

**Title: Evaluating person-centred educational tools for patient education**

Research abstract, oral presentation preferred

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Background: A person-centred agenda in the field of health education for patients with chronic conditions creates new demands on both health educators and people with chronic illness. New methods and models in health education such as tools to identify patient challenges, support goal-setting, increase self-efficacy and address barriers to change are required. We developed and tested educational tools with the purpose of promoting person-centeredness in health education.

Methods: The educational tools "NExt EDucation" (NEED) was developed, tested, adjusted, and evaluated in 2010-2015. The toolkit makes use of pictures, quotes, statements, and questions to engage and give voice to people with chronic illness in group-based patient education. The underlying basis for the toolkit (two theoretical models) and 24 dialogue tools were developed in co-creation with patients and professionals. The evaluation was based on qualitative and quantitative data from a total of 14 educational settings in Denmark. We evaluated long term effects of the toolkit using mixed models, comparing longitudinal data from intervention- and control sites while taking cluster structure of data into account.

Results: Between 69 and 82 per cent of educators reported that the toolkit supported them in facilitating person-centred education and active involvement to a high or very high degree. Observations revealed challenges for educators to get the full desired benefit from the tools. Questionnaire follow-up data showed improved Sense of Coherence in patients using the tools. However, despite high level of satisfaction with the education, long-term benefits in self-management behaviour were not detected at a significant level.

Conclusions:

Educators need communicative and interpersonal skills to build relationships with participants to be able to get the intended benefit of using the tools. The tools were not appropriate for people with special needs. As a consequence tailored tools have been developed for socially vulnerable participants, ethnic minority groups, and for 1:1 educational sessions.