

### Ballroom

9:00-10:15 a.m. Welcome Plenary Session with Adele De la Torre and  
Opening Keynote with James Flaherty

### Ballroom

10:15-10:30 a.m. Break  
10:30-11:45 a.m. Workshops A  
12:00-1:30 p.m. Keynote Luncheon with Linda Elder

### Ballroom

1:30-1:45 p.m. Break  
1:45-3:00 p.m. Workshops B  
3:00-3:15 p.m. Break  
3:15-4:30 p.m. Workshops C

## WEDNESDAY, APRIL 26, 2017

### Ballroom

9:00-10:15 a.m. Keynote Session with Eric Fenner

### Ballroom

10:15-10:30 a.m. Break  
10:30-11:45 a.m. Workshops D  
11:45 a.m.-1:30 p.m. Keynote Luncheon with Gabriele Oettingen

### Ballroom

1:30-1:45 p.m. Break  
1:45-3:00 p.m. Workshops E  
3:15-4:00 p.m. Closing Keynote Session with Beth Cohen

# IMPORTANT CONFERENCE INFORMATION

## REGISTRATION AND INFORMATION CENTER

The National Coaching Conference Registration and Information Center is located in the foyer of the UC Davis Conference Center. The hours of operation are 7:30 a.m.-5:00 p.m. on Tuesday, April 25, and Wednesday, April 26.

In addition to providing registration services, the Center is your location for lost and found, special needs and services, CEUs and other resources.

## OTHER ASSISTANCE

UC Davis is in compliance with the public accommodation requirements of the Americans with Disabilities Act. Conference participants requiring mobility assistance may contact either the hotel staff or request assistance at the Registration and Information Center.

## TECHNOLOGY / “GOING GREEN”

### Conference Mobile App

All participants will be automatically added to the conference mobile app by Whova. Participants are strongly encouraged to download this app as the conference will be paperless! You can download the app from the app store associated with your mobile device (it's free!). If you are registered for the conference, then you should automatically be directed to the National Conference on Coaching section of the Whova App. If you are not automatically directed, simply search within the Whova app for the “National Conference on Coaching in Health and Human Services.”

The mobile app has a number of features and allows you to:

- Personalize your conference schedule
- Access speaker biographies, session presentations and exhibitor details
- Connect with other conference attendees
- Stay up-to-date on conference events
- Receive real-time communications from conference staff

Once you have downloaded the conference app, you do not have to be connected to your mobile or wireless network to access or use the app. Please enable push notifications during the conference to stay up to date!

### Wi-Fi Access

Wi-Fi is available in all conference meeting spaces for participants. On your mobile device, choose ucd-guest. Click “connect” to open a browser window and the guest registration page. Select the “Create an ucd-guest account” and after entering the information requested, click “register.” You will receive an email and/or text message confirming your account. Proceed to log in to ucd-guest with the username and password included in the confirmation email.

### Conference Website

Like the mobile app, the [conference website](#) will serve as an information hub. Following the conference, session presentations will be uploaded to both the conference mobile app and our Resource Barn website.

### Social Media

Visit us on Facebook  
[www.facebook.com/norcaltrainingacademy](http://www.facebook.com/norcaltrainingacademy)

### Thank You for Not Smoking

Please be advised that this is a non-smoking conference and UC Davis is a non-smoking campus. We appreciate your cooperation.



# KEYNOTE / PLENARY SPEAKERS

TUESDAY, APRIL 25, 2017



## Opening Session

**Adela de la Torre, Ph.D.**, is the vice chancellor of student affairs at the University of California, Davis, an agricultural economist in the Chicana/o Studies Department, and director of the Center for Transnational Health at UC Davis, where she is also an adjunct professor in the Department of Family and Community Medicine. De la Torre's publications and research primarily focus on Chicano/Latino health issues, childhood obesity within rural Mexican-origin communities,

binational health and disparities in science education among Chicano/Latino students. Much of her funded research has been supported by grants from the National Institute of Health, state grants and private foundations.



## Keynote Address: Coaching in the Moment: Both Immediate and Long-Term Outcomes from Brief Conversations

**James Flaherty, MCC, founder, New Ventures West**

As coaches, when we show up as present, available and interested in the person we're coaching (the client), we immediately assist them—their nervous system calms so they can think more clearly and respond more creatively. Then the questions we ask and the distinctions we make can open up insights, paths of action and movement toward long-term excellence. During this keynote address participants will learn how to prepare themselves to show up this way consistently and how to speak in a way that shifts how the person being coached sees the situation, puts them in touch with their own resources and inspires them to take effective action.

**James Flaherty, MCC**, is the founder of New Ventures West and the author of *Coaching: Evoking Excellence in Others*, which is widely recognized as a seminal text in the field of coaching education and is used internationally in universities and coach-training institutions. Flaherty developed New Ventures West's approach to coaching by integrating recent discoveries in linguistics, developmental psychology, 20th-century philosophy and biology into the practical and customized methodology known as Integral Coaching®. He designed the Professional Coaching Course and dozens of other programs, and over the past three decades he has led coaching and leadership courses around the world. He has coached top executives at many Fortune 500 companies and is a highly sought speaker at meetings and conferences.



## **Keynote Address: Using the Tools of Critical Thinking Within Health and Human Services**

***Linda Elder, Ph.D., educational psychologist***

The concepts and principles in a rich conception of critical thinking are essential to disciplined thinking within any professional field. Professionals within health and human services must routinely reason through complex problems and issues, often with long-term significant implications for their clients. In this opening session, Elder will introduce some of the foundational concepts in a fair-minded conception of critical thinking and examine the importance of using these concepts on a daily basis in working with clients in the health and human services field.

**Linda Elder, Ph.D.**, is an educational psychologist and a prominent authority on critical thinking. She is president of the Foundation for Critical Thinking and executive director of the Center for Critical Thinking. Elder has taught psychology and critical thinking at the college level and has given presentations to more than 50,000 educators at all levels. She has co-authored four books, including *Critical Thinking: Tools for Taking Charge of Your Learning and Your Life*; *Critical Thinking: Tools for Taking Charge of Your Professional and Personal Life*; and *30 Days to Better Thinking and Better Living*. She has also co-authored 24 Thinker's Guides on critical thinking.

**WEDNESDAY, APRIL 26, 2017**



## **What Millennials Are Teaching Us About Coaching Best Practices**

***Eric Fenner, managing director, Casey Family Programs***

As a managing director for Casey Family Program, I have the opportunity to talk with child welfare leaders nationally, and a primary area of concern is workforce turnover. Across the nation, turnover rates are anywhere from 20 percent to over 40 percent. And many of those leaving the field are the same who just entered it! Millennials are helping us to see the value of worker development; they want to experience personal or professional growth in their position. Coaching or mentoring vs “check list supervision” is what is being asked of us, and it's time we deliver!

**Eric Fenner** recently retired as the director of Franklin County Children Services, a public child welfare agency that serves the Columbus, Ohio, area. In his 32 years of public service, Fenner spent more than 20 years at Franklin County Children Services. Under his leadership, Franklin County launched several new initiatives aimed at increasing family engagement and ensuring permanency for youth. The result in Franklin County has been a 29 percent reduction in the number of children in foster care over the last three years – the lowest amount in 12 years. Now as a managing director of one of four strategic consultant teams at Casey Family Programs, Fenner oversees a team of professional consultants and support staff who build relationships and provide technical assistance and support to child welfare systems in 14 states.



## **Keynote Address: Future Thought and Behavior Change**

***Gabriele Oettingen, Ph.D., psychology professor, New York University***

“Think positive!” quotes are nowadays found everywhere, but, contrary to popular belief, thinking positively about the future actually hurts effort and success. Our research, conducted over more than 15 years, finds that dreaming about a desired future leads to lower investment and less effective performance, regardless of life domain, such as school, work and health. So, how can we avoid the perils of positive thinking? By juxtaposing our dreams with personal obstacles and creating plans to overcome said obstacles, we end up pursuing desired futures that can be realized and letting go of those that cannot. Oettingen will discuss this strategy and its active components, mental contrasting with implementation intentions.

**Gabriele Oettingen, Ph.D.**, is a psychology professor at New York University. She is the author of more than 100 articles and book chapters on thinking about the future and the control of cognition, emotion and behavior. Her major contribution to the field is research on the “perils of positive thinking” and on Mental Contrasting, an effective self-regulation technique for mastering one’s everyday life and long-term development. Oettingen’s findings contribute to the burgeoning literature on behavior and lifestyle change, and educational institutions have increasingly become interested in the application of her research.



## **Keynote Address: Our Brains in the Workplace: Coaching with Social Neuroscience in Mind**

***Beth Cohen, Ph.D., organizational and clinical psychologist***

Recent advances in the neurosciences allow us to better understand the human brain and how it functions in the workplace. This new research has exciting implications for increasing enrichment and engagement in organizational settings. Beth Cohen will introduce concepts from the emerging field of NeuroLeadership and how they can be used as a coaching tool to build and support thriving social services organizations. She will discuss how understanding our “social” brain and implementing specific strategies can increase team moral and effectiveness, employee learning, productivity and job satisfaction. This will include fundamentals of the human brain and social neuroscience, introduction to the S.C.A.R.F. model of organizational effectiveness and strategies to promote employee well-being and retention.

**Beth Cohen, Ph.D.**, is an organizational and clinical psychologist with 25 years of expertise in organizational and individual health and well-being. Her expertise also includes conducting organizational needs assessments, designing interventions and program development. Cohen has facilitated management and staff trainings and consultations in the private and public sectors as well as higher education. She is also a national speaker, professional threat assessor, trauma and violence prevention expert, and certified meditation instructor. Cohen was the administrator for the UC Davis faculty and staff counseling/consultation center as an organizational consultant, facilitator and coach to campus leaders for nine years. From 1995-2006 she was founder and CEO of Pacific Coast Behavioral Health, a multifaceted psychological services corporation in Southern California.



# WORKSHOPS

## WORKSHOPS: SESSION A

### **A1 Bringing the Tools of Critical Thinking to Parents and Children**

Linda Elder, Ph.D., Educational Psychologist

The basic concepts and principles in critical thinking are both simple and complex. In their most basic form, critical thinking tools are accessible by people of all levels and abilities who are motivated to learn and develop, even including young children. These concepts and principles can be taught to parents and children to help them explicitly develop intellectual skills, abilities and character. In this session, Elder will help professionals further internalize the most basic concepts in critical thinking introduced in the keynote address, and exemplify how these tools can be used in working with parents and children to help them develop as critical persons.

### **A2 Coaching Supervisors to Best Practice — Innovation in Alaska**

Tammy Sandoval, Director, Alaska Child Welfare Academy

Kim Guay, Child Welfare Administrator, Alaska Office of Children's Services

Presenters from the University of Alaska, Anchorage, Child Welfare Academy and the Office of Children's Services will share how the Coaching Supervisors to Best Practice Program was designed, along with a look at implementation efforts, strengths and weaknesses, evaluation data and the current status of the program. Presenters will exhibit the program's online learning platform to demonstrate the blended learning environment.

### **A3 Coaching Youth to Be Creative, Connected, Resourceful and Whole (CCRW)**

Paula Buck, Beyond Emancipation

Antonia Jackson, Beyond Emancipation

Beyond Emancipation's coaching initiative, Creative Connected Resourceful and Whole (CCRW), has demonstrated thought leadership through the development of a social justice oriented direct service model for working with youth ages 15-24 with experience in the foster care and/or probation systems. In 2015, an independent evaluator cited the organization's coaching model as a promising practice. CCRW is specifically designed to take an approach that empowers youth to develop both inner and outer resources to create and sustain long-lasting, positive change. This presentation will encompass the core model of coaching at Beyond Emancipation: Creative, Connected, Resourceful and Whole (CCRW). The presenters will cover the skills their staff utilize, e.g., active listening and empowering questions. Participants will have discussions in pairs, to include brainstorming and other methodologies that will be incorporated to give an overview of these skills. This workshop will cover several of the basic tools that Beyond Emancipation has found to be helpful in guiding our direct service staff to engage youth on this level.

### **A4 Family-Centered Coaching: A New Toolkit to Advance Whole Family Outcomes**

Martha Oesch, W.K. Kellogg Foundation and Center on Budget and Policy Priorities

Building on best practices across a range of fields, the W.K. Kellogg Foundation has supported the development of a new Family-Centered Coaching toolkit for coaches working with low-income families. Participants will review the toolkit's components, learn the six coaching steps and practice techniques using the tools/resources in the toolkit.

### **A5 Seek, Share, Soar: Take Off and Transform Through Person-Centered Coaching**

Lauren Hutto, Coaching Manager, Kempe Center for the Prevention and Treatment of Child Abuse and Neglect

Kasey Matz, Director, Kempe Center for Prevention and Treatment of Child Abuse and Neglect

You are the pilot of your life's plane. Sometimes there is turbulence, but you are equipped with everything you need to navigate safely to any destination. Thankfully, your coach is seated observantly in the seat next to you, ready to champion you to soar to higher heights and fly to places undiscovered.

### **A6 Supervisor Coaching: Turning Research into Practice at Our Kids of Miami-Dade and Monroe, Inc.**

Adrienne Celaya, Manager of Research and Evaluation, Our Kids of Miami-Dade/Monroe, Inc.

Michelle Samuels, Lead Child Welfare Talent & Development Coach, Our Kids of Miami-Dade/Monroe, Inc.

This workshop will provide information on how a supervisor coaching program was implemented at Our Kids of Miami-Dade/Monroe, Inc. A panel will describe the model/program principles, implementation and evaluation strategies utilized, as well as the experiences of supervisors and mentors. A particular focus will be placed on fidelity assessment and improved outcomes.

### **A7 The Supervisor Roundtable Series: An Innovative Skill-Building Process**

Laura Hughes, Training Manager, Institute for Human Services

Sally Fitch, Assistant Director, Institute for Human Services

Learning is a journey, not an event. Ohio's Supervisor Roundtable Series places the learner in the driver's seat supported by a coach and cohort of peers. The coach facilitates small-group learning and provides individual coaching, two uniquely different skill sets. This presentation describes the Roundtable process, which can be used with a variety of training priorities.

## **WORKSHOPS: SESSION B**

### **B1 Coaching Across the Spectrum: Strategies for On-Boarding, Staff Retention and Agency Leadership**

Jill Richard, Workforce Training Team Lead, Vermont Child Welfare Training Partnership

Zuzanne Legare-Belcher, Training Coordinator, Vermont Child Welfare Training Partnership

Janine Beaudry, Training Coordinator, Vermont Child Welfare Training Partnership

This presentation will highlight the benefits of embedding critical thinking/reflective practice strategies used in coaching within various practice contexts. These contexts include new employee on-boarding, universal screening for mental health and trauma and developing high-functioning leadership teams.

## **B2 Coaching and Critical Thinking: Using Critical Thinking in the Coaching Process**

Liz Elder

Coaching is often used in counseling within the field of health and human services. Yet coaching can be done either well or poorly. In this session, Linda Elder will discuss some of the essential connections between skilled coaching and skilled reasoning, from a critical thinking perspective. Elder will emphasize coaching processes that focus on helping the reasoner take thinking apart, identify problems in the parts and improve thinking where improvement is needed. Elder will also focus on how best to employ intellectual standards in the coaching process—standards such as clarity, accuracy, precision, depth, breadth, logicalness, fair-mindedness and significance—so that both coach and client improve as critical reasoners, working together over time.

## **B3 Coaching and Goal Achievement Interventions for TANF and Workforce Systems**

Michelle Derr, Senior Researcher, Mathematica Policy Research

Jonathan McCay, Research Analyst, Mathematica Policy Research

This session will draw upon work that Mathematica Policy Research is leading nationally to support and evaluate innovation and systems change in state and local TANF agencies and other programs serving low-income populations. Using a systematic, analytic process for program change “Learn, Innovate, Improve (LI2)” Mathematica is co-creating with sites to design, implement and test innovative coaching and goal achievement strategies for TANF and other low-income families, including the redesign of CalWORKs from a compliance-oriented system to CalWORKs 2.0, a goal achievement, family-focused program. These coaching interventions are grounded in the science of human behavior, research evidence and practice wisdom. Research on self-regulation, executive functioning, grit, mindfulness, goal-directed behaviors and habit formation are informing this work.

## **B4 Coaching Resonant Leaders**

Cory Bryant, Coach/Trainer, Alaska Child Welfare Academy

Tom McRoberts, Coach/Trainer, Alaska Child Welfare Academy

What are the values, motivations and aspirations of a great leader? This workshop will use coaching strategies to explore resonant leadership. Being a resonant leader can be deeply rewarding, but sustaining it requires reflection into what the future could look like as well as a leader’s hopes and dreams. We will define advanced coaching methods to use with leaders, practice strategies participants can use in their sessions, and evaluate each other using a standardized evaluation methodology. As coaches, our fundamental responsibility is to guide leaders toward insight, to tap their underlying potential and to structure a vision that is focused on realistic and measurable change.

Coaches help leaders look at where they have been, where they are now and who they want to be in the future. To change an organization, leaders often need to change themselves. To inspire this change, we coaches need to hold ourselves accountable to these same measures. This workshop will begin with a brief lecture and activity that connects participants to the concept and practice of resonant leadership.

Participants will then engage in a series of practice activities that will develop coaching skills for the exploration, goal setting and evaluation stages of the coaching process.

## **B5 The Power of the Parallel Process: Adapting the Road Map Tool for Organizational Growth**

Katherine Bedwell, Practice Consultant, Public Child Welfare Training Academy

This presentation will demonstrate how micro-practice tools commonly used with families have been modified for use with child welfare leadership to support parallel processes. This process has strengthened relationships between leadership and line workers, enhanced communication and teaming within the leadership team, and improved the culture in the office. This success illustrates the impact of empowering leadership drivers in the implementation of the parallel process.

## **B6 The Use of Coaching in Illinois's Model for Enhancing Supervisory Practice**

University of Illinois, Urbana Champaign Field Implementation Support Program Team:

Victor Lasko, Statewide Program Director

Monique Smith, Program Coordinator

David Moore, Program Coordinator

When Illinois finalized its Model of Supervisory Practice, the Field Implementation Support Program (FISP, formerly STEP) was asked to help develop the curriculum and facilitate a professional learning experience that would effectively lead to increased quantity and quality of supervision among child welfare supervisors. FISP proposed and executed a hybrid model of training which included alternating experiential, group-based learning sessions with individual coaching for each participant over five months in three pilot regions. Comparison data regarding frequency and types of supervision were collected in pre- and post-coaching surveys, which demonstrated an increase in both the frequency of supervision as well as an expansion of the style of supervision from simple administrative supervision. FISP is now preparing to roll out a broader implementation of this hybrid learning structure for Illinois.

## **B7 Using Lessons Learned to Improve Coaching Practice**

Chellie Gates, Peggi Cooney, Mary Tarro, Lucy Tosti and Cynthia Marshall, Coaches, Northern Training Academy, University of California, Davis

Join UC Davis Extension coaches for a review of lessons learned from coaching a variety of practices in 28 counties in Northern California. The coaches will review the basics of forming the coaching relationship, navigating internal politics, working with staff who show resistance to coaching and more. This session will allow for small group discussion and lots of questions and answers.

## **WORKSHOPS: SESSION C**

### **C1 Building Coaching Competency: Building Proficiency in Using the Coaching Skills**

Carolyn Rohe, Administration of Children's Services Workforce Institute

Mattie Ramlakan, Administration of Children's Services Workforce Institute

Building proficiency in coaching requires practice, time and repetition. This interactive workshop will review NYC's Administration of Children's Services Workforce Institute multi-level coaching program, with focus on the program's Skill Refreshers designed to help build learner expertise, confidence and capacity in using the coaching approach with staff.

### **C2 Coaching Foster Parents: Lessons from the Field**

Sally Fitch, Assistant Director, Institute for Human Services

Laura Hughes, Training Manager, Institute for Human Services

Although slow to start, there is no doubt of the impact coaching foster parents makes in the lives of children and families. This training will outline Ohio's coaching program with an emphasis on preparing skill-based coaches for caregivers, discuss significant ways caregiver coaching differs from staff coaching, and highlight program outcomes and challenges. The Ohio Child Welfare Training Program first started to develop a skill-based coaching program over 15 years ago. We currently have approximately 78 independent contractors who have been screened and trained to coach directors, administrators, supervisors, caseworkers and caregivers. Staff and caregiver coaching requests are managed regionally by RTCs and coaches are selected to match the skills needing coached. Learners' immediate supervisors or licensing specialists are always involved.

### **C3 Coaching to Support Practice Model Implementation**

Anne Kisor, Project Manager, Virginia Department of Social Services

Brenda Lockwood, Senior Program Associate, Butler Institute for Families

This workshop examines coaching as a robust implementation driver for child welfare practice model reform. Virginia developed 11 Practice Profiles, core skill sets that provide a roadmap for optimal practice. A coaching supervision model was used to make skills teachable, learnable and doable, and improve case outcomes. We will discuss how coaching can be used successfully to entrench best practice by transferring learning from the classroom to the workroom, including the model adapted for use in Virginia based on appreciative inquiry and solution-focused questioning. And we will review lessons learned from the pilot project and components for project replication, as well as plans for a research study of the utility of the implementation process.



### **C4 Group-Based Coaching**

Jennifer Whitton and Maria Araiza, Senior Protective Services Workers and Safety Organized Practice Coaches, County of San Diego Health and Human Services Agency

Group coaching helps support the transfer of learning as it allows workers to learn and try on new skills in a safe environment. This presentation will provide an opportunity for participants to learn the difference between training and coaching, and how to conduct a group coaching session within their organization. This workshop will include principles from adult learning theory and team-based learning. The presenters will model the group-based coaching framework by asking participants critical thinking questions to deepen the conversation, and to draw on the experience and skills of the participants in the room. By the end of this session, participants will understand the difference between training and group coaching, will understand how group coaching aides in the transfer of learning, and will have the knowledge on how to conduct a group coaching session in their organization. Presenters will highlight their own successes and challenges with conducting group coaching sessions, and speak to their experience as to how group coaching has helped with the demonstration of best case practices in San Diego County.

### **C5 Resilience in Times of Complexity and Change**

Zo Tobi, Academy for Coaching Excellence

In uncertain times, it's easy to "tune out" or "burn out." And when we do either of these, we suffer greatly—and the world misses out on our unique contribution. The purpose of this training is to help you develop skills for resilience in the midst of unpredictability and rapid change. Participants will learn how to follow the underlying "rules of engagement" for creative action, so you can more skillfully navigate uncertainty to get things done with ease; four key strategies to bounce back, respond quickly, and keep moving forward even when things don't go the way you planned; and three of the most common mistakes we make in moments of stress or struggle.



## **C6 A Tale of Two Counties: A Comparison of Internal and External Coaching Models**

Jenni Ahsing, Supervising Practice Consultant,  
Public Child Welfare Training Academy

The Public Child Welfare Training Academy (PCWTA), a program with the Academy for Professional Excellence at San Diego State University, uses innovative multi-modality training and workforce development strategies to educate child welfare workers and leaders. We have coaching programs in each of the seven counties we serve. This presentation will tell the story of two different types of coaching implementation for two different counties. One county has used internal county staff to coach their workforce and the other has used external Regional Training Academy staff to coach. This presentation will describe the process each county went through to design and implement each model as well as the lessons learned, benefits and drawbacks of each model.

## **C7 Coaching Models: the Freedom of Structure**

Nancy Hafer, Academic Coordinator, Northern  
Training Academy, University of California, Davis

You've decided you like the idea of coaching, but now you have to pick a model! And why are there so many to choose from? This session will explore the distinction between executive coaching models and skills-based models, and how to know when to use each one. Emphasis will be placed on discovering the strengths in the different models and rationales for selecting one to use in your coaching program. In particular the GROW, FLOW, CLEAR and UC Davis Skills-Based Model will be presented.

## **WORKSHOPS: SESSION D**

### **D1 Below the Surface: What's Going on in Successful Coaching Partnerships?**

Christa Doty, Senior Program Associate,  
Butler Institute for Families

Brenda Lockwood, Senior Program Associate,  
Butler Institute for Families

Coaching is a powerful tool that can help individuals acquire and improve skills and abilities. What makes coaching successful? In this interactive workshop, we highlight the Butler Institute's approach to supporting child welfare agencies in integrating coaching into their day-to-day work.

### **D2 Building Coaching Competency and Supporting a Coaching Culture**

Carolyn Rohe, Administration of Children's  
Services Workforce Institute

Mattie Ramlakan, Administration of Children's  
Services Workforce Institute

This workshop will examine the multiple strategies and methods used by New York City's Administration of Children's Services Workforce Institute to strengthen the coaching skills of supervisors and managers within the child welfare and juvenile justice systems and support a paradigm shift across the child welfare system.

### **D3 Career and Life Coaching of TANF Parents**

Chloe Kachscovsky, Project Manager,  
The Prosperity Agenda

Jenny Grayum, Project Manager, Washington State  
Department of Social and Health Services, Economic  
Services Administration, Community Services Division

The Prosperity Agenda, in collaboration with DSHS, designed and piloted an approach to integrate a coaching model into the TANF program at six sites throughout the state of Washington. The workshop will provide 1) an overview of the research that informed the coaching approach, such as scarcity and executive skills; 2) an opportunity to discuss challenges and strategies to incorporate a coaching approach into a regulated environment such as TANF; and 3) an opportunity to reflect on results of the pilot and discuss a series of recommendations for integrating coaching into similar environments.

### **D4 Coaching Children, Youth and Their Families in Intensive Home-Based Services**

Marty Beyer, Ph.D., Child welfare and  
juvenile justice consultant

Marty Martone, LCSW, Director, Wraparound  
and Children's System of Care, Vista Del Mar  
Child and Family Services

Intensive Home-Based Services (IHBS) are required in California for children with the highest mental health needs, consistent with the principles of the Core Practice Model. As Wraparound and full-service partnership providers build their IHBS capacity, the roles of child and family specialist, TBS, parent partner and behavior specialist may be defined as coaching. Coaching in this context could mean both one-to-one support to meet the child's needs and to guide the caregiver and/or family in meeting the child's needs. For example, the therapist could teach the parent partner and child and family specialist about the self-calming techniques being worked on in therapy with the child and they could coach the child in using them and coach the caregiver in encouraging the child to use them. Coaching in IHBS is strengths-based, relationship-centered and child needs-driven.

### **D5 Coaching Core Competencies: Creating Trust, Active Listening and Asking Powerful Questions**

Dawn Karner, BCC, CPLP, CPCC, PCC, Professional  
Coaching for Life and Work Certificate Program,  
UC Davis Extension

This workshop session is designed to engage participants in three of the 11 core coaching competency areas of the International Coach Federation—creating trust, active listening and powerful questions. Discussion followed by active application in these three areas will guide participants through skills that can be used right away. The workshop will examine these competency areas from a coach and business perspective. Participants will learn new coaching skills and revitalize their existing abilities.

### **D6 E.P.E for CoP**

Debra Collins, Debra Collins Consulting

Ali Hall, Ali Hall Training and Consulting

Elicit-Provide-Elicit (EPE) is an autonomy supportive and collaborative style of information exchange that enhances our ability to partner with staff and peers for an improved coaching experience and result. This workshop will introduce participants to EPE and provide an opportunity to practice and consider the value of it within sustainable Communities of Practice (CoP).

## **D7 Every Coaching Client is a Leader**

Jeremy Stover, Executive Coach, Coaches Training Institute and LinkedIn

For years, the human potential movement has isolated leadership development for those who have already been nominated as leaders. However, what would be possible if organizations better understood how to elicit the latent leadership inside everyone? Building on 25 years of thought leadership in the coaching industry, CTI offers a much-needed new perspective on the coaching/client dynamic as the basis for awakening the leader within rooted in self-acceptance and authority in service of a greater purpose. From this foundation everyone can take responsibility for the whole and be accountable to the part they have to play.



## **WORKSHOPS: SESSION E**

### **E1 Coaching Skills for Leaders**

Zo Tobi, Academy for Coaching Excellence

Working with a team can be incredibly rewarding and fulfilling....or frustrating and draining. As a leader or team member, you play a key role in determining which it is. Whether you are a coach, supervisor, manager or leader, there are coaching skills that you can use in any interaction to be a more empowering presence. As a result, you create the environment which allows creativity and greatness to emerge. In this session, you will learn an empowering definition of success, the hidden process by which our brains continuously shape our perceptions and actions, and a simple tool used by thousands worldwide that is guaranteed to bring out the very best in others in difficult and stressful situations.

### **E2 Coaching the Forgotten Staff: Supporting Practice with Non-case Carrying Staff**

Candice Kimbell, Practice Consultant, Public Child Welfare Training Academy

This session will feature the lessons learned from making a concerted effort to focus coaching efforts on staff who are not actively carrying cases. When we think of coaching and practice change in child welfare staff, we usually think the changes primarily occur with intake social workers, investigations social workers, continuing services social workers, supervisors and managers. In this workshop, participants will learn the power of coaching non-traditional child welfare staff and how this action intentionally facilitates a culture of learning, practice change and shared commitment and accountability. Participants will recognize how coaching this segment of the workforce also helps build alliances and teaming within the agency and with community partners through developing a shared understanding of the family's strengths, needs and assessments. The workshop will convey the importance of intentionally structuring coaching conversations that will help non-traditional staff connect the Core Practice Model elements to their work and move the dial on child safety.

### **E3 Innovative Practice Coaching: DCFS and DMH Staff in Los Angeles County: “Getting to the Core”**

Regina Goree, M.S.W., Department of Children and Family Services, Los Angeles County

More than 50 coaches collaboratively trained and supported by DCFS and DMH in Los Angeles County have launched an ambitious process of coaching thousands of county social workers, supervisors and provider staff on strengths/needs-based service crafting as part of a robust Core Practice Model that includes Child and Family Teams. This workshop will share the journey of Los Angeles County’s coaches. The team has been intentional to create places where coaching practices, including skill building, can flourish, where operational strategies are developed and tested in the regions where fidelity is a priority, and coaches across the County can share experiences. Coaching occurs across the County in all of the 19 DCFS offices, including individual and unit case coaching, often using live case examples for these practice opportunities.

### **E4 Visit Coaching**

Marty Beyer, Ph.D., Child welfare and juvenile justice consultant

Visit coaching is fundamentally different from traditional family visits with children in out-of-home care. Instead of watching the parents, the visit coach supports parents in articulating their children’s needs and giving their children their full attention during their family time. Visit coaching prepares parents for their children’s reactions during visits. Visit coaching helps parents cope with their feelings in order to keep their anger and sadness out of their family time and, thus, visit consistently. Empowering parents to take charge of their family time builds on their strengths, including appreciating the culture of the family. This workshop will provide an overview to Visit coaching as a strengths-based, relationship-centered, child needs-driven approach.

### **E5 The WOOP Model: A Deeper Dive**

Gabriele Oettingen, Ph.D., Professor, New York University

This workshop will delve deeper into the WOOP model introduced by Oettingen during her keynote address. Participants will have the opportunity to ask questions and discuss the application of WOOP in a variety of settings (both with staff and clients).

### **E6 Mindfulness Practices: Powerful Tools to Maximize Employee Motivation, Creativity and Engagement**

Beth Cohen, Ph.D., organizational and clinical psychologist

Advances in the neurosciences have increased our understanding of how the practices of mindfulness and meditation positively affect the human brain and body. Workplaces that have implemented these practices have reported overall increases in health and well-being, work satisfaction and employee productivity. During this interactive and experiential workshop, licensed clinical and organizational psychologist Beth Cohen will introduce the science behind mindfulness and meditation and discuss its utilization as an invaluable tool in the coaching toolbox. She will also facilitate a guided meditation.

## **EVALUATING THE SESSIONS AND CONFERENCE**

Your feedback on the first annual National Conference on Coaching in Health and Human Services is important! Please remember to complete an electronic evaluation following each session you attend. Evaluations are accessible via the conference mobile app.

# WHAT TO DO IN DAVIS

## LOCAL INFORMATION

Information about getting around in Davis and what to do, including places to eat, is available on the Coaching Conference mobile app.

## DAVIS AREA ATTRACTIONS

### MONDAVI CENTER

Located on the UC Davis campus, the Mondavi Center presents a rich program of diverse performing artists and thinkers in public performance.

### JAN SHREM AND MARIA MANETTI SHREM MUSEUM OF ART

Grounded in the legacy of UC Davis' world-renowned first generation art faculty, the Jan Shrem and Maria Manetti Shrem Museum of Art is a hub of creative practice for today's thinkers, makers and innovators, now and for generations to come.

### DAVIS FARMERS' MARKET

Farm-fresh, feel-good food fills the market on Saturday mornings and Wednesday afternoons. Open year round, rain or shine, our market offer an array of fruits and vegetables, including certified organic produce, plus meats, chicken, fish and seafood, wine, local eggs and honey, fresh baked goods, flowers, plants and gifts. Everything sold in the market is either grown by or made by the seller.

## THANK YOU TO OUR SPONSORS AND EXHIBITORS

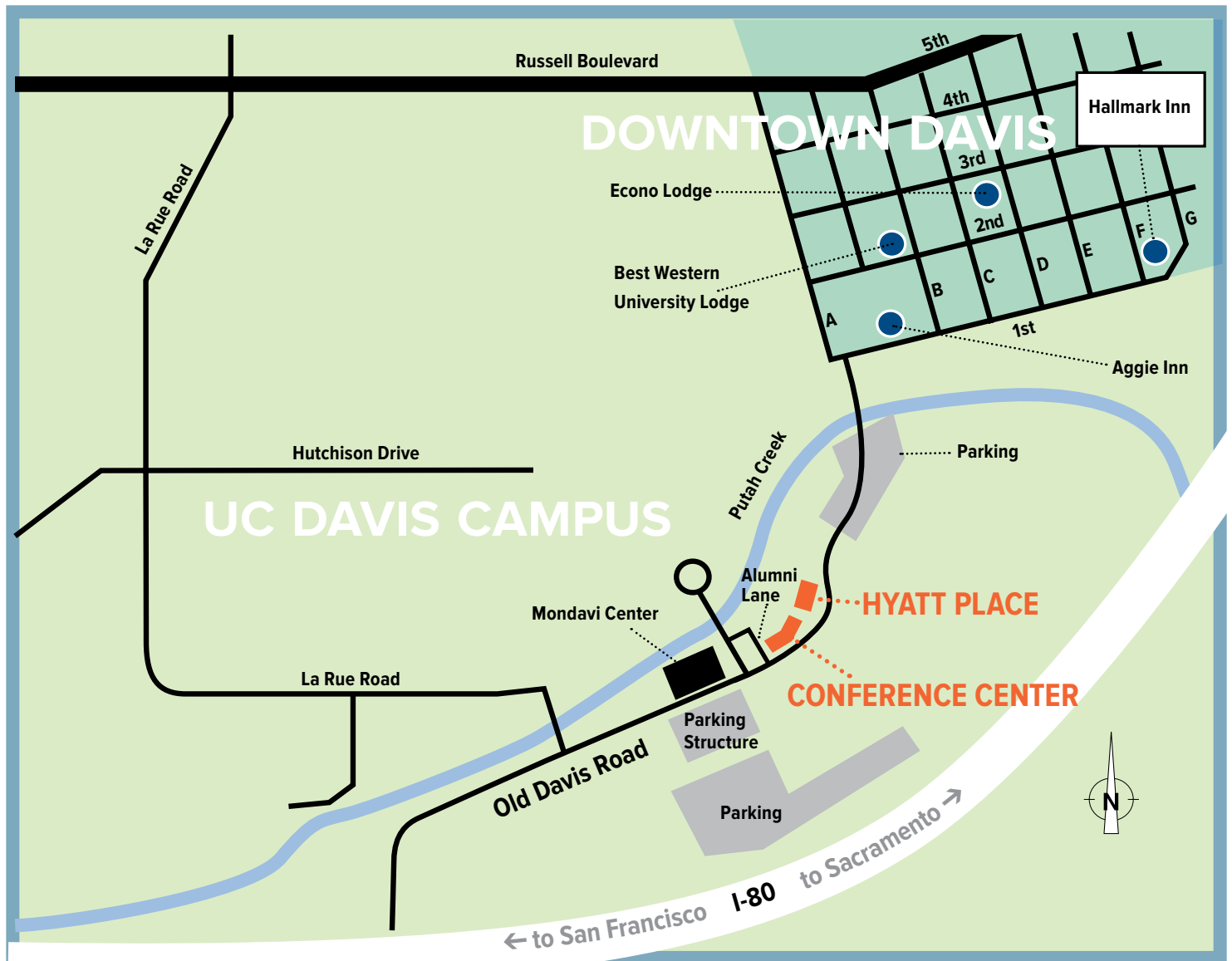




# MAP OF LOCATION

UC Davis Conference Center

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