



IHC Patient-Centered Communication Series:

Coaching for Impressive Care for Managers and Supervisors

Faculty Training Course (Train-the-Trainer)

Introduction

All of IHC's *train-the-trainer programs or faculty* courses are predicated on best practices in clinician-patient communication. IHC has an accompanying faculty course for each workshop to train prospective faculty to conduct the workshop at their sponsoring organization or institution. The length of the faculty course is related to the complexity of the subject matter to be taught and the duration of the workshop. All IHC faculty courses emphasize a standard large and small group learning format to provide peer observation, feedback and coaching.

Overview

Many healthcare organizations have undertaken training of front-line staff for providing impressive healthcare service. Employees' immediate supervisors have great influence on their communicating with patients that is welcoming and competent.

Many leaders and supervisors rise to that role through their competence at doing those front-line jobs themselves. However, these supervisors often lack specific training on how to encourage positive performance. They are hungry for ways to support their staffs' efforts at impressive communication.

The Program

The Coaching for Impressive Care Faculty Course provides front-line supervisors with a model of coaching that supports staff efforts to communicate in ways that will enhance satisfaction and encourage patient partnership. Supervisors are taught to apply coaching using the C.A.R.E. (Connect, Appreciate, Respond, Empower) and C.A.P. (Connect, Assess, Plan) models. Participants view video encounters between staff and patients, see demonstrations by workshop leaders, and work in small groups on skills that apply in a variety of realistic situations and practice conducting the Coaching for Care workshop. The course consists of 19.0 instructional hours and is usually conducted over a period of three days. The course uses both large and small group format with a 1:5 trainer/learner ratio which allows for considerable individual attention for a high level of involvement for all group members.

During the course, learners practice coaching strategies with one another through role play and with simulated patients/employees. Videotaped feedback provides learners with an opportunity to see him or herself in the coaching and practice role. Because of the emphasis on practice, learners have an opportunity to develop their own clinician-patient communication skills as well as develop coaching techniques.

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