

Self-management skills

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Definition

The individual's ability to manage the symptoms, treatment, physical and psychosocial consequences and lifestyle changes inherent in living with a chronic conditions. (Barlow et al., 2002).

Why we talk about ?

- Changing attitudes to the role of patients in health care

Relationship MD-patient

- Activity-passivity
- Guidance-cooperation
- Mutual participation

Mutual participation

- Both, MD and pt have mutual roles and responsibilities
- Relationship is a partnership
- MD helps the pt to help him/herself
- For example in management of chronic illness
- MD, RN, PT, OT act as educators, facilitators and supporters helping patients themselves to play the main role in day-to day monitoring and management of symptoms

Self-care

- All the things that a person, healthy or ill, can do to maintain health.
- Adopting healthy behaviours, lifestyle
- Understanding symptoms
- Taking appropriate action
- Selecting appropriate treatments
- Taking medicines
- Monitoring treatments

Self-management

- A subset of self-care strategies
- Used to refer specifically to actions taken by people with chronic illnesses
- In particular applying actions recommended by health professionals

Self-help

- Health actions taken without any input from health professionals.
- Often with the active support and encouragement of other people with the same conditions.

Areas of helping patients

- Information needs and health literacy
- Participation in medical decision
- Support for self-care
- Support for self-management

The goal of self-management

is to enable patients to perform three sets of tasks:

medical management of their illness (e.g. taking medication, adhering to a special diet),

copng with the effects of their illness or impairment and carrying out normal roles and activities, and

managing the emotional impact

(Lorig and Holman 1993)

Communication is a key

- To the management of chronic conditions, the effective clinician-patient communication is critical (Hasman et al., 2006).
- Patients who are well informed about prognosis and treatment options, including benefits, harms and side-effects, are more likely to adhere to treatments, leading to better health outcomes

Exercise

- You will make assignments groups (8)
- 4 groups will stay here (1-4)
- 4 groups (5-8) will have a paralel session in roomfor 1 hour till
- Athr we switch

Exercise

- Each group will split into two subgroups
- 4 members in each group
- 3 people will draw 3 pictures (MD, patient, family member)
- 1 person will be a teacher later on
- Prepare a piece of paper, a pen

Exercise

Family member will go outside (10 minutes)

MD will see and explain a picture to the patient.

Patient will not see that picture. He/she will draw a picture according to MD instructions on a paper. Patient can ask questions.

When picture is finished, a family member will come and will draw a picture according to patient's instructions. MD does not interfere.

Discussion

- Compare the picture on the screen with yours pictures
- Compare the patient and the family member picture
- What are the differences? Are they important?
- How did you feel giving description/instructions?
- How did you feel being guided by MD? Did you understand?

Exercise

- Change roles for the picture number 2
- Repeat the exercise
- Discuss your findings

- Change role for the picture number 3
- Repeat exercise DO NOT ASK QUESTIONS
- Discuss your findings

Last exercise

- How to teach psychomotor skills
- The last member of your group will come to the table
- The rest of your group have 5 minutes break on the corridor
- The teacher will be taught how to make a cup
- He/she will teach the rest of a group
- We will see how it will go...

How was it?

- Do you have a cup?
 - Have you followed instructions?
 - Have you followed all the 4 steps?
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- Comments?