



FACILITATING EFFECTIVE PATIENT CENTRED EDUCATION

Diabetes Education Network "Self Management - Getting it Right from Day 1"
Birmingham, June 2014

Trudi Deakin, X-PERT Health

WHAT DOES EMPOWERMENT MEAN TO YOU?

‘Helping people discover and use their innate ability to gain mastery over their diabetes’ (Anderson & Funnell 2000)



WHAT IS THE CORNERSTONE OF THE EMPOWERMENT APPROACH?

Recognising that the person with diabetes is completely responsible for managing their diabetes





The person's responsibility for managing their diabetes rests on three characteristics

CHOICES



"I am not what happened to me,
I am what I choose to become."

—Carl Gustav Jung

CONTROL



CONSEQUENCES

**“IN NATURE THERE ARE NEITHER REWARDS NOR
PUNISHMENTS; THERE ARE CONSEQUENCES.”**

ROBERT GREEN INGERSOLL

© Lifehack Quotes

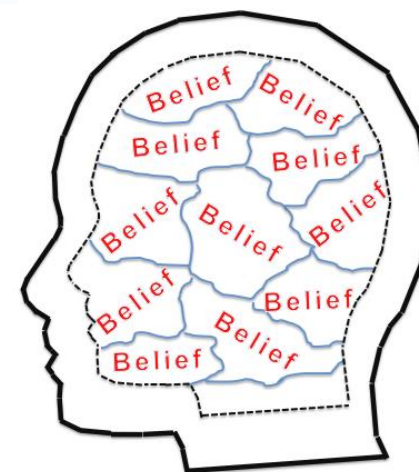
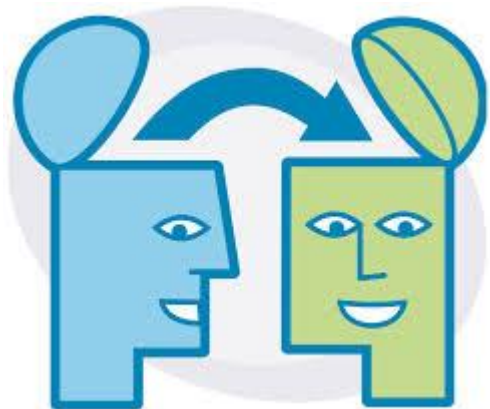
PEOPLE ARE MORE LIKELY TO ENGAGE IN OPTIMAL SELF CARE.....

.....and set themselves diabetes self-management goals when the following have been addressed:

- beliefs and misconceptions about diagnosis;
- beliefs and misconceptions about prognosis;
- beliefs and expectations about the role of healthcare;
- unhelpful thoughts.



WHY CAN EDUCATORS STRUGGLE



REFLECTION

“The crucial step in turning an experience into a learning experience is reflection”



5 STEPS TO THE EMPOWERMENT APPROACH

GOAL SETTING

STEP 1



STEP 2



The behaviour iceberg

What we see

Behaviour
(performance)

Emotional
Intelligence:
The key to connecting
the whole iceberg

What we don't see – the
things that create all our
behaviours

Thinking
Emotions
Attitudes
Personal Values
Basic human
emotional needs



STEP 3



STEP 4



STEP 5





**AND
THINK**



**GOOD CHOICE
BAD CHOICE**



**CHOICES AND
CONSEQUENCES**

**X-PERT
HEALTH**
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ACTIVITY

- In pairs spend 10 minutes either being the “Educator” or “The Participant”.
- The Educator will facilitate the participant moving through the goal setting steps enabling them to set a SMART goal.
- After 10 minutes, swap positions so that the Educator becomes the participant and vice versa.
- Discussion: What both the Participants’ and Educators’ perspective, what went well, what didn’t go as well and what could be done differently next time? E.g. was active listening displayed, was the Educator trying to find solutions?
- Take home message





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