

Health coaching module

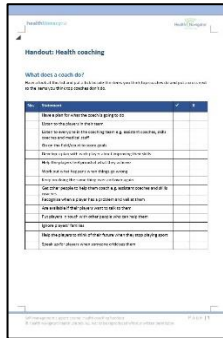
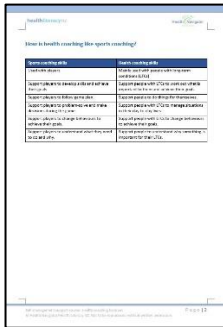
Learning objectives for this session

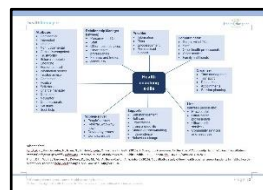
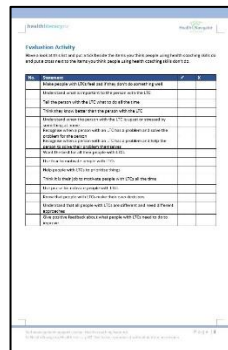
By the end of this session participants will be able to:

- describe how health coaching skills are similar to the skills New Zealand's top sport coaches use
- identify examples where they have and could use health coaching skills in their practice.

Trainer's Notes

1. Please read this document and the Handout at least a couple of days before the training session.
2. Please print off enough copies of the Handout depending on the number of people in the session.
3. Think about some examples of health coaching that staff provide in your primary care practice that you can use in this session.

Purpose and time	Activity	Resources
	<p>Welcome everyone to the session.</p> <p>Explain that this session is about the importance of using health coaching skills when working with people with long-term conditions (LTCs).</p>	
<p>Activating prior knowledge (20 mins)</p>	<p>What is health coaching?</p> <p>Explain to participants they might have heard of the role called a health coach. A health coach is a specific role that uses a range of skills to “coach” people with LTCs to support their self-management of LTCs e.g. change behaviours</p> <p>This session is about health coaching which are a series of skills that health professionals can use, especially when working with people with LTCs.</p> <p>You don’t have to be a health coach to use health coaching skills. Ask participants to give you the names of top New Zealand sports coaches (e.g. Steve Hansen, Noeline Taurua, Steve Kearney).</p> <p>Explain that the skills that top sports coaches use with their teams are very similar to health coaching skills.</p> <p>Brainstorm the sorts of coaching skills top sports coaches use – some examples:</p> <ul style="list-style-type: none"> • have a plan • listen to their players • listen to all the people in the coaching team • help players to problem-solve • help players develop skills • help players work on their fitness • set limits – what the coach will do and what the players will do. <p>Give everyone a copy of the Handout. Get them to complete the questions on page 1. Have a discussion about the answers.</p> <ol style="list-style-type: none"> 1. Yes 2. Yes. 3. Yes. 4. No. 5. Yes. 6. Yes. 7. Yes. 8. Yes, to develop skills. No in terms of a game plan. 9. Yes. 10. No. 11. Yes. 	<p>Page 1 & 2 of handout</p>  

Purpose and time	Activity	Resources
	12. Yes. 13. No. 14. Yes. 15. Yes. Ask participants to look at page 2 of the Handout to check the link between sports coaching skills and health coaching skills.	
Building new skills (20 mins)	Examples of health coaching skills Ask participants to look at the diagram on page 3. Let participants have some time to look at the diagram. Go around the group and ask them to give examples of when they or other staff members have provided health coaching skills to support people with LTCs. If necessary, be ready with some examples.	Page 3 of handout 
Evaluation (10 mins)	Questionnaire Ask participants to complete the questionnaire on page 4. At the end, quickly go around and discuss the answers. 1. No. 2. Yes. 3. No. 4. No. 5. Yes. 6. No, not unless it is really urgent. 7. Yes. 8. Yes. 9. No. 10. Yes. 11. No – players need to motivate themselves. 12. Yes. 13. Yes. 14. Yes. 15. Yes.	Page 4 of handout 
Improvement activity (10 mins)	Health coaching skill Ask each participant to identify one thing they will change or do more of as a result of this session and how you can support each participant. Keep notes for your records.	