

**WISCONSIN DEPARTMENT
of HEALTH SERVICES**

**Beyond Train and Hope:
Coaching for Competence in
Evidenced-Based Practice**

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Mental Health and Substance Use Recovery Training Conference
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To protect and promote the health and safety of the people of Wisconsin.

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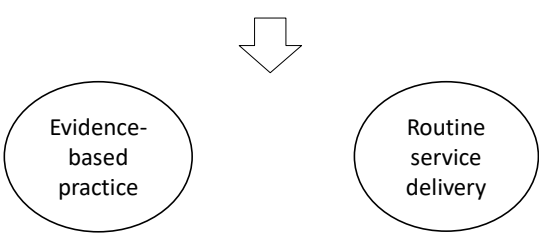
**Presentation Outline and
Learning Objectives**

1. The big picture:
Evidence-based practice (EBP) implementation Be able to identify two benefits of coaching.
2. The why of coaching Be able to identify two elements of coaching for competence.
3. The what of coaching
4. The how of coaching Gain two insights into how a provider organization can develop and support a coaching program.
5. Closing activity

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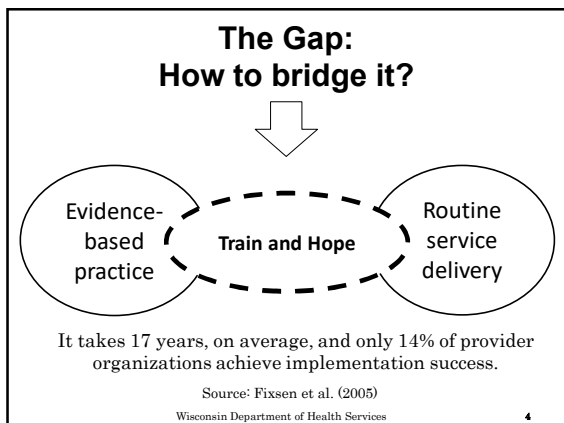
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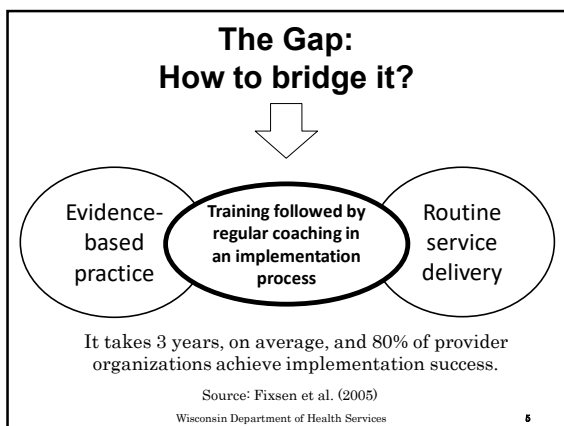
Evidence-based practice Routine service delivery

Source: Fixsen et al. (2005)
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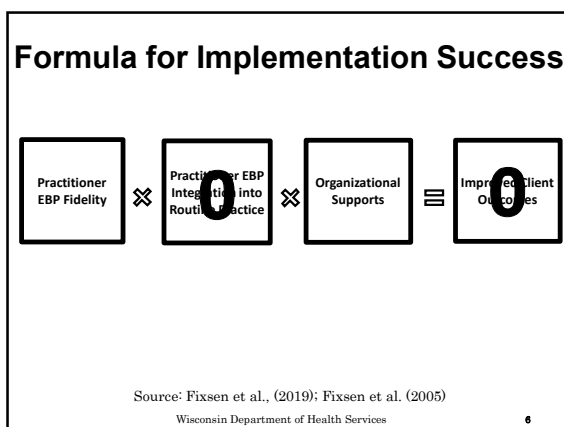
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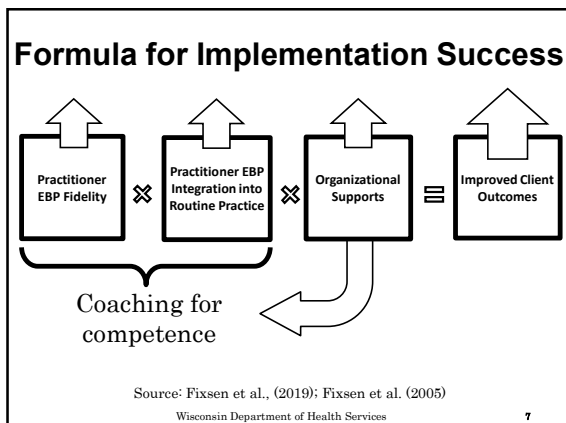
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Why coaching?

- Coaching works

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Meta Analysis of Learning EBP

Learning Components	Knowledge	Skill	Use
Didactic workshop	10%	5%	0%
+ Demonstration	30%	20%	0%
+ Practice	60%	60%	5%
Workshop followed by regular on-the-job coaching	<input type="text"/>	<input type="text"/>	<input type="text"/>

Source: Joyce & Showers (2002)
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Meta Analysis of Learning Motivational Interviewing

- 21 studies of learning motivational interviewing.
- Workshops yielded limited practitioner skill gains with rapid deterioration.
- Workshops followed by monthly coaching maintained and grew practitioner skills.
- Coaching that incorporated direct observation of practice and performance-based feedback was the most effective.

Source: Miller et al. (2004); Schwalbe et al. (2014)
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Why coaching?

- Coaching works
- **Coaching promotes practitioner learning**
 - Newly learned behavior is awkward
 - Newly learned behavior is fragile
 - Newly learned behavior needs to be supported
 - Newly learned behavior is incomplete and needs to be guided

Source: Fixsen et al. (2019, p. 155); Green & Seifert (2005)
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Why coaching?

- Coaching works
- Coaching promotes practitioner learning
- **Coaching reduces practitioner turnover**
 - Increases support
 - Increases mastery, competency, self-efficacy
 - Increases job satisfaction

Source: Aarons et al. (2009)
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Why coaching?

- Coaching works
- Coaching promotes practitioner learning
- Coaching reduces practitioner turnover
- **Coaching contributes to leadership development**

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Pair & Share

Of these coaching benefits, which one really gets your attention? Why would you say this benefit is important?

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The What of Coaching

- **Coaching for competence requires a model**

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Coaching Practice Profile

Essential coaching elements

- Contribution to learning outcomes
- Detailed description of expected use in practice

Source: Cusumano & Preston (2018)
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The What of Coaching

- Coaching for competence requires a model
- **The relational foundation is the basis of effective coaching**
 - Careful listening
 - Affirmation of practitioner strengths
 - Collaboration, non-expert stance
 - Create space for vulnerability and risk taking

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The What of Coaching

- Coaching for competence requires a model
- The relational foundation is the basis of effective coaching
- **Address the initial awkwardness of change**
 - “Conscious incompetence” about new ways of working
 - Anxiety about performance assessment
 - Motivation for change

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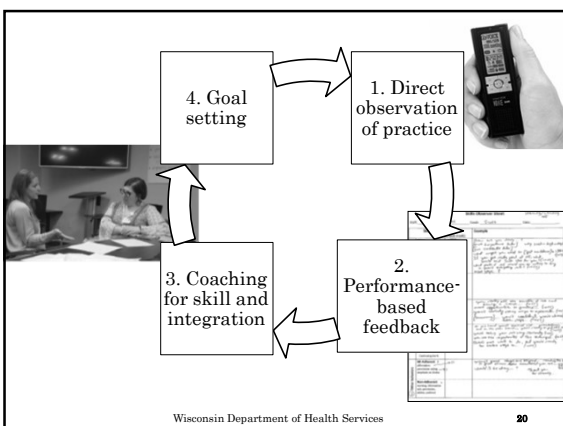
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The What of Coaching

- Coaching for competence requires a model
- The relational foundation is the basis of effective coaching
- Address the initial awkwardness of change
- **Ongoing cycle of learning**

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The What of Coaching

- Coaching for competence requires a model
- The relational foundation is the basis of effective coaching
- Address the initial awkwardness of change
- Ongoing cycle of learning
- Assignments in-between sessions keeps learning alive

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Pair & Share

If you were learning any complex skill set with a coach (like an EBP, a leadership model, musical instrument, or athletic sport), which 1-2 coaching elements would resonate the most for you as a learner? How so?

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The How of Coaching

• A thoughtful EBP selection process is important on the front end.

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Selecting an EBP



Six domains for an implementation team to consider.

Source: Metz & Louison (2018)

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The How of Coaching

- A thoughtful EBP selection process is important on the front end.
- A practice profile is needed for the EBP.

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The How of Coaching

- A thoughtful EBP selection process is important on the front end.
- A practice profile is needed for the EBP.
- Get ready to invest.

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Investment Rubric:

Source: Wexelblatt's Algorithm as cited in Fixsen et al. (2019, p. 273)

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The How of Coaching

- A thoughtful EBP selection process is important on the front end.
- A practice profile is needed for the EBP.
- Get ready to invest.
 - Organizational supports
 - Coaching service delivery plan
 - Coach development

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Formula for Implementation Success

Practitioner EBP Fidelity

⊗

Practitioner Integration into Routine Practice

⊗

Organizational Supports

≡

Improved Client Outcomes

Coaching for competence requires a plan

←

- Implementation team
- Data system
- Quality improvement

Source: Fixsen et al., (2019); Fixsen et al. (2005)
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Coaching Service Delivery Plan

Coaching Service Delivery Plan Template

Implementation Name: _____ Lead: _____
 Evidence Based Program: _____ Date: _____

Plan for Monitoring Adherence to Coaching Service Delivery Plan (date, time, frequency, and schedule):

Coaching Plan	Coaching Process	Coaching Frequency	Coaching Duration	Coaching Location	Coaching Time	Coaching Personnel	Coaching Materials	Coaching Tools	Coaching Data Collection	Coaching Evaluation

- Coach selection
- Key areas to coach, coaching processes
- Performance assessments, data collection
- Session frequency, format, duration
- Coach-to-practitioner ratio
- Practitioner roles, responsibilities
- Documentation

Source: NIRN (2015)
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Coaching Service Delivery Plan

Coaching Service Delivery Plan Template

Implementation Team: _____ Lead Service: _____
 Evidence Based Program: _____ State Initiative: _____

Plan for Monitoring Adherence to Coaching Service Delivery Plan (date, time, frequency, and schedule)

Coaching/Program or Activity Being Coached	Coaching Period	Frequency	Assessment Preparation	Plan (What/When/How/Who)	Feedback & Reinforcement (By Coach)	Feedback for Assessment (By Coach)	Coaching Performance Measure

Minimum standards...

- Coaching occurs monthly
- Performance assessment incorporates direct observation of practice
- Performance assessment occurs quarterly

Source: Fixsen et al. (2019)

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Coaching Service Delivery Plan

Coaching Service Delivery Plan Template

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Plan for Monitoring Adherence to Coaching Service Delivery Plan (date, time, frequency, and schedule)

Coaching/Program or Activity Being Coached	Coaching Period	Frequency	Assessment Preparation	Plan (What/When/How/Who)	Feedback & Reinforcement (By Coach)	Feedback for Assessment (By Coach)	Coaching Performance Measure

Coach development...

- Initial training on the model
- Coaching the coaches (parallel process)
- Performance assessments

Source: Fixsen et al. (2019)

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Closing Activity

In the chat box, post your top insight or take-away from this session. What was the most valuable thing you learned?

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References

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