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Veterans Health Administration

Whole Health Mentor Training

Ensuring Fidelity of Whole Health
Non-Clinical Services

Welcome and Course Overview

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Review Objectives

By the end of the course, participants will be able to:

1. Describe effective strategies for ensuring fidelity of services offered.
2. Identify effective strategies for ongoing skill development, to equip and empower Whole Health Pathway staff.
3. Explain the Whole Health System with emphasis on the Pathway.
4. Plan strategies for regular forums for staff to include updates, ongoing skill building, team development and opportunities to discuss successes/challenges.

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Review Objectives

5. Create an overall plan for mentoring/leadership services at their respective location.
6. Outline the mentor role in relation to other supervisory chains.
7. Establish a community of mentors across the VA Centers.

What else are participants wanting to learn / be able to do?

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Abbreviations

Community of Practice Calls = **COP**
Office of Patient Centered Care & Cultural Transformation = **OPCC&CT**
Taking Charge of My Life and Health = **TCMLH**
TCMLH / Whole Health Facilitator = **Facilitator**
Veterans Administration = **VA**
Whole Health = **WH**
Whole Health Coach = **Coach**
Whole Health Coach Training = **WHC**
Whole Health Mentor = **Mentor**
Whole Health Partner = **Partner**
Whole Health Pathway = **Pathway**

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Module 1 – Mindful Awareness

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Mindful Awareness



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What Mindful Awareness is Not

- Not meditation
- Does not mean having a clear mind
- Is not relaxation

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9 Attitudes of Mindful Awareness



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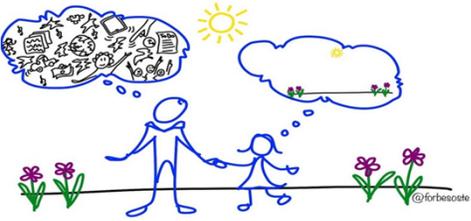
Practice of Mindful Awareness

- Find a comfortable position
- Allow your eyes to close if you like
- Remember the 7 attitudes
- Let go of busy-ness or life concerns
- Pay attention to your breath
- When attention wanders to thought, sensation, emotion, etc. - simply notice
- Gently return focus to your breath
- Practice as long as you wish

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Mindful Awareness

Mind Full, or Mindful?



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Participant Introductions

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Introductions

A small image of a hand holding a white sign with the text 'Introduce yourself!' written on it.

Please share: **Your name, where you work and your role** and answer one of the following:

- What is one thing you want the group to know about you?
- What is something you do that reflects an important value of yours?
- What is one thing fun about you, or one thing you do for fun?

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Break – 15 minutes

Please Be Prompt Returning

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Group Guidelines

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Group Guidelines

- Be Timely – arriving in morning, after lunch and returning from breaks.
- Turn off cell phone ringer and set to vibrate.
- Be present – no multi-tasking.
- Observe yourself and self-manage: avoid verbal and non-verbal behaviors that detract from other's learning.
- Participate in small group and practice activities.
- Support each other in the training experience.
- Practice confidentiality.
- Practice respect – avoid advice giving.
- “Try on” the principles, process and skills of Whole Health Mentoring.
- You choose how you want to be in this training – relaxed, curious, experiment, have fun, make some mistakes.

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Parking Lot

A drawing of a flipchart on a stand. The words 'Parking Lot' are written on the flipchart in blue ink.

- Place to keep track of questions to discuss later.
- Ideas to brainstorm at a future time in the course.
- Any notes to come back to....
- Write them down!

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Module 2 – Tasks of the Whole Health Mentor

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Purpose of Mentor Tasks – Ensure Fidelity

What does 'Fidelity' mean?

'to be faithful to . . .', or
'to be true to . . .'

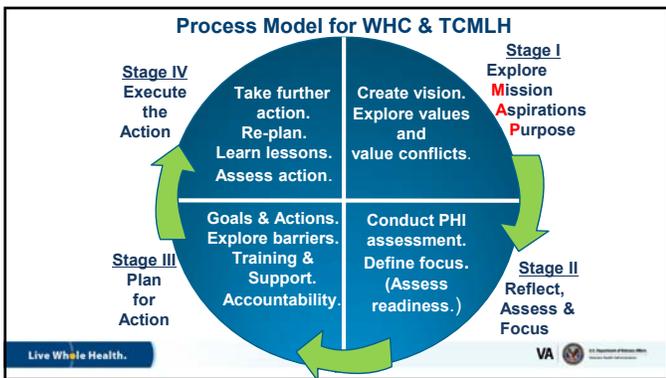
What is Fidelity to the TCMLH Curriculum?

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Fidelity to Whole Health Criteria

1. Inclusion of all four WH Process Stages
2. Practice of skills that support autonomy and respects the inner wisdom of the Veteran:
 - o Being fully present
 - o Listening - Holding Space for reflections and disclosures
 - o Reflections and Inquiry
3. Honors and supports the Veteran's MAP, focus for change and strategies to enact the change
4. Provides health enhancement options for a PHP that include both CIH and Conventional approaches

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"SMART" GOALS

SPECIFIC – What do you want to accomplish? Is it clear and concise?

MEASURABLE – How much? How many?

ACTION-ORIENTED – What are you "doing?"

REALISTIC – Able to reach? Do you have skills, resources needed, easily obtain them?

TIMED – Timeframe/Tracking

S M A R T

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Communication Skill: Reflection

Giving the client back his/her words, thoughts, feelings:

- Parrot
- Paraphrase
- Double - sided



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Tasks of the Mentor

To Ensure Fidelity of Whole Health by:

1. Engaging regularly with Pathway personnel.
 - o Direct Observations
 - o Regular Meetings
 - o Being available for immediate support

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Tasks of the Mentor (continued)

2. Participating in own self-development opportunities.
 - o Community of Practice Calls (COP)
 - o Other means of support
3. Supporting Pathway personnel in skill development.
4. Others – to be discussed throughout the training.

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Utilizing Local Resources and Networking

1. What other local resources are available to support your mentoring?
 - o Teach or MI
 - o VHA Mentoring Program
2. How could you network with others both within and outside your local VA?
 - o Other WH Mentors - new COP ?
 - o NBHWC Offerings (<https://nbhwc.org/>)

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Module 3 – Effective Mentoring Experiences

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Effective Mentoring - Group Discussion

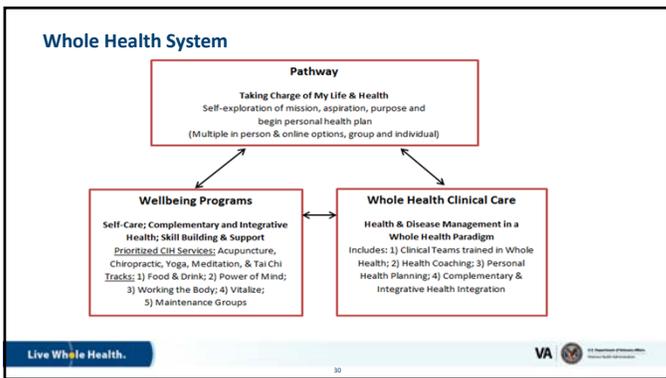


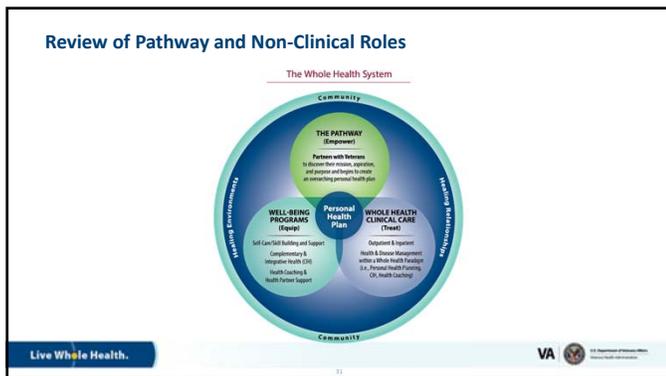
- Who were your effective mentors? Why?
- When have you been an effective mentor, Why?
- When was mentoring not effective?

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Module 4 – Review of Whole Health System and Whole Health Pathway

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- ### Roles in the Pathway
- Whole Health Coaches**
- o 6 Day Training with between-session mentoring.
 - o Coaching most frequently done in individual sessions.
 - o May be 1-2 sessions, but usually more, up to 9-10.
- Whole Health TCMLH Facilitators**
- o 3-day training.
 - o Utilizes a curriculum designed to cover WH Process.
 - o Designed for closed groups, 6-13.5 hours.

- ### Roles in the Pathway (con't)
- Whole Health Partners**
- o Partner with other Veterans to provide support over time.
 - o Recruit Veterans to WH Offerings.
 - o May coach, or facilitate TCMLH, if trained to do so.
 - o Provide information to Veterans about VHA/Whole Health.
- TeleWholeHealth Roles**
- o Coaches, Facilitators, Partners and doing Intro to Whole Health.

House Committee of Appropriations: Dr. Tracy Gaudet video

<https://appropriations.house.gov/legislation/hearings/va-whole-health-mental-health-and-homelessness>

Module 5 – Proposed Timeframes for Mentoring Onsite

Review of Proposed Timeframes for Mentoring Onsite

MENTOR TASK (MONTHLY)	PROJECTED HOURS
• Monthly Staff Meeting	2 hours
• Preparation for Meeting	3 hours
• Community of Practice calls	3 hours *
	(*mentor call/other COP calls)
• Interact with other Mentors	2 hours

Review of Proposed Timeframes for Mentoring Onsite

INDIVIDUAL MENTORING (PER PERSON)	PROJECTED HOURS
• Direct or audio/video observations	3 hours
• Develop Improvement Plan	.5 hours <i>(1.5 hours per quarter)</i>
• Available to discuss challenges	1.5 hours

Review of Proposed Timeframes for Mentoring Onsite

Possible Total Time Commitment
 3 coaches, 2 facilitators, 1 partner = 6 individuals

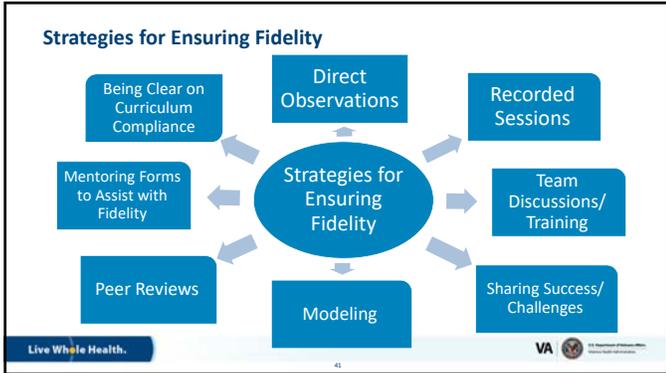
10 hours (regular monthly mentor tasks)
36 hours (6 persons X 6 hours of individual mentoring per month)

46 Hours Total (per month)

LUNCH

Please Be Prompt Returning

Module 6 –
Ensuring Fidelity Strategies



Direct Observations (Collaborations)

Advantages of Direct Observations

Challenges of Direct Observations

Recorded Sessions



Advantages of Recorded Observations



Challenges of Recorded Observations

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Team Discussions and Training

- Ongoing Training
- Forum for successes/challenges
- Team-Building, learning from each other
- Updates on local and national offerings and opportunities

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Sharing Successes/Challenges

- Time allotted in monthly meetings for discussion.
- Or, could be done individually.
- Avoid Advice-giving sessions . .
- But, Share and brainstorm ideas.



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Modeling

Mentors may enhance the mentee's learning by modeling:

- An enthusiasm for Whole Health
- Their own Whole Health journey
- The skills of listening, reflection and inquiry
- Fidelity to the WH model

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Peer Reviews



Advantages of Peer Reviews



Challenges of Peer Reviews

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Mentoring Forms to Assist with Fidelity



- Use collaboration forms for Coach, Partner, Facilitator when sitting in on sessions.
- *Always ensure that mentees have access to forms before utilizing.*

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Being Clear on Curriculum Compliance

- Be clear on “What is ‘deviating’ from the curriculum?”
- Have a process for any curriculum changes:
 - Present an idea
 - Discuss with group as a whole
 - Share with OPCC&CT via COP call or other means

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Being Clear on Curriculum Compliance

- Participate in COP calls.
- OPCC&CT to develop further guidelines.
- Communicating guidelines to staff.

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What about Telehealth?



- Joining a call or group
- Mentoring the coach or facilitator over the phone
- Some unique challenges

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Other Fidelity Strategies – Group Discussion

What are other strategies to ensure fidelity?



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Break – 15 minutes
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Module 7 –
Ongoing Skill Development Strategies

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Ongoing Skill Development - Strategies

1. Practice the skills learned in TCMLH, WHC, Partner trainings:
 - o Reflections and inquiry
 - o Listening without giving advice
 - o Listening without judgements



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Holding Space video

<https://www.youtube.com/watch?v=wEfrj4tggtU>

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Ongoing Skill Development - Strategies

2. Make skill development a part of monthly meetings.
3. Take advantage of other trainings at your location.
4. Make skill development the focus of observations.

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Ongoing Skill Development - Strategies

5. Encourage participation in Community Of Practice calls:
 - o Coaching (4th Thurs @ 2pm ET)
 - o Facilitators and Partners (3rd Tues @ 3:30pm ET)
6. Utilize the *Tips and Techniques for Facilitators* online course at: <https://wholehealth.wisc.edu/get-started/#whole-health-online-training>

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WHOLE HEALTH EDUCATION

Home ABOUT GET STARTED OVERVIEWS TOOLS VA EMPLOYEE COURSES RESOURCES

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Format for Sharing One's Story

Use the **Elicit – Provide- Elicit Model** (or Ask – Tell –Ask)

1. Ask if the Veteran is interested in hearing your experience that may or may not be helpful.
2. Assuming the Veteran says “Yes”, briefly share your story that you think relates or may be helpful.
3. Ask the Veteran what they are taking from your story, or what may have been helpful.

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Considerations When Sharing *Your* Story

- Use mindful awareness to consider:
 1. The purpose of sharing your story
 2. How open the Veteran may be to hearing your story
 3. The length and timing of your story
 4. The impact your story may have had
- Generally speaking, telling one's story is not a highly utilized skill in WH coaching or group facilitation.
- However, there may be times when it can be very helpful.

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Personalizing Your Collaboration

- What are you looking for in a mentor?
- How do you want your feedback?
- On what would you like to receive feedback?



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Demo of Mentoring Process

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Demonstration of Mentoring Process

- Explanation of the Demo.
- Volunteers?
- Questions and Discussion of Demonstration.



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Pulse Check and Adjourn

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Wrapping up Day 1

Any questions?

Questions/Comments about the day?

Pulse Checks



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