

LET'S PREVENT OBSERVATION SHEET



Welcome to your LET'S PREVENT OBSERVATION SHEET (LPOS). This guide will give you a helping hand through the process and explain how the tools are used.



The LPOS has three sections to complete:

1. CONTENT COVERED

2. PROCESS INDICATORS: Describe the observable behaviour of the Educator during that session.

3. LET'S PREVENT OBSERVATION TOOL (LPOT): Used to assess the interaction of the Educator and the group.

CONTENT COVERED

The content covered is recorded in absolute terms i.e. that the subject was elicited or discussed during the session or not. The criteria have been taken from the Educator Manual and are scored using a simple yes or no system.

Educators should be looking to meet the criteria as indicated in 'Content Covered' of each session

PROCESS INDICATORS

These describe the observable behaviour of the Educator during that session. The process indicators are scored using a Likert method whereby "All of the time" is given if the Educator used every opportunity to demonstrate that behaviour e.g. asking open questions to elicit the participants' experience of diabetes, or a lower score if they demonstrated this behaviour less frequently.

Educators should be looking to meet the criteria as indicated in Process Indicators of each session

There is a list of Educator behaviours below to help you with assessing these sections.

Supports systematic processing

- ◆ Assists the group to explore new ideas by asking questions
- ◆ Uses whole group to answer questions raised by other group members
- ◆ Uses participants' own words to describe things

Demonstrates genuineness

- ◆ Asks people for their names and tries to use them throughout the day
- ◆ Body stance, voice tone and words are in tune
- ◆ Does not judge by affirming or negating what people say
- ◆ Maintains programmes to agreed timings
- ◆ Smiles
- ◆ Making eye contact at all times
- ◆ Ensures all questions are acknowledged or addressed

Developing rapport

- ◆ Greeting person and introducing self
- ◆ Attending to their comfort
- ◆ Demonstrates interest by asking questions, listening and responding
- ◆ Demonstrates empathy (see box)
- ◆ Demonstrates respect by acknowledging their perspective, dealing sensitively with embarrassing subjects and being non-judgemental (see box)
- ◆ Appropriate body language, eye contact, nods, smiles, tone of voice and appropriate distance from the person

Demonstrates empathy

- ◆ Not interrupting
- ◆ Supporting silence
- ◆ Eye contact
- ◆ Mirroring of body, tone of voice
- ◆ Paraphrasing

Demonstrates non-judgemental attitude

- ◆ Working to lay aside own values and views
- ◆ Not making either positive or negative comments of the person's views or behaviours.
- ◆ Demonstrates empathy (see box) and positive value towards the person (see rapport box)
- ◆ Remaining open and neutral in body language and facial expressions i.e. open posture, eye contact, not raising eyebrows, frowning etc

Demonstrating insight (Self reflection)

- ◆ Actively working to reflect and get a 'third person' perspective on their behaviour
- ◆ Asking questions about what they did and how they did it.
- ◆ Able to highlight areas where they were demonstrating Let's Prevent behaviours.
- ◆ Highlighting areas where they did not demonstrate Let's Prevent behaviours.
- ◆ Able to give examples of the effect their behaviour had on the participants
- ◆ Able to identify areas for improvement
- ◆ There is some agreement between the QD Assessor and the Educator

LET'S PREVENT OBSERVATION SHEET



LET'S PREVENT OBSERVATION TOOL (LPOT)

The LPOT is used to assess the interaction between the Educator and the group. The Assessor listens to an electronic prompt on a CD which 'beeps' every 10 seconds prompting the Assessor to record what type of interaction is taking place at that point in the session. There are 5 sessions that can be evaluated using the LPOT. These are -

- Session C: The Professional Story: Diabetes & Glucose
- Session E: Physical Activity
- Session H: The Professional Story: Risk Factors and Complications
- Session J: Taking Control (2) Food Choices
- Session K: Pre-Diabetes Self-Management Plan

Educators will be assessed on one of the Professional Story sessions and one other. If two Educators are being assessed on one QA visit each Educator must do one of the Professional Story sessions.

The LPOT is split into 3 separate columns where the Assessor will decide who is speaking at that moment in time when the 'beep' on the CD sounds.

- ◆ **If one of the Educators is speaking**, then put a mark in the **Educator** column of the score sheet.
- ◆ **If it is one of the Participants** (person with diabetes or carer), put a mark in the **Participant** column of the score sheet.
- ◆ **If it is silent** when the beep sounds, or if there are a lot of people talking, engaged in an activity, or laughter etc... a mark will be put in the **Miscellaneous** column of the score sheet.

At the end of the session the number of marks are added together in each box, and then totalled in the marked scoring box. To calculate the % of Educator speaking in the session, take the score for Educator talking (A) and divide by the score for all three categories (A+B+C). This will give you a number between 0 and 1, so multiply by 100 to convert to a percentage. Target scores for each session are below:

- | | |
|--|-------------------------------|
| Session C: The Professional Story: Pre-Diabetes & Glucose | - Educator speaking below 65% |
| Session E: Physical Activity | - Educator speaking below 55% |
| Session H: The Professional Story: Risk Factors and Complications | - Educator speaking below 65% |
| Session J: Taking Control (2) Food Choices | - Educator speaking below 55% |
| Session K: Pre-Diabetes Self-Management Plan | - Educator speaking below 50% |

An example is shown below. It shows the use of five barred gates as they are easy to add up when you come to complete the scoring, but you could use 'ticks' if you prefer.

LPOT		
Educator Talking	Participant Talking	Miscellaneous
Total A: 49	Total B: 120	Total C: 26
(Total A) 49 ÷ (Total A+B+C) 190 = 0.257 x 100 = SCORE 26%		

Session A : Introduction and Housekeeping

Duration: 10 mins

Start:

Finish:



Educator

CONTENT COVERED	✓ or X
Introduction to the day and Educators	
Housekeeping details	
Background to the course	
Outline of the day and the main topics covered	
Information that although sessions will contain bad news, people will gain knowledge and skills in how to prevent problems with their pre-diabetes	
Meets criteria if 4 marks or above	

PROCESS INDICATORS	✓ or X
Session is held in an easily accessible venue	
Prepares room and resources for the programme	
Welcomes participants and accompanying persons	
Completes a register of attendance	
Explains the aims and style of the sessions	
Answers questions relevant to the session	
Introduces Patient Handbook	
Meets criteria if 5 marks or above	

Session B: The Patient Story

Duration: 30 mins

Start:

Finish:



Educator

CONTENT COVERED	✓ or X
How they discovered they had pre-diabetes	
How long they think they have had pre-diabetes	
What symptoms they have noticed	
What they think caused their pre-diabetes	
What they have heard of as being linked to pre-diabetes	
Current knowledge from family and friends about pre-diabetes	
What they know about the long term effects of pre-diabetes	
Do they have a burning issue they want to be answered by the end of the course	
Meets criteria if 6 marks or above	

PROCESS INDICATORS	Non of the time	Some of the time	Ocasion ally	Most of the time	All of the time
Asks open questions to enable participant to relate their experiences of pre-diabetes through reflection					
Summarises the group's current understanding of the causes, consequences and treatments of pre-diabetes, on previously labelled flipcharts					
Compiles a list of burning questions to be answered					
Ensures everyone in the group is heard and given time to tell their story					
Demonstrates empathy through reflection					
Clarifies each participant's contribution					
Meets criteria if 4 marks or above					

Session C: The Professional Story Pre Diabetes and Glucose

Duration: 50 mins

Start:

Finish:



Educator

CONTENT COVERED	✓ or X
What is glucose and how it is used by the body for energy	
How glucose enters the cells by action of insulin	
How glucose levels stay within normal range in people without diabetes	
What happens in Type 1 diabetes, how it is treated	
What happens in Pre-Diabetes: insulin resistance and how blood sugar levels rise	
What happens in Type 2 diabetes. Insulin resistance, beta cell failure and how blood sugar levels rise	
What are normal blood sugar levels. Impact of high blood sugar	
How Pre-Diabetes is detected	
Causes of pre-diabetes: genetic, environmental	
Options to manage the risk of developing diabetes	
Meets criteria if 7 marks or above	

PROCESS INDICATORS	None of the time	Some of the time	Half of the time	Most of the time	All of the time
Uses open questions to:					
◆ Enable participants to explore cause and effects of pre-diabetes					
◆ Elicit information to develop a picture of what happens in pre-diabetes					
◆ Assist participants to explore misconceptions and gaps in knowledge					
◆ To check understanding					
Uses visual tools to assist understanding of what happens in the body					
Ensures all participants are able to contribute comfortably by acknowledging and thanking them for their contributions					
Enables participants to link lack of symptoms identified in previous session to pre-diabetes blood sugar levels					
Uses participants' words and analogies when working through session content					
Refers participants to comments on flipcharts at appropriate points					
Meets criteria if 6 marks or above					

Session C: The Professional Story Pre-Diabetes and Glucose

Duration: 50 mins



Educator

LPOT		
Educator Talking	Participant Talking	Miscellaneous
Total A:	Total B:	Total C:
$(\text{Total A}) \text{ [] } \div (\text{Total A+B+C}) \text{ [] } = \text{ [] } \times 100 = \text{SCORE []}$		

Target score = Educator speaking below 65%

Session D: Taking Control (1) Food Choices: Insulin Resistance

Duration: 30 mins

Start:

Finish:



Educator

CONTENT COVERED	✓ or X
Foods linked to insulin resistance	
Foods that are high in calories and central obesity are linked to insulin resistance	
The concept of energy balance in relation to calories in and energy spent whilst carrying out physical activity	
A small, sustained energy deficit will lead to steady weight loss, Small changes in food intake or activity will have a significant impact on risk factors	
Fat and alcohol are the most concentrated sources of energy	
All types of fat are high in calories	
Meets criteria if 4 marks or above	

PROCESS INDICATORS	None of the time	Some of the time	Half of the time	Most of the time	All of the time
Uses open questions to enable participants to <u>recall</u> main messages in relation to food and insulin resistance					
◆ Explore methods of monitoring weight and waist					
◆ Discuss factors which affect people's weight					
◆ Explore foods containing 100 calories and options for change in relation to weight management					
Meets criteria if 3 marks or above					

Session E: Physical Activity

Duration: 40 mins

Start:

Finish:



Educator

CONTENT COVERED	✓ or X
The effect of Physical Activity on risk factors	
The benefits of activity on health and emotions	
Current recommendation for activity levels to promote general health and recommendations to reduce the risk of developing Type 2 diabetes	
Barriers to physical activity	
Strategies to overcome barriers to physical activity	
Benefits of wearing a pedometer, forming an action plan and keeping a physical activity logbook	
Meets criteria if 5 marks or above	

PROCESS INDICATORS	None of the time	Some of the time	Half of the time	Most of the time	All of the time
Uses open questions to enable participants to <u>recall</u> main messages to physical activity and insulin resistance					
Uses open questions to:					
◆ Generate a list of benefits of physical activity					
◆ Discuss barriers to physical activity					
◆ Explain solution to barriers of physical activity					
◆ Explain benefits of using a pedometer, forming an action plan and keeping a physical activity logbook					
Meets criteria if 4 marks or above					

