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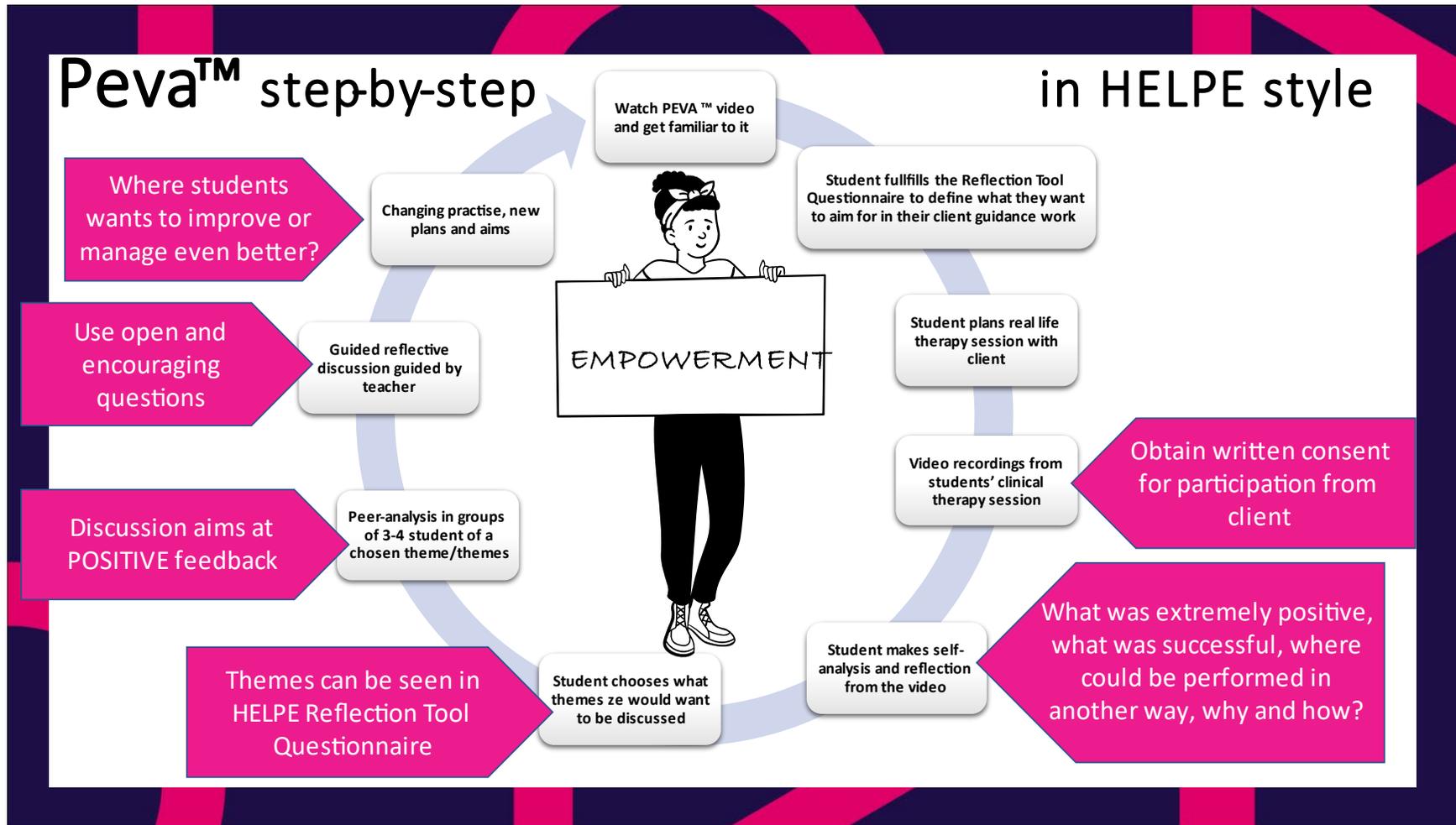
From videos you really can see your skills in both a positive and in a negative way. Very often students' own attitude to their work is too critical. It is therefore important to deal students' videos in a positive spirit.

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?
     - o 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?
     - o Which medical terms are replaced with plain language? How is it done?
     - o 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?
     - o 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 can you 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.

Video observation themes for understanding health literacy.

1. Knowledge about health literacy

2. Fostering the relationship

3. Gathering information

4. Providing information

5. Shared decision making

6. Enabling self-management

7. Responding to emotions

8. Awareness of own attitude

9. Confidence in using health literacy communication and patient educational skills

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 videos	Description of the video	Themes for discussion	Examples of learning tasks
2. Client guidance	In this video you can see e.g. how to create shame free environment and use normalization while student is guiding elderly male and his spouse. 1. Fostering the relationship 2. Gathering information 3. Providing information 4. Shared decision making	• From this video students need to pick up different health literacy themes comes up based on Video Reflection Tool Questionnaire. See the more detailed information around each theme.	• Health literacy guide for health care professionals • Role Play – Recognize (non)verbal sign of limited HL • From video try to analyze what Health Literacy themes you will recognize. Use the HELPE Reflection Tool Questionnaire to understand all the themes and content there can be.
1. Fostering the Relationship 1 2. Fostering the relationship 2	**Fostering the relationship 1**: Remote guidance to young adult for persicting pain. **Success:** Client is greeted in a manner that is personal and friendly. Student shows interest of clients situation. Encouraging client to ask additional questions. **New plans and aims:** Determining what the client hopes from therapy. Showing interest how the problem is affecting to clients life. **Fostering the relationship 2:** Guidance to low back pain for middle aged person.	• 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?	• Write down in table form: 1) the pros and cons of live and remote communication with the client with limited HL 2) Possible limitations with the client with limited HL

	Success: Client is greeted in a manner that is personal and friendly. Student shows interest of clients situation. **New plans and aims:** Short video where new plans and aims are not relevant.		
1. Gathering information 1 2. Gathering information 2	***Gathering information 1***: Interview the middle aged client for gathering information. **Succeed:** Encouraging the client to expand in discussing his concerns. **New plans and aims:** Using active listening techniques. Providing information by explaining because client might have LHL (don´t understand terminology and haven´t tried to search information) ***Gathering information 2:*** Interview for middle aged client (low back pain) for gathering information **Succeed:**Encouraging the client to expand his concerns. Creating shamefree environment. **New plans and aims**: Using instruments/questionaires to indentify clients with LHL. Using different active listening techniques.	• What kind of LHL signs could we see? e.g., Understanding terminology, searching information, self-management skills • How can low health literacy be better taken into account?	• Client says that he doesn´t understand latin and doctor speaks too fast → Ask me 3 for making sure client has understood everything • Learning Activity - Introduction conversation • Gathering information to address the functional HL

1. Providing information 1
 	
2. Providing information 2
 	
3. Providing Information 3
 	
4. Providing information 4
	Providing information 1: Middle aged stroke client with aphasia. Student gives home-exercise to share with carer.
	
	Succeed: Student uses a part of ask-me-3. Student uses non-medical language. Asks if client has something to clarify.
	New plans and aims: Speaking slowly with short sentences. Using Chuck and chunk and Teach-back to be sure clients understanding.
	
	Providing information 2: Guidance to stroke client and his wife of how the wife can assist client.
	Succeed: Checking if the client (and his wife) understands the information using tech-back.
	New plans and aims: Judging appropriateness of written health information for clients with LHL.
	
	Providing information 3: Remote guidance to young adult for persicting pain.
	Succeed: Checking if the client understands the information by using visualization and asking.
	New plans and aims: Client readiness to receive health information should be taken in to account. Speaking slowly with short sentences and using plain language.
		• How could you support the creation of shame free environment? E.g. normalization, 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?
			• Learning Activity - Activating previous knowledge
			  1) How to tell your client about their medical condition (e.g. 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

	Using Chuck and chunk and Teach-back for to be sure clients understanding. ***Providing information 4:*** Remote guidance to young adult for persicting pain. **Succeed:** Showing or drawing pictures. Checking if the client understands the information (teach back). **New plans and aims:** Judging appropriateness of written health information for clients with limited health literacy (if client would have problems with HL)		
1. [Shared Decision Making 1](#) 2. [Shared decision making 2](#)	***Shared Decision making 1:*** Guidance to elderly for summer excercises. **Succeed:** Discussing the treatment options. Supporting the client to explore what matters most to them. Supports and provides clear information. **New plans and aims:** Using ask-me-3 as a whole. **Shared decision making 2:** Guidance to stroke client and his wife of how the wife can assist client. **Succeed:** Student notices the client and his wife. 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 likely benefits and harms.	How does a student ensure client`s understanding?  How student support client`s shared decision making?	• Ask-me-3 • How to identify clients health literacy level?

	New plans and aims: Considering clients other preferences.		
1. Enabling Self-Management 1 2. Enabling Self-Management 2 3. Enabling Self-Management 3	***Enabling self-management 1:*** Middle aged stroke client with aphasia. Student gives home-exercise to share with carer. **Succeed:** Checking the understanding and acceptance of the follow up. **New plans and aims:** Involve the client in formulating personalized goals and action plans. Making plans for next time. ***Enabling self-management 2:*** Guidance to elderly for summer excercises. **Succeed:** Checking the understanding and the acceptance of the follow up. Making plans for next time. **New plans and aims:** Make sure that client is encouraged to do exercises in her own time. ***Enabling self-management 3 and responding to emotions***: Guidance to elderly for summer exercises. Client has difficulties in speech and he is lonely because resent change in family status. **Succeed:** Involving the client in formulating personalized goals and action plans. Assessing barriers and facilitators (role of sister-in-law). Openly encouraging to expression of emotions. Checking the understanding the exersice-program in gym	• What kind of signals of limited HL could be seen? • Does student recognize those signals? How?	• Learn to use Goal Attainment Scale (GAS). At first students could practice using it by setting themselves objectives for the course and then for the Case client. • Training communication skills: Basic skills teach-back formulating • F.ex. with the stroke patients it is important to check clients health literacy readiness • Discussion of effects of loneliness and boredom to engagement of exercises. It need´s to take in to account that recent change in family status might effect of the motivation and initiative.

	New plans and aims: Checking the understanding of the implementation of home exercises and initiative in a new family situation.	