#

# Handout: Health coaching

## What does a coach do?

Have a look at this list and put a tick beside the items you think top coaches do and put a cross next to the items you think top coaches don’t do.

|  |  |  |  |
| --- | --- | --- | --- |
| **No.** | **Statement** | **✓** | **X** |
|  | Have a plan for what the coach is going to do |  |  |
|  | Listen to the players in their team |  |  |
|  | Listen to everyone in the coaching team e.g. assistant coaches, skills coaches and medical staff |  |  |
|  | Go on the field/court to score goals |  |  |
|  | Develop a plan with each player about improving their skills |  |  |
|  | Help the players feel proud of what they achieve |  |  |
|  | Work out what happens when things go wrong |  |  |
|  | Keep on doing the same thing over and over again |  |  |
|  | Get other people to help them coach e.g. assistant coaches and skills coaches |  |  |
|  | Recognise when a player has a problem and yell at them |  |  |
|  | Are available if their players want to talk to them |  |  |
|  | Put players in touch with other people who can help them |  |  |
|  | Ignore players’ families |  |  |
|  | Help the players to think of their future when they stop playing sport |  |  |
|  | Speak up for players when someone criticises them |  |  |

## How is health coaching like sports coaching?

|  |  |
| --- | --- |
| **Sports coaching skills** | **Health coaching skills** |
| Used with players | Mainly used with people with long-term conditions (LTCs) |
| Support players to develop skills and achieve their goals. | Support people with LTCs to work out what is important to them and achieve their goals. |
| Support players to follow game plan. | Support people to do things for themselves. |
| Support players to problem-solve and make decisions during the game. | Support people with LTCs to manage situations in their day-to-day lives. |
| Support players to change behaviours to achieve their goals. | Support people with LTCs to change behaviours to achieve their goals. |
| Support players to understand what they need to do and why. | Support people to understand why something is important for their LTCs. |

**Provider**

* Information
* Time
* Encouragement
* Personalised support

**Attributes**

* Confidential
* Interested
* Listener
* Non-judgemental
* Culturally competent
* Trustworthy
* Believe in people
* Engaging
* Person-centred
* Information seeker
* Trusted advisor
* Connected
* Positive
* Self-starter
* Change manager
* Questioner
* Navigator
* Compassionate
* Set limits
* Seek help

**Communicator**

* People with LTCs
* Staff
* Other health professionals
* Other services
* Family and friends

**Relationship Manager**

between:

* Person with LTCs
* Staff
* Other health services
* Other health professionals
* Families and friends
* community

**Organiser**

* Time management
* Transport
* Resources
* Appointments
* Session planning

**Health coaching skills**

**Link**

between person and:

* Practice staff
* Other health professionals
* Other health services
* Community services and resources

**Supporter**

* Self-management
* Self-care
* Expectations
* Living a good life
* Shared decision-making
* Independence
* Behaviour change

**Problem-solver**

* People’s issues
* Referral (who-why-how)
* Day-to-day issues
* Complex issues

Adapted from:

Katigbak, C., Van Devanter, N., Islam, N., & Trinh-Shevrin, C., Partners in Health (2015). *A Conceptual Framework for the Role of Community Health Workers in Facilitating Patients' Adoption of Healthy Behaviors.* American Journal of Public Health. J Public Health. 105(5):872-80. doi: 10.2105/AJPH.2014.302411

Thom, D.H., Wolf, J., Gardner, H., DeVore, D., Lin, M., Ma, A., Ibarra-Castor, A., & Saba, C (2016). A qualitative study of how health coaches support patients in making health-related decisions and behavioral changes. Ann Fam Med. 14(6):509–516.

## Evaluation Activity

Have a look at this list and put a tick beside the items you think people using health coaching skills do and put a cross next to the items you think people using health coaching skills don’t do.

|  |  |  |  |
| --- | --- | --- | --- |
| **No.** | **Statement** | **✓** | **X** |
|  | Make people with LTCs feel bad if they don’t do something well |  |  |
|  | Understand what is important to the person with LTCs |  |  |
|  | Tell the person with LTCs what to do all the time |  |  |
|  | Think they know better than the person with LTCs |  |  |
|  | Understand when the person with LTCs is upset or stressed by something at home |  |  |
|  | Recognise when a person with LTCs has a problem and solve the problem for the person |  |  |
|  | Recognise when a person with LTCs has a problem and help the person to solve their problem themselves |  |  |
|  | Want the best for all their people with LTCs |  |  |
|  | Use fear to motivate people with LTCs |  |  |
|  | Help people with LTCs to prioritise things |  |  |
|  | Think it is their job to motivate people with LTCs all the time |  |  |
|  | Use praise to motivate people with LTCs |  |  |
|  | Know that people with LTCs make their own decisions |  |  |
|  | Understand that all people with LTCs are different and need different approaches |  |  |
|  | Give positive feedback about what people with LTCs need to do to improve |  |  |