

**help&care**



working in partnership with

**CEmPaC**

# Health and Wellbeing Coach Training

(complete course 28 hours)

## Pre-programme Overview

# Health and Wellbeing Coach Training

## Introduction

The concept of patient activation or self-management recognises that people can if given appropriate support, become confident and knowledgeable partners in their own care, making day-to-day decisions and judgments on how to effectively manage their health.

For some people with complex health conditions and social circumstances this journey may take many years, sometimes compounded by the health care system itself.

The role of the health coach is to support the client on the early stages of this journey to develop the confidence and skills to manage their health based on what matters to them.

## Overview of coach roles

The coach helps the client:

- Identify and choose appropriate goals based on what matters to them and their cultural background.
- Achieve lifestyle related goals and other goals that help to improve health and emotional wellbeing.
- Work through practical issues that the client is struggling with and any frustrations that have emerged through their experience of accessing services.
- Help and support the client overcome blocks and barriers or if not, seek alternatives.
- Enable a patient / service user to find and use resources that would empower them to become self-managing.
- Helping the individual make sense of that information and to use it to help them to take action.

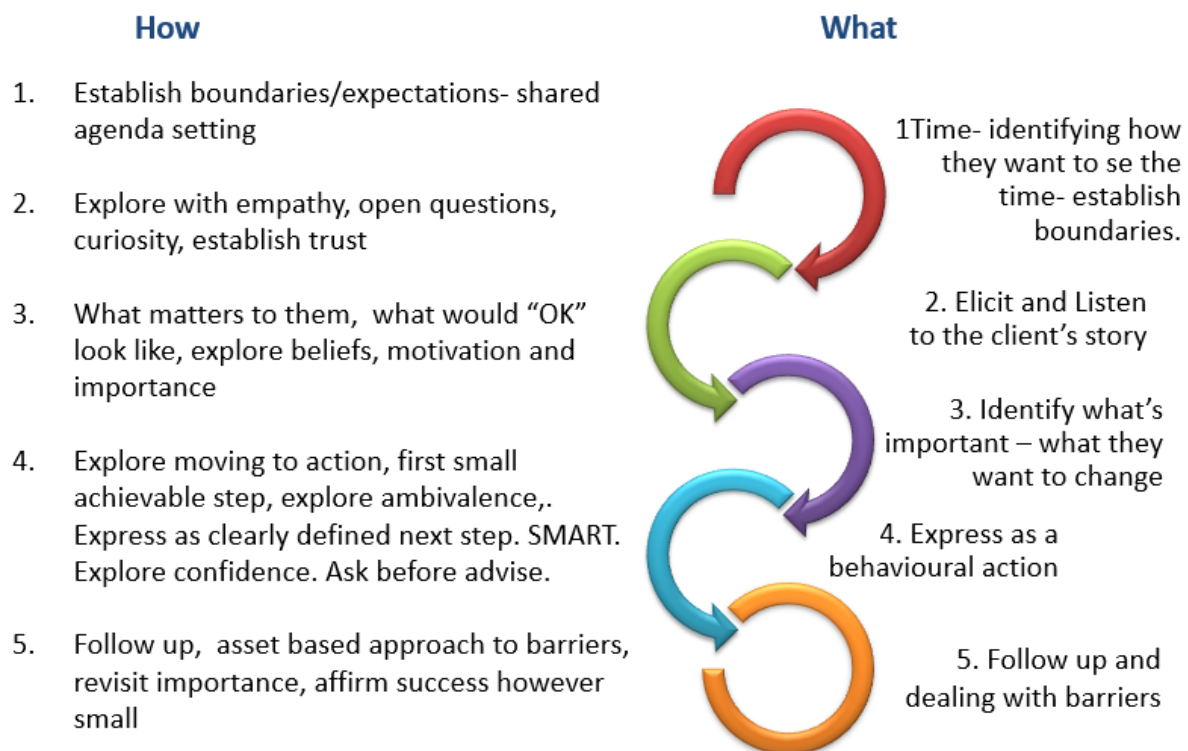
The coach **does not**:

- **Give advice or comment on treatments, medication or the person's health condition**

## Coaching Model and competencies covered

Health and Wellbeing Coaches are trained using a five-stage model using T-GROW for individual session structure. Each stage has a range of skills and competencies associated with it.

The 5 stages



It is recognised that many core skills are transferable from counselling and life coaching training. Coaches may be assessed for prior learning and skills transfer, so training can be adapted dependent on the skill set of the trainee.

Skills practice is incorporated in Modules 5, 6 and 7 and is assessed through role play with the trainee coach.

NHS England and NHS Improvement have identified the main components of a four-day training programme. This is considered as a minimum prior to working with clients.

<https://www.england.nhs.uk/wp-content/uploads/2020/03/hc-summary-guide-technical-annexes.pdf>

For people using coaching in clinical consultations:

- Active and empathic listening
- Effective questioning
- Building trust and rapport
- Providing supportive challenge
- Shared agenda setting
- Collaborative goal setting
- Shared follow-up planning
- Using simple health literate communication techniques such as “teach-back”
- Structuring conversations using a coaching approach
- Understanding the health coaching approach and mindset
- Understanding when health coaching is an effective approach and its limitations

In addition to the above health coaches should be able to:

- Select and apply a range of health coaching models, conversation frames and techniques
- Detailed knowledge of the core concepts and principles of personalisation, patient activation, health behaviour change, self-efficacy, intrinsic motivation and assets-based approaches
- Detailed understanding of self-management support and associated techniques
- Advanced skills development incorporating practice, reflection and planning for the application of learning to practice specific skills and competencies required for on-going health coaching
- Creating and maintaining a safe and positive relationship
- Setting and maintaining appropriate boundaries
- Structuring programmatic and sessional goals
- Managing and making effective use of time
- Managing resistance to change and ambivalence
- Being responsive and sensitive to the needs and beliefs of the client
- Appropriate use of problem solving, and goal follow up across sessions to maintain and increase activation
- Monitoring and collecting outcome measures
- Understanding how to apply health coaching in group settings

The 8 module course meets Learning Outcomes (levels 1,2 and 3) specific to health coaching, as set out in the Personalised Care Core Curriculum.

Level 1 - The learner will:		
Know	Understand	
The principles and concepts of health coaching.	The use of approaches that focus on strength and positive emotions. Health behaviour and barriers to change (cognitive, emotional, behavioural, etc.)	
Level 2 - in addition to level 1 the learner will		
Know	Understand	Be able to
<ul style="list-style-type: none"> <li>• How to structure conversations using a coaching approach to increase personal accountability for plans</li> </ul>	<ul style="list-style-type: none"> <li>• That the use of approaches focus on strength and positive emotions</li> <li>• Health behaviour and barriers to change (cognitive, emotional, behavioural etc.)</li> <li>• The difference between executive and performance coaching and the tension this creates when balancing changes of importance to the person and changes of importance to the workforce or system</li> </ul>	<ul style="list-style-type: none"> <li>• Apply a coaching mind-set to maximise the effectiveness of conversations</li> <li>• Build safety in the conversation to support openness, honesty and willingness to engage</li> <li>• Use effective questions to raise awareness and provide supportive challenge</li> <li>• Apply a range of directive and non-directive communication approaches</li> <li>• Convey expertise, ideas and challenge to support individuals while leaving them in control.</li> <li>• Apply the principles of patient activation and readiness for change</li> <li>• Support the person to set goals which encourage intrinsic motivation and enable them to achieve the outcomes which are important to them</li> <li>• Utilise the appropriate specific coaching and behaviour change techniques in a variety of circumstances</li> <li>• Work constructively with resistance in a non-judgemental way.</li> <li>• Gather meaningful feedback from service users and people using services</li> </ul>
Level 3 - In addition to Level 1 and Level 2 the learner will be able to		
<ul style="list-style-type: none"> <li>• Provide reports on health coaching services</li> <li>• Further develop their facilitation skills and encourage a community of practice for supervision</li> <li>• Apply health coaching approaches in a wide range of situations on a consistent basis</li> </ul>		

## Learning Methods

The course utilises a range of learning methods:

“flipped learning”	The course uses principles of “flipped learning” Learners are asked to complete e-Learning prior to the course. This allows the face-to-face group sessions to be more interactive and not using time in teaching concept and models that can be learnt through reading/ watching videos.
e-Learning	A range of web-based learning resources providing information, skills demonstration and links to additional learning.
Recording and role play	Pair work using coaching techniques and role play. Recording of sessions to use in skills analysis, improvement and discussion.
Self-directed learning and Reflective practice	Following up links to e-Learning for further reading Keeping a reflective practice log including self-analysis of practice sessions. Feedback from coaches.
<b>Post training</b>	
Supervision and mentoring	On-going supervision and buddying with experienced coaches to facilitate on going learning, reflective practice and identification of further training needs.

## Curriculum

The curriculum involves 28 hours of full training with additional time for mandatory training for Safeguarding and Information Governance.

Mandatory training should be in accordance with the employing organisations policies and procedures and may include additional training on issues such as lone working etc.

## Overview of curriculum

### Prior preparation and learning

Prior course preparation will include completing a pre-assessment questionnaire before the course commences.

Learners (both 4 module and 8 module training) are also expected to complete Core Skills in Person Centred Care

<https://www.patientcentredcare.com/en/course/clinician-e-learning/> This is an open access online course that is modular. Modules can be completed in any order and cover the key topics on the course plus links to additional learning.

It is also recommended that to help develop an understanding of self-management, trainees complete “Get well, stay well” <https://www.patientcentredcare.com/en/> which is for people living with long-term health conditions. This set of simple activities is designed to support people to make changes in managing their day-to-day health. The course helps trainees understand the journey of self-management from a patient’s perspective.

Assessments will be conducted during the course. It is the learner’s responsibility to ensure that the Core Competency and evidence document is completed and dated - in discussion with a facilitator.

Learners will be expected to keep a reflective log and use it to self-assess current levels of competence. Learner’s progress and access can be monitored via the administrative site for the course.

On completion of the course, the learner will receive a Certificate of Attendance and be required to complete a post-training questionnaire. (1. learner needs / 2. course development & improvement)

Topics covered are:

<b>Setting the scene and overview</b>	<b>Skills and tools</b>	<b>Core tools and approaches</b>	<b>Useful techniques</b>
<ul style="list-style-type: none"> <li>• Introduction</li> <li>• Theory and evidence</li> <li>• Case studies</li> <li>• What is coaching to support self-management?</li> <li>• Reflections for clinicians</li> <li>• The patient’s journey</li> </ul>	<ul style="list-style-type: none"> <li>• Style of consultation</li> <li>• What are the key skills needed?</li> <li>• Open Questions</li> </ul>	<ul style="list-style-type: none"> <li>• Shared Decision Making</li> <li>• Personalised care and support planning</li> <li>• Connecting - Social prescribing</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction</li> <li>• Collaborative agenda setting</li> <li>• Understanding importance of levels of knowledge skills and confidence</li> <li>• Goal setting</li> <li>• Using scaling</li> <li>• Working with ambivalence</li> <li>• Asking before advising</li> <li>• Problem solving activating people’s thinking</li> <li>• Follow up</li> </ul>

# The course

The course is divided into 8 modules - each module equivalent to a half day training, totalling 28 hours in addition to the e-Learning

<b>Pre-session preparation</b>	
Learners to complete e-Learning prior to starting	
<b>Module 1</b>	<b>Module 2</b>
<b>Introduction to course and course overview</b> Learner objectives COM-B Overview health coaching, origins, evidence and definitions Overview of techniques and approaches used in coaching Overview of coaching model <b>Activity 1</b> TGROW and T-TIME  Theoretical frameworks 1 <ul style="list-style-type: none"> <li>• Patient Activation</li> <li>• Health Literacy</li> </ul>	Eliciting the story - skills to engage listening skills, open questions and question cone Practice session Theoretical frameworks <ul style="list-style-type: none"> <li>• Transtheoretical model of change</li> <li>• Social cognitive model of behaviour change</li> </ul> Principles of goal setting - part one
<b>Module 3</b>	<b>Module 4</b>
Skills to enable - Identifying change talk and supporting change Goal setting - part two Theoretical frameworks <ul style="list-style-type: none"> <li>• Self-efficacy and social learning theory</li> <li>• COM-B</li> </ul> Skills practice Shared agenda setting MI techniques <ul style="list-style-type: none"> <li>• Scaling</li> <li>• Importance and confidence</li> </ul>	Goal follow-up Theoretical frameworks <ul style="list-style-type: none"> <li>• Karpman drama triangle</li> </ul> Giving advice and signposting Dealing with resistance Practice sessions
<b>Module 5</b>	<b>Module 6</b>
Learn review Planning for setbacks Working with ambiguity Double sided reflection Skills practice	Solution focussed coaching and positive psychology - asset based approaches Using Self-management tools and techniques Group coaching- introduction to a structured approach Skills practice
<b>Module 7</b>	<b>Module 8</b>
Review Dealing with referrals not suitable for coaching Boundaries in coaching and using skills from other training Skills practice	Skills assessment “open self-directed session” Review- next steps and ongoing development



## Accreditation for 8 Module Course

Trainees have ongoing continuous assessment through the training and observation of practice sessions.

A formal assessment through observation will take place in module 8.

Trainees will be passed based on the ability to have demonstrated reasonable competency in the core skills and competencies.

Coaches should have one observed (or recorded) session with a client and receive feedback.

Coaches are encouraged to keep a reflective learning log.

## Supervision and training requirements

All full-time coaches are required to attend a minimum of an hour individual supervision at least once per calendar month. Part-time coaches (e.g., 18 hours per week) at least once every 6 weeks.

All coaches are required to do one case study per annum. This will be an in-depth review of one client combined with one observed session with the client or for one session to be recorded.

Coaches should attend a minimum of two skills review sessions per annum.

Coaches delivering courses should have one session observed every two years or every 4<sup>th</sup> course.