

Group 3, Red hall

Teaching about patient empowerment

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Content

1. Role play:

- Learning objectives
- Vignette
- Instructions for players
- Checklist for assessment

2. Single teaching module

- Instructions for trainee

3. Conclusions

Learning objectives -1

- **At the end of the role play participants should be able to:**
- Identify patients view on the main problem
- Appreciate differences in priorities (patient, doctor)
- Appreciate the importance of effective communication

Learning objectives -2

- List different options for patient empowerment
- Select the best appropriate options for individual patients
- Identify and negotiate common goals
- List different components/parts of an action plan
- Value the importance of documentation and monitoring for assessment of patient empowerment

Vignette

- A.L. is a 60 years old female, a retired cook by profession. She is married and has two adult sons. She is suffering from severe back pain with neurological symptoms. She is unable to walk and work. Painkillers are without effect.
- CT, MRI and EMG reveal a stenosis of canalis spinalis with radicular lesions
- Commorbidities include: obesity (BMI= 40), gonarthrosis, varicose veins, cervicobrachialgia, gallstones
- The neurosurgeon consulted, decided against an operation and recommended conservative treatment. Like her GP before, he also strongly recommended to lose weight

Instructions for players

■ **Patient 1:**

After the consultation with neurosurgeon you are shocked. Then you realise that there are no other options and you decide to change.

■ **Patient 2:**

You are very disappointed. You refuse the changes recommended and demand further support by your doctor.

Instructions for players

- **Doctor 1:**

You are a supportive GP. You are sensitive to the patient's perspective and you try to negotiate towards losing weight.

- **Doctor 2:**

You are prone to burn-out and frustrated with the patient. Based on your experiences with her you maintain a pessimistic/sarcastic view.

Checklist for assessment (yes/no/not sure)

Knowledge:

- Did the doctor list different options for patient empowerment
- Did the doctor select the most appropriate method for the patient
- Did the doctor set an action plan

Attitudes:

- Was there an indication for partnership?
- Was the doctor sensitive to patient's priorities?

Checklist for assessment (yes/no/not sure)

Skills:

- Did the doctor identify the patient's view on the main problem?
- Did the doctor communicate effectively?
- Did the doctor identify the main goal?
- Was the doctor clear in sharing responsibilities with the patient?

Overall assessment:

- Did you feel that this patient was empowered? Why?

Specific teaching module

1. **Problem:**

- Overweight patient

2. **Aim:**

- To lose weight, increase compliance, empower pt.

3. **Specific instructions for the trainee:**

- Prepare for motivational interview
- Negotiate towards reachable goals (10 kg in six months)
- Provide specific recommendations for diet and physical activity based on specific conditions
- Agree upon checklist/diary/weight measurements/waist circumference/body fat once per month

Conclusions

- A role play for teaching patient empowerment was developed
- The module has been rehearsed and found to be feasible
- We believe the module can be used effectively for teaching patient empowerment