

Audio Tape Exercise to Develop HCA Model Health Coaching Skills

The purpose of this exercise is to assist you to critically evaluate your own health coaching conversation style and the extent to which you follow the HCA Model health coaching processes.

Firstly, audio tape an entire health coaching session with a client, colleague or friend. The behaviour change issue must be a real one for your 'client' in this exercise. Otherwise you will find it difficult to follow the HCA Model protocols.

Secondly, listen to your audio tape while you tick off the processes that you followed in the check list in section 2 below. Make a note of any processes that you might commonly omit and consider whether or not you might need to incorporate these processes into your health coaching sessions on a more regular basis.

Thirdly, listen to your audio tape a second time and rate yourself on the scales provided in section 3 below.

Lastly, consider and complete the questions in section 4 of this document.

1. Audio Tape a Health Coaching Session

Your health coaching session should be a complete session, starting at assessing and/or identifying the client's health issues and working through the HCA Model processes in order to end up with a comprehensive action plan.

Remember to obtain permission from your client to record your session and advise them that the purpose for taping is to develop your own skills. If your intention is to allow another person, such as a supervisor or mentor, to listen to the recording, you need to advise your client of this also. You should destroy the recording after you have finished with it.

Usually a health coaching session such as this should take no longer than 30 minutes. If you are recording client data or conducting an in-depth assessment, you might turn the recorder on after this part of the consultation is completed.

2. Listen to Your Recording and Critique it.

Tick the boxes next to the processes that you included in your health coaching session.

Make a cross in the boxes next to the processes that you omitted, but feel you should have included.

Note: Not all processes or questions will be applicable to every client. Write 'NA' if appropriate.

	HCA Model Processes	Tick
1	Asked the client what they thought their major health issues were and/or used an agenda setting method that asked the client this question	<input type="checkbox"/>
2	Asked the client what they could possibly work on in order to improve their health or wellbeing (the client identified General Goals that they could work on)	<input type="checkbox"/>
3	Assisted the client to consider additional General Goals that would improve their health or wellbeing	<input type="checkbox"/>
4	Asked the client which (if any) of the General Goals they were currently ready to work on	<input type="checkbox"/>
5	Asked the client their level of readiness to work on the General Goal, given everything else currently going on in their life (using numeric or categorical scaling)	<input type="checkbox"/>
6	Asked the client how important they think it is to work on the chosen General Goal, given everything else currently going on in their life (using numeric or categorical scaling)	<input type="checkbox"/>
7	Asked the client how confident they felt about working on the chosen General Goal, given everything else currently going on in their life (using numeric or categorical scaling)	<input type="checkbox"/>
8	Asked the client what benefits they thought they would gain by working on the chosen goal	<input type="checkbox"/>
9	Offered to lead the client through a decision balance process if readiness or importance levels were low	<input type="checkbox"/>
19	Used 'digging down' techniques during decision balance to assist the client to identify intrinsic motivators for pursuing the chosen goal	<input type="checkbox"/>
11	Helped the client to reframe the problem so that they could achieve their aims by reducing or avoiding some of the perceived barriers to change (and therefore be more ready to work on the General Goal)	<input type="checkbox"/>
12	Summarised and reflected back to the client their thoughts about the pros and cons of pursuing versus not pursuing the General Goal	<input type="checkbox"/>
13	Identified missing information that was impeding the client from making a decision at the current time (and asked the client how they would find this missing information if appropriate)	<input type="checkbox"/>
14	Incorporated relevant health education into the consultation as required	<input type="checkbox"/>
15	Invited the client to select a different General Goal if appropriate	<input type="checkbox"/>
16	Explained and normalised the challenges of the behaviour change process to the client	<input type="checkbox"/>
17	Asked the client their readiness in working on the General Goal following decision balance or confirmed that the client had made the decision to work on this issue with you	<input type="checkbox"/>
18	Asked the client their importance in working on the General Goal following decision balance	<input type="checkbox"/>
19	Asked the client their confidence in working on the General Goal following decision balance	<input type="checkbox"/>
20	Worked through the GROW process for generating specific options for achieving the General Goal	<input type="checkbox"/>
21	Invited the client to write down a list of their specific options	<input type="checkbox"/>
22	Explained the rationale for writing down specific options and/or goals and action plans	
23	Assisted the client to generate some novel options that they hadn't considered before	<input type="checkbox"/>
24	Invited the client to choose one or more options to create a goal and action plan around	<input type="checkbox"/>
25	Assisted the client to formulate a Specific Goal that accords with the SMART principle	<input type="checkbox"/>
26	Asked the client about behavioural, emotional, situational and thinking barriers that might prevent them from achieving their Specific Goal/s	<input type="checkbox"/>
27	Assisted the client to create a detailed action plan that addressed all of the perceived barriers to achieving the Specific Goal	<input type="checkbox"/>

28	Mentioned the notion of lapses and relapse and assisted the client to include relapse prevention strategies in their action plan	<input type="checkbox"/>
28	Mentioned thinking strategies and the rationale for including these in an action plan	<input type="checkbox"/>
29	Worked through cognitive change strategies with the client and included these in the action plan if appropriate	<input type="checkbox"/>
30	Asked the client about support people or mechanisms that could assist them to achieve their Specific Goal	<input type="checkbox"/>
31	Mentioned emotional management strategies and the rationale for including these in an action plan.	<input type="checkbox"/>
32	Used motivational interviewing to encourage the client to seek the services of another health professional if required (e.g., Dietitian, EP, Psychologist, GP)	<input type="checkbox"/>
33	Asked the client how they would like to monitor/track their progress and provided options if necessary	<input type="checkbox"/>
34	Explained to the client the benefits of monitoring progress	<input type="checkbox"/>
35	Asked the client to rate their importance in achieving the Specific Goal	<input type="checkbox"/>
36	Engaged the client in decision balance if necessary (if low importance identified)	<input type="checkbox"/>
37	Asked the client to rate their confidence in achieving the Specific Goal, given the current action plan	<input type="checkbox"/>
38	Asked the client what else needed to be included in the action plan if their rating of confidence was 7 or below	<input type="checkbox"/>
39	Asked the client when they would review their plan	<input type="checkbox"/>
40	Asked the client if they would like to book another session with you to review their progress	<input type="checkbox"/>

3. Qualitative Appraisal of Your Health Coaching Interviewing Style

Rate how you think you did in your taped session in the following areas on a scale from 0 (I need to work on this skill) to 10 (I am doing really well with this skill).

- a. Not giving unsolicited advice about how the client should implement health recommendations in their daily life.

0.....1.....2.....3.....4.....5.....6.....7.....8.....9.....10

I need to work on this

I am doing really well

- b. Staying on task with health behaviour change and not taking on a counselling role.

0.....1.....2.....3.....4.....5.....6.....7.....8.....9.....10

I need to work on this

I am doing really well

c. Staying on task with health behaviour change and not taking on too much of an education role.

0.....1.....2.....3.....4.....5.....6.....7.....8.....9.....10

I need to work on this

I am doing really well

d. Keeping the client engaged and interested and doing about half of the talking.

0.....1.....2.....3.....4.....5.....6.....7.....8.....9.....10

I need to work on this

I am doing really well

e. Showing the client that you are listening and engaged by reflecting back and summarising appropriately.

0.....1.....2.....3.....4.....5.....6.....7.....8.....9.....10

I need to work on this

I am doing really well

f. Increasing the client's readiness, importance and confidence as required.

0.....1.....2.....3.....4.....5.....6.....7.....8.....9.....10

I need to work on this

I am doing really well

g. Helping the client to identify and tap into their own intrinsic motivators.

0.....1.....2.....3.....4.....5.....6.....7.....8.....9.....10

I need to work on this

I am doing really well

4. Forward Planning

Consider and write down your answers to the following questions. You may want to develop specific goal/s and action plan/s to assist you to continue to develop your health coaching skills.

a. What are your strengths in terms of health coaching skills?

b. What are the health coaching skills that you feel you need to further develop?

c. What are you going to do about this?