IHC Patient-Centered Communication Series:

Clinician Coaching for Improved Performance
CCIP

Introduction
IHC has been providing CE/CME workshops on improving clinician-patient communication for over 25 years and has trained over 170,000 clinicians and team members since 1987. However, sustainability of newly learned communication skills in practice requires support and reinforcement. Reinforcement and support can be accomplished through continued CME offerings via workshop and/or online, job aids, and one-on-one clinician shadowing with coaching and feedback, etc. Research and educational evaluation highlights the significant impact of providing follow up training to healthcare professionals using ongoing, real-situation skill practice and coaching support to affect skill development and use in clinical practice. IHC’s Clinician-Coaching for Improved Performance provides the support and training to provide individualized clinician coaching at your healthcare practice.

Clinician Coaching for Improved Performance
Effective patient-centered communication skills are learnable skills. The communication performance of clinicians and healthcare teams are often the most significant feature remembered by patients about their healthcare experience. Healthcare systems and practices can provide support to their clinicians for improving patient experience and outcomes through coaching and feedback offered by trained professionals.

Similarly, some communication approaches must be unlearned because they interfere with the clinician-patient relationship. This is not an effortless process. When the healthcare culture supports an environment to help clinicians and teams realize their potential and maximize performance, such communication behaviors that are destructive can be prevented and corrected. This process can be offered through periodic one-on-one coaching from a person who understands the clinical environment, identifies and can model the skills to be learned, and appreciates the coaching process through which they can be learned.

Coaching itself requires a set of specific skills. While these skills can be applied to the development of clinician-patient communication skills, they can be applied to other content and performance areas as well. Successful coaching requires role clarity, an understanding of learning centered coaching and learning, assessment tools, and balanced feedback skills. 
Course learning objectives
At the end of the course, learners will be able to:

• Learn a stepwise process for coaching and providing feedback.
• Identify and apply assessment tools to understand learning needs and preferences of clinicians.
• Guide clinicians in setting behavioral and performance goals that are specific, measurable, attainable, realistic and timely.
• Practice coaching and balanced feedback techniques via simulation sessions.
• Develop a clinician coaching implementation action plan.

Course teaching process/methodology*
The 2.5 day CCIP course is intense and interactive. All of IHC’s courses are predicated on best practices in clinician-patient communication and emphasize a standard large and small group learning format to provide peer observation, feedback and coaching.

To minimize distraction, IHC recommends that learners be freed from additional work-related tasks for the duration of the training. The course combines large group presentation and exercises with small group interactive learning using an IHC trainer/learner ratio of 1:4. Each session offers principles, teaches skills, and allows learners to practice skills in a controlled environment (small group learning). IHC will provide each learner with a completed set of educational materials: a coaching manual (with slide scripts, facilitation guides, teaching strategies and tools), coaching training video vignettes, annotated bibliography, and a carrying bag.

The Program
Clinician Coaching for Improved Performance consists of 16 instructional hours and is conducted over three consecutive days at a host organization. The program uses a small group format with ten to twenty learners in a group. A faculty ratio of one faculty member to every four learners to allow significant attention and investment to individual and coaching pair learning.

During the program, learners practice coaching and feedback strategies with one another and with “simulated” clinicians (actors). The simulations provide realistic and contextually relevant scenarios for “real time” coaching practice. Because of the emphasis on practice, learners have adequate opportunity to refine their own clinician-patient communication skills in addition to the development of coaching and feedback techniques.

IHC has recently partnered with the Veterans Health Administration National Center for Health Promotion and Disease Prevention (NCP) and Employee Education System (EES) to provide clinician coaching training. The IHC-VA training served as the model for CCIP which was piloted
Clinician Coaching for Improved Performance (CCIP)

successfully in the summer of 2011 and has been offered bi-monthly since January 2012 and has led to the national training of over 200 trained clinician coaches across the VA healthcare system. They are currently providing clinician coaching to help primary care team members and other clinician colleagues improve their patient interactions, particularly in self-management of chronic conditions, health risk behavior change, and adoption of healthy living behaviors.

Expectations and Target Audience
CCIT is primarily designed for healthcare professionals who value communication training and model effective patient-centered care through their clinician interactions, and teaching and professional development responsibilities within their organization. Ideally, IHC faculty who have completed at least one IHC faculty course (train-the-trainer) and/or has had at least 4 hours of face-to-face Motivational Interviewing training is a prime candidate for this 2.5 day learning experience. Other candidates are welcome to apply and are asked to provide a narrative regarding their skill set, experience, and motivation for participating in the course.

For further information, please contact:

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*If desired, trainees can request a follow-up certification visit which includes an individualized coach-the-clinician coach observation, and feedback by an IHC Master Coach. All costs (professional fee and travel costs) for requested certification visits are borne by the sponsoring health organization and/or individual requesting the visit.