

One-day Physician-Patient Communication Coaching Workshop

Date: Tuesday, June 8, 2010
Location: Oakland, CA
Facilitated by: Dan O’Connell, PhD, The Communication Training Group
TENTATIVE Agenda:

8:00 AM	Registration and breakfast
8:30 – 10:00AM	Build Your Communication Skills / Impart These Skills to Colleagues: Keys to Efficient, High Satisfaction Encounters Lecture, discussion, demonstration, and role-playing to learn and practice communication styles other physicians/providers use to create satisfying physician-patient interactions. Participants will be able to recognize, name, describe and demonstrate these techniques for colleagues whom they will be coaching.
10:00 – 10:15AM	Break
10:15AM – 12:00PM	Build Your Communication Skills / Impart These Skills to Colleagues: Managing Difficult Encounters Lecture, discussion and role-playing to demonstrate effective techniques for engaging in, and understanding and recovering from, difficult interactions with patients and families. Participants will be able to recognize and describe these strategies to colleagues whom they are coaching.
12:00 – 1:00 PM	Lunch
1:00 – 1:30 PM	Star Model for Understanding Performance Review five factors that affect physicians/providers’ willingness and ability to interact more successfully with their patients. Coaches will learn to recognize and respond to obstacles to better interaction skills that their colleagues may raise.
1:30 – 2:00 PM	Setting up Contract and Goals for Coaching Describe and demonstrate how to make an initial agreement with a coaching client that sets the relationship up for success.
2:00 – 2:15 PM	Break
2:15 - 3:45 PM	Coaching Role Plays Create and analyze role-playing situations with coaches giving feedback to their colleague. Rehearse solutions to common forms of resistance.
3:45 – 4:15 PM	Special Situations in Coaching Discuss confidentiality; the role of more formal assessment for a problem provider; measures for assessing if the provider is improving; and how to determine if long-term coaching and counseling is needed.
4:15 - 4:30 PM	Next Steps Participants will describe how they will use their new coaching skills when they return to their medical group. Generate preliminary plan for initiating coaching. Discuss additional support participants may need to be effective coaches.



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Suggested Criteria for Selecting Coaches in a Healthcare Organization

Dan O'Connell PhD and Sandy Reifsteck MS Ed

Prospective coaches may be selected on the basis of specific criteria to ensure success and sustainment of the individual. We encourage selection of high quality individuals that are both professional and compassionate. These criteria comprise a profile of an individual who has the potential to become a coach within their own organization or other healthcare organizations.

1. *Academic degree and relevant training.* Successful coaches have a wide range of academic degrees, including degrees in medicine, psychology, nursing, health education, social work, public health, human resources and law. The coach must possess academic credentials and training which enables him/her to be competent and credible to the sponsoring health care organization's target audience of health care professionals.
2. *Commitment to patient-centered quality health care.* Successful coaches develop, express, and act upon a profound commitment to excellence in patient care. Though they are empathic with clinicians about the dilemmas they face, they are certain about the centrality of excellence in patient care as a core value.
3. *Critical thinking.* Successful coaches possess conceptual skills which enable them to appraise, analyze and evaluate evidence-based medicine related to the clinician-patient relationship and health outcomes.
4. *Clinical experience.* Successful coaches know the clinical world in which clinicians function. This may be because they are clinicians themselves and/or may be because they have spent years working in clinical settings.
5. *Passion for the importance of communication in today's healthcare environment:* Successful coaches care deeply and their passion comes through when they coach and serve as role models of the skills they are teaching. Typically, successful coaches have worked to master their own communication skills and have long recognized the importance of these skills in clinical settings.
7. *Group leadership skills.* Successful coaches are able to draw upon and manage the resources of the group in an authentic manner. They promote the development of a community of learners.
8. *Learning orientation.* Successful coaches value learning for themselves and others. They feel comfortable recognizing and acknowledging their own ignorance as a normal state of being human rather than as a personal weakness to be hidden.
9. *Influence and credibility.* Successful coaches are recognized as innovators and leaders within their organizations. With or without the authority that comes from holding a specific position, they are people whom organization members listen to because of their track record in making things happen.