

Adaptive Athletics Community Healthcare Workers Model Program

Guía Training: Day 1

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WE WILL TALK ABOUT

Day 0 training review

Timeline

Tasks

Mentorship Meetings

Resources for you

Discussion & Activity

Day 2 & Day 3 training date



Day 0 Training Review

- **We know:**

- Why this matters
 - This system can **impact QoL of Latinos with Mobility Impairments (LwMI)**
- Our goal is to validate a model that incorporates sport participation, the extended community health worker (CHW) system, and mentorship to improve the wellbeing of LwMI
- Funded by NIDILRR

- **Conducting research:**

- We will observe and document participants' wellbeing before, during, and after being exposed to a formal mentor. We expect to see positive results which can lead to this program being replicated and practiced all across the country

- **Why you:**

- You are a valued member in your community and now have the opportunity to change people's lives as a mentor, life-coach, teammate, and friend.
- You'll be getting **paid!**

where you
come in!

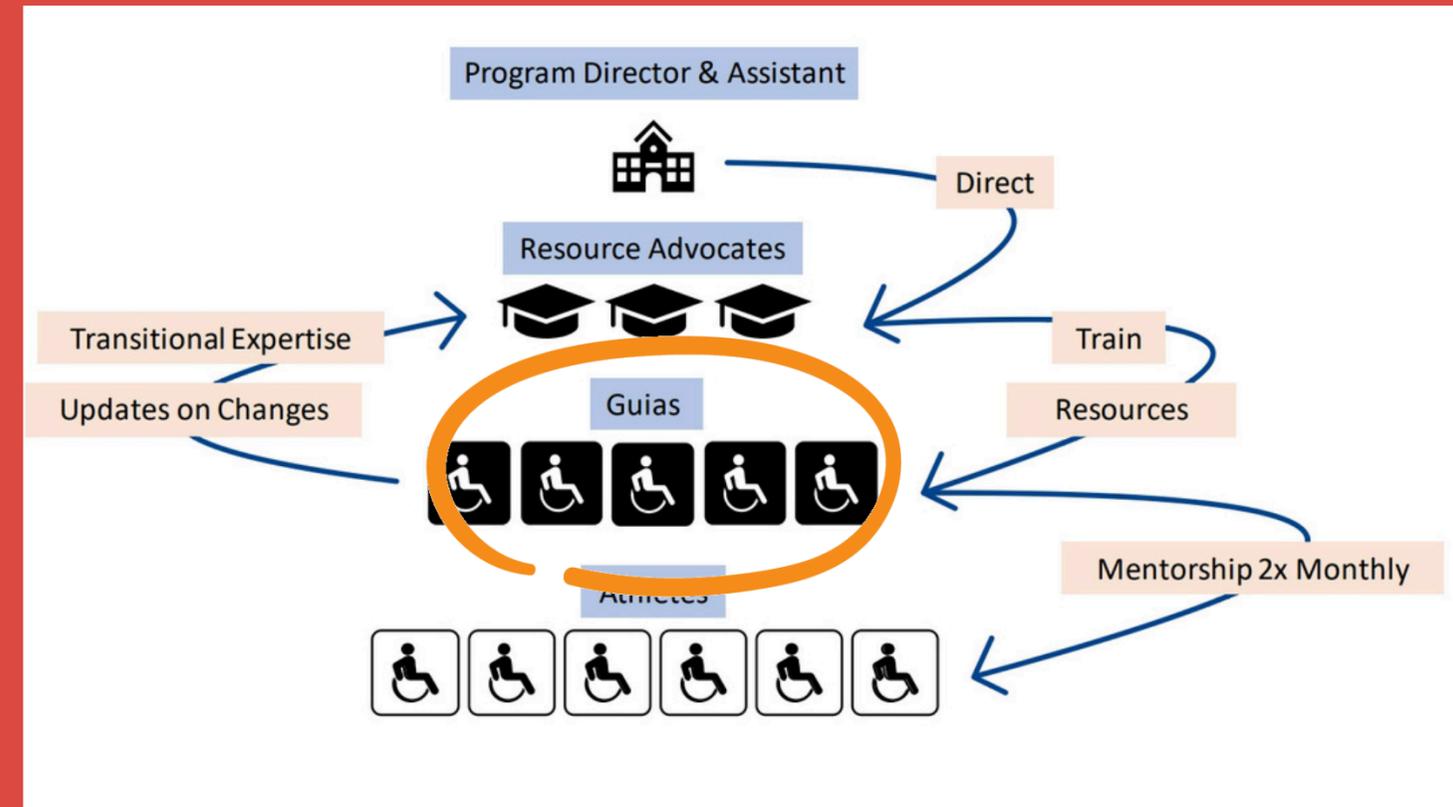
Figure 2. The Conceptual Model of SEM



Day 0 Training Review

- **How this works:**

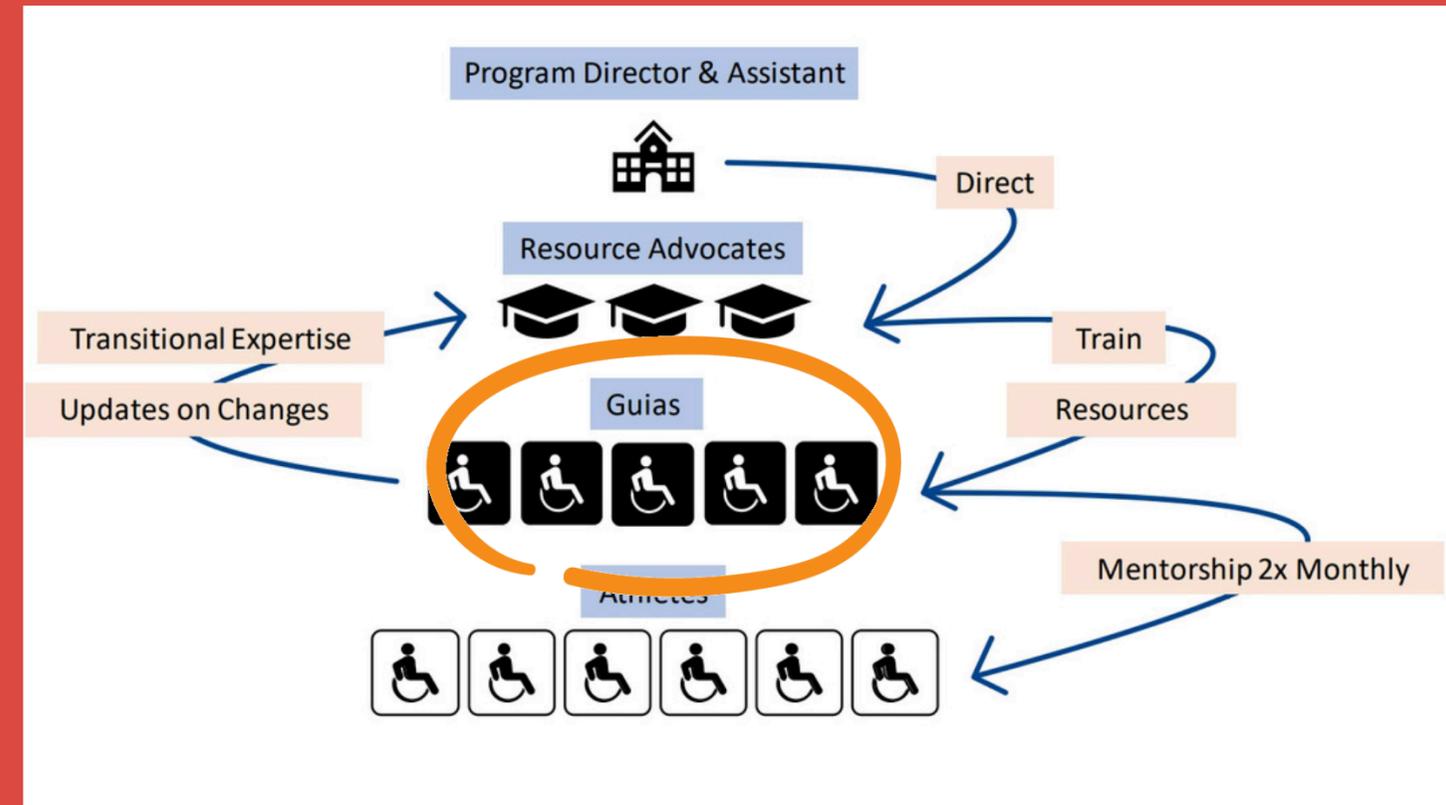
- This is a TEAM effort, and you are on the frontline
- We will recruit 60 athletes ready to commit to 12 months of sport participation and mentorship
- Participants will be divided into 2 cohorts, each lasting 12 months, but both will be completed within 18 months
- You will be assigned 6 athletes per cohort, so you will have 12 athletes 6/18 months.
- You will commit 5-6 hrs/wk for 18 months, 10-11 hrs/wk for 6 of those months
- We will compensate you \$25/hour



Day 0 Training Review

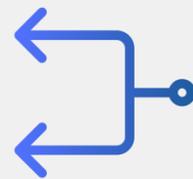
- **Responsibilities at a glance:**

- Discuss and identify needs/barriers/goals
- Commit to creating pathways towards goals
- Meet with each athlete bi-weekly, assign steps towards goals, provide support
- Document meeting details and athlete's progress
- Use the Resource Advocates as tools to assist athletes reach their goals
- Understand and practice confidentiality
- Meet with Resource Advocates at least once a week
- Meet with Principal Investigator once a month
- Report adverse events



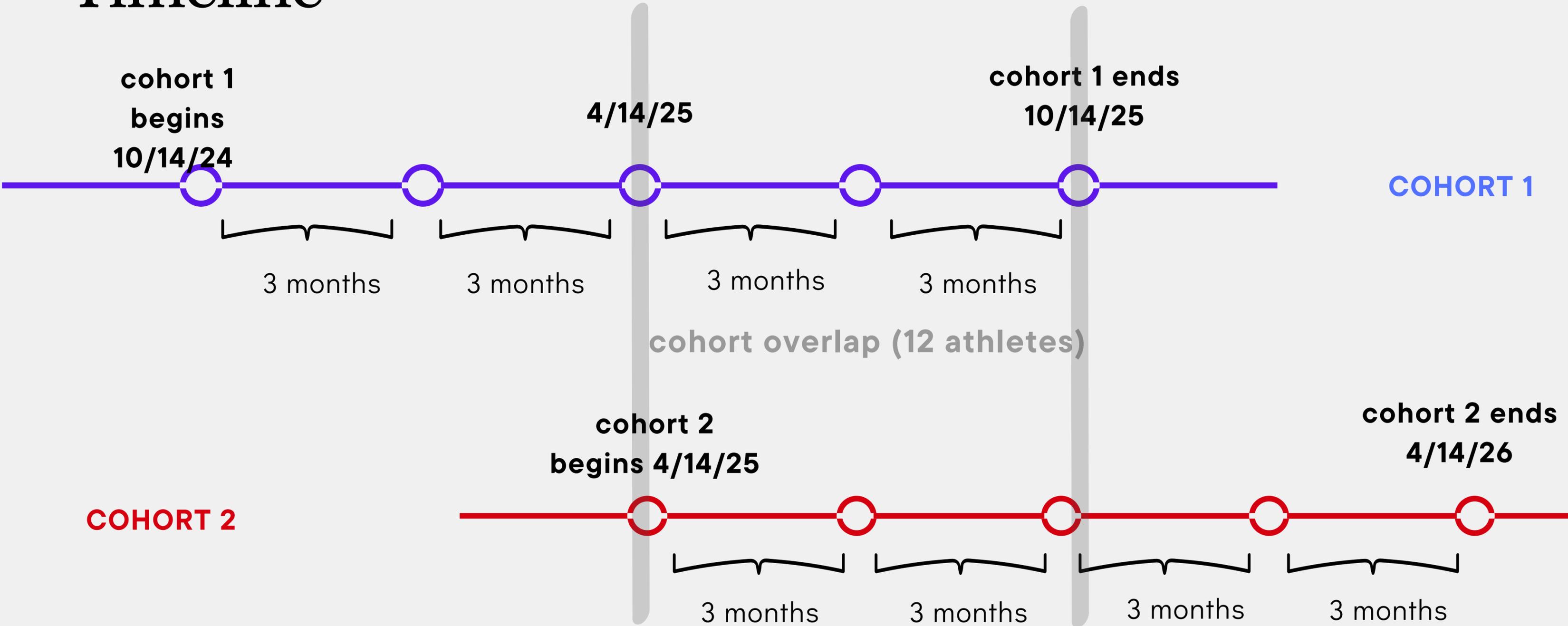
Timeline

- **Guia Training**
 - i. Day 0 - 5/5/2024
 - ii. Day 1 - 8/1/2024
 - iii. Day 2&3 - TBD
- **Recruitment Completed (8/23/2024)**
- **Guia/Athlete Matching (8/30/2024)**
- **Cohort 1 Program begins (10/14/2024)**
 - you will set up your first meeting with each of your 6 athletes
 - discuss and identify needs/barriers/goals
 - agree on mentorship expectations & boundaries, sign mentorship agreement
 - set up next meeting
 - you will consistently meet with each of your athletes every two weeks (twice a month)
 - provide support, document their progress, new goals
 - begin meeting with PI once a month
 - communicate with RA at least once a week
- **Cohort 2 Program begins (4/14/2025)**
 - gain 6 more athletes, repeat process in C1
- **Cohort 1 Program ends (10/14/2025)**
- **Cohort 2 Program ends (4/14/2026)**



you will have 12 athletes to mentor during these 6 months

Timeline



Tasks

- **Recruit 60 participants by 8/23/24**
 - Latino with mobility impairment
 - 18+ years old
 - interested/participate in sport/physical activity
 - live in Houston
- **Complete Guia Training by 8/16/24**
- **Biweekly tasks**
 - sign mentorship agreement (1st meeting only)
 - documentation (progress note, complete within 1hr, submit within 24 hrs)
 - maintain communication with RA
 - sport participation
 - adverse event report
- **Monthly task**
 - meet with PI
- **Periodic tasks:**
 - track your participants' progress
 - check in/follow up on athletes' biweekly tasks

Recruitment & Matching

- **Recruit 60 participants by 8/23/24**
 - refer to last slide or flyer for inclusion criteria
 - use your connections and role as a valued community member to recruit participants
 - if everyone recruits at least 6 members, we're already more than halfway there!
- **During recruitment:**
 - explain purpose of the project, invite conversations related to needs, barriers, interests, and/or goals
- **Athlete/Guia Matching: Things to Consider:**
 - your strengths
 - Gender, education, Latin origin, employment, sport
 - Social support
 - **Emotional:** actions make us feel appreciated, cared for, and/or considered (e.g. providing encouragement)
 - **Informational:** assistance by providing information (e.g. advice from a friend or doctor)
 - **Instrumental:** things are practical (e.g. help with running errands)

Mentorship Agreement (1st Meeting)

- **First meeting:**

- **Assess your athletes' needs, goals, existing barriers**
- **Create an action plan**
 - establish short and long term goals
 - **short:** what do they hope to achieve in 3 months? 6 months? Is this related to their long term goal?
 - **long:** where does your athlete see themselves in 1 year? Where do they hope to be?
- **communicate expectations/boundaries**
 - How do you prefer to be reached? text/call?
 - communicating between biweekly meetings
 - who will take control of setting up meeting links?
- **Agree & Sign** (both parties)

- **Documentation:**

- keep record of athlete's goals, interests, and any other information important in helping you support your athlete between, during, and after your meetings

Mentorship Agreement (1st Meeting)

1. Navigate your athlete's needs & goals by starting off with the following topics:

- a. Hobbies/interests
- b. Status and barriers in life
- c. Economic stability
- d. Community engagement
- e. Health
- f. Relationships
- g. Motives for joining the sport community
- h. Short term & long term goals

First Meeting Discussion Prompts

1. Participants need to give heads-up about the conversation, goals and needs
2. When enrolling them in, we probably can give participants a list/explanation regarding how this mentorship works, and let them be prepared for their first meeting.
3. After the first meeting, we collect the agreement and develop more through discussion prompts based on athletes' individual goals and needs.
4. What is to say we find this person suffering from mental issues, but his/her goals are not related to that, what do we do?

Introduction

- Mentor introduces yourself and your goal for the mentorship
- Agenda for the meeting
- What are your interests, hobbies, etc?
 - Barriers preventing you from doing activities that interest you?
- Reflect on your daily activities, are there any limitations?

Evaluate aspects of life (social, health, community participation, finance)

- What parts of your life are going well?
- Are other aspects of life not going well?
 - Physically active as you'd like to be?
 - Are you satisfied with your relationship status?
 - What would improve your quality of life?
 - Are you as involved in your community as you'd like to be?
 - Barriers from seeing the doctor?
 - If your wheelchair has a flat tire, do you have the knowledge and/or supplies to fix it?
 - Need any assistance with college/job applications?
 - Any barriers preventing you from things you need?
 - How do you want to address them?
- Can you tell me about your support system (family, friends, other social groups)?

Goals and Needs

- What are your personal goals broadly or long-termly?
 - What motivates you and brings you joy and satisfaction?
 - What are your greatest strengths/abilities/traits – things you do best?
- What change do you hope to achieve in the short term?
 - What are 3 things you can start doing/do more often that use your strengths and bring you joy?
- What resources do you need to achieve those goals?
- Any barriers preventing you from accomplishing them?
- How can I assist you in accomplishing your goals?

Expectation for sport community and mentorship

- What are your expectations of me as a mentor?
- What are your expectations of yourself?
- Do you have any concerns as we move forward in our mentoring relationship?

Reflection and Sign the Agreement

- What do we both want to gain from this relationship?
- What goals will we work on in a 6-month period?

The NSF Mentoring Program Team and Phillips-Jones (2013)

Mentorship Agreement (1st Meeting)

2. Provide guidance to meet your athletes' needs

- Discuss needs, barriers, and goals
 - short & long term goals
- Establish tasks each party is responsible for completing before next meeting time

4. Identify pathway(s) athletes need to take

- Establish steps necessary to accomplish athlete's goal
- Create a specific timeline
 - 1 month, 2 month, 3 month...

5. Communicate expectations & boundaries

- Meeting schedule and format (consistency) - reminders, links, tracking mechanism
- What do you expect from your athlete and vice versa
- Autonomy: empower your athlete to take charge in action planning
- Ground rules, confidentiality, accountability

6. Agree and Sign!

7. Submit within 48 hours

Regular Mentorship Meetings

- **Allow 5 minutes of preparation before meeting**
 - what did you and your athlete discuss
 - did you complete your tasks
 - what questions/tasks do you want to follow up on
- **Establish a relationship**
 - remind your athlete that you are there to support them
 - show interest, ask questions
 - maintain constant communication
 - actively listen
- **Monitor and document athlete's progress**
 - did they complete their tasks for the week?
 - any new barriers, challenges, interests, goals, etc.?
 - what went well/areas for improvement
- **Establish new tasks**
 - athlete's responsibilities
 - how will you provide accountability/support
- **Remind/encourage sport participation**
- **Schedule your next meeting**
- **Fill out progress note within 1 hour of meeting with athlete**
- **Submit within 24 hours**

After Meetings

1. Communicate with Resource Advocate for support

- Formal: after meeting with athlete within 48 hours
- Informal: at practices or call/text them.

2. Submit the meeting journal and progress note within 24 hours

Tracking System

- Communicate meeting time to your assigned RA. If applicable, share meeting link.
- Communicate with admin staff (PI) monthly for periodic evaluation
- RAs will check in with coaches to confirm sport participation

Troubleshooting

1. Report adverse events to your Resource Advocate or Dr. Cottingham
2. Keep track/follow-up on your athlete to avoid withdrawals

YOUR TOOL BOX

CHW Core Competencies

Communication skills

Interpersonal skills

Service Coordination skills

Capacity building skills

Advocacy skills

Teaching skills

Organizational skills

Motivational Interviewing

(Health Promotion and Chronic Disease Section, 2018)

COMMUNICATION SKILLS

How do I effectively communicate with the athletes and the research team?

- Be an active communicator with empathy & respect
- Use language confidently & appropriately
- Be aware of barriers in communication
- Convey clearly
- Report thoroughly
- Translate effectively



INTERPERSONAL SKILLS

How do I build a relationship with my athlete(s)?

- Set personal & professional boundaries
- Communicate in a sensitive, honest, respectful & empathetic manner
- Establish relationships: be someone your athlete can trust
- Be Confidential
- Work as a TEAM member
- Provide informal counseling



SERVICE COORDINATION SKILLS

How do I effectively utilize services for myself and my athletes?

- Help improve access to resources
- Conduct outreach to encourage participation in health events
- Utilize the Resource Advocates and maintain communication with research team



CAPACITY-BUILDING SKILLS

How do I work effectively with my athlete?

- Problem-solving: identify problems and sources to encourage and help athletes solve problems themselves
- Collaboration: collaborate with local partnerships to improve services, network, and build community connections
- Leadership: assess the strengths and needs of the community and discover ways you can

ADVOCACY SKILLS

How can I advocate for resources for my athlete?

- Participation: Participate in organizations/ be an active member of the community, use existing resources & current data to promote a cause
- Connect: Identify and work with advocacy groups
- Stay active: Stay up to date of structural and policy changes in the community, including health and social services systems



TEACHING SKILLS

How can I teach my athletes effectively?

- Use a variety of interactive teaching & coaching methods for different learning styles and ages
- Promote positive learning environment and behavior change
- Organize presentation materials
- Decision making that engage and motivate learners

Organizational skills

How can I be organized?

- Plan and set individual & collective goals
- Plan & set up educational/training sessions, workshops, & other mentoring activities
- Gather, document, & report on activities within legal and organizational guidelines

Motivational Interviewing

- What is it?
 - a discussion technique used to help the recipient identify goals and perform behavior changes
- OARS Model of Communication (Cole et al., 2023)
 - Open Questions
 - “what concerns do you have?”
 - Affirmations
 - “you did a great job in xyz...”
 - Reflections
 - “I noticed this upset you...”
 - Summaries
 - “Here’s my understanding of our discussion...let me know if I missed anything”

Motivational Interviewing

Keep in mind Motivational Interviewing is (Kibbe, 2020)...

- NON-judgmental
- NON-confrontational
- NON-adversarial
- based on the athlete's agenda and goals
- takes practice!

Checking for Understanding

Please answer the following questions to the best of your ability after what you just learned about



Checking for understanding

As a mentor, what should you be able to do effectively?

What is social support and what are the different types?

How will I report information back to the research team?

What can you do to improve someone's autonomy?

What's the best way to mentor someone?

Checking for understanding

As a mentor, what should you be able to do effectively?

Communicate clearly, create interpersonal relationships, help improve access to resources (service coordination skills), have capacity-building skills, advocate, teach, and be organized

What can you do to improve someone's autonomy?

Set objectives and goals with them

What is social support and what are the different types?

Support that people receive from the people around them. Types: Emotional, Informational, Tangible

What's the best way to mentor someone?

It's up to you! Each mentoring style depends on the individual, so don't be afraid to ask your athletes what you can do better to be a great mentor :)

How will I report information back to the research team?

Progress Notes

Role Play Scenarios

- Communication
 - Inappropriate communication:
 - Athlete: “...and then my dog died so I went down a depressive spiral and didn’t do anything for a whole week”
 - Guía: “-oh I know exactly what you mean, something similar happened to me, but what I did instead was....”
 - Appropriate communication:
 - Athlete: “...and then my dog died so I went down a depressive spiral and didn’t do anything for a whole week”
 - Guía: “I’m sorry that happened. How are you feeling about it today?”

Discuss:
What are the differences? If I find myself being inappropriate, how do I fix it?

- Language
 - Inappropriate language:
 - Athlete: “...and then this happened so I was feeling kind of down about it so I turned my phone off and disconnected from everyone”
 - Guía: “Why would you even do that? That’s so unhealthy. Why didn’t you just reach out to me or take yourself out?”
 - Appropriate language:
 - Athlete: “...and then this happened so I was feeling kind of down about it so I just locked myself in my room and avoiding all contact”
 - Guía: “I’m sorry that happened. And did that help?”
 - Athlete: “Well, it helped me feel better for a bit but I’m still pretty down about it right now.”
 - Guía: “Mhm, how about instead of shutting people out, we give them a chance to support you? What do you think? It might help you out next time!”
 - Athlete: “I struggle with opening up to people, so if you have any advice on that, I’d appreciate it.”

Differences?
What are other
ways to go
about a
situation?

- Awareness/Giving Advice

- Inappropriate:

- Athlete: “...but then I didn’t know what to say and blanked so I just hung up.”
 - Guía: “Just ask them your question? I don't see what’s so hard about it?”

- Appropriate:

- Athlete: “...but then I didn’t know what to say and blanked so I just hung up.”
 - Guía: “Maybe next time try writing down exactly what you want to ask.”
 - Athlete: “Ok I’ll try that.”
 - Guía: “Do you want to call them right after we finish our phone call? Let me know what they say!”



Differences?
What could I do
better?

- Conveying Clearly
 - Inappropriate:
 - Guía: “Mhm, have you heard of Texas Technology Access Program? It might help you out next time!”
 - Athlete: “I’ve heard about it but I don’t know much about it. Could you tell me more?”
 - Guía: “You can google it.”
 - Appropriate:
 - Guía: “Mhm, have you heard of Texas Technology Access Program? It might help you out next time!”
 - Athlete: “I’ve heard about it but I don’t know much about it. Could you tell me more?”
 - Guía: “For sure, and let me also send you a link so you can also look into it too.”

Are there any other appropriate ways to go about this situation?

- Reporting thoroughly
 - Inappropriate reporting:
 - Guía: “...and then they were feeling kind of down this week.”
 - Resource Advocate (RA): “And what happened? What was your athlete struggling with?”
 - Guía: “just transportation”
 - RA: “Mhm, and did they do anything about the situation?”
 - Guía: “They didn’t. They just skipped practice, which I personally thought was stupid.”
 - RA: “Right...did you suggest they try something else next time?”
 - Guía: “Yes, I suggested they try Metro Lift next time. They didn’t know what it was so I told them to look it up.”
 - Appropriate reporting:
 - Guía: “...and then their car broke down so they didn’t go to practice or complete any of their tasks.”
 - RA: “Ok got it, and did you suggest they try something else next time?”
 - Guía: “I suggested they try Metro Lift next time. They didn’t know what it was so I told them about it and gave them the application link. I need help providing a temporary solution until they have reliable transportation.”

What would you do differently?

YOUR TURN!

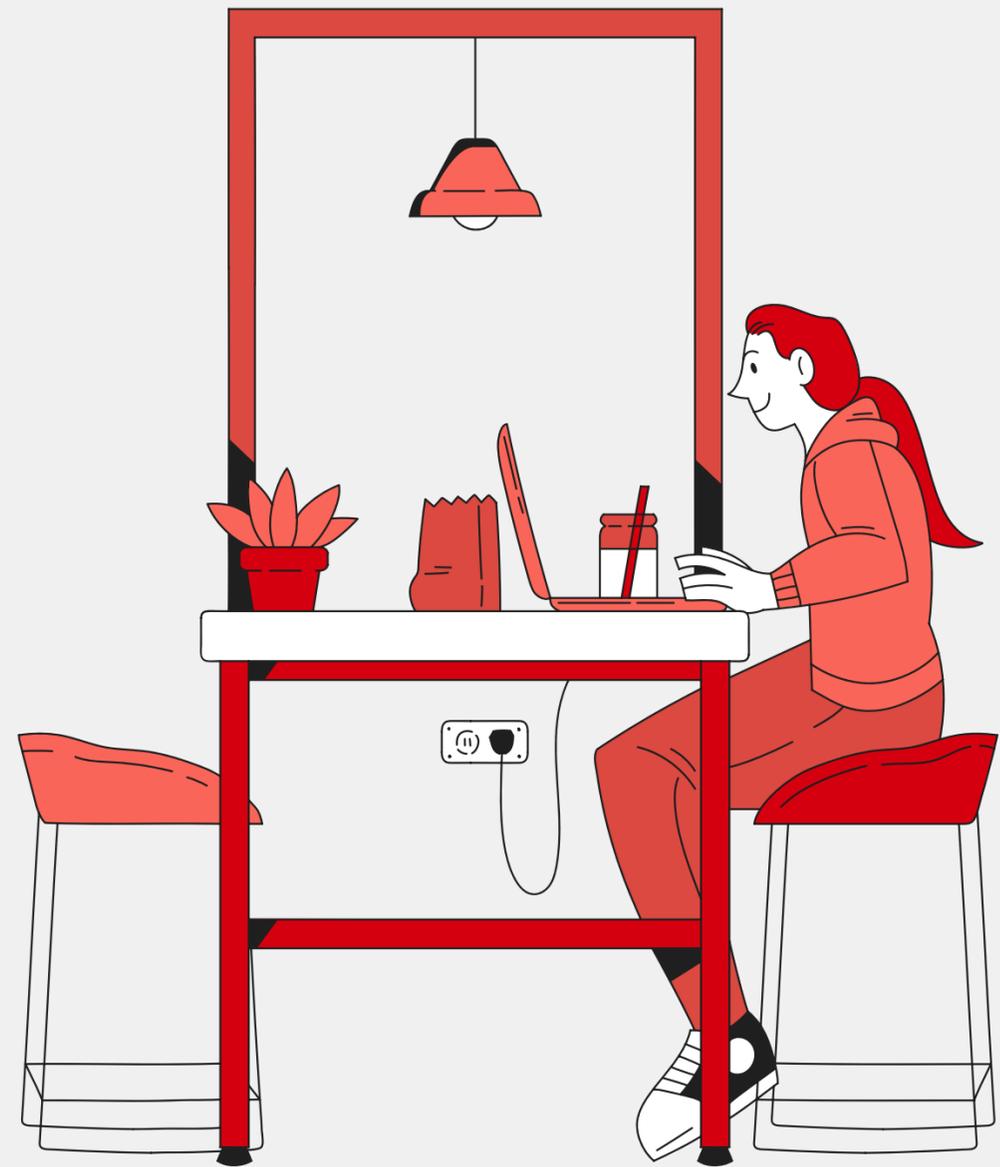
Turn to a neighbor and choose one person to be the athlete and the other to be the mentor. Start discussing about the athlete's economic resources.

Athletes: Bring up resources that you would like to have

Mentors: Give the athlete advice on how to access those resources

Make sure both sides are appropriate when communicating!

Let's set up Day 2 & 3
Training dates!



Thank you for listening!

Connect with us:

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