

National Healthcareer Association: Principles of Health Coaching™

Implementation Guide

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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 being a health coach. This program will help learners to understand what health coaches are; how they collaborate with patients and other team members to drive behavior change; their responsibilities; and one of their main tools, motivational interviewing.

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.

The four modules of this certificate program consist of the following.

INTRODUCTION TO HEALTH COACHING

- The role of a health coach - who they are and what they do
- Population health and chronic disease
- The role and impact of health coaching in the areas of population health and chronic disease

COLLABORATION AND COMMUNICATION

- The importance of good collaboration
- Communication fundamentals
- Therapeutic communication techniques
- Telephonic and electronic communications

RELATIONSHIPS AND RESPONSIBILITIES OF A HEALTH COACH

- Health coach relationships
- Professional boundaries of a health coach
- Health coaching responsibilities

MOTIVATIONAL INTERVIEWING

- Motivational interviewing basics
- Motivational interviewing video-based scenarios
- Motivational interviewing simulation

eLearning Module Features

Instructional features within the eLearning modules are designed to engage learners and help them navigate the content at their own pace.

Key features include the following.

- Program, module, and lesson overviews set the context.
- Learning objectives at the lesson level are clear, specific, and measurable to set well-defined expectations for learners.
- Learning objectives are reinforced with the Knowledge Check questions at the end of each lesson, which prepare learners for the certificate assessment that tests the attainment of these defined learning outcomes.
- Completion time estimates at the beginning of each lesson help learners structure and schedule their course of study and work at their own pace.
- Interactive elements engage the learner.
- Tap/click to hear the text on screen read aloud by a narrator.
- Video vignettes feature instructional, scripted interactions.
- Lesson-level Knowledge Checks allow the learner to test their attainment of the stated learning objectives for that lesson before moving on to the next lesson. These questions include feedback. Knowledge Checks can be accessed and repeated at any time, allowing the learner to return to them for additional study.
- Key Points summaries at the end of each lesson further reinforce the content covered in the lesson.
- Flash Cards allow the learner to drill their active recall of key terms and concepts.
- A Glossary provides definitions for words with which learners might not be familiar.
- Seven Downloadable Chronic Disease State Support Tools can be downloaded from the Resources section in the Relationships and Responsibilities of a Health Coach module for use long after the learner has completed the certificate program.
- End-of-module quizzes are scored and serve as a practice exam to help learners prepare to take the certificate-awarding assessment.

Following the Motivational Interviewing module, learners complete a longer segment that contains animated motivational interviewing situations presented as interactive simulations. 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 animated motivational interviewing simulation to realistic scenarios.
- The animated motivational interviewing simulations 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.

Facilitator's Toolkit Features

The program also includes a Facilitator's Toolkit, which helps facilitators customize the application of the knowledge gained from the certificate program to meet the needs of their learners and institutions. As such, these materials can be used to enhance the Principles of Health Coaching™ Certificate Program.

The Facilitator's Toolkit provides a set of tools that can be used together to reinforce the key concepts in each eLearning module of the Certificate Program via live or virtual classroom session(s) that are suitable for delivery in an academic setting or during employee training and onboarding.

The Toolkit consists of this Implementation Guide and the following facilitation tools.

- A presentation-based Facilitator's Guide (divided into four presentations, one per eLearning module), with Facilitation and Speaker notes to guide facilitators in delivering a dynamic live review and reinforcement of the key content contained in each eLearning module
- A PDF Participant's Guide (one for each eLearning module) that facilitators can distribute to learners that helps them build a customized handout and take-home resource

These facilitation tools are segmented per module, which allows you to sequence live sessions with learners' completion of the online eLearning modules if desired.

WHY USE THE FACILITATOR MATERIALS?

Promote learner success in health coaching by:

- Facilitating content mastery.
- Helping the learner improve confidence.
- Supporting the learner's understanding and review of the defined learning outcomes of the program.
- Boosting the learner's self-learning.

- Enforcing critical thinking and application of knowledge in the facilitator's institution, whether for use in an academic or health care setting.

Support faculty or employer trainer teaching practices.

Help facilitators to deliver a blended learning solution by:

- Aligning online, asynchronous self-paced study with synchronous classroom sessions.
- Providing guidance on sequencing/assigning selected lessons from the eLearning modules in conjunction with the classroom learning sessions.

Assess and reinforce the effectiveness of live or virtual classroom participation.

Program Implementation Strategies

- Read this implementation guide—and, ideally, complete the online eLearning modules—to familiarize yourself with the content prior to delivering a live classroom session. The content within each eLearning module, including the Facilitator's and Participant's Guides, is reviewed and reinforced in the Toolkit in the same order that it appears in the module.
- Consider aligning learners' completion of the eLearning module/lesson content to delivery of the review sessions provided in each companion Facilitator's Guide. Options and recommendations:
 - » Direct learners to complete each eLearning module prior to attending the live session.
 - » Direct learners to complete all of the lessons of each eLearning module—including the unscored knowledge checks after each lesson, followed by the end-of-module quizzes—to ensure individual comprehension and mastery.
 - » Instruct learners to complete all four modules in order prior to attending the live classroom review/reinforcement sessions. Alternatively, self-study and live facilitated sessions can be sequenced and aligned.
 - › Instruct learners to complete the first module—Introduction to Health Coaching—then the end-of-module quizzes (there are two available per module) prior to attending the Introduction to Health Coaching Review Session, which you will deliver using the Facilitator's Guide.
 - › Learners should then complete the second module—Collaboration and Communication—and complete the end-of-module quizzes prior to attending the review session for that module.
 - › Next, they should complete the third module, Relationships and Responsibilities of a Health Coach, and complete the end-of-module quizzes prior to attending the Review Session for that module.
 - › Finally, prior to attending the fourth live review session, learners should complete the fourth module—Motivational Interviewing—and accompanying end-of-module quizzes.
- If facilitating in a live classroom setting, build in breaks.
- Distribute the Participant's Guide prior to each live classroom session.

- Instruct learners to access the test plan from the resources section of the modules. Review each of the domains of the test plan and the weighting for each section with learners. Encourage learners to answer the objectives in the test plan as an extra tool for preparing for the certificate exam.
- Use the optional activities and suggestions for learner engagement as appropriate for the needs of learners and your institution.
- As an instructor in the NHA system, you have access to reporting for any courses you have set up and are managing. These reports allow you to see how learners in the courses you are managing are progressing through the content, the results they have achieved on their quizzes, and how they have performed on the final assessment. Through this, you can determine content areas that seem to present learners with the greatest challenges, then provide additional support and training on these topics. Review common deficiency areas with learners before moving on to the next module.

Recommended Time

RECOMMENDED TIME (IN MINUTES) FOR THE ELEARNING MODULES AND FACILITATED CLASSROOM SESSIONS

Module Name	eLearning Content	End-of-Module Quizzes (each)	Facilitated Classroom Session*
Introduction to Health Coaching	50 to 60	20	90 to 120
Collaboration and Communication	60 to 75	20	90 to 120
Relationships and Responsibilities of a Health Coach	60 to 90	20	90 to 120
Motivational Interviewing	20 to 30	20	40 to 60

**As designed. You might want to break up the session into shorter segments or expand the facilitated sessions with additional activities as appropriate for the needs of learners and the institution.*

GENERAL INSTRUCTIONAL STRATEGIES FOR EDUCATORS AND EMPLOYERS

- Inform learners where policies and procedures differ from what's covered in the modules of the certificate program.
- Supplement the Participant's Guide with handouts that explain the rules and regulations of your state or institution.
- Use and adapt the optional activities suggested in the Notes of the Facilitator's Guide (and add others if desired) to make the sessions interactive and relevant for your institution and learners.
- Once learners complete the eLearning health coaching modules, explain how to launch the animated motivational interviewing simulation.
- Have students go through the entire animated motivational interviewing simulation. (There are a total of three health coaching encounters.)
- Have students take screen shots of their performance for episodes 1, 2, and 3 and save to a Word file so that you can review their results.

- Once all members of the group complete the animated motivational interviewing simulation, initiate a group discussion regarding what they learned from the simulation and discuss how they can apply this training in the field.
- Have students get into groups and practice motivational interviewing using the techniques they used in the simulations.
- Remind students that the health coaching assessment will only cover information in the eLearning modules, not the animated motivational interviewing simulation.
- Highlight real-world application of knowledge and skills from your experiences as appropriate.
- Encourage questions from learners and engagement in the discussion.
- Offer to meet one-on-one with learners to talk about progress and challenges.
- Invite field experts (providers, nurses, medical assistants) to talk to learners about their experiences in the role.

ACTIVE INSTRUCTIONAL STRATEGIES FOR EDUCATORS

- Have learners teach concepts from the modules to the class using a teach-back structure.
- Assign lessons in the eLearning modules and sequence with your facilitated classroom sessions. Follow up in the facilitated classroom sessions with tasks that relate to the lesson.
- Adapt the optional activities and discussion in the Facilitator’s Guides for delivery via virtual classroom or web-conferencing technology (Adobe Connect, Webex, Go to Meeting). For example, use the chat window to solicit responses to discussion questions, use the polling functionality to engage learners, and use breakout rooms for small-group activities if the virtual classroom platform supports that functionality.
- Create index cards with questions from each lesson. Have each learner read a question and teach the content to the class. After each teach-back, request that the group provide feedback.

Product Support

At NHA, we pride ourselves on timely, effective support to meet your needs. Please contact us at 800-499-9092 if you need assistance with this product.

ISBN and Copyright Information

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MODULE 4: MOTIVATIONAL INTERVIEWING

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