



Health Leadership  
& Learning Network

health | YORK  
UNIVERSITÉ  
UNIVERSITY

# **Chronic Disease Management Health Coach Certificate**

## **Module 1**

2021

Dear Student/Participants,

Please find the York University copyright statement. This is an annual reminder to all students about the copyright policy of the University.

*Access to and use of the course materials is restricted to students enrolled in the Chronic Disease Management Health Coach Certificate course offered by Health Leadership & Learning Network. All materials for this course are provided with the permission of the rights holder, under the terms of a license or other agreement, or under the application of statutory exceptions of the Copyright Act. Copyright and all rights are maintained by the author(s) or by other copyright holder(s). Copying this material for distribution (e.g. uploading material to a commercial third-party website) can lead to a violation of Copyright law. Find out more about copyright here: [www.yorku.ca/copyright](http://www.yorku.ca/copyright)*

If you have any questions, please contact us here in HLLN at 416 736 2100 X22170 or [hlln@yorku.ca](mailto:hlln@yorku.ca). Thank you, Tania Xerri



---

**Tania Xerri, Director, Health Leadership and Learning Network**

*A Leader in Health Continuing Professional Education*

Faculty of Health York University

4700 Keele St. HNES 019, Toronto, ON M3J 1P3

**Information, Privacy and Copyright | Office of the Counsel**

1050 Kaneff Tower | York University | 4700 Keele St., Toronto ON M3J 1P3

Canada



# Chronic Disease Management Health Coach Certificate Module 1: Session 1

Leigh Caplan RN BSc MA CDE  
Sunnybrook Academic Family Health Team

1

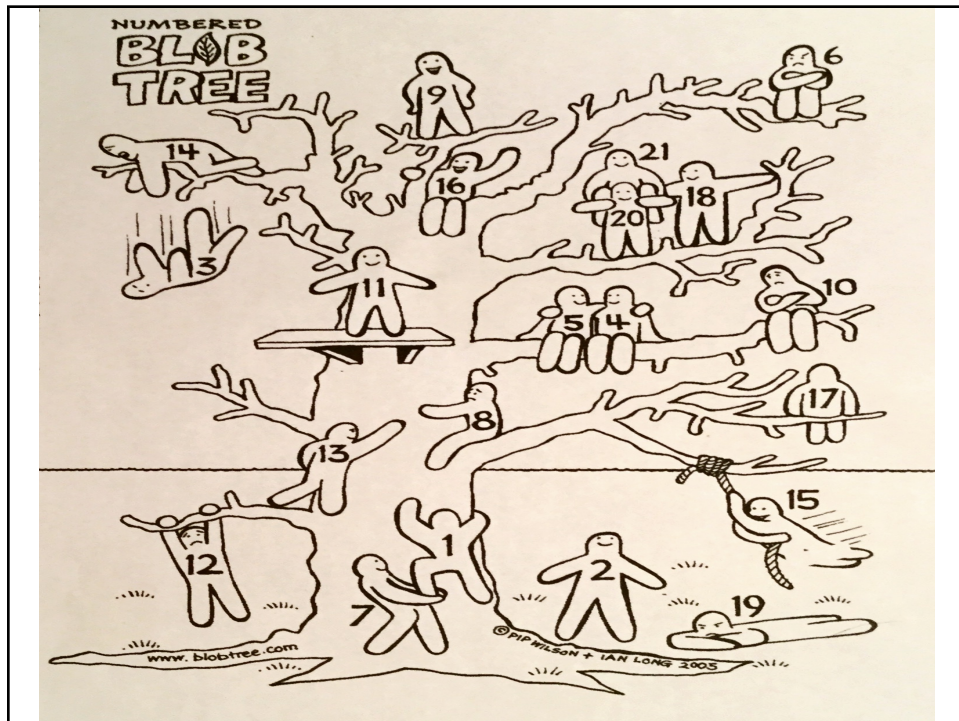


# Welcome



shutterstock.com - 1353606206

2



3



Health Leadership  
& Learning Network

health YORK  
UNIVERSITY

## Objectives

By the end of this session you will be able to:

- Define chronic conditions within your work context
- Discuss Health promotion within the context of clients with chronic conditions
- Recognize key terms ( learning strategies, distress, communication) and how they will enhance your coaching

4



## Global Perspectives of Chronic Disease

- World Health Organization in 2002 predicted 2/3 of all world wide disease will be a result of lifestyle choices (Chopra et al)
- In 2013 WHO reports NCD are the leading cause of death in the world, represented 63% of annual deaths
- 2019 was 74% of annual deaths and 15 million people (ages 30 -60) die yearly from a NCD

World Health Organization, March 2013

5



## Canadian Perspective of Chronic Disease

- 1 in 3 Canadian adults live with 1 Chronic Disease ( CVD, cancer, diabetes, mood and/ or anxiety disorders)
- People over 65 years old have at least 1 chronic condition
- Chronic diseases increase with age and growth of the population

At-A-Glance How Healthy Are Canadians? (2018) Public Health  
Agency of Canada

6



## Breakout Exercise #1

You will be in groups of 4 to 5 individuals reviewing the article “Use Your Words Carefully: What Is a Chronic Disease?”

- What is important to consider when thinking about the definition of chronic disease/conditions?

7



## Characteristics of Chronic Conditions

- Beginning
- Cause
- Duration
- Diagnosis
- Tests
- Treatments
- Role of the Professionals
- Role of the person with the chronic condition

8





## What are important aspects to consider for the Chronic Disease?

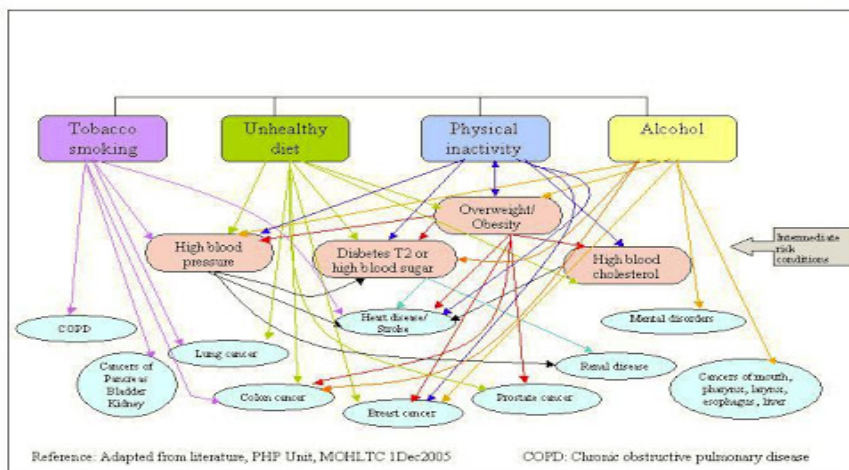
9



10



## Chronic Disease Risk Factors are Common to Many Conditions



11

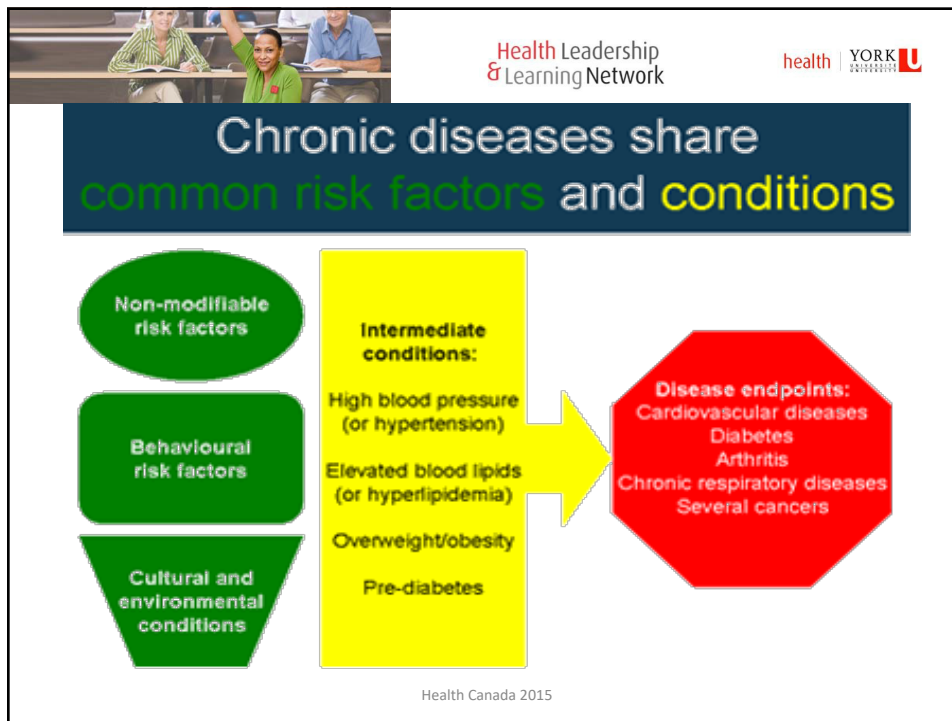


## Modifiable Risk Behaviour

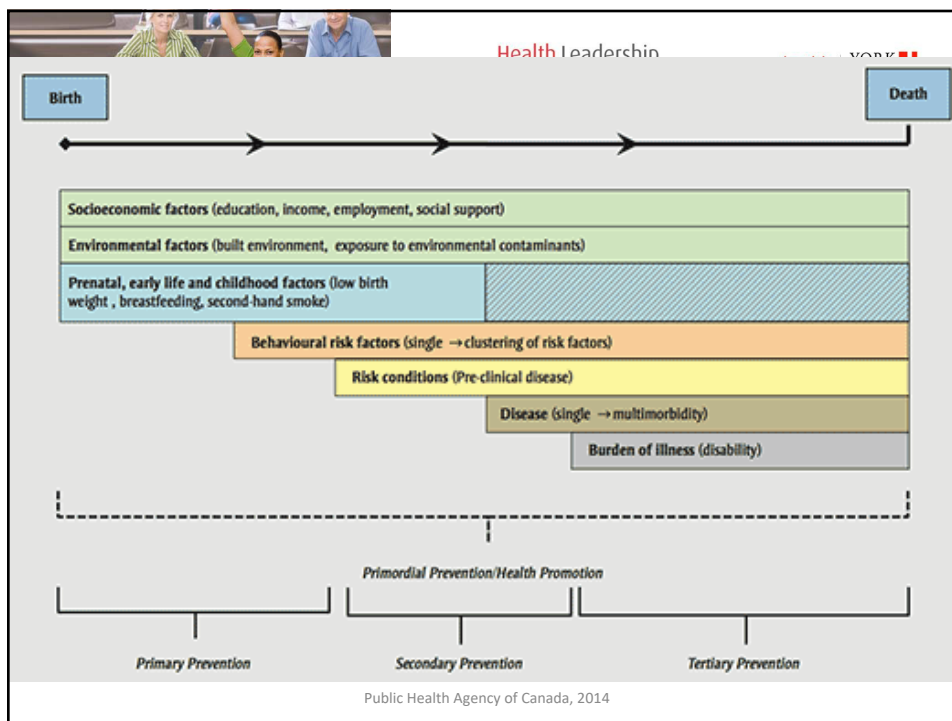
- Tobacco Smoking
- Inactivity
- Unhealthy Diet
- Alcohol Drinking

12





13



14



## Three Categories of Health Prevention

- Primary Prevention
  - Trying to prevent yourself from getting a disease
- Secondary Prevention
  - Trying to detect a disease early and prevent it from getting worse
- Tertiary Prevention
  - Trying to improve your quality of life and reduce the symptoms of a disease you already have

[www.healthlinkbc.ca](http://www.healthlinkbc.ca)

15



## Case Study

16



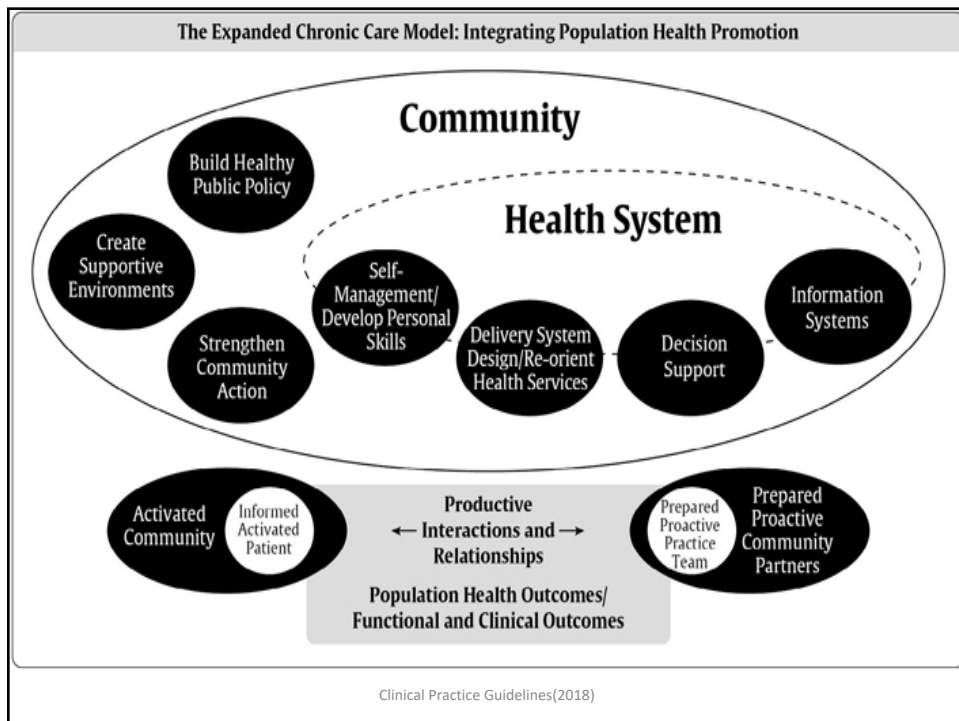
## Breakout Exercise #2 Case Example: Hannah

- In your groups of 4 to 5 individuals
- Please read over the case study “Hannah”
- When thinking of Hannah and the 3 categories of health prevention, what may you want to explore in each category?
- How do the 3 categories of health prevention help you as a chronic disease management health coach?

17



18



19

**Health Leadership & Learning Network**

**health YORK UNIVERSITY**

## Guidelines

**CJD**  
Canadian Journal of Diabetes  
A publication of the Canadian Diabetes Association  
la publication de la Société canadienne de diabète

April 2018 • Volume 42 • Supplement 1  
Diabetes Canada 2018 Clinical Practice Guidelines for the Prevention and Management of Diabetes in Canada

**DIABETES CANADA**

**GUIDELINES**

**GUIDELINE FOR CONCUSSION / MILD TRAUMATIC BRAIN INJURY & PERSISTENT SYMPTOMS**  
3RD EDITION, FOR ADULTS OVER 18 YEARS OF AGE

20



## Self Management

- 12 hours a year spent with healthcare providers
- So 364.5 days of the year people with chronic conditions spend self managing

21



## Self Management involves

- Tasks a person with one or more chronic conditions must undertake to live well
- These Self management tasks include:
  - Medical management
  - Role management
  - Emotional management

Health Council of Canada ( 2021) Self Management Support for Canadians with Chronic Health Conditions

22



## Self Management Support involves

- More than traditional patient education
- Helping to building confidence in patient's self management skills; which include
  - Regular check-ups re: progress and problems
  - Goal setting
  - Problem solving support
- Engaging people with chronic conditions to be active self managers. (collaborative partnership)

Health Council of Canada (2012) Self-management support for Canadians with chronic health conditions.

23



## Why Is Self Management Important?

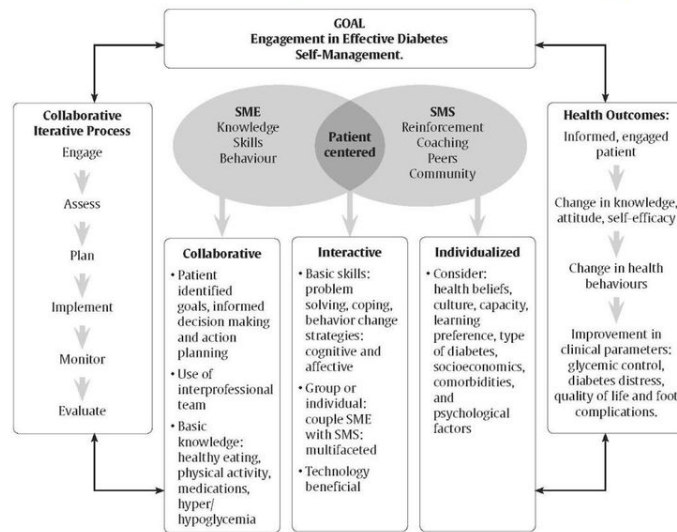
- Incidence of chronic diseases has increased
- People are living long with chronic conditions
- Urgent need to promote self management due to many not managing their chronic conditions well
- Healthcare providers lack of time, so focus has tended to be on treating the problems

Martz, E. (2017) Promoting Self Management of Chronic Conditions

24



### A model for self-management education and support



SME, self-management education; SMS, self-management support

25



Health Leadership  
& Learning Network

health YORK UNIVERSITY

## Breakout Exercise #3

Article:

Evaluating the Effects of Diabetes Health Coaching in Individuals With Type 2 Diabetes

The Effects of Health Coaching on Adult Patients with Chronic Diseases: A Systemic Review

26



## Breakout Exercise #3 Questions

- Who provided and who received the health coaching interventions reviewed in these studies?
- What components did the health coaching intervention include?
- Are there common themes between the studies?

27



28



## Self Directed Learning

- Watch Brené Brown Ted Talk on Listening to Shame and be prepared to discuss on Day 2.
- Fill in reflective of past exercise with client and you practicing MI



# Chronic Disease Management Health Coach Certificate

## Module 1: Session 2

1



## Overview

- Discuss self directed learning
- Explore the connection between mental health and chronic disease
- Motivational Interviewing review and dive a little deeper
- Practice

2



## Objectives

By the end of this session you will be able to:

- Recognize the connection between shame and behavior change
- Explore the connection between mental health and chronic disease
- Demonstrate the core skills of Motivational Interviewing



## Self Directed Learning Review

What were your thoughts about the Brené Brown Ted Talk: “Listening to Shame”?

How do you think this Ted Talk applies to your clients with chronic conditions?

How does it apply to you as a health coach?



***SHAME*** corrodes the very part of  
us that believes we are capable of  
change.

*Brené Brown*

5



## Mental Health

- 1 in 5 Canadians will experience a mental illness in their life time
- Mortality is higher in people with chronic diseases and depression
- People with chronic diseases have a higher rate of mental health issues

6





## Chronic Disease Distress

- Psychological state exacerbated by physical symptoms, interpersonal challenges, psychological symptoms social issues and/or existential concerns
- Can affect the biopsychosocial balance
- Has a negative affect on disease progression, long term survival, medical and psychological outcomes

7



### Reflecting on your health coaching practice:

By reviewing motivational interviewing skills and diving deeper

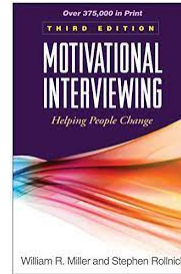


8

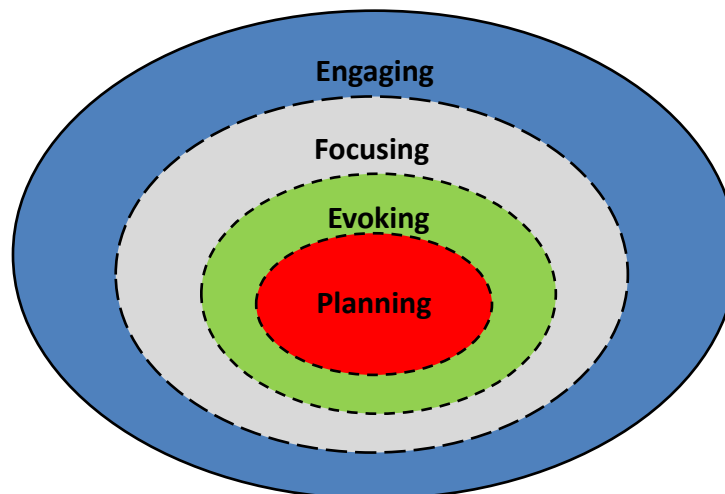


## Motivational Interviewing

- Spirit of MI
- Principles of MI
- Core skills of MI (OARS)
- Change talk
- Commitment talk
- Behaviour change



## Four Processes of Motivational Interviewing





## Spirit of MI



11



## Embracing the Spirit of MI with Difficult Clients

- Think about a challenging client, someone who left you with an uneasy feeling.
- Think about the Spirit of MI with this client.
  - *Was this an isolated encounter?*
  - *Are there areas in the Spirit of MI in which you feel more confident?*
- Brainstorm your next conversation

12



## Principles of Motivational Interviewing

### Expressing Empathy

welcoming safe space  
using the Spirit and the OARS

### Supporting Self Efficacy

provide hope and enhance confidence  
helping clients to see their strengths

### Developing Discrepancy

Creating awareness that present behaviour is not  
aligned with their goals and values

### Rolling With Resistance

working in collaborative partnership  
not telling coaches what to do

13



## O.A.R.S.

- Open Ended Questions
- Affirmations
- Reflective Listening
- Summaries



14



## Asking Open Ended Questions

Helps:

- guide the conversation
- understand what is important to the client
- Strengthen a collaborative relationship
- Find a clear direction
- Invites you to listen

Use How and What questions

15



## Embracing the Power of Open Ended Questions

- Think of a situation where you were caught in a *“question answer trap”*
- Discuss this situation with your partner and Develop 2 open ended questions to try

16



## Affirmation

- Starts with “You”
- Have been shown to increase change talk
- Promotes optimism by reflecting core qualities in a person

*Remember making people feel terrible does not make them change*

17



## Developing Connections Using Affirmations

- Think of an individual ( client, friend or family member) and develop a list of 3 strengths
- Develop two affirmations starting with “You”

18





## Reflective Listening

### Fundamental skill of MI

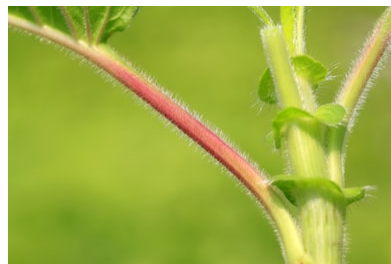
- listening to and understanding the meaning of what a person is saying
- Paraphrasing of what person has said; a statement not a question

19



## Reflective Listening Stems...

- It sounds like.....
- Tell me more about ...
- So you are saying ....
- It seems as if...
- You are...



shutterstock.com • 567486394

20



## Types of Reflections:

### Simple Reflection:

Expresses understanding but tends to not expand on what the client said

### Complex Reflection:

Expresses deeper meaning of what the client said

Miller, W.R. and Rollnick, S. (2013) *Motivational Interviewing: Helping People Change*. 3rd Ed.



## Complex (Deepening) Reflections:

- Amplified
  - turn up the volume
- Double Sided
  - highlights the ambivalence
- Metaphor
  - understands the issues in a new way
- Feeling
  - Connecting the emotion to the client's feelings

Miller, W.R. and Rollnick, S. (2013) *Motivational Interviewing: Helping People Change*. 3rd. Ed.



## Nonverbal Skills That Enhance Reflections

- Silence
- Nodding
- Non-judgemental
- Eye contact

23



## Practicing Reflective Listening

- Describe two quotes based on experience with your clients
- With your partner use reflective listening techniques to respond to the quotes

24



## Summaries

- Pulls together the most important information
- Can be affirming
- Highlight important aspects
- Hard to summarize everything
- This can be very powerful vs using a simple reflection
- Can be helpful in redirecting conversation

Miller, W.R. and Rollnick, S. (2013) Motivational  
Interviewing: Helping People Change. 3rd. Ed.

25



## Types of Summaries

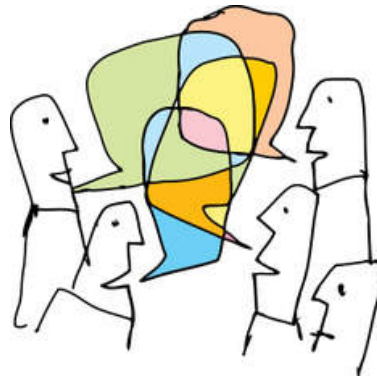
- Collecting Summary
  - Gathering series of items
- Linking Summary
  - Using a reflective statement to link a past and present conversation
- Transitional summary
  - Raps up a task or session

Miller, W.R. and Rollnick, S. (2013)  
Motivational Interviewing: Helping People  
Change. 3rd. Ed.

26



## Debrief:



27



## Ambivalence

- Part of the change process
- Involves conflicting thoughts, feelings, and behaviours
- Sticky/ uncomfortable place
- Self talk – pros/cons of change
- One step closer to changing



Miller, W.R. and Rollnick, S. (2013)  
Motivational Interviewing: Helping People  
Change. 3rd Ed.

28



## SUSTAIN Talk

### Preparatory Change Talk:

**D**esire – I don't want to change

**A**bility – I've tried and I do not think I can change

**R**eason – I don't have to change; there is no purpose or benefit to change

**N**eed – I need to stay the same

### Mobilizing Change Talk:

**C**ommitment – I have to stay the same

**A**ctivation- I accept the risks; I am not ready

**T**aking Steps - I went back to the old behaviour

Miller, W.R. and Rollnick, S. (2013) Motivational Interviewing: Helping People Change. 3rd Ed.



## CHANGE Talk

### Preparatory Change Talk:

**D**esire – I want to change

**A**bility – I can change; I am able to change

**R**eason – I have to change (specific reason)

**N**eed – I need to change; I must change (no specific reason)

### Mobilizing Change Talk:

**C**ommitment – I intend to change; I will change

**A**ctivation – I am ready to change

**T**aking Steps – Recent specific action toward change

Miller, W.R. and Rollnick, S. (2013) Motivational Interviewing: Helping People Change. 3rd Ed.





## Asking for D.A.R.N.

- What would make you want to stop eating sweets? (*Desire*)
- How would you do it if you decided to? (*Ability*)
- What for you are the 3 best reasons for not eating sweets? (*Reasons*)
- How important is it for you to make this change? (*need*)

Miller, W.R. and Rollnick, S. (2013) *Motivational Interviewing: Helping People Change*. 3rd Ed.

31



## Decision Balance

Your Options	Advantages/Pros	Disadvantages/Cons
<b>Stay the same</b>	<b>Benefits</b> What are the good things about...?	<b>Concerns</b> What are the not so good things about...?
<b>Change</b>	<b>Concerns</b> What are the not so good things about changing?	<b>Benefits</b> What are the good things about this change?

32



## How do we evoke change talk?



33



## Evoking Change Talk

### Evocative Questions:

*"How would your life be different if you made this change?"*

*"What would be a good way to get started?"*

### Ask for Elaboration:

Asking for more details

*"Tell me more about..."*

### Ask for Examples:

*"Give me an example when this last happened"*

*"What else?"*

Miller, W.R. and Rollnick, S. (2013) *Motivational Interviewing: Helping People Change*. 3rd Ed.

34



## Evoking Change Talk

### Look Back/Forward:

*"If You had a magic wand and could look into the future ..."*

*"When you quit before ....."*

### Query Extremes:

*"What are the best/worst things that might happen if you do change/not change?"*

### Explore Goals and Values:

*"What do you want in your life?"*

### Coming Along Side:

*"Perhaps \_\_\_\_\_ is so important to you that you won't give up, no matter what the cost"*

Miller, W.R. and Rollnick, S. (2013) Motivational Interviewing: Helping People Change. 3rd Ed.



## Readiness Ruler

0 1 2 3 4 5 6 7 8 9 10

Not ready to  
change

Ready to change

On a scale of 0 to 10 with 0 being not at all ready and 10 being extremely ready, how ready are you when you think about \_\_\_\_\_?

What has you at 6?

What makes you 6 and not 4?

What would it take to move you from 6 to 8?



## Importance Ruler

0 1 2 3 4 5 6 7 8 9 10

Not Important

Very Important

On a scale of 0 to 10 where 0 is not important and 10 is very important, how important is it for you of making this change?

What has you at 5 ?

What makes you 5 and not 2?

What would it take to bring you from 5 to 8?

37



## Confidence Ruler

0 1 2 3 4 5 6 7 8 9 10

Not Confident

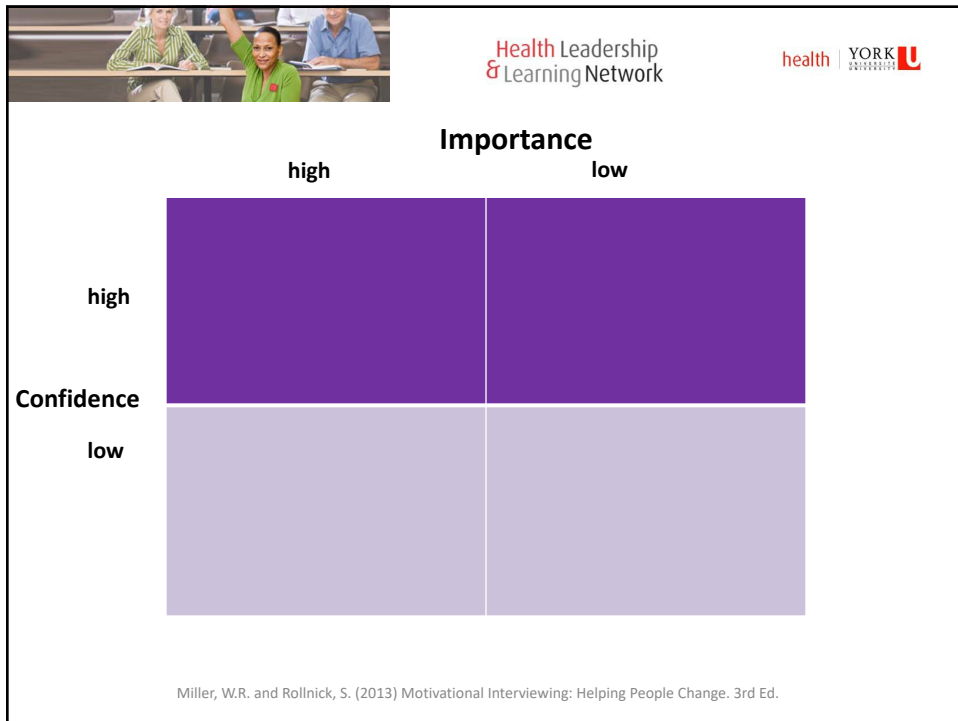
Very Confident

On a scale of 0 to 10 where 0 is not confident and 10 is very confident, how confident are you in making this change?

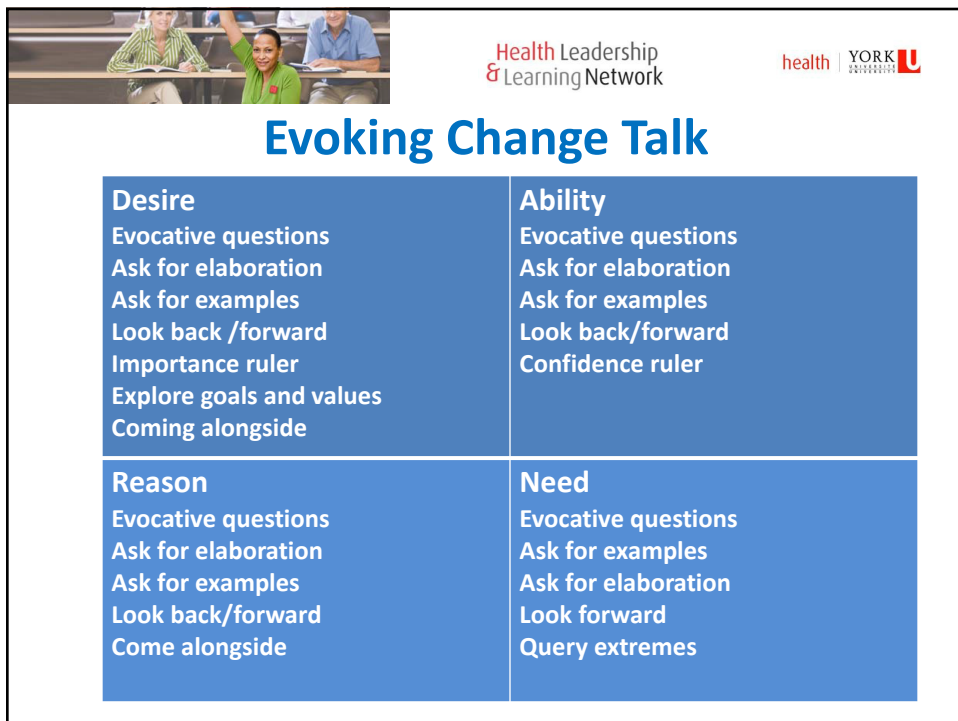
What has you at 5?

What would it take to bring you from a 5 to a 8?

38



39



Health Leadership & Learning Network

health YORK UNIVERSITY

## Evoeking Change Talk

<b>Desire</b> Evocative questions Ask for elaboration Ask for examples Look back /forward Importance ruler Explore goals and values Coming alongside	<b>Ability</b> Evocative questions Ask for elaboration Ask for examples Look back/forward Confidence ruler
<b>Reason</b> Evocative questions Ask for elaboration Ask for examples Look back/forward Come alongside	<b>Need</b> Evocative questions Ask for examples Ask for elaboration Look forward Query extremes

40



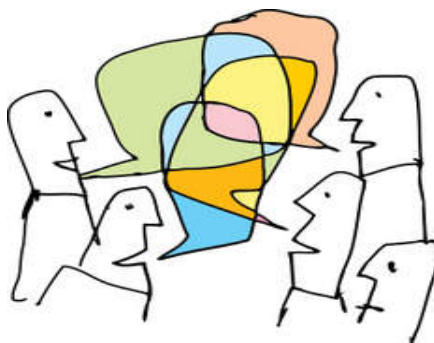
## Breakout Exercise 3

- In groups of 3 assume 1 of 3 different roles: **interviewee**, **interviewer** and **observer**
- **Interviewee** – Think about a client who you continue to work with who is ambivalent about making behaviour change
- **Interviewer** – using the Spirit of MI and OARS explore with the interviewee about their client and what makes them invest in this relationship
- **Observer** – Observe the interaction and make notes using the observation form

41



## Debrief



42