Saskatchewan NewStart Life Skills Experience
2009            Project Coordinator/Life Skills Coach, YWCA
2007 - 2008      Program Coordinator/Life Skills Coach, Tradeworks Training Society
2001            Life Skills Coach, Tonder Training Centre
1999 - 2000      Life Skills Coach Trainer, Life Skills Unlimited Development Institute
1995 - Present  Communication Coordinator, Canadian Alliance of Life Skills Coaches and Associations (volunteer)
1995 - 1996      President, Life Skills Coaches Association of BC (volunteer)
1990 - 1993      Director at Large, Alberta Society of Life Skills Coaches (volunteer)
1988            Permanent Life Skills Coach certification, Life Skills Training Centres (Canada) Ltd.

Publications
**Evaluation of a Saskatchewan NewStart Life Skills-Based Coach Training Program**

**ABSTRACT**

This study evaluated a Life Skills Coach Training (LSCT) program that was designed in the Saskatchewan NewStart model of Life Skills (NLS) and was delivered by the Saskatchewan Indian Institute of Technologies (SIIT). The study asked:

In the light of NLS theory, how effective was the LSCT program delivered by SIIT? What was the match between NLS theory and the SIIT LSCT program design? How effective were aspects of the training program at contributing to the desired outcome of the program? How well do the trainers and program graduates think that the graduates were prepared for work as Life Skills coaches and/or in related fields?

In light of NLS theory, the LSCT program was very effective. It stayed close to NLS theory and extended and developed theory in useful ways, e.g., regarding learning styles and the integration of NLS with Aboriginal cultural/spiritual content. Most aspects of the program effectively contributed to the outcomes required by the program design. The trainers are confident that their graduates can perform to the requirements of the levels at which they graduated, and the graduates said that they had received what they had expected to receive and were happy with it.

The study recommends that the Community Lesson component be made more rigorous, that more emphasis be put on ethics, that the program be lengthened, and that a longitudinal evaluative process be implemented. It also recommends that the experience of one of the training groups be examined to explain why it showed lower satisfaction in all categories than did the other three groups in the sampling frame.

The SIIT LSCT program made notable innovations based on NLS theory in the areas of learning styles, with the inclusion of Watching with the NLS-identified Feeling Thinking and Acting; the use of NLS accreditation competencies as training/evaluation points for program trainees; and extending the format of the lesson plan with a new first step called Warm-ups. Carrying out this evaluation necessitated the creation of two useful tools for NLS: the NLS Literature Review, and the Evaluation Survey that sought the opinions of program graduates about their training.

**Academic Record**

2001 – Master of Arts in Leadership and Training
Royal Roads University