

# X-PERT Health PCI-accredited training course for

## Health & Wellbeing Coaches

### Foundation Work (e-learning and reading based on needs assessment)

#### (Weeks 1-4)

#### [PCI core training](#)

##### **1. Core Skills (1 hour – levels 1 and 2)**

This module is written by three experts on the subject of personalised care, who come from backgrounds of psychology, professional education, communication skills training and personal experience. The module takes a holistic view of health and care, and demonstrates the nature and benefits of personalised care.

##### **2. Shared Decision Making (30 minutes – level 3)**

The Personalised Care Institute curriculum (2020) articulates the values, behaviours and capabilities required by a multi-professional workforce to deliver Personalised Care. This eLearning covers aspects of the core capabilities to communicate and build relationships, as well as to engage, enable and support people, as described within the curriculum.

##### **3. [Person Centred Approaches \(e-LfH\)](#)**

This eLearning module supports the Person-Centred Approaches Framework, which was developed by Skills for Health, Skills for Care and NHS Health Education England. Both the Framework and this eLearning were created with input from people with experience of using health and social care services.

The scope of this eLearning is to introduce the behaviours, knowledge and skills for person-centred approaches, including the values, core communication and relationship building skills, engaging people and enabling and supporting people.

##### **4. [Introduction to Health Literacy – NHS Health Education England and NHS Education for Scotland](#)**

Health literacy is about people having enough knowledge, understanding, skills and confidence to use health information, to be active partners in their care, and to navigate health and social care systems. Therefore, to access, assess and apply health information, people need to be health literate. The health literacy levels in England are very low: 43% of 16 to 65-year-olds struggle with text-based health information; and 61% of 16 to 65-year-olds cannot understand health information that includes both text and numbers (Rowlands et al., 2015. [View article](#)).

**Course Reader (supplied):** Starr J. The Coaching Manual: The Definitive Guide to The Process, Principles and Skills of Personal Coaching (4th Edition): Pearson Business; 2016. 368 p. ISBN 978-1292084978.

A reading list and papers will also be supplied.

## **Level 3 Health & Wellbeing Training Course (4 days – 1 day every 2 weeks)**

### **Learning methods:**

- Problem-based learning
- Work-based learning
- Recording and role play
- Self-directed learning and reflective practice
- Multi-source feedback
- Small group, multi-professional and peer learning
- Requirement to arrange supervision and mentoring

### **Day 1 (Week 5) Health Coaching – The essentials**

09:00	Introductions and learning outcomes
09:15	What is personalised care? Current guidance and policies (1, 2)
09:30	NICE guidance for consent and shared decision making (4)
09:45	Models for patient activation, health literacy and the Accessible Information Standard (AIS) (5)
10:30	Break
10:45	Behaviour change principles and health coaching tools and techniques (6)
11:30	Impact of social, economic and environmental factors (7)
11:45	Empowering communication methods (3, 8-13)
12:30	Lunch
13:00	Measuring personalised outcomes (14)
14:00	Empowering communication - case study role play practice (15-28) - Feedback, self-assessment and discussion (29-30)
17:00	Close of Day 1

**Homework:** Engage in empowering communication with at least one patient. Complete reflection form for feedback in Day 2 (15-28)

## **Day 2 (Week 7) – Health Literacy, Patient Activation and Motivational Interviewing**

09:00	Introductions and learning outcomes
09:15	Empowering communication feedback and discussion – what went well, what didn't go as well and what you would do differently next time (29-30)
10:00	What is health literacy and tools to assess staff and patients (34-35)
10:30	Break
10:45	How to design, implement and evaluate a patient information leaflet (36-37)
11:30	Evaluate and critically appraise a health information leaflet (workshop) (32 & 33)
12:30	Lunch
13:00	Assessing patient activation workshop (knowledge, skills and confidence) (38)
13:30	Motivational interviewing key skills (53-54)
14:00	Motivational interviewing – coaching practice (breakout rooms) (53) - Feedback, self-assessment and discussion (54)
15:00	Motivational interviewing – coaching practice (breakout rooms) (53) - Feedback, self-assessment and discussion (54)
16:00	Motivational interviewing – coaching practice (breakout rooms) (53) - Feedback, self-assessment and discussion (54)
17:00	Close of Day 2

### **Homework:**

1. Design a simple one-page patient information leaflet (36)
2. Practice motivational interviewing on with at least one patient. Complete reflection form for feedback in Day 3 (53-54)

### **Day 3 (Week 9) - Supporting Behaviour Change and Health Coaching**

09:00	Introductions and learning outcomes
09:15	Patient information leaflet showcasing and motivational interviewing feedback and discussion – what went well, what didn't go as well and what you would do differently next time (36,53-54)
10:00	Behaviour change techniques, resources and models (39-40)
10:30	Break
10:45	Workshop – identifying individual behaviour change journeys and coach biases and how these may impact on patient interactions. Understanding role and helping people overcome challenges (breakout rooms) (41-48)
	How to structure conversations using a coaching approach to increase personal accountability and support goal setting (55-56)
11:30	Health coaching - case study role play practice (breakout rooms) (57-59) - Feedback, self-assessment, and discussion (60)
12:30	Lunch
13:00	Health coaching - case study role play practice (breakout rooms) (57-59) - Feedback, self-assessment, and discussion (60)
14:00	Health coaching - case study role play practice (breakout rooms) (57-59) - Feedback, self-assessment, and discussion (60)
15:00	Break
15:15	How to gather feedback from service users, analyse and use for service improvement (49, 51, 60)
15:45	Ways to support colleagues through change and new ways of working (50)
16:15	How to build effective external networks to deliver community service innovation and improvement (52)
16:45	Feedback, questions & homework
17:00	Close of Day 3

#### **Homework:**

1. Apply health coaching approaches in a wide range of situations. Record at least one of these consultations (63)
2. Provide a report on health coaching services (61)
3. Arrange a community of practice for supervision (62)

#### **Day 4 (Week 11) – Supported Self-Management**

09:00	Introductions and learning outcomes
09:15	Feedback from health coaching recordings (breakout rooms) (60)
09:45	Group discussion feedback from recordings plus reports (60)
10:00	Equality, diversity and protected characteristics (64)
10:30	Break
10:45	How to manage uncertainty through risk assessments, communication, informed self-monitoring and follow-up in community and acute settings (65-67, 69)
11:30	Supporting self-management in people with complex needs (68, 70)
12:00	Supported self-management - case study role play practice (breakout rooms) (64-69) - Feedback, self-assessment and discussion (60)
12:30	Lunch
13:00	Supported self-management - case study role play practice (breakout rooms) (64-69) - Feedback, self-assessment and discussion (60)
13:30	Health coaching – bringing it all together - role play practice (breakout rooms) (55-63) - Feedback, self-assessment, and discussion (60)
14:30	Health coaching – bringing it all together - role play practice (breakout rooms) (55-63) - Feedback, self-assessment, and discussion (60)
15:30	Break
15:45	Knowledge quiz (multiple choice) - making every contact count - demonstrating professional development champion (31, 33)
16:30	Q&A / feedback
16:45	Completion of course evaluation & self-assessment forms
17:00	End of Day 4 and training course

**Week 12: All work needs to be submitted and approved for accreditation to be granted**