# Having coaching

# conversations with

# your patients with

# long-term conditions

# One-day workshop

## Thank you

For what you do.

**For what you are going to do in the future.**



**Outcomes**

**By the end of this workshop you will have:**

* described **the conversations you are currently having with people with long-term co**nditions about their goals
* understood how you can improve these conversations
* described the communication skills needed for coaching conversations
* practised having coaching conversations with patients with long-term conditions about their goals
* considered how the patient’s goals are recorded for the patient and the health team
* identified how you and the patient can keep patient goals as a priority.

## What’s your patient’s story?

|  |  |
| --- | --- |
| **Does this patient have a written care plan?** | **Yes / No** |
| **Does this patient have a copy of the care plan?** | **Yes / No** |
| **Do you know what is important to this patient?** | **Yes / No** |

## Who’s inside and outside your patient’s social network?



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## Current conversations

**Mark this diagram showing your current conversations with patients about goals.**

**What do you speak about first, in the middle, at the end?**

**Who speaks most?**

**You speaking**

**Patient speaking**

**1 2 3 4 5 6**

## Health literate conversations

**Asking questions**

**Listening**

**1. Ask**

**(Find out what people know, think, do and believe**

**2. Build**

**(on what people already know)**

**3. Check**

**(that you have been clear)**

## Ask really good questions – you are not the police but you are a detective



**“Tell me” turns every question into an open question.**

***“Tell me how you have been since I saw you last.”***

***“Tell me about the goals you are working towards.”***

***“Tell me about your care plan that you have written with people at your GP practice.”***

## We have two ears and one mouth so we can listen twice as much as we speak

##  Epictetus

***“Most people do not listen with the intent to understand;***

***they listen with the intent to reply.”***

**(Stephen R. Covey: 1932-2012)**

|  |  |
| --- | --- |
| **Listening to reply** | **Listening to understand** |
| **Rehearsing your answer** | **Paying attention and checking understanding** |

**Keep on listening, don’t think about your reply.**

**Reflect back to check you understand.**

**“*I think you are saying …”***

***“Losing weight is hard, even though you know it is better for your health.”***

|  |
| --- |
| **Tips** |
| **Ask yourself:****Who is doing most of the talking in this conversation?** | **Remember, wait and give the person time to finish before you start talking again.** |

## We know you work hard -

## this is about working smarter

**At Step 1 you find out what people think about their health.**

**Remember, their health might be more important to you than it is to them.**

**Explore health beliefs**

***“What do you think about …?”***

***“How does your situation make you feel?”***

***“Tell me how you feel about …”***

***“Different people react differently to finding out about … How did it make you feel?”***

***“What do you think about taking medicines for your long-term condition?”***

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## Whose decision is it anyway?



**Forcing a round peg into a square hole takes a lot of effort on your part and does a lot of damage to the peg as well.**

**What do you do to make sure your patient makes the decision, and not you?**

## What is the motivation for change?

**Remember, motivation and what is important to people are linked**

**What is good about:**

* + Staying the same?
	+ Making a change?

**What is the worst thing that could happen?**

**What has motivated some of your patients to make a change?**

## Change ruler

**Imagine a scale of 1-10, where 1 is not important and 10 is very important**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** | **9** | **10** |

You use the change ruler in two situations:

1. To assess the **importance** to people of making changes to achieve their goals. Ask them:

 *“So, on a scale of 1-10* *how important is it to you to make changes to achieve your goal?*”

 And when they answer then you ask a 'backwards' question *"So why are you at a 5 and not a 1?"*

 When you are talking about importance you need to go backwards so people then tell you the reasons **WHY** they need to make a change.

 If you ask people a 'forward' question "*Why are you at a 5 and not a 7?"* then the people will give you all the reasons to stay the same and not make any changes.

2. To assess people’s **confidence** in making changes so they achieve their goal.

 Ask "*So, on a scale of 1-10 how confident are you that you can make the changes to achieve your goal?*”

 People’s confidence levels really need to be at a 7 as an indication that they have the ability to make the changes.

 So, if they are under 7 ask a 'forward' question *"What would it take for you to be a 7?"* Don’t force people to increase their confidence to a 7. Instead make the action plan/goal smaller or break it down more e.g. “*go to bed at 10pm 3 nights a week”* rather than 5 nights a week. Or “*sleep 8 hours at night for 3 days”* rather than go straight to 9 hours per day.

## Goal setting

***What is important to you?***

***“What do you want to do?”***

***“When will you do it?”***

***“How often will you do it?”***

***“Who can support you with this?”***



## Set people up to achieve success

**S**

**E**

**S**

* + Find something they have been successful at.
	+ How did they know they were successful? What was the evidence?
	+ What strategies did they use?

## They are already climbing a small hill, don’t make it a mountain

**Work with the patient’s existing goals. Don’t add new goals and new tasks so that patients are not sure what to do about the different and competing demands.**

**Pages 8-14: Take Charge Workbook**

## Follow up

**Always, always follow up**

 ***“How has it gone since I saw you last?***

***“Tell me what went well.”***

***“What is getting in the way?”***

***“What could make you more confident?”***

***“What have you done to reward yourself for being successful?”***

***“What else can I do to support you?”***

**And make sure you follow up with the people who are doing well. Ask about extending their goal or challenging them to achieve what is important to them.**

## Catch people doing something well, even if you have to look really really hard



## Houston, we have a problem

**Solving problems when patient isn’t achieving their goals**

***“Tell me what is stopping you …”***

***“What might help you to …?”***

***“How else do you think you could do this?”***

***“What other ideas do you have?”***

***“What else could we be missing?”***

***“How have you managed something like this before?”***

 ***“What are the pros and cons of doing that?”***

***“Which one do you want to start with?”***

***“If there was one thing on this list …?”***

**If necessary, review action plan process/goals.**

**Use change ruler to re-assess importance/confidence.**

 ***“Okay, so there is a bit of difference here – anything that you think you could change to make this happen?”***

**Deliver specific support for specific issues. Coach people to help themselves.**

**Problem-solving process:**

**1. Identify and define problem.**

**2. Quickly think up some ideas.**

**3. Rate each idea.**

**4. Choose one idea.**

**5. Put this idea into action.**

**6. If it doesn’t work, try another idea on the list.**

**Pages 28-29: Take Charge Workbook**

## Change

**If you wanna make the world a better place**

**Take a look at yourself and then make a change**

 **Michael Jackson**

**What is one thing you are good at?**

**………………………………………………………………………………………………………………………………………**

**………………………………………………………………………………………………………………………………………**

**What is one thing you are going to commit to change as a result of today?**

**………………………………………………………………………………………………………………………………………**

**………………………………………………………………………………………………………………………………………**

**Strategies you will use to achieve this change.**

**………………………………………………………………………………………………………………………………………**

**………………………………………………………………………………………………………………………………………**

**………………………………………………………………………………………………………………………………………**

**………………………………………………………………………………………………………………………………………**

**And thank you again**

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