Teacher´s manual for educational videos and PEVA™-process

This manual has been developed as a part of the Erasmus+ founded HELPE-project.

Videos and discussions with peer students are effective to tools improve learning and student´s self-reflection skills. The goal of the developed video analysis and reflection is to get to know, understand and self-evaluate guiding skills in health literacy.

From videos you really can see your skills in both a positive and in a negative way. Very often students' own attitude to their work is too critical. It is therefore important to deal students' videos in a positive spirit.

Ideas and examples how to use educational videos as a reflection tool:

1) Let the student choose theme from the Helpe reflection tool on which they like to receive feedback on
2) Ask the students to pay attention:
   - Signs of LHL from client?
   - How is the client encouraged to speak freely?
     - Do clients answer questions with single words? Do students encourage the client to talk more about their health?
       - ➔ Tool for gathering information: Elicit patient´s story
   - Does student use simple and plain language in guidance?
     - Which medical terms are replaced with plain language? How is it done?
     - Are solutions described in ways that are comprehensible to the client?
       - ➔ Tool for training simple and plain language: **Learning Activity – Use Plain language.**
   - Was the client's understanding ensured?
     - Did the student assure that client understood everything correctly?
       - ➔ Tool for training clients understanding: **Ask me 3, Teach back.**
3) Support your students to discover their own strengths using positive examples and open questions:
   - Here we saw a successful example of … (theme that was successful)
   - How was the client considered in this video?
   - What kind of skills of understanding limited health literacy did the student use?
4) Support the creation of new plans and aims:
   - In the reflection you received feedback on… (theme raised). How could you improve this in the future with new plans and aims? In what ways you can implement this? How are you going to check whether this was successful?

How to use PEVA (Participatory and Empowering Video Analysis-model)- guided reflective discussion

1) Watch the PEVA-introduction video to earn how you can use the PEVA model to support the development of students' skills in communication with patients with limited HL (notice that in every video the client might not have limited health literacy)

2) You can use either the students' own video recordings based on PEVA-process or the HELPE-projects educational example videos. The videos are not intended to be the best practice examples, but rather represent natural situations with own strengths and areas for improvement. The PEVA method aims to reveal the student's strengths, not to highlight weaknesses. Only that way you can target to empowerment-based learning.
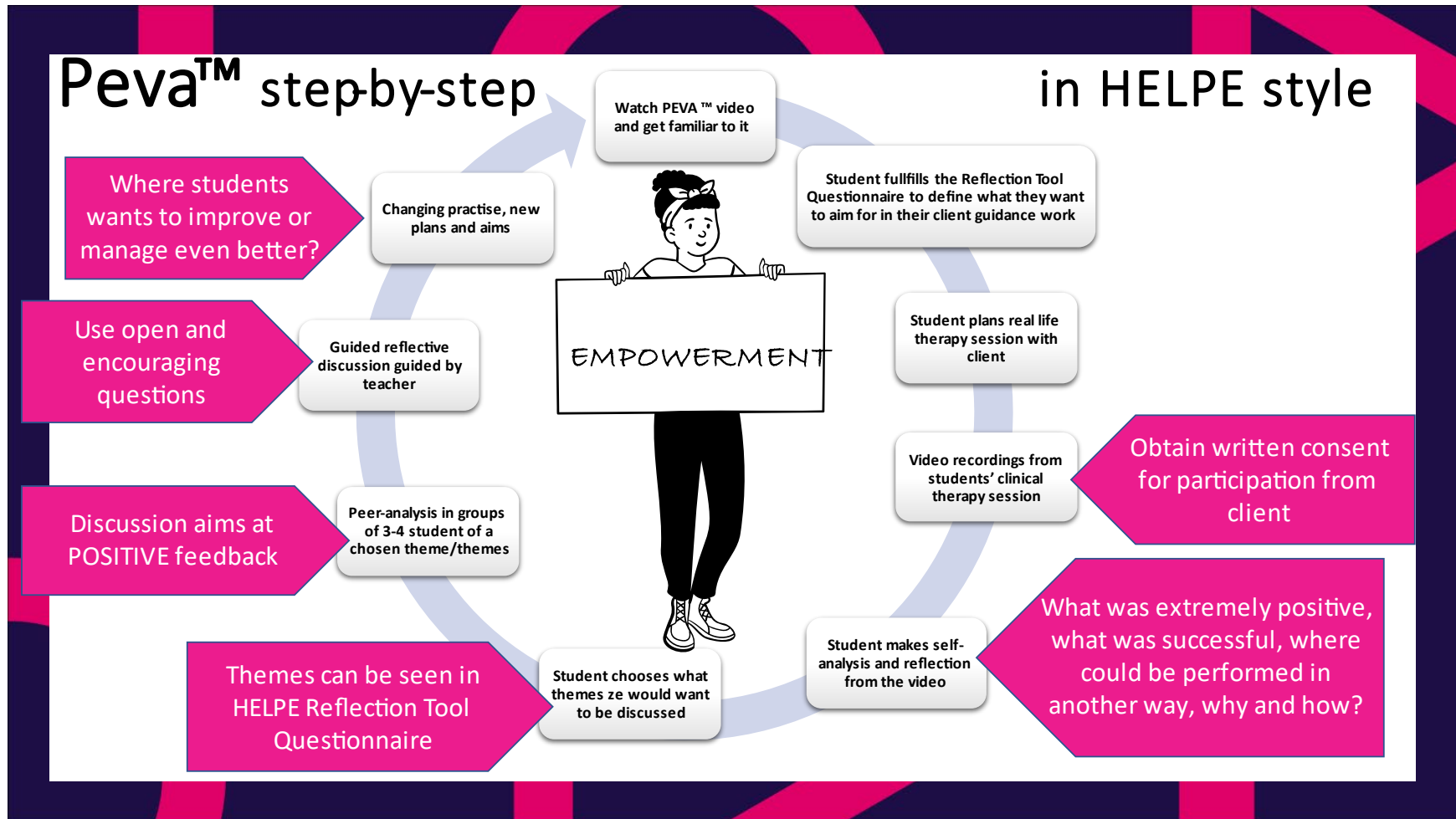
Health Literacy learning tasks for educational videos

Instructions for educational videos

These videos are examples of real student-led client guidance sessions. **They are not intended to be best practice examples, but to illustrate a wide range of different client guidance situations.** Clients in the videos do not necessarily have limited health literacy. The videos serve as an example of situations students may encounter during their practical training periods. If you wish, you can also use your own videos.

From the videos you can reflect on the successes of the guidance situation, and highlight how the guidance situation can be further improved in the future. In some cases you can observe possible signs of limited health literacy and discuss of how to support those in client guidance. It is important to highlight in the reflection discussion what was good about the activities and what are the development goals for the future (new plans and aims). The intention is not to highlight mistakes. In one video you might see several different themes. In Teachers manual there are at least some examples of what themes comes up, what in those videos are successful and what could be developed with new plans and aims.

For example, you can use the following themes:

- Is there a patient with limited HL, why or why not? What are the signals? How does the student respond to those signals?
- What are other communication skills the student could have used?
- Are there any examples showing that student could have done another reply/intervention?
- What was successful in student´s guidance? Give an example from the video.
- What does the student do to create a shame free environment?
- Does student use plain language? Give examples of terms that have been corrected with plain language and terms that may be difficult for the client to understand?
- What other health literacy themes could be revealed in the videos than those that pointed out?

PEVA™ instruction video	Description of the video	Themes for discussion	Examples of learning tasks
1. PEVA instruction video	From this video you will find out how to use PEVA™.	• Record and reflect on the client's guidance situation using the PEVA™ process. At first students can practice by guiding each other and recording those guiding exercises.	• PEVA Reflection Tool – Go through PEVA process with your students to empower them with their skills

EDUCATIONAL video	Description of the video	Themes for discussion	Examples of learning tasks

2. Client guidance	Life style coaching with the client with back pain. Client has financial issues. Video consist mainly information gathering. In this video you can see some signs of limited health literacy which are level of education, economical status, answering question in non-logical way, excuses. Other signs could be missed appointments, poor response to treatments and compliance to treatment instructions, limited ability to take control of their own health and finding the correct health information.
	
	Success in this video:
	
	• **Fostering the relationship**: Client was greeted in a manner that is personal and friendly. Showing interest of how the problem is effecting to clients life.
	• **Gathering information**: Create a shame-free environment by using normalization.
	• **Providing information:** Speaking slowly and in short sentences. Using plain language.
		• How can you foster the relationship and support limited health literacy in remote guidance?
		• What differences there are in remote and live guidance? What effective guidance ways were used?
		• How can low health literacy be better taken into account?
		• Analyze what does the client think after the client guidance?
		• How could you support the creation of shame free environment? F.ex. normalisation, summary and reflections
		• How can the student ensure that the client has understood the guidance? F.ex. Proper use of teach-back
		• What would you do different in the visualization and in the way of explaining?
			FOSTERING THE RELATIONSHIP
			• Write down in table form:
			  1) Possible limitations with the client with limited HL
			
			GATHERING INFORMATION
			• Learning Activity - Introduction conversation
			• Gathering information to address the functional HL
			
			PROVIDING INFORMATION
			• Learning Activity - Activating previous knowledge
			  1) How to tell your client about their medical condition (f.ex. aphasia) in a way she/he could understand? → Chuck and chunk.
			  2) Discussion of how to take into account the importance of family members in clients ability to take a responsibility for their own health and health literacy skills.
			  3) Use Teach-back-method to ensure client´s understanding
			• Example of how to use plain language: Chronic pain

	New plans and aims from this video: • **Fostering the relationship:** Encouraging the client to ask additional questions. • **Gathering information:** Using instruments/questionnaires to identify clients with LHL • **Providing information:** Showing and drawing pictures. Checking if the client understands the information.		