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# HELPE

TO IMPROVE HEALTH LITERACY



School  
of Health  
Sciences



HS Gesundheit  
BOCHUM



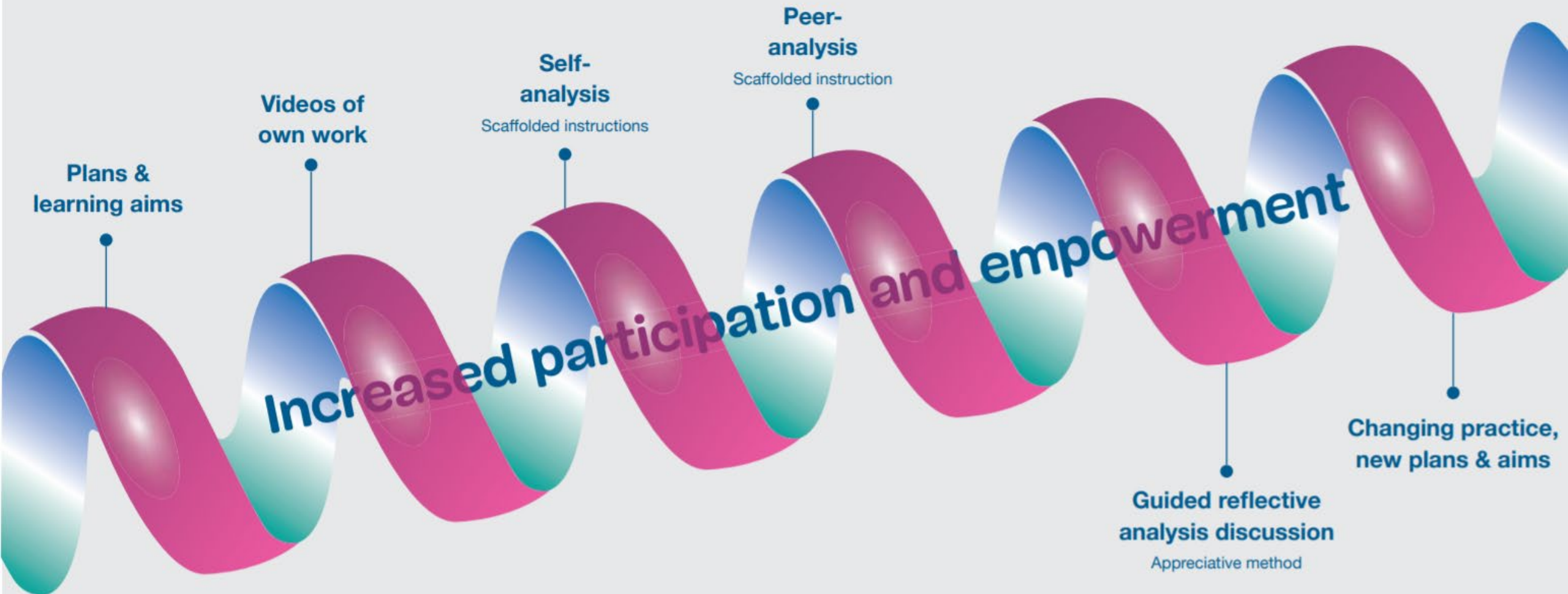
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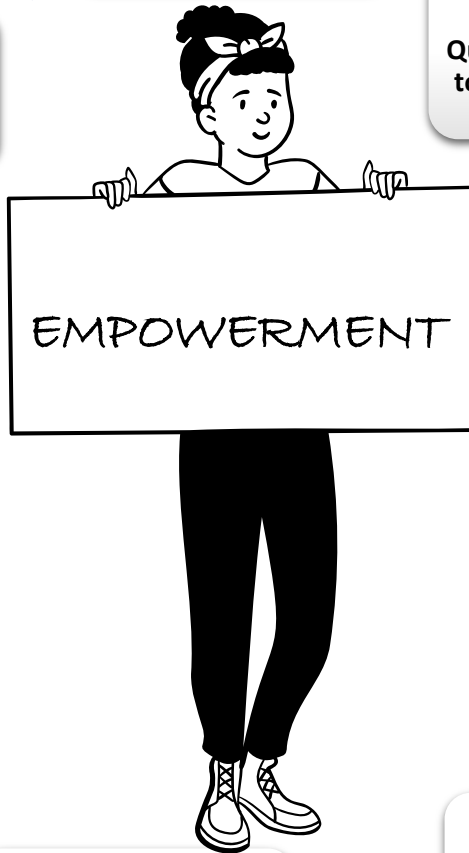
UNIVERSITY  
OF APPLIED  
SCIENCES  
UTRECHT

**PEVA (Participatory and Empowering Video Analysis- model)™**  
(Burns & Laitinen-Väänänen, 2018)



# Peva™ step-by-step

in HELPE style



Watch PEVA™ video and get familiar to it

Student fulfills the Reflection Tool Questionnaire to define what they want to aim for in their client guidance work

Student plans real life therapy session with client

Video recordings from students' clinical therapy session

Student makes self-analysis and reflection from the video

Student chooses what themes ze would want to be discussed

Changing practise, new plans and aims

Guided reflective discussion guided by teacher

Peer-analysis in groups of 3-4 student of a chosen theme/themes

Where students wants to improve or manage even better?

Use open and encouraging questions

Discussion aims at POSITIVE feedback

Themes can be seen in HELPE Reflection Tool Questionnaire

Obtain written consent for participation from client

What was extremely positive, what was successful, where could be performed in another way, why and how?

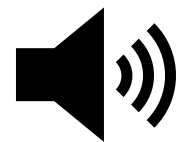
# Videos of Own Work



Remember to obtain **written permissions** for video recordings from clients and ask clients also to repeat the permission verbally during the video recording



**Video duration** comprises entire therapy/group session or one part of it related particularly clients' guidance/instructions/consultation



Non-verbal communication is important, but if client wants then is no need to identify client from the video but it is important to hear different discussions between client and student.

# Self-Analysis



Students watch the video and make notes based on the topic they have chosen for analysis



Instruct students to mark at which time point of the video they made the observations



5	Asking the patient what he/she hopes to achieve by attending therapy.						
6	Attempts to elicit all the patient's concerns.						
7	Showing interest in how the problem is affecting patient's life.						
8	Encouraging patients to ask additional questions.						
9	Consider working with a (professional) interpreter, if necessary.						

Examples from video observation

Use these blue boxes from Reflection Tool Questionnaire to make notes

# Peer-Analysis with teacher



Teacher organizes groups of 3-4 students. Each student has recorded his/her own video.



Student informs peer-students and teacher which topic he/she likes to concentrate



Peer-students and teacher watches the video without comments either in full or for the selected part



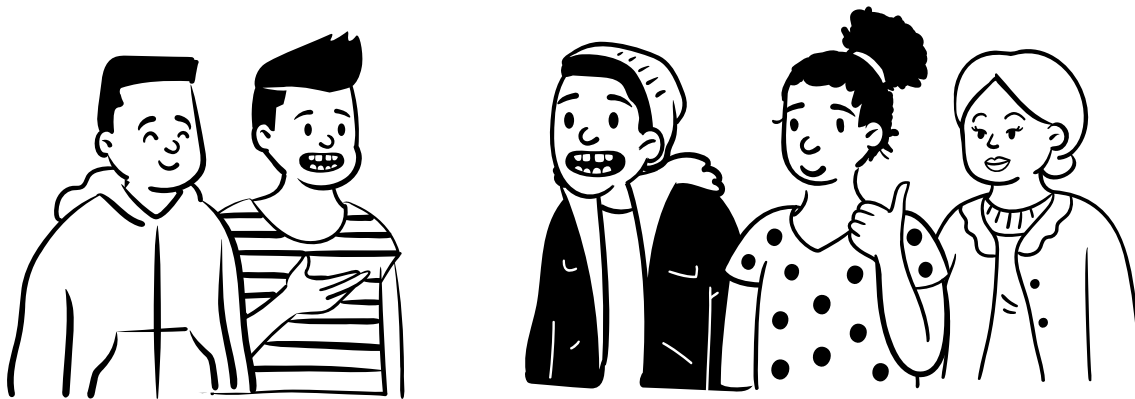
Everyone makes notes of observations from the video



It is extremely important to **maintain respectful and positive spirit and empowerment** during the reflective discussion

# Guided reflective analysis discussion

- The purpose is to **empower the student** by using appreciative method
- The atmosphere must be reliable and friendly



# Examples for teacher to the guided reflective discussion based on motivational interview

**“What, how, why, tell me more...?”**

Teacher rises questions that increase students’ awareness of new aspects of reflection and enable students to get different perspectives and level of learning:

- “ What kind of other possibilities or options...?”
- “Here we saw well prepared guiding situation, would you tell what elements made it successful ...”
- “Tell us more....”
- “Right, that is something that we could consider further together....”
- “Yes, really good observation”



# Plans and Learning Aims by student

Conclusions of  
reflection  
discussion



Student recognises  
own competence  
level



**Student makes  
new plans and  
learning aims for a  
future**





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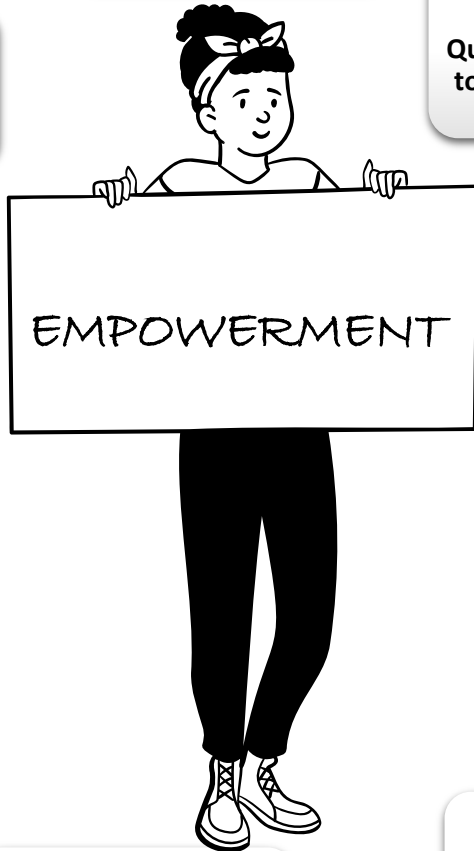


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