Learning Activity - Role-play
Shared decision making:
Treatment options and risks estimation with the help of decision aids

Short description

Digital Health Literacy training with role-playing:
- Use of decision aids to support clients in their decision-making for treatment options and risk estimation.
- Use of a reflection tool.

Preconditions: Application of communication skills (e.g. active listening, use plain language, summarizing and asking simple questions)

Duration: 30 minutes

Learning goals

The student
- shows effective support to clients with the help of decision aids
    a) by providing clients information to the current health conditions
    b) by sharing treatment options and risks with client's
    c) by helping clients to make their personal/individual decisions
- improves client's knowledge of the disease and treatment options
- reduces decisional conflicts

Materials

- Decision aid (public link)
- Role description for the patient
- Reflection tool

Instructions

You will learn how to use a decision aid by clients with limited health literacy and support their individual decision-making. You are able to use basic communication skills during your support.
Please note: For you start your role-playing, select items from the reflection tool.

Make groups of 5-6 students
Student 1 gives the client information about the current health condition
Student 2 shares treatment options and risks to a specific focus (e.g. lifestyle change, pain medication, injections, knee replacement) = option 5: 1-3
Student 3 supports the personal decision = option 5: 4-5
Student 4 plays the role of the patient with limited Health Literacy
Student 5 (and 6) fill in the reflection tool

Preparation
1. Read the role(s) for your client
2. Read the different steps in the decision aid
3. Study the lecture about Shared decision making; option 5
4. Define your communication strategy by using the decision aid

Reflection

Arrange feedback after each student finishes his/her part in the following way:
First, the student who plays the physiotherapist tells what went well and then what to do better next time using the items the student chooses in the reflection tool.

Then the observers give their additional feedback on items of the reflection tool and at last the patient.

The physiotherapist summarizes the main (3) feedback points where to focus on next time.

In case there is enough time, the physiotherapist can show the role-play again with a focus on the 1-2 feedback points. An observer can have the role of 'film director' and gives directions when the physiotherapist doesn't focus on the feedback points. The aim is that the physiotherapist demonstrates the feedback point(s) in the right way this time.

Learning goals accomplished?
Do's and don'ts:

write down **3 things you want to continue** and

3 things you want to do better next time you practice

Processing after the lesson
Practice the support of decision aids with someone who has limited health literacy or who plays a client with limited HL. You are the therapist. Make a video of this and evaluate your conversation using the PEVA-model. Write down what are you satisfied with and what could you still change.

Tips for supervisors

Teachers' manual: How to work with a simulation patient (role-player)

Reflection tool: Students can choose items from the reflection tool to focus on in the role play. Or which theme should be addressed in the reflection.

Here are suggested items that can be used specifically for this exercise:

Shared decision-making:
- Confirming the request for help and indicating that you will discuss the various treatment options together.
- Reassuring the client that you will support and provide clear information, so that the client is enabled to participate in decision-making.
- Discussing the treatment options and the benefits, and harms of each option with the client.
- Supporting clients to explore 'what matters most to them,' considering the client's: values, preferences, and circumstances.
- Supporting the client to make an informed decision together (when necessary, after time to absorb and to discuss with significant others)

References	Decision aid knee: public link

Learning Activity - Role-play Self-tracking: Identifying clients concerns about self-tracking and provide adequate support

Short description
Digital Health Literacy training with role-playing: - You support the client with self-tracking - Use of a reflection tool Preconditions: Application of communication skills (e.g. active listening, use plain language, summarizing, asking simple questions and teach-back), you have read and followed the additional instructions before you perform the role-play

Duration: 40 minutes

Learning goals
The student - identifies client's concerns about self-tracking - shows effective support in self-tracking • by providing appropriate technical assistance to the client in using the self-tracking app • by supporting client's motivation in using the self-tracking app

Materials
• App for self-tracking • Role description for the patient • Reflection tool

Instructions

You will learn how to support a client with limited Health Literacy in his/her self-tracking. You are able to use basic communication skills during your support.
 	
Starting point: In the last consultation, the physiotherapist and the client concluded that monitoring the health status through an app would be a useful support for Mr/Mrs Idris to increase his/her physical activity. The physiotherapist also showed him/her the app and he/she tried it during the last consultation. The client proposed that he/she will try the app in the next few weeks and enter his/her health data into the app.
Two weeks have passed since then. At today's meeting, the physiotherapist asked how he/she experienced the self-tracking via the app. The client answered that he/she stopped self-tracking after one week.
 	
Make groups of 5-6 students:
Student 1 identifies client's concerns about self-tracking app
Student 2 provides appropriate technical support to the client in the use of the app
Student 3 supports clients motivation in using the self-tracking app
Student 4 plays the role of the patient with limited Health Literacy
Student 5 (and 6) fill in the reflection tool
 	
Preparation
   1. Read the role for your client
   2. Consider appropriate question types to identify the concerns of the client
   3. Think about your communication strategies by supporting the self-tracking app

4. Select items on the reflection tool you want to have feedback on

Reflection

Give feedback after each student finishes his/her part.
- First, the student who is playing the physiotherapist tells what went well and what he/she would like to do better next time
- Then the observers give their feedback
- Finally, the patient gives his feedback
- The students who played the physiotherapists summarize the main (3) feedback where to focus on next time.
- In case there is enough time, one student can show the role-play again (in the role of the physiotherapists) with a focus on 1-2 feedback points. An observer can takes over the role as a 'film director' and gives directions when the physiotherapist doesn't focus on the feedback points. The aim is that the physiotherapist demonstrates the feedback point(s) in the right way this time.

Are your learning goals accomplished?
- write down **3 things you want to continue** and
- **3 things you want to do better** next time you practice

Processing after the lesson
Practice the support of self-tracking with someone who has limited health literacy or who plays a client with limited HL. You are the therapist. Make a video of this and evaluate your conversation using the PEVA-model. Write down what are you satisfied with and what could you still change.

Tips for supervisors

Teachers' manual: How to work with a simulation patient (role-player)

Reflection tool: Students can choose items from the reflection tool to focus on in the role-play. Or which theme should be addressed in the reflection.

Here are suggested items that can be used specifically for this exercise:

Fostering the relationship:
4 Patient is greeted in a manner that is personal and warm (e.g. asks how the patient likes to be addressed, uses patient's name).
6 Attempts to elicit all the patient's concerns.
8 Encouraging patients to ask additional questions.

Gathering information:
11 Identifying behavior typically exhibited by people with limited health literacy.
13 Encourage the patient to expand in discussing his/her concerns by using active listening techniques (e.g., using various continuities such as Aha, tell me more, go on).
14 Observing non-verbal cues to gather information about (not) understanding information.
15 Creating a shame-free environment.
16 Being sensitive and capable of gathering information about the (health)problem and gives a final summarization including question for help and explaining what comes next. *(does not match the original question 16 → adapted for this exercise)*

Providing information:

18 Speaking slowly and in short sentences.
19 Using plain, understandable, non-medical language
21 Using nonverbal communication to support the given information
22 Limiting the amount of information provided and ask the patient to repeat it.
23 Checking if the patient understands the information (teach back, show me, chuck and chunk techniques, ASK me 3).
24 Pausing after giving information with intent of allowing patient to react to and absorb the given information.

Enabling self-management:
30 Assessing barriers and facilitators related to therapy compliance (e.g. illness beliefs, shame, level of education, influence of the family, taboos, cultural influences etc.).
31 Involving the patient in formulating personalized goals and action plans.
33 Checking the understanding and acceptance of the follow up – plans for next time.

Responding to emotions:
34 Openly encouraging or is receptive to the expression of emotion (e.g., through use of continuers or appropriate pauses (signals verbally or nonverbally that it is okay to express feelings.
35 Recognizing emotional expression.
36 Identifying, verbalizing and accepting feelings.
37 To elicit and be open-minded for patients concerns and needs and explore possible taboos with them.

Instructions before you perform the role-play

Read and follow this instruction before you perform the role-play on supporting self-tracking.

"Curatio" is an app that allows clients to track their health status. They can enter their performed exercises and activities, their sleep, their perceived energy and pain levels, their perceived stress and their mood per day. They also receive useful evidence-based health information appropriate to their health problem. "Curatio" also creates a platform where people with the same health condition can connect with each other to support each other's motivation for physical activity and exercise.

Before you start the exercise "Role play to support self-tracking", please download the app "Curatio" and familiarize yourself with it at your leisure. The app is free and you can download it to your smartphone via the app store. Use the app yourself for a week so that you can get an idea of the functions in order to be able to offer your patients good support.