



Improving healthcare students' competences for behaviour change to effectively support self-care in chronic diseases: the Train4Health project overview

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on behalf of the Train4Health Consortium


5
Countries


7
Institutions



A bit about yourselves

Go to www.menti.com and use the
code 94 67 83

Presentation goal

By the end of the presentation you should be able to:

- Reflect on existing knowledge and skills to support behaviour change in people with chronic diseases
- Reflect on the ability to work with other health care professionals to support behaviour change in people with chronic diseases
- Identify principles underpinning T4H educational products (e.g. drawing on behaviour change science, interprofessional approach, co-production with users)
- List T4H educational products for improving knowledge and skills in behaviour change support in people with chronic diseases

- Maria is 68 years old and lives with type 2 diabetes
- She has scheduled consultations in her primary care unit roughly every 4 months and attends a regular pharmacy. She has difficulties changing her eating habits and has always been sedentary. She complains about GI side effects of metformin and sometimes skips her tablets. Her blood sugar is not controlled and she worries about diabetes complications



A3.3 team | Simulation software

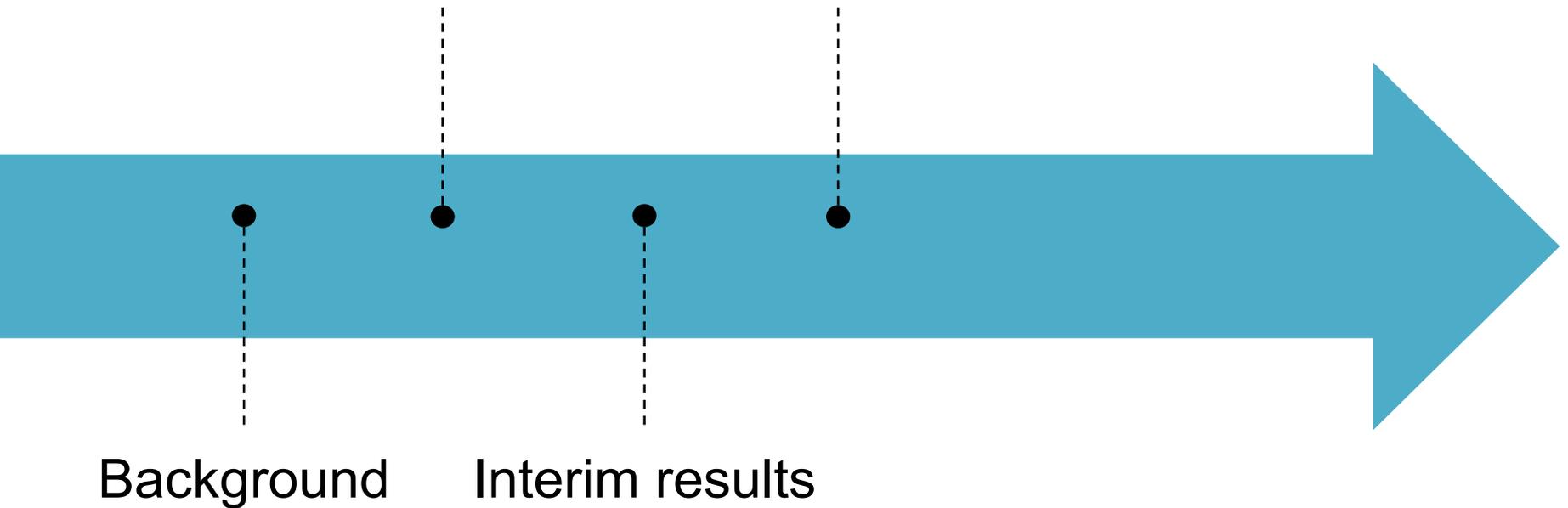
Reflecting on perceived knowledge & skills

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Outline of the presentation

Project design

Take home messages



Background

Rationale

- Adherence to medication and beneficial lifestyle changes in prevalent chronic diseases is often unsatisfactory, leading to health complications and increased costs for the health system
- Behaviour change is key to achieve better self-management in people with chronic diseases
- Health professionals are expected to support behaviour change in people with chronic diseases
- The scientific literature and our needs assessment indicate that students present a skills gap in behaviour change support, resulting from curricular insufficiencies and limited training opportunities

Background

The project aim

Improve health care students' competences for behaviour change to effectively support self-care in chronic diseases through an innovative educational package

Case studies

MOOC

Simulation software

Background

Towards interprofessional education

Nursing
students

Pharmacy
students

Sports sciences
students



Community nurses and pharmacists have a pivotal role in supporting self-care of people with chronic diseases



Increasingly important role in promoting physical activity and healthy lifestyles in people with chronic diseases

Project design

Overview

Phase 1

Paving the way to the development of key educational products

Phase 2

Key educational products development

Phase 3

Piloting the key educational products & learning outcomes evaluation

Key interim results

Consensualising a European competency framework on behaviour change support in chronic diseases (Preparatory work + e-Delphi)

- Panel comprised by 40 European experts
- 26 statements, organized in two domains, approved by consensus
- Additional resources produced: glossary, core lists of behaviour change techniques (BCT Taxonomy v.1)

Defining a learning outcomes-based curriculum (Literature review + expert discussion)

- Final draft discussed within the consortium

Outlining unmet needs and requirements of case studies, MOOC & simulation software (multicentric focus group study with students and educators)

- 2 multidisciplinary pilot focus groups conducted, transcribed *verbatim* and thematically analysed to inform a common framework of analysis
- On-going focus groups

Take home messages

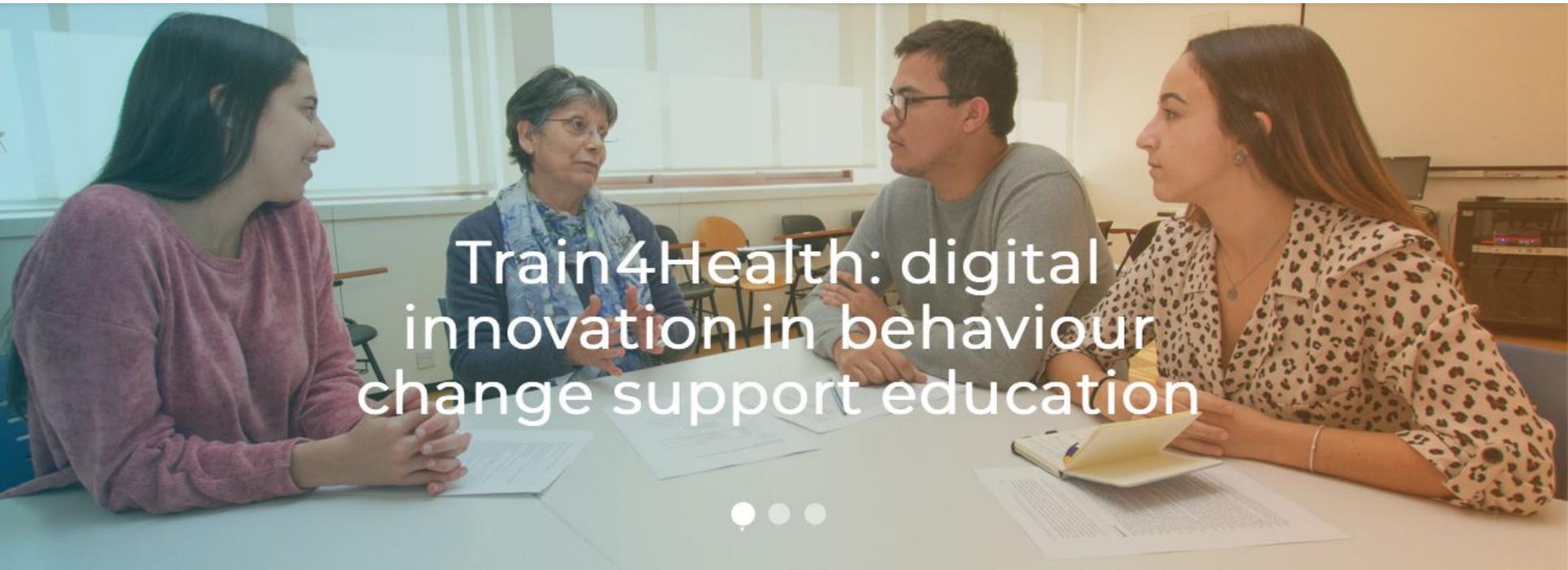
- Phase 1 activities provide a sound basis for the coherent development of an innovative educational package on behaviour change support in chronic diseases, drawing on behaviour change science
- Educational products – case studies, MOOC and simulation software - are developed with users from nursing, pharmacy and sports sciences
- Products aligned with the European agenda on digital transformation in education and training

- Maria's health professionals built on her behaviour change talk to identify self-management needs in relation to target behaviours (healthy eating, walking and medication adherence)
- They identified opportunities and barriers to implementing a behaviour change intervention and worked in partnership with Maria to develop an intervention plan
- They offered tailored strategies and followed-up the behavioural intervention in her contacts with them



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Thank you for your attention!



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