**Chapter 5 Learning App: video outline – effective conversations for patient engagement**

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| Chapter: The role of patient engagement in diabetes management | Presenter: HCP with strong knowledge of diabetes management |
| Lesson: | Video type: Expert commentary |
| Video title: Effective conversations for patient engagement | Video shot: faculty straight to camera. Animations to appear over shoulder and/or as full screen overlay where appropriate. |
| Video objective: To provide practical tips on effective communication techniques to support the engagement and care of people with diabetes | Video setting: Self-filming in clinic or office |
| Video length: Approx 7-8 mins | |

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| **Topic 1: Why do we need effective patient communication?**  **Duration of topic: 2 minutes** | | |
| **Talking points/script** | **Animation (if applicable)** | **Timings** |
| * How we communicate with people under our care has a significant impact on how individuals engage with their health and self-management. Appropriate, empathetic communication can make a big difference in motivating individuals to engage in self-care activities and achieve their health goals. * It might not always feel like the most important aspect of a consultation, but improving patient engagement can lead to improvements in outcomes for people with long term health conditions such as diabetes. * The goals of a patient engagement include taking time to understand an individual's concerns and needs and taking a collaborative approach to discuss and agree on an action plan moving forward. But how can we do this in practice? * To achieve these goals we need to use communication strategies and frameworks that provide structure and allow for open and constructive conversations. * Developing strong communication skills is integral to becoming an effective healthcare provider. Good communication between healthcare professionals and patients has been linked to improved patient satisfaction and better patient care. | The video will be a combination of full screen talking head and over the shoulder talking head with on screen animations.  Keywording: TBC | TBC in post-production |
| **Topic 2: What not to do – communication strategies that don’t work**  **Duration of topic: 2 minutes** | | |
| **Talking points/script** | **Animation (if applicable)** | **Timings** |
| * Before we start discussing how to have an effective conversation with patients, let’s consider a few things that ***are not*** generally effective. * Research shows that simply telling individuals what to do is not effective; instead, it is best to work together to understand the individual’s needs and preferences. * Additionally, improving knowledge alone does not usually lead to behaviour change. Knowledge is important to help people understand their disease and the need for chronic care, but patient education should also focus on helping individuals identify areas to work on, then setting achievable goals for changes that are sustainable. * Other approaches that are unlikely to positively change patient behaviour include taking control away from individuals, blaming them for not taking care of themselves, being judgemental or patronizing, arguing, and scaring people about their disease. | Keywording: TBC |  |
| **Topic 3: How can we improve communication with patients: the RELATE model**  **Duration of topic: 2 minutes** | | |
| * One model that can be used to guide effective communication with patients is the RELATE model, which stands for Rapport, Explore, Listen, Adapt, Tailor and Empower. * Let’s explore this model in a bit more detail and think about how you can use it to facilitate conversations in your practice. * The ‘R’ in RELATE stands for rapport. This is about connecting with the individual on a personal level and trying to see issues from their point of view. For this to be successful, let people speak without interrupting them. Try to withhold any judgement regarding their actions or behaviours, and avoid making assumptions about a person’s lifestyle or the way they manage their diabetes. * The first ‘E’ stands for explore. Here, the focus is on exploring the individual’s circumstances and personal challenges. Find out what they understand about diabetes and weight management. You can also explore what the individual wants to focus on in today’s appointment by asking questions such as “What are you hoping to get out of today’s appointment?” or “What can I do today to help you resolve your current challenges?”. * The ‘L’ is crucially important, and stands for listen. Listen to what the individual is saying and respond accordingly. Listen to ensure you understand an individual's goals. A useful strategy for checking and showing a person that you’ve understood them is to repeat and summarize what you hear. Finally, remember that each person is different, so you won’t be able to respond in the same way to each individual. * Moving on to ‘A’ now – this stands for adapt. When having conversations with patients it’s important to be flexible in your approach and adapt to the style of the individual as far as possible. Some individuals will prefer a more casual approach; others are more formal. There will also be differences in knowledge and comprehension abilities, so you will need to adapt your language and the level of detail provided to suit the individual. * The ‘T’ stands for tailor. As well as tailoring your language and the level of information provided to the individual’s needs and capabilities, you will also need to tailor your advice based on individuals’ circumstances, needs, abilities and preferences. To help you do this, consider where the individual is now, and work with them to determine appropriate next steps that are achievable and realistic for that individual. Work together to set goals that suit the individual’s preferences and abilities, rather than setting the same goals for every patient. * Finally, the second ‘E’ stands for empower. It’s really important to empower people to take ownership of their care. At the end of the consultation, summarize the main ideas that have been discussed and the goals that have been agrees. Often patients will need to be supported in the next steps, but they should feel empowered and capable of making the changes discussed. Offer support where available – this might be directing people to peer support, or guiding on healthy eating and exercise. |  |  |
| **Topic 4: Summary**  **Duration of topic: 1 minute** | | |
| Effective communication is key to making sure people with diabetes are engaged with their care and get the most out of consultations.  By listening to people and taking time to get to know individuals’ circumstances and barriers to self-care, you can provide tailored support for your patients. This will help to boost their self-esteem, and it will empower them to engage with positive health behaviours for diabetes management. | * Key words TBC |  |