

CLINICIAN SKILLS TRAINING TO SUPPORT PATIENT SELF-MANAGEMENT

Implementing the Co-creating Health (CCH) Advanced Development Programme (ADP) in a diabetes team

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Context

The Whittington Hospital NHS Trust, NHS Islington and NHS Haringey serve an urban, multi-ethnic population with significant health needs in North Central London. We were selected as a diabetes test site for the Health Foundation's Co-creating Health (CCH) initiative, a national demonstration programme making self-management integral to the care of people with long-term conditions. We wanted to work across organisational and professional boundaries and formed a partnership between primary and secondary care and between patients and clinicians.

Problem

The quality of local diabetes care is variable, as measured against national targets. Diabetes care is dependent on patients effectively self-managing and clinicians must be skilled in supporting them. The diabetes team was involved in self-management programmes, but expertise was focused on individuals rather than the whole team. We aimed to teach clinicians communication skills to enable patient behaviour change, and to take ownership of this training and adapt for local requirements.

Assessment of problem and analysis of its causes

Primary care clinicians may focus on consultation skills during training, but have limited opportunity to reflect on them once practising. Secondary care clinicians may have no formal training. After being selected by the Health Foundation, we participated in the Advanced Development Programme (ADP) for clinicians. This aims to give clinicians the skills to support self-management, using three enabling strategies: agenda setting, goal setting and action planning.

Strategy for Change

We set up a Steering Group of primary/secondary care staff and patients to direct the project. We initially invited local opinion leaders to attend the ADP. Each ADP consists of three 3-hour monthly sessions, in a group setting (16 participants). We allocated places equally between primary and secondary care and mixed participants across professions. We identified six clinicians and three patients to train as ADP tutors. They now provide the course in an equitable teaching partnership. From 2008 to the end of 2010, we will hold 11 courses.

Measurement of Improvement

The impact of learning on clinical practice was measured by online questionnaire, sent to all clinicians who completed the ADP (sent 3-17

months after ADP). This focused on whether ADP skills were being used in the environment of the learner. Written statements were used, which clinicians agreed with on a five point scale, from 1 'strongly disagree' to 5 'strongly agree'. If low scores were given, clinicians were asked to say why they felt there had been little learning.

Effects of changes

- To date, 68 local clinicians have completed the ADP and 19 are in training.
- 76% responded to the questionnaire.
- 88% agreed that the ADP significantly improved their knowledge of how to support patient self-management.
- 97% said the ADP provided them with new skills to use.
- 91% said they had implemented parts of the ADP into their daily professional practice.
- 88% said the ADP had a positive impact on their daily professional life and 91% would recommend the ADP to others.

Lessons learnt

Respondents rated their confidence to use ADP skills as 7.1/10. We need structured on-going training. Learning was most sustained when the whole team attended the ADP (e.g. Diabetes Specialist Nurse Team). Sharing knowledge is valuable; we invited GPs with their Practice Nurse, but in future will test training the whole practice team. We are adapting the course locally, focusing on content, the patient voice and time requirements.

Message for others

Our experienced clinicians highly valued the ADP training. The focus on consultation skills to promote patient behaviour change was novel. Clinicians have implemented skills learnt into their daily practice. We started with diabetes but are spreading learning to local teams working in other long-term conditions, including COPD. We adapted the ADP to run a 'beginners' course and envisage providing 'intermediate' and 'advanced' courses. The ADP has stimulated teams to undertake service improvement and fundamentally change their approach to self-management support.



Impact of learning from ADP

	Agree
The ADP has significantly improved my knowledge and understanding of how to support patient self-management.	88%
The ADP has provided me with new skills that I could use in my professional practice.	97%
The ADP has had a positive impact on my daily professional practice.	88%
I have implemented parts of the ADP course into my daily professional practice.	91%
I would recommend the ADP to others.	91%
How confident do you feel about your ability to use what you have learnt on the ADP.	7.1/10

ADP participant feedback

- "It has been really brilliant at helping me to manage those patients who I previously found most difficult to manage... it really... offers practical ways of engaging patients actively in their own care."
- "I have to say that I found the tools to be used extremely useful. I had no idea how a few changes in a phrase that a health care professional uses, can have such an impact on a session"
- "This course has been simply brilliant and exceptionally well received at our medical centre. I learnt that employing these subtle techniques and working together with the patients is fundamental to achieving a better outcome for all."

ADP participant feedback – main themes

- Increased job satisfaction
- Educating patients in partnership working
- Pressure of time in consultation
- Need ongoing learning and support from other clinicians
- Learning:
 - Empowering patients
 - Working in partnership with patients
 - Techniques to motivate patients to self-manage:
 - Agenda setting, goal setting, action planning, follow-up
 - Exploring ambivalence, using importance and confidence scales
 - "Listening not lecturing"
 - "Take a step back and not problem solve for the patient"
 - "OK for there to be silence in the room"