



IHC Patient-Centered Communication Series:

Choices and Changes: Motivating Healthy Behaviors Faculty Development Course (Train-the-trainer)

Overview

Individual behavior is well documented to have a substantial impact on health. It is a key factor in the prevention, treatment and course of a wide variety of illnesses and conditions. Clinicians frequently express frustration about their capacity to influence patient behavior, especially when they see the negative impact of that behavior on their patients' health outcomes. A patient's difficulty giving up smoking, following a diet, or sticking to a treatment plan often creates frustrations for both the clinician and the patient. Clinicians recognize that patients' behaviors and adherence to treatment plans are essential to producing positive health outcomes, especially among patients with chronic illness. Clinicians are well versed in how specific behavioral changes can improve patients' health, but are typically ill equipped to help patients make changes.

Choices and Changes: Motivating Healthy Behaviors is designed to provide clinicians with efficient and effective tools to help them motivate patients' health behavior changes and adherence to treatment plans. Drawing upon the research evidence in behavior change, ***Choices and Changes*** is directed to the needs of clinicians working within the constraints of contemporary clinical practice.

This intensive 3.5-day faculty development course is designed for individuals who will teach the ***Choices and Changes (C&C)*** workshop. Throughout the ***C&C*** faculty development course, IHC Senior Trainers and small group facilitators provide feedback to learners and assess their readiness to conduct ***C&C*** workshops. In the event that additional support and coaching is needed prior to teaching the ***C&C*** workshop, IHC Senior Trainers are available to provide such personalized support and guidance. Individualized support is scheduled separately and subject to additional fees.

All IHC faculty must use the most up-to-date version of IHC's copyrighted curricular materials for the course(s) they are trained to lead.

A wide range of provider organizations have trained staff members to teach the ***Choices and Changes*** curriculum to their clinicians, ensuring broad dissemination throughout provider organizations and ongoing support for clinicians. In recognition of the curriculum's efficacy, strong evidence base and enthusiastic embrace by clinicians, The California HealthCare Foundation engaged IHC to provide training to clinicians at nine primary care sites as part of the ***Team Up for Health*** initiative. ***Team Up for***

Health was designed to make measurable and sustainable improvements in patient behaviors contributing to improved health outcomes. IHC's **Choices and Changes** curriculum was presented at the nine sites, and all demonstrated positive trends in patient-provider communication. The **Team Up for Health** [evaluation report](#) is available for review.

Audience

Choices and Changes: Motivating Healthy Behaviors is appropriate for a wide range of clinicians, at every stage of their careers. Physicians, nurses, nurse practitioners, physician assistants, case managers, diabetes educators, social workers, psychologists, pharmacists, physiotherapists, addiction counselors, health coaches, health educators and dieticians have benefitted from the program. Learners in the **Choices and Changes faculty development course** are typically senior clinicians with supervisory, training and/or professional development responsibilities, who will teach the **Choices and Changes** workshop.

The **Choices and Changes faculty development course** can accommodate 6 to 24 participants to ensure optimal experiential learning in small and large group exercises.

Content

The **Choices and Changes faculty development course** encompasses theory and skill development and practice delivering portions of the **Choices and Changes** workshop. The four course components include:

1. **Participation in the Choices and Changes workshop.** As described in detail in the [course description](#), this workshop is based on theories and models of change, communication and education. Guiding models and theories include the conviction and confidence model, motivational interviewing, social cognitive theory, self-determination theory, and the transtheoretical model of health behavior change, of which the stages of change model is a key component. Participants learn specific strategies and skills to apply these models in the setting of brief office visits. **Choices and Changes** teaches skills that are consistent with motivational interviewing; it is *not* affiliated with the Motivational Interviewing Network of Trainers (MINT).
2. **Practicing Choices and Changes skills with simulated patients.** Many learners find this the most rewarding aspect of the course. Trained actors portray patients with various health needs. Simulated patient interviews provide opportunities for feedback from expert facilitators and peers.
3. **Delivering and facilitating components of the Choices and Changes workshop.** Learners prepare segments of the workshop presentation and receive feedback from expert facilitators and peers.
4. **Back-home planning** to help integrate and align workshop components with other organizational needs and priorities. IHC has trained 600 faculty members throughout North America to teach the **Choices and Changes** workshop. Faculty represent an array of professions and practice settings, and many have shared their strategies for addressing challenges to implementing enhanced communication skills training.

Expectations

Learners are expected to participate in all large and small group exercises and discussions. This is a validated approach for adult learners, grounded in the research on cooperative learning and action learning. Learners consistently report high value receiving feedback from their peers and sharing their experiences in this structured and safe environment.

To minimize distraction, IHC recommends that learners be freed from additional work-related tasks for the duration of the training.

Learning Objectives

By the end of the ***Choices and Changes*** faculty development course, participants will be able to:

1. Cite research related to health behavior change;
2. Identify two models of health behavior change;
3. Demonstrate three core motivational interviewing (MI) skills;
4. Identify the four key elements of a visit with a patient/client;
5. Practice techniques to assess patient/client's conviction and confidence levels;
6. Practice techniques that tailor interventions to patient/client's levels of conviction and confidence;
7. Deliver elements of the ***Choices and Changes*** workshop;
8. Provide feedback to colleagues on their ***Choices and Changes*** interviewing and presentation skills using the "www.eby" feedback model; and
9. Create a plan to roll out ***Choices and Changes*** workshops at their organization.

Methodology

The ***Choices and Changes faculty development course*** is an intensive and highly interactive program conducted over four consecutive days at a host organization.

All IHC 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. Early in the program, we ask participants to identify their own learning objectives. We take this process very seriously and encourage participants to help us understand what they wish to gain from the course.

The curriculum is presented via brief lectures, interactive exercises, videotaped case studies and skills practice with peers and simulated patients to build participant awareness, knowledge, skills and confidence regarding health behavior counseling. Case examples frame realistic issues involving patients with diabetes, hypertension, asthma and cardiovascular disease; patients who smoke or use alcohol problematically; and patients reluctant to follow through with plans for screening or treatment. Workshop materials include an extensive annotated [bibliography](#).

At the end of the workshop, participants are asked to commit to trying out one or two new motivational/behavior change counseling strategies for several weeks and then to evaluate the outcomes associated with these approaches.

Faculty

The faculty members who teach the ***Choices and Changes faculty development course*** are experienced educators designated as IHC Senior Trainers. Senior Trainers have extensive clinical and clinical teaching experience.

CME

The Institute for Healthcare Communication takes responsibility for the content, quality and scientific integrity of this CE/CME activity.

The Institute for Healthcare Communication is accredited by the Accreditation Council for Continuing Medical Education (ACCME) to provide continuing medical education for physicians.

The Institute for Healthcare Communication designates the ***Choices and Changes: Motivating Healthy Behaviors faculty course*** for a maximum of 23 *AMA PRA Category 1 Credits™*. Physicians should claim only the credit commensurate with the extent of their participation in the activity.

Continuing education (CE) credit may be available to non-physician participants. IHC will provide a certificate of completion, which can be submitted to learners' respective accrediting organizations. IHC is pleased to provide any necessary documentation to help learners gain CE credits for completion of this activity.

For further information, please contact:

Institute for Healthcare Communication
171 Orange Street, 2R
New Haven, CT 06510-3111
(800) 800-5907
E-mail: info@healthcarecomm.org
website: www.healthcarecomm.org