

Principles of Health Coaching™ Virtual Lesson Plan

Time and Materials

Time estimate: Independent study only: Around six (6) hours
Independent review with facilitated online discussions: Around 13 hours
Simulation activities: Around one (1) hour

Materials: Desktop or laptop computer, internet connection, online access to Principles of Health Coaching™ (PoHC) and access to the facilitator's tool kit materials, which include the PoHC implementation guide, facilitator's guide, and participant's guide.

Description

The Principles of Health Coaching™ Certificate Program introduces learners to key concepts in health coaching. Partnering with and empowering individuals to make health behavior changes is a key aspect of health coaching responsibilities. This program will help learners understand the role of those conducting health coaching sessions; how they collaborate with patients and other team members to drive behavior change; their responsibilities; and one of their main tools, motivational interviewing.

Objectives

After completion of the Principles of Health Coaching™ offering, the student will be able to:

- Describe the role of individuals with health coaching responsibilities.
- Discuss desired characteristics of someone with health coaching responsibilities.
- Define population health.
- Describe health determinants and their impact on population health.
- Discuss individual factors that contribute to disease.
- List and describe key concepts in collaborative decision making.
- Describe components of a complex two-way conversation.
- Describe the basic forms of communication.
- Discuss phases of the communication process and describe barriers that can negatively impact communication.
- List strategies that can be used to address communication barriers.
- List and describe therapeutic communication techniques.
- List various electronic methods for communications with patients and key considerations for communicating with patients through electronic means.
- Discuss the role of health coaching in disease prevention and management.
- Describe the goal of educating patients in home monitoring.
- List and describe techniques for motivational interviewing.
- List and describe the four phases of motivational interviewing.
- Conduct a motivational interview session with a virtual patient.
- Apply feedback techniques such as reflection, clarification and restatement.

Modules

The Principles of Health Coaching™ Certificate Program consists of four eLearning modules, each of which are followed by end of module quizzes which function as practice exams for the final certificate assessment. Learners who complete all four eLearning modules and pass the final certificate assessment are awarded a certificate.

Introduction to Health Coaching Module

This module sets the foundation for the program by describing the role of a healthcare professional with health coaching responsibilities. The correlation between chronic disease and population health is discussed as well as the impact that health coaching can have in helping patients improve health outcomes

Module Activities and Optional Assignments

- Direct students to watch the Principles of Health Coaching™ Product Training Video before starting to go through the modules. (This will help them navigate through the product.)
- Have students go through the module independently
- Once students complete the module, conduct a live online session, using the facilitator guided PowerPoint titled “Introduction to Health Coaching”, from the facilitator’s tool kit. (Consider incorporating suggested actions or activities embedded in the slides.) Students can use the “Participant’s Guide” to take notes as they go through the PowerPoint slides. (Check with your NHA rep to learn how you can gain access to the facilitator’s tool kit)
- Optional Assignment: Ask students to write a paper that explains the professional characteristics they possess that would make them a good candidate to be assigned health coaching responsibilities. Have them explain why someone in their profession would be a good fit to perform health coaching responsibilities. Divide students into groups and schedule them to meet in breakout rooms inside the LMS or other platform you are using to conduct live sessions and have students present their reflections to each other.
- Direct students to take the module quiz. Review quiz scores and address areas of concern before proceeding to the next module.

Collaboration and Communication Module

This module starts with 10 patient-centered care guiding principles to make certain the patient is first in every decision. Basic forms of communication, the process of communication, barriers to communication and strategies for addressing barriers is addressed. Because healthcare workers with health coaching responsibilities need to be able to incorporate therapeutic communication techniques when working with patients, it is an essential theme in the module. The best way to communicate with patients over the telephone and through other electronic forms of communication are additional topics in the module.

Module Activities and Optional Assignments

- Have students go through the module independently.
- Once students complete the module, conduct a live online session, using the facilitator guided PowerPoint titled “Collaboration and Communication”, from the facilitator’s tool kit. (Consider incorporating suggested actions or activities embedded in the slides.) Be certain to provide students with a participant’s guide.
- Optional activity: Start a discussion board assignment that directs students to describe how good collaboration amongst team members, impacts patient outcomes for the better.
- Direct students to take the module quiz. Review quiz scores and address areas of concern before proceeding to the next module.

Relationships and Responsibilities of a Health Coach

This module discusses the relationships and responsibilities associated with the role of someone with health coaching responsibilities. Learners will learn about the stages of change theory, goal setting and how to work with the patient to create goals that are SMART. Medication review and tips to help patients get the most out of their home monitoring equipment are additional topics covered in the module.

Module Activities and Optional Assignments

- Direct students go through the module independently.
- Once students complete the module, conduct a live online session, using the facilitator guided PowerPoint titled “Relationships and Responsibilities of a Health Coach”, from the facilitator’s tool kit. (Consider incorporating suggested actions or activities embedded in the slides.) Be certain students have access to the participant’s guide for this module.
- Optional activity: Divide students into groups in the breakout rooms of your LMS and have them read through the stages of change theory, in section 3.1. Have groups develop their own examples for the six stages of change. During a live full class session, direct each group to present their examples and have other members of the class guess which stage of change aligns with the examples they present.
- Optional activity: Divide the class into groups and assign them one home monitoring device to research. They should research videos, articles, etc. that discuss how to use the monitoring equipment and be able to list patient conditions that may benefit from the monitoring. Next, direct students to create a role-playing activity. They can practice the role play in the breakout rooms of your LMS or other communication platform like Zoom. Discussion topics may include, asking the patient about any problems he or she is having with the monitoring equipment, whether or not they are using the equipment properly and if they are keeping up with recording their results in the logbook? Bring the groups together during an online class session and have each group role play the discussion. (Students do not need the equipment to role play the discussion, they are just talking through the steps of the role play.)
- Direct students to take the module quiz. Review quiz scores and address areas of concern before proceeding to the next module.

Motivational Interviewing Module

This module sets the stage for motivational interviewing. Students will learn the five principles of motivational interviewing, the four phases of motivational interviewing and a description of the techniques used in motivational interviewing.

Module Activities and Optional Assignments

- Have students go through the module independently.
- Once students complete the module, conduct a live online session using the facilitator guided PowerPoint titled “Motivational Interviewing”, from the facilitator’s tool kit. (Consider incorporating suggested actions or activities embedded in the slides.) Be certain students have access to the participant’s guide for this module.
- Direct students to take the module quiz. Review quiz scores and address areas of concern before proceeding to the next module.

Motivational Interviewing Simulation

Following the Motivational Interviewing module, learners complete a longer segment that contains motivational interviewing sessions presented as interactive simulation conversations. Each conversation features a different health care worker or provider conducting a motivational interviewing conversation. This demonstrates how all members of the team have a role in health coaching and though each worker/provider may work with different types of patients and acuity of patients, motivation interviewing techniques are applicable to all. This segment is designed to help learners:

- Advance their knowledge of motivational interviewing techniques.
- Practice motivational interview techniques in branching scenarios.
- Build their motivational interviewing skills as they apply some of the key concepts they've learned in both the health coaching module segments and the motivational interviewing simulation to realistic scenarios.
- The motivational interviewing simulation conversations are meant for practice only. Content in this simulation will not be included in the health coaching assessment. Learners should use information in the health coaching eLearning modules as a reviewing tool for the health coaching assessment.
- If using an iPhone to access the Motivational Interviewing Simulation, use the Safari browser. The simulation will not work while using the Chrome browser on the iPhone.

Simulation Activities

- Assign all three simulation conversations. Have students go through different paths so that they can see the benefits and consequences of taking paths that are ideal and those that are not so ideal.
- Direct students to review their report immediately following the completion of each conversation so that can see what they did correctly and where they may have gotten off the right path.
- Set up live sessions with the entire class after students go through each individual conversation. Direct students to share what they learned during each simulation conversation.
- After going through all the conversations, set students up in groups and have them write one to two motivational interviewing scenarios that can be used for role playing. Collect these and send to other groups to role play. Have groups practice role playing in breakout rooms in your LMS or other platform like Zoom. Direct students to check to see if their condition is featured in one of the seven downloadable chronic disease state support tools found in module 3 inside the module resource filing cabinet. If it is, tell them to review the guide before conducting the motivational interviewing discussion to familiarize themselves more with the disease before coaching the patient. During a live session with the entire class, have each group role play their conversation while the other students watch. Have groups rate each other.

Accreditation Mapping

CAAHEP Standards

Numerical Reference	Content Area	Knowledge/Skill/Behavior
V.C.	Concepts of Effective Communication	<ol style="list-style-type: none"> 1. Identify styles and types of verbal communication 2. Identify types of nonverbal communication 3. Recognize barriers to communication 4. Identify techniques for overcoming communication barriers 5. Recognize the elements of oral communication using a sender-receiver process 6. Define coaching a patient as it relates to: <ol style="list-style-type: none"> a. Health maintenance b. Disease prevention 8. Discuss applications of electronic technology in professional communication 11. Define the principles of self-boundaries
V.P.	Concept of Effective Communication (Skills)	<ol style="list-style-type: none"> 1. Use feedback techniques to obtain patient information including: <ol style="list-style-type: none"> a. Reflection b. Restatement c. Clarification 2. Respond to nonverbal communication 4. Coach patients regarding: <ol style="list-style-type: none"> b. Health maintenance c. Disease prevention 5. Coach patients appropriately considering: <ol style="list-style-type: none"> a. Cultural diversity b. Developmental life stage c. Communication barriers
V.A., 1, 2, and 3	Concepts of Communication	Demonstrate: <ol style="list-style-type: none"> a. Empathy b. Active listening c. Nonverbal communication

ABHES Standards

Numerical Reference	Content Area	Knowledge/Skill/Behavior
5.	Human Relations	<ol style="list-style-type: none"> g. Partner with health care teams to attain optimal patient health outcomes h. Display effective interpersonal skills with patients and health care team members i. Demonstrate cultural awareness
8.	Clinical Procedures	<ol style="list-style-type: none"> h. Teach, disease management and health promotion