

## Coaching for behavioural change module

### Learning objectives for this session

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

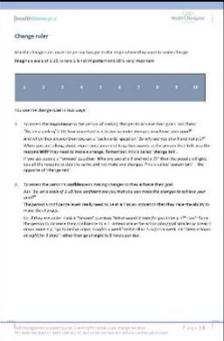
- explain why coaching for change is so important in self-management support situations
- describe why changing behaviour is so difficult for everyone
- describe the stages of coaching for change if someone has already decided to change
- describe approaches to brief interventions that can be used as an introduction to changing behaviours
- describe five stages in behavioural change.

### Trainer's Notes

1. Please read this document and the Handout at least a couple of days before the training session.
2. This session should be delivered after the Asking Questions and Listening Training Modules as these two Modules provide important skills for coaching for behavioural change. .
3. Please print off enough copies of the Handout depending on the number of people in the session.
4. Think about examples from your own life or health care experience for discussion during this session.

Purpose and time	Activity	Resources
	<p><b>Welcome everyone to the session.</b></p> <p>Explain that this session is going to explain about the importance of coaching for behavioural change in self-management support (SMS) situations to support patients to manage their long-term conditions.</p>	
<p><b>Activating prior knowledge (15 mins)</b></p>	<p><b>Why is changing health-related behaviour so difficult?</b></p> <p>Explain you are going to talk about six myths/beliefs that most people have about behaviour change.</p> <p>Give out the Handout and refer to page 1. Let participants have time to read the page.</p> <p>Ask the group how many of these beliefs they recognise. Be ready with some of your own examples from your own practice.</p> <p>Explain that these beliefs are sometimes conscious and sometimes unconscious. Try and get the group to share examples they have observed over the years. Examples could be from health care situations or real life.</p> <p>If anyone wants to see the whole article then email them this url:  <a href="https://cdn.auckland.ac.nz/assets/healthstartworkforce/documents/Summary%20of%20Mary%20Barker%20paper_updated%20191018.pdf">https://cdn.auckland.ac.nz/assets/healthstartworkforce/documents/Summary%20of%20Mary%20Barker%20paper_updated%20191018.pdf</a></p>	<p><b>Page 1 of handout</b></p>  

Purpose and time	Activity	Resources
<p><b>Build new knowledge (10 mins)</b></p>	<p><b>When people want to change</b></p> <p>Tell the group that a patient they have been working with for some time in relation to stopping smoking comes to see them and says “I have decided to stop smoking” what would participants say?</p> <p>Most people working in health would say “I can get you patches/gum so you can start giving up”. Refer participants to page 2 of the Handout.</p> <p>Say these are the steps you need to go through when someone says they want to change. Using this approach means the person feels supported and knows they can get more help from you. And you record the reasons the person is motivated to change so you can refer back to these reasons if things don’t go according to plan.</p> <p>If there is time, fill in the ‘you could say’ column.</p>	<p><b>Page 2 of handout</b></p> 
<p><b>Build new knowledge (15 mins)</b></p>	<p><b>Brief interventions when people are still deciding to change</b></p> <p>There are a number of different ways of approaching people who would benefit from changing their behaviour.</p> <p>Refer participants to page 3 of the Handout. Explain that these three questions were developed by Dr John McMenamin, a GP in Wanganui, who was the Ministry of Health’s champion for reducing alcohol consumption. This approach can be used for any long-term condition.</p> <p>Ask for someone in the group to role-play, with you being the patient and them being the health professional/health coach. Decide what sort of behaviour the patient has to change before you start the role-play.</p> <p>If people want to watch a video of Dr John McMenamin, refer them to this url:</p> <p><a href="http://www.youtube.com/watch?v=iFaDXCF7YQU">www.youtube.com/watch?v=iFaDXCF7YQU</a></p> 	<p><b>Page 3 of handout</b></p> 

Purpose and time	Activity	Resources
<p><b>Build new knowledge (15 mins)</b></p>	<p><b>Five stages people can go through when thinking of change</b></p> <p>Ask the group who has heard of Motivational Interviewing or has been on a Motivational Interviewing course. Explain to the group that Motivational Interviewing is a great approach to behaviour change but it takes a lot of practice to be able to use Motivational Interviewing easily and well.</p> <p>Refer everyone to page 4 of the Handout and explain these five stages have been taken from Motivational Interviewing material and adapted so health professionals/health coaches can recognise common stages people go through when thinking about change and you do each one slightly differently and you need to be aware of that.</p> <p>Ask the group, who has used a change ruler when talking to patients about changing behaviour? Explain or get someone in the group to explain that the ruler is used to measure <b>importance</b> of a change to a person <b>and</b> the person's <b>confidence</b> to make the change.</p> <p>Refer people to page 5 of the Handout and quickly go through it. Point out how to use the backward questions (for importance) and forward questions (for confidence).</p> <p>If you have time, practise using the change ruler.</p>	<p><b>Page 4 &amp; 5 of handout</b></p>  
<p><b>Evaluation (5 mins)</b></p>	<p><b>One area for improvement</b></p> <p>Refer everyone to page 6 of the Handout.</p> <p>Explain it is a series of statements about coaching for change. Ask people to identify one thing they are going to focus on when coaching for change. Ask them how when they are going to make that change and how you can support them.</p> <p>Make a note of what people have selected on a copy of the Handout for your records.</p> <p>Thank people for participating.</p>	<p><b>Page 6 of handout</b></p> 