

Help Yourself

Chronic Disease Self Management Program

A Chronic Disease Self Management Program

TOOLKIT for RURAL COMMUNITIES



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January 2008



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With Support from:

The West Virginia Diabetes Prevention and Control Program

With Thanks to:

The Robert Wood Johnson
Advancing Diabetes Self Management Grant

A partnership of rural health centers, community organizations and churches working to promote innovative ways to help people experience the benefit of taking control of their chronic conditions.

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purpose

The purpose of this toolkit is to disseminate the

Stanford University Chronic Disease Self Management Program

by equipping community partners with resources to make it easier for them to implement the program and maintain program fidelity.

Acknowledgements

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Program guidelines pertaining to content and process of the Stanford program are strictly adhered to.

In this dissemination project, we call the Stanford program **Help Yourself**.

SECTION 1

BACKGROUND FACTS

- Why self management?
 - What is Help Yourself?
 - What does the workshop cover?
 - How is Help Yourself different from other patient education classes?
 - Who can benefit from participating in Help Yourself?
 - Who developed Help Yourself?
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SECTION 1

Background Facts

Why Self Management?

Nobody wants to have a long term illness. Unfortunately, most of us will have two or more of these conditions in our lives. Learning about self management provides a way to look at the consequences of having chronic disease and promotes skills to overcome the physical and emotional problems that are caused by the disease.

Health is the soundness of body and mind, and a healthy life is one which seeks that soundness. A goal for living a healthy life is to have the greatest possible physical capability to achieve pleasure from life. That is what self management is all about. Everyone, no matter what a person's health condition, can choose to learn more about self management tasks and develop skills to become a positive self-manager.

Becoming a positive self manager means taking all the best treatments that health care professionals have to offer along with being proactive in managing the day-to-day decisions that affect your health. Developing positive self management skills will lead to more physical capability and emotional pleasure from life, thus a happier, healthier life.

What is *Help Yourself*?

The Help Yourself workshop is a 6-session, self management education program for people with one or more chronic conditions. The purpose of Help Yourself is three-fold:

- (1) to help people take day-to-day responsibility for their care;
- (2) to help them develop the skills necessary to manage their diseases;
- (3) to help them work effectively with their health care providers.

Participants learn problem-solving and decision-making skills which enable them to confront the ever-changing challenges of living with a chronic illness. The workshop is facilitated by two trained leaders, one or both of whom have a chronic condition. Participants are invited to bring a family member or friend.

What does the workshop cover?

The program content includes:

- Developing and maintaining a long-term exercise program
- Fatigue management
- Dealing with anger, depression, and other negative emotions

What a *Help Yourself* Participant has to say

"I thought the course was wonderful and the book is wonderful. We learned so much. It was simple stuff, it was not complicated; walking down the country roads. What's helped me the most is the breathing techniques, taking a deep breath. I use it almost every day if something bugs me, instead of flying off the handle. And then the exercise, you are more conscious, "I have to take time to exercise. Instead of a short cut, it's my body, and I have to take care of my body."

- Cognitive management of pain and stress
- Communication with family/friends/physicians
- Using prescribed medication appropriately
- Healthy eating
- Making informed treatment decisions
- Advance directives
- Developing decision-making and problem-solving skills

How is *Help Yourself* different from other patient education classes?

Disease-specific education classes are designed to assist newly diagnosed participants in learning the information and skills necessary to care for their specific medical condition. Topics covered in these classes can include diabetic food choices, use of inhalers, specific exercise regimens, symptom management, or use of disease-specific medications. These classes are led by local health professionals or lay leaders. Disease specific education is important but does not replace the need for *Help Yourself*.

Help Yourself was designed to help people continue living full and active lives with chronic conditions. Participants learn skills needed to help deal with the medical self management of the disease and with the life role changes and emotions that are always part of living with a chronic illness. Thus, emphasis is placed on helping people manage common problems such as fatigue, communicating with friends, family and providers, dealing with anger and depression, and designing and maintaining an appropriate exercise program. In addition they learn disease related decision-making and problem-solving skills. The most important outcome is that through this practice and group feedback people become more confident and are able to combine more active lives with self-management of their chronic illness(es).

The workshops are highly interactive, focusing on building skills, sharing experiences, and support. Because of the interaction, participants enjoy the sessions and find that the time passes quickly.

Who should take *Help Yourself*?

We recommend that nearly everyone with a chronic condition be referred to the workshop; let them decide for themselves if they would benefit from such an intervention.

Anyone who is at least 20 years old with one or more chronic conditions is eligible to attend provided that they have good mental functioning and are able to get to the workshop. The workshop is beneficial for people even if they have been coping with their condition for many years.

Caregivers of family members of people living with chronic conditions benefit from the program and are encouraged to attend.

Many people have more than one chronic condition. The program is especially helpful for these people, as it gives them the skills to coordinate

Comments from leaders' survey on how *Help Yourself* has been effective

"I use it personally; with children who have diabetes at school; at church; with family and neighbors; It's a blessing...It helped me get off pain pills."

"I have used what I learned personally and have found it helpful to me figuring out weight loss. I am doing a better job controlling my weight... I have combined a number of strategies that are working for me. All this has had an influence on my family too."

all the activities needed to manage their health, as well as to help them maintain a full and active life.

Who developed *Help Yourself*?

Help Yourself was developed and tested at Stanford University as the “Chronic Disease Self-Management Program.” A randomized, controlled trial by the Patient Education Research Center at the Stanford University School of Medicine led to the approval of this program as an evidence based intervention. All components of the class have been medically approved.

The Center for Rural Health at Marshall University has a license from Stanford to develop partnerships for disseminating the Help Yourself program. Marshall is responsible to maintain fidelity to the Chronic Disease Self Management Program and does so by thorough adherence to program standards and maintaining a training and reporting relationship with staff at Stanford.

How effective is *Help Yourself*?

Stanford Patient Education and Research Center conducted a randomized study of 1000 people demonstrated significant changes in:

Health status

- Less fatigue
- Less disability
- Improved role function
- 0.8 fewer days in the hospital

Use of self-management skills

- Increased minutes of exercise
- Increased use of cognitive pain and stress management techniques
- Improved communication with their physicians
- More confidence in their ability to manage their conditions

What trained leaders say about the *Help Yourself* program

“Very enlightening.”

“Thoroughly enjoyed it. I learned quite a bit.”

“I found the training totally prepared me for my leadership skills.”

Who are the workshop leaders?

Workshop leaders can be professionals or lay persons with one or more chronic illnesses. Leaders often come out of the workshops where they have been participants. Places for recruiting lay leaders can include health centers, local volunteer organizations, churches, caregiver groups, voluntary health agencies, service clubs, and retiree clubs and agencies.

How are they trained?

A 4-day leader's training, led by a pair of “Master Trainers” is required. Each trainee receives a detailed leader's manual that serves as a step-by-step guide for facilitating the workshop. The workshops are always taught by a pair of leaders who partner to lead the 6 week program.

Who trains the workshop leaders?

Master trainers who have been trained and authorized by Stanford train the workshop leaders. Master Trainers receive training beyond the workshop leaders' training. Only people authorized by Stanford are qualified as Master Trainers.

Who trains the Master Trainers?

Stanford has a special level of trainers called "T-Trainers" who are qualified to train Master Trainers.

SECTION 2

PROGRAM COORDINATION AND IMPLEMENTATION

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- Workshop Location
- Time for Workshop
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- Making Charts





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SECTION 2

Program Coordination & Implementation

ORGANIZATIONAL SUPPORT

What It Takes – Resources and Commitment

When considering if the Help Yourself program is right for your organization, it's a good idea to assess the resources and commitment available to support the program. If you answer 'yes' to the following questions, Help Yourself will be a good fit for your organization.

1. Will the Help Yourself program help you reach your organizational goals and objectives for chronic care management?
2. Does your organization have the capacity to sponsor the 6-week workshop? Do you have the location to hold the workshops?
3. Can you identify a group of 8 – 10 potential leaders from your organization, community or partner organizations? They would need to attend a 4-day leader training.
4. Do you have staff who can promote and coordinate the workshops as well as support the development of peer leaders? (See Program Coordination below)

Leader Comment

"Make it fun and enjoyable...they have to see you like being a leader and that you believe in the program. If you can get them to believe in "Small Changes" it will be useful to them in the future... I think everyone gets that from the program and that is very helpful to them."

What It Takes – Help Yourself Program Coordination

The Help Yourself Program Coordinator is responsible for recruiting leaders who will be trained to set up and lead the 6-week workshop. It is the coordinator's job to be sure the Stanford license requirements are met; order materials; promote the program; and keep track of referrals and workshop records.

Program coordination is perhaps the most challenging and important consideration when beginning Help Yourself. The Help Yourself Coordinator will need to designate a weekly time to set up and run the program. The amount of time required to manage the program once it is established need not be more than 2-5 hours per week. Having one or more community partner to share coordination tasks can be a very efficient strategy. (See Appendix 1: Tips from the Field)

Program Coordinator Responsibility Check List

- Be trained as a leader and lead workshops as needed
- Recruit other professionals and community members to become trained as peer leaders
- Establish community partnerships to share workshop leadership and help sustain the program
- Schedule appropriate workshop dates, find location and assign leaders
- Promote workshops and coordinate referrals from healthcare providers, community partners, etc.
- Keep a database potential workshop participants and coordinate registration for each workshop
- Order materials – be sure leaders have what they need
- Support and troubleshoot problems with peer leaders
- Fulfill the agreement for participating under Marshall's CDSMP License (See Appendix 2 Marshall CDSMP License Agreement)

The amount of time needed to coordinate Help Yourself varies according to how the program is set up. Key considerations include:

- Will the coordinator co-lead ongoing workshops or manage peer leaders and be available to fill in as a leader as needed?
- Do partnerships exist to share leadership responsibility?
- How many 6-week workshop sessions are planned for the year?

Leader Comments

"I enjoy leading because it is different."

"I am more likely to live a healthy lifestyle when I am actively engaged in the workshops! I love to see the participants helping each other and sharing thoughts."

"I like having a partner to lead the course."

What It Takes – Workshop Leaders

The Help Yourself workshops must be taught by TWO individuals who have completed the Leaders Training (4 days) and have demonstrated by practice teaching that they understand and adhere to key program concepts. The Help Yourself Program Coordinator should be trained as a leader and available to help lead the workshops. It is recommended that one or both leaders have a chronic health condition themselves. Leaders may be lay people from the community or professionals. Potential leaders do not need to have any prior experience to qualify.

Professionals trained as leaders are encouraged to think of themselves

as peer leaders rather than bringing their professional knowledge to the group. The program is effective only if both the workshop leaders strictly adhere to the content and process of the leaders manual without inserting outside expertise. This key program component can be a challenge for professionals, but is critical for allowing the self-efficacy of the group to emerge from within.

What It Takes – Ongoing Support for Workshop Leaders

The program coordinators should make themselves available and be committed to supporting the workshop leaders. They should make the leaders feel valued and respected and help them problem-solve issues related to leading the program workshops. Program coordinators should not wait more than 1 day to get back to lay leaders. If they are planning to be out of the office, they should have someone who is also trained as a workshop leader to serve as a backup contact person.

Schedule meetings with workshop leaders (both lay and professional) 2-3 times a year, which allows leaders to learn from and support each other. These meetings can provide an opportunity for leaders to ask questions, share ideas, review and or “refresh” their skills. Offering additional health related trainings to lay leaders can strengthen the program and empower leaders to become more informed resource people in their community.

Tips from the field

“It is helpful to have a buddy and find peer support before leading the course.”

“There is no need to panic! Know that all the information that you will need is readily available and well organized in the manual.”

What It Takes – License Requirements and Agreement from Stanford

The Center for Rural Health at Marshall University is a licensed organization with a team of Master Trainers who conduct leaders trainings across the Appalachian Region. The Marshall staff will provide technical assistance to partner organizations as they begin to implement the Help Yourself program. Marshall maintains a license with Stanford and is responsible for assuring that partners follow all programmatic and reporting requirements. If an organization trained by Marshall is making use of the program beyond the parameters of the partnership with Marshall, they must contact Stanford about purchasing their own organizational license. (See Appendix 3: Stanford License Requirements and Appendix 4: Stanford Chronic Disease Self-Management Programs Sample License Agreement)

Getting Started

- Organize your Help Yourself workshop as soon after leaders training as possible. The ideal group size is 10-15 people.
- As much as possible, handpick participants for the first workshop. Look for people who are open to new ideas and who are eager to learn. This will allow new leaders to have a familiar group for their first workshop and allow them to gain experience while building a base of program support.

- Invite caregivers and anyone with one or more chronic conditions. Look for people who are interested in learning how to take better care of themselves.
- Be on the lookout for potential future leaders. Include looking within your organization for anyone interested in employee wellness; people who work with an elderly population; staff struggling with chronic conditions themselves or anyone that other employees look to for leadership. Think about who can help promote the program from within and become a champion for the program.
- Get support from administration and other key staff. This can help integrate self management within your organization. Administrative support is critical to sustain and expand the program. This toolkit provides resources to support program coordinators to do this. (Visit www.wvhelpyourself.org for a sample one hour presentation: You can Break the Symptom Cycle and Appendix 5: Self Management of Chronic Disease Key Concepts)
- Follow the workshop planning guide. The peer workshop leaders and program coordinator should work through all the planning tasks on the Workshop Planning Guide. (See Appendix 6: Workshop

Workshop Leader Responsibilities

- Always arrive on time and prepared for each session
- Follow the leaders manual content and process
- Model session activities appropriately
- Work as partner with co-leader
- Use brainstorm techniques correctly (repeat question; use silence; offer own response only at end)
- Use problem solving (direct questions back to the group for brainstorming)
- Encourage group participation
- Model action planning appropriately
- Positively reinforce group members
- Handle problem people appropriately
- Call program coordinator if any problems arise or you have any questions

Planning Guide) This worksheet was designed to guide the planning process while paying attention to the key program components that maintain Stanford program fidelity. The Workshop Planning Guide worksheet can also be filed after the workshop is complete and serve as a record of the workshop.

- Develop partners with other organizations and community groups. Be sure to be creative when thinking about what organizations in your community to partner with and include them early in planning. Target senior citizen groups, programs that provide health services, and local churches. This will help build a broader community foundation for the program.

Reminder – Leaders who try to sell products, advocate their favorite home remedy or alternative treatment, bash doctors or deliberately add or omit activities should not teach the workshop.

SUPPORT for the 6-WEEK WORKSHOP

Setting up a workshop

The tasks involved in setting up a workshop should be planned and implemented by a team made up by the program coordinator and workshop leaders. Using the Workshop Planning Guide Worksheet (Appendix 6) as a guide, be sure that all the steps have been taken and that support is in place. Begin planning about 2 months before the workshop begins to allow for plenty of time to connect with the participants who are ready to enroll and who will likely be successful in the program.

Workshop Recruitment Tips

Recruiting varies according to the target population. Check the tips that you plan to use.

- Place announcements in your organization's publications as well as local agency newsletters, local community newspapers, radio, etc.
- Inform and invite patients from other disease management programs such as: diabetes support group; asthma management; pain management; etc. (Remember, this program compliments disease management programs and does not replace them.)
- Invite family, friends and caregivers. Encourage them to attend the program as participants.
- Include an invitation along with appointment slips that are handed out or mailed.
- Email announcements, referral instructions and reminders.
- Post flyers and brochures in pharmacies, labs and community and clinic waiting rooms.

- Do a mailing to people who are identified as having certain diseases. Target disease registries.
- Partner with voluntary health agencies in your area to recruit participants.
- Talk with local support groups and hospital outreach program coordinators.
- Be sure the pharmacists in and outside of your organization understand the program and know how to recommend it.
- Publicize in senior centers. Consider offering classes at these centers.
- Put flyers on exam room doors.
- Work with home health agencies, local fitness and rehab centers.
- Email everyone in your facility and ask them to help spread the word.
- Place announcements in church bulletins and newsletters.

Difficulties leaders encountered related to time and scheduling of workshops

"I go to a very busy church and took a long time to get a schedule in."

"People don't like to get out in wintertime after it gets dark. There were lots of people sick during the winter months."

Workshop Location

The workshop should be in a location that has room for people to sit comfortably at tables. One of the most common configurations are for tables to be set up in a "U" shape of a square. This is so that people can sit and still face each other.

Locations must be wheelchair accessible and have convenient parking and bathroom facilities. Community based locations work best. Churches, community centers, senior centers, and community clinics often work better than hospitals.

Be sure the location is available for all 6 weeks of the program and will accommodate the needs of the workshop. Comfort for participants and confidentiality are important considerations when selecting a location.

Time for Workshops

It's important to be flexible and vary the time you offer workshops to accommodate the needs of your community. When targeting specific populations select the time to accommodate them the best.

Plan workshops for 6 weeks in a row and be sure not to skip a week if at all possible. Consider holidays and seasons in your area (e.g. weather) when scheduling. Generally, summer, fall and spring are good times.

Attendance for workshops

The ideal group size is 12 -15 participants. Maximum group size should be no more than 20 participants.

Target Population	Workshop Time
Elderly	Anytime between 10am and 4pm
Teachers	Summer evenings
Church Groups	Sunday afternoon or evenings; Monday evenings
People with Jobs	Saturday mornings
Workplace/Employee Wellness	Extended lunch time

When participants register for the workshop, encourage them to attend all 6 sessions. If someone is going to miss more than 2 sessions, they should be put on a waiting list for future workshops.

Be sure to have a system for keeping attendance. (See Appendix 7: Workshop Roster)

Workshop Cost and Materials

The cost of the course will be an important consideration, one that is unique to the organization, and its funding. In many organizations the workshop is offered at no charge to participants. Some organizations may consider charging a nominal fee to help sustain the program and to encourage a commitment from the participant. It is suggested that if you charge a fee to help sustain the program, that the cost be reasonable and that scholarships and fee waivers be offered for those people who are low income.

Workshop Expenses

- *Living a Healthy Life with Chronic Conditions* books (approximately \$20/person).
- Relaxation audio tapes/CD (approximately \$10/person).
- Workshop flip charts—These can be hand-drawn or printed and can be used for more than 1 workshop series (\$30-\$100).
- Miscellaneous supplies (blank flip chart pads, markers, Kleenex, pens, masking tape, bottled water).
- If providing snacks, be sure they are healthy and appropriate for people with chronic disease.

Cost can be reduced by lending the *Living a Healthy Life with Chronic Conditions* books to those who cannot afford or choose not to buy them.

Workshop Materials

Many people ask about using PowerPoint and LCD projector instead of

What trained leaders say about recruiting for the workshops in rural Appalachia

"Use a magic, [catchy] word to get people to come to the group...."

"Hard to get participation because of rural area.

Gas prices are high. Near impossible to hold it 2 1/2 hours in evening so day-time works best."

Workshop Materials Check List

- Blank nametags for everyone (these should be reusable, as you will need them every week)
- Easel and set of flip charts (from Leaders Manual)
- Blank flip charts/markers or whiteboard/markers
- Living a Healthy Life with Chronic Conditions* books (can be loaned to participants)
- Pad of paper and extra pencils
- Kleenex
- A clock with second hand

flip charts. The reason for using flip charts is that it is easier to stand beside the chart to explain the important points and refer to them without having to walk in front of the projector. Flip charts seem to make the learning environment more informal which in turn encourages group participation. Also flip charts can be displayed continually without having to stop and start the projector when other activities are being done. They are low cost and there are no equipment barriers to facilitating the workshop.

LEADER TRAINING

Guidelines

The role of the Help Yourself leader is to facilitate the 6-week, 2.5 hour per week Chronic Disease Self Management Workshops for groups of 12-15 people who have one or more chronic condition.

Leaders always co-facilitate with another leader who has also successfully completed the leader training. No previous knowledge about chronic illness is necessary to qualify as a leader because all teaching is done from a detailed leaders manual.

Marshall staff can assist when setting up and recruiting for a leaders training. To become a leader a person must attend a four day (approximately 6-hours a day) leader training. It is recommended that the trainee then lead a workshop as soon as possible after being trained (within 2-4 months).

Leaders must attend all 4 days and must successfully participate in 2 practice teaching activities to receive a Help Yourself Leader Certificate. Note that

some trainees are not suitable as teachers. This will often be apparent during the practice teaching session. If this is the case, the Master Trainers may recommend that the program coordinator determine how such a person may help with another aspect of the program (e.g. recruitment or publicity, finding a site, etc.) or assign this person as the 3rd leader with an experienced leader who is patient, understanding and supportive. It is important that program coordinators pair strong leaders with those that are less experienced or weak as group facilitators.

Program coordinators may want to have a leaders reunion 2 to 3 times a year. This can be an informal networking get together with an agenda designed to keep the leaders motivated and the program on the right track.

Recruiting Leaders

Participants for the leader training do not need to be screened rigorously. Usually the application process and the training itself screen out those who are not capable as leaders. (See Section 3 for Leaders Training Application and Appendix 7: Workshop Roster)

Check all the recruiting tips that you plan to use.

- Leaders often come out the classes where they have been participants.
- Invite people from organizations who actively help people deal with chronic disease management.
- Leaders do not have to be clients or members of the organization, nor do they have to have a chronic disease. At least one in the pair of leaders should have a chronic disease.
- Ask health providers and mental health providers to suggest potential leaders.
- Contact church members doing health outreach ministries.
- Contact hospitals and home health agency outreach workers.
- Invite senior centers to recruit leaders.
- Offer talks at community centers, senior centers, senior residence communities.
- Announce within organizations to recruit employees who may be interested in volunteer work.
- Contact local voluntary health agencies – ALA; AHA; Red Cross; MS Society; etc.

Time and Location

Leader Training must be conducted over a 4 day period. Training can be 4 consecutive days or scheduled 2 days one week and 2 days the next.

Tips from the Field

“[When leading a course] just do it from the book and people will get a lot out of it.”

“Participants enjoy role play, the opportunity to do it themselves, and a course that is fun, interactive and useful.”

Be sure to pick a comfortable location that is handicap accessible. Trainings can take place anywhere that's available for free or low cost.

Scheduling Workshop Leader Training

The Marshall team of Master Trainers is available to help partners set up and host leader training. Marshall will work with partners to assign Master Trainers and develop plans for a successful training.

If you schedule a leader training with Marshall staff, they will copy the leaders manual in 3-ring binders. Marshall will communicate with the program coordinator about the cost of the leader training. Specific details will be arranged collaboratively between the Marshall Master Trainers assigned to do the leader training and the organizational partner sponsoring the training.

Size

A group of 10-20 people interested in becoming leaders is necessary for adequate group dynamics. The training is designed to involve participants in the program and with the use of the program leaders manual.

Cost and Materials

The cost of putting on a leader training varies, but following expenses must be considered:

- Refreshments for morning and afternoon break. Lunch can be catered or on your own.
- Cost of reproducing the leaders manual in 3 ring binders for each participant.
- *Living a Healthy Life with Chronic Conditions* book for each participant.
- Audio tape for each participant (optional).
- Rent for the training room (this can usually be arranged free of charge).
- Two Master Trainers – Marshall has a team of Master Trainers who are available to work with organizations that want to sponsor a leaders training.
- Travel reimbursement for lay leaders.

Workshop Flip Charts

Charts for the workshop are shown with the only required content. The chart content can be found in the appendix of the Help Yourself Leaders Manual.

We recommend that leaders make their own flip charts. This helps the leader know the course content better.

Charts should be easily readable from across the room. For that reason, we recommend the use of the standard-sized flip chart pads, about 27" X 32".

We recommend that you do not use overheads or Power Point slides. These require lighting and make noise. They also take the focus away from the group and put it on the presenter.

Tips about Charts:

There are "static" chart pads made of lightweight plastic that is more durable than paper. They are a little more expensive but last longer. The sheets cling to walls without tape or can be bound in tablet, rolled, and placed in a tube for easy transport.

Permanent markers (Sharpies) do not bleed through the static chart paper and fingernail polish can be used to erase mistakes. The static cling charts are fragile, so care must be taken not to tear them.

If you use paper flip chart pads, there are some that have a light blue grid printed on them. The grid enables you to print on a straight line, as well as with spacing.

Do not use light color marking pens. Colors like yellow, orange, or light blue are not readable unless you are very close to them. Black, brown, dark blue, red, dark purple, dark green pens will show up the best.

Some charts in the leaders manual have additional comments in italics. You can add these comments in pencil or on a Post-It note. They can only be seen by the leader that way, and will keep the chart simple from the participants' view.

Leader Training Check List

- Blank nametags for everyone
- Easel and set of Charts (Leaders Manual)
- Blank flip charts/markers or whiteboard/markers or chalkboard/chalk
- Living a Healthy Life with Chronic Conditions* books
- Leaders Manual for each trainee
- Audio tape or CD player
- Workshop evaluation forms
- Practice teaching forms and role play cards
- Roster of participants
- Training agenda
- Pad of paper and extra pencils
- Kleenex
- A clock with second hand
- Refreshments during breaks
- Lunch plans with consideration for heart healthy, diabetic and vegetarian menu choices
- Water available all day

SECTION 3

MARKETING & PROGRAM PROMOTION

The following fliers, brochures, postcards, and other materials are examples of marketing communication tools we have used to help promote and integrate the Help Yourself program. Whenever possible, we have used our colorful self-management graphics to help get the attention of our target audience. Using a common theme or “brand logo” can help build and maintain program participation.

An electronic version of these graphics is included on the Help Yourself Toolkit CD Rom so you can make use of our layout and graphics. The examples of program promotion articles and presentations can be useful to educate your organization and community about self management key concepts. Press releases or marketing articles in newspapers and newsletters can help motivate people to get involved and can be a good way to recognize your volunteers and the success of partner organizations.

MARKETING TOOLS FOR HELP YOURSELF WORKSHOPS

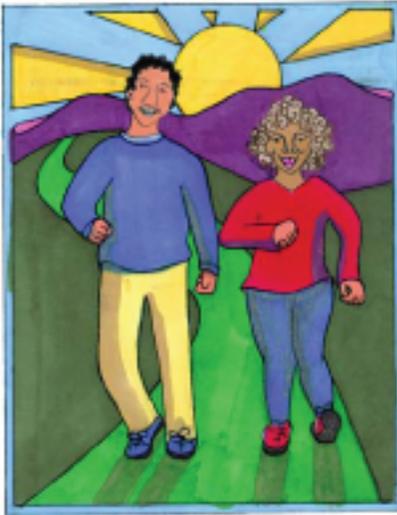
- Workshop Flyer 1
- Workshop Brochure
- Workshop Reminder: Postcard
- Workshop Registration Letter (Example)

MARKETING TOOLS FOR HELP YOURSELF LEADERS TRAINING

- Leader Training Brochure
- Leader Training Article: UMWA Example
- Leader Recruitment Letter
- Leader Training Application

HELP YOURSELF PROGRAM PROMOTION TOOLS

- Workshop Referral Card: 1/3 page card
for brochure rack
- Self Management Fair: Press Release
- Self Management Fair: Flyer



Help Yourself Self-Management Fair

**Resources and Activities
for People Who Live With Chronic Conditions**

Date:
Time:
At:

Activities-

Easy Does It Yoga
Make Action Plans
Nutrition Counseling
Foot Exams and More!

New Materials-

Balance Your Plate
Choose To Move
Kick the Habit



Everyone Welcomed!
Children's Corner by MIHOW

♥ Information about exciting Self-Management Programs

**Learn what you can do to take control of your chronic illness
rather than letting the illness control you!**

For more information
call

Help Yourself is —

Free of Charge-

Helpful and Fun!

*Learn what you can do to
take control of your
chronic disease so your
chronic disease has less
control of you!*

Everyone is welcome

Join Us!

Help Yourself



A self-management course
for people who live with
chronic conditions

Help Yourself

6-Week Course Schedule

2005—10:00 AM to 12:30 PM

- Class 1: Tuesday, January 18
- Class 2: Tuesday, January 25
- Class 3: Tuesday, February 1
- Class 4: Tuesday, February 8
- Class 5: Tuesday, February 15
- Class 6: Tuesday, February 22

Classes are held in Conference Room
1423 at the Marshall University
Medical Center

For more information or to register contact:

Are you tired of the pain, frustration and limitations caused by living with a chronic condition?

This 6-week course is a fun and easy way to help you learn what you can do to deal with the fatigue, frustration and pain that are common for people who live with chronic conditions.

Learn from and support others!

You will learn:

- Disease related problem solving
- How to manage emotions
- How to begin an exercise program
- Skills to manage symptoms
- Communication skills
- How to improve your patient/physician partnership
- Use of community resources
- What it means to eat well
- Managing medications

Help Yourself

Registration Form

Name: _____

Address: _____

Phone: _____

Email: _____

How did you hear about the course?

- Doctor's referral
- Saw information in Doctor's office
- Dr. _____
- Other _____

Please indicate which chronic health condition(s) you have:

- Diabetes
- Asthma, Emphysema or COPD
- Other lung disease
- Heart disease
- Arthritis
- Depression
- Cancer
- Other chronic condition
- None...I'm attending for support

Return registration to:



Help Yourself

**A Self-Management Course
for People Who Live with Chronic Illness**

This 6 week course is a fun and easy way to help you learn what you can do to feel better and deal with the frustrations and discomforts of living with a chronic illness.

You will learn :

- Disease related problem solving
- How to manage emotions
- How to begin an exercise program
- Skills to manage symptoms (relaxation, distraction, self-talk, visualization)
- Communication skills
- How to improve your patient/physician partnership
- Use of community resources
- What it means to eat well
- How to manage medications

Free of Charge!
Family Members or Support People Welcome!
Helpful and Fun!

If you want to know more about HELP YOURSELF
 or are interested in making a referral or signing up for the next course—

Call:

Join Us!!

Gain knowledge, support, important skills and a positive attitude
 so you control your chronic illness
 rather than letting the illness control you.

Dear

We are about to begin our next "HELP YOURSELF" workshop and you are listed as someone who has expressed interest in attending. Because many people have requested an evening course, we will be meeting from 6-8 PM on Tuesday evenings.

We will begin on Tuesday June 28 and meet for 6 weeks, finishing on Tuesday August 9th. Please note that on Tuesday July 19, we will NOT meet. We are glad you are interested in participating and hope you can join us for all 6 "HELP YOURSELF" workshops.

HELP YOURSELF Workshop dates:

Workshop 1	Tuesday	June 28, 2005
Workshop 2	Tuesday	July 5, 2005
Workshop 3	Tuesday	July 12, 2005
No class		July 19
Workshop 4	Tuesday	July 26, 2005
Workshop 5	Tuesday	Aug. 2, 2005
Workshop 6	Tuesday	Aug. 9, 2005

Workshop time: 6:00 PM to 8:00 PM

Workshop location: We will meet in the Robinson Annex next to the New River Health - Whipple (Formerly the New River Birth Center)

Registration Required: Please fill out and return the registration form included **OR** call Sally at 574-3384 to register.

We look forward to spending this time with you. We will learn skills to help you increase exercise and improve nutrition, learn new ways to manage symptoms, and ways to improve communication with your health care team so that you feel less fatigue and more in charge of your health.

The workshop is FUN and offered FREE of charge.

You are welcome to bring a family member or support person with you. Please call if you have any questions. We look forward to seeing you.

HELP YOURSELF Registration

Name: _____

Address: _____

Phone: _____

Please return to:

Once we receive your registration information, either by mail or by phone, we will mail you a survey to fill out and bring with you to the first workshop. The survey will be used to help us evaluate the program.

Thank You!

No experience is necessary to become a “Help Yourself” leader

“Help Yourself” is a chronic disease self management course given two and a half hours, once a week, for 6 weeks. People with different chronic health problems attend the program together.

The course is facilitated from a highly-detailed manual by two trained leaders, one or both of them may have a chronic health condition themselves.

It is the process in which the Help Yourself program is taught that makes it successful.

Sessions are highly participative, where mutual support and success builds the participants’ confidence in their ability to manage their health and maintain active and fulfilling lives.

It’s Informative and Fun!

Subjects covered include:

- Techniques to deal with problems such as frustration, fatigue, pain and isolation
- Appropriate exercise for maintaining and improving strength, flexibility, and endurance
- Appropriate use of medications
- Communicating effectively with family, friends, and health professionals
- Nutrition
- Making informed treatment decisions

HELP YOURSELF LEADERS TRAINING

Dates:

9am-4pm

(lunch on your own)

Location:

To Register:

Please complete attached registration form and return to:

Phone:

Fax:

Email:

Call for registration fees or with any questions.

Leader Agreement

You cannot teach the course until you have attended all 4 days of the training. Leaders must teach the course as outlined in the course manual.

Each trainee receives a detailed leader's manual, and a copy of the textbook,

Living a Healthy Life With

Chronic Conditions.

Other self-management materials and technical assistance with the course is available.

Leader Training Schedule

Day 1:
Day 2:
Day 3:
Day 4:

(You must attend all 4 days)

From 9:00 AM to 4:00 PM at

Training Location

Leader

Recruitment



Help Yourself

A self-management course for people who live with chronic conditions

Developed by Marshall University,

Center for Rural Health

with thanks to the

Robert Wood Johnson Foundation

Advancing Diabetes Self-Management Grant

A partnership of rural health centers and churches working to promote innovative ways to help people experience the benefit of taking control of their diabetes.



observer-reporter.com

Sunday, November 20, 2005

Program aims to benefit chronically ill participants

Sunday, November 20, 2005



Chad Bogdewic, left, grants coordinator for Centerville Clinics, and Hugh Wallace of Washington County Health Partners learn their roles as group leaders from Sally Hurst of Marshall University in Huntington, W.Va. (C.R. NELSON/FOR THE O-R) overcome barriers."

The United Mine Workers of America Health and Retirement Funds has managed to dig up a great program for healthy living that can benefit anyone willing to give it a try.

Last week, 18 health and human services professionals gathered at the funds' Washington offices to learn the ropes of chronic disease self-management by becoming participants themselves.

It was four days of intensive training that taught an important lesson -- when it comes to coping with chronic disease, you're not alone.

"What I learned is it doesn't take a nurse or doctor to go through the course. It's a supportive effort that helps people deal with their problems by getting a healthier outlook," said Susan Shearer, a nurse working with insurance companies that are part of the funds. "It's so important to learn to set small, reasonable goals and learn to work with others to

The all-day sessions were a cram course for future leaders of workshops that soon will be offered to the public in eight- to 12-week sessions.

Trainers learned the materials as they play-acted their own personal roles as those with health issues and trainers leading the discussion.

They were learning the value of a carefully crafted program that is short on giving answers, but long on letting participants brainstorm their way to their own solutions.

The key to recovering control is what this program offers. There is a series of strategies for understanding, then managing the secondary symptoms of chronic illness that become more debilitating than the disease itself.

The 'vicious cycle' of symptoms is the tension, anxiety, stress, anger, frustration, depression and fatigue that can and should be dealt with, even though the disease itself won't go away.

Making an action plan and tapping the encouraging power of group dynamics, combined with stress-reducing tips and doable goals add up to successful self-management.

"This course was great. I can't wait to take it back to my beneficiaries," said UMWA nurse Joni Campbell, who flew in from Utah to take advantage of the Stanford University program, now being offered by professional trainers from Marshall University.

She joined colleagues from West Virginia, Alabama and Pennsylvania, and social workers and advocates from other agencies eager to learn healthy mentoring, including Centerville Clinics, Retired and Senior Volunteer Program, Washington Health Partners, Washington Hospital, Greene County SOAR (Senior Outreach and Referral) and Community Action Southwest.

"There's a lot of good research in this program, and I'm excited that so many agencies participated," said Garnet Wooten, funds program manager of community health nursing.

This spring, Wooten was part of the first graduating class sponsored by Greene County Diabetes Coalition. Impressed with the training she received, Wooten helped set up this second session to train others to bring new health strategies to the community.

Chronic disease isn't just about diabetes. It can be heart and pulmonary problems, obesity, cancer recovery and even the day-to-day concerns of the natural aging process, Wooten said.

"If you're sick and tired of being sick and tired and want to take control of your life, then this program is for you."

For more information about upcoming workshops, call Wooten at 724-229-5405.

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Sept. 30, 2003

Dear Friend,

We are now recruiting community people interested in becoming "HELP YOURSELF" Workshop Leaders. HELP YOURSELF is a chronic disease self-management program that meets for 2 ½ hours, once a week for 6 weeks. The course is well laid out and designed to be taught by two trained leaders.

The HELP YOURSELF Workshop leaders training will take place at Marshall University Graduate College on the following dates and times:

Friday, November 7	9:00 am – 4:00 pm
Saturday, November 8	9:00 am - 4:00 pm
Friday, November 14	9:00 am - 4:00 pm
Saturday, November 15	9:00 am – 4:00 pm

No experience is necessary to become a Self-Management leader. You must attend all four days of the training. Lunch will be provided. The building is handicapped accessible and parking available close to the building.

Registration procedure: If you are interested, please fill out the enclosed application and send it back to us at the address below by Friday, October 24th. We will then mail you complete information about the training, including a map and directions. There is no fee for attending the training.

We would like people who complete the training to agree to lead with a partner at least one 6-week workshop series in the coming year. You and your partner will be provided with everything you need to lead the workshops.

We hope to see you at the leaders training. We will have a lot of fun, and enjoy meeting new friends. If you have any questions, please call

Sincerely,

Help Yourself Leaders Training Application Form

Name: _____ Organization: _____

Address: _____

Phone: _____ Email: _____

Do you have a chronic health condition?

Yes

No

If yes, describe: _____

Do you have training as a health professional?

Yes

No

If yes, please describe: _____

Course Plans

Please describe how you plan to use the Help Yourself Course in your work or community.

Co-Leader's Name: _____

Possible participants or where you will recruit them (example: diabetes support group)

Help Yourself



A self-management course for people who live with chronic conditions

Join us and learn skills that help you increase exercise, improve nutrition and learn new ways to manage symptoms so you feel less fatigue and limitations from living with chronic conditions.

It's Informative and Fun!

Free of Charge!

Please Register—Space is limited!

Help Yourself



A self-management course for people who live with chronic conditions

Join us and learn skills that help you increase exercise, improve nutrition and learn new ways to manage symptoms so you feel less fatigue and limitations from living with chronic conditions.

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Join us and learn skills that help you increase exercise, improve nutrition and learn new ways to manage symptoms so you feel less fatigue and limitations from living with chronic conditions.

It's Informative and Fun!

Free of Charge!

Please Register—Space is limited!

Help Yourself
Course Registration Form

Name: _____

Address: _____

Home Phone: _____

Work Phone: _____

Please indicate which chronic health

condition (s) you have:

- Diabetes
 - Asthma, Emphysema or COPD
 - Other lung disease
 - Heart disease
 - Arthritis
 - Depression
 - Cancer
 - Other chronic condition
- _____

Return registration to: _____

Help Yourself
Course Registration Form

Name: _____

Address: _____

Home Phone: _____

Work Phone: _____

Please indicate which chronic health

condition (s) you have:

- Diabetes
 - Asthma, Emphysema or COPD
 - Other lung disease
 - Heart disease
 - Arthritis
 - Depression
 - Cancer
 - Other chronic condition
- _____

Return registration to: _____

Help Yourself
Course Registration Form

Name: _____

Address: _____

Home Phone: _____

Work Phone: _____

Please indicate which chronic health

condition (s) you have:

- Diabetes
 - Asthma, Emphysema or COPD
 - Other lung disease
 - Heart disease
 - Arthritis
 - Depression
 - Cancer
 - Other chronic condition
- _____

Return registration to: _____

TITLE: New River Patients Take Control

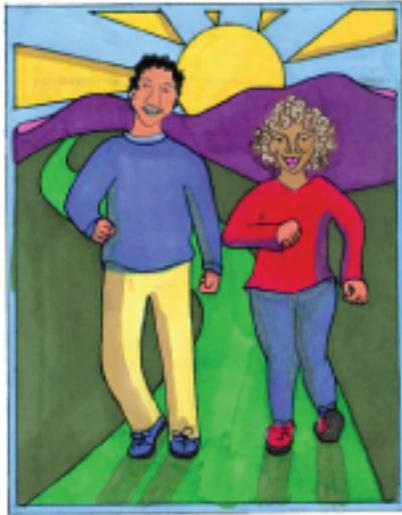
New River Health Association is hosting a self-management health fair to kick off an exciting project. The project, called HELP YOURSELF is funded by the Robert Wood Johnson Foundation to help people with chronic conditions reduce risks associated with chronic disease by making healthy lifestyle improvements. A "HELP YOURSELF" Fair will take place on Friday, May 7th from 1-4 at the New River Health Association Conference Room. (Below the New River Pharmacy)

Colorful new materials will be introduced with the key messages of "Balance Your Plate"; "Choose to Move"; and "Kick the Habit". The materials provide information about how to improve nutrition; increase physical activity and quit the use of tobacco products.

Other resource information will be available including information about a new HELP YOURSELF course that enables people to overcome the physical and emotional problems caused by having a chronic disease. The 6 week program will help people set goals and manage the follow-through of making life-style changes to improve their health. Nancy Johnson, a New River Health Association nurse said, "It's exciting to offer a program that deals with difficult feelings and teaches skills to positively manage illness. The Help Yourself course is a fun way for people with diabetes and other chronic conditions to make small changes that can lead to big improvements over time.... they learn to be in control rather than letting the disease control them."

New River Health is integrating self-management education and resources into the clinic system and supporting patients to become more informed about what they can do. New River Health physician, Dr. Dan Doyle said, "Self-care is the missing link in medical care. The well-informed, activated person is far more likely to overcome chronic disease and enjoy life. The HELP YOURSELF Fair will be a great chance for people to become informed and to take action."

Everyone is welcome and refreshments will be served. For more information call: Sally Hurst at 465-1252



Help Yourself Self-Management Fair

**Resources and Activities
for People Who Live With Chronic Conditions**

Date:
Time:
At:

Activities-

Easy Does It Yoga
Make Action Plans
Nutrition Counseling
Foot Exams and More!

New Materials-

Balance Your Plate
Choose To Move
Kick the Habit



Everyone Welcome!
Children's Corner by MIHOW

♥ Information about exciting Self-Management Programs

**Learn what you can do to take control of your chronic illness
rather than letting the illness control you!**

For more information
call

SECTION 4

PRIMARY CARE CENTER RESOURCES

CHRONIC CARE MODEL

- What is the Chronic Care Model?
- Resources and Literature

INTEGRATING SELF-MANAGEMENT SUPPORT

SELF MANAGEMENT RESOURCES

- Support Groups
- Help Yourself Workshop
- Medical Group Visit

SELF MANAGEMENT TOOLS

- Health communication/behavior change materials
- Flowsheet examples
- Action planning form
- Prescription pad examples for self-management



A large, stylized sun with a circular center and several rays extending outwards, all in a light blue color, positioned in the upper right quadrant of the page.

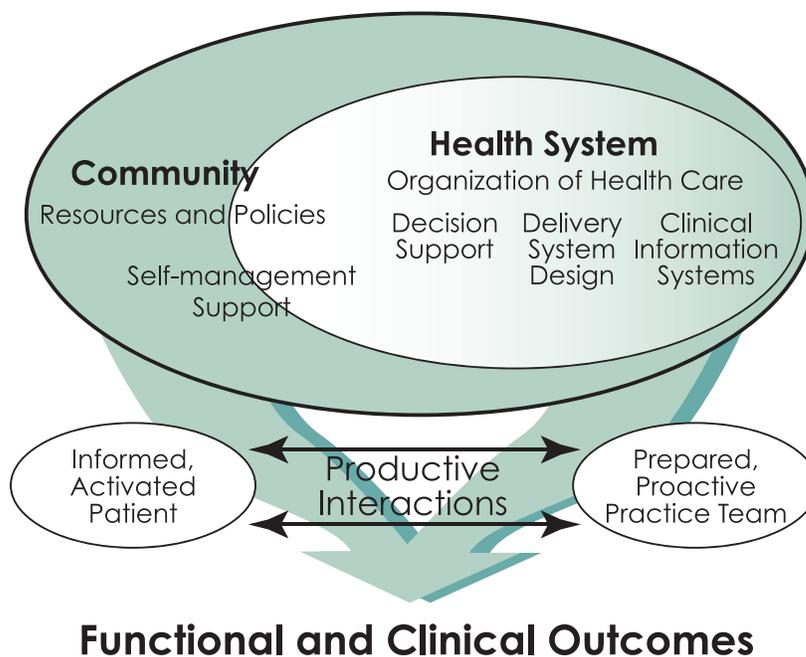
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CHRONIC CARE MODEL

The Chronic Care Model (CCM) is a multidimensional, population-based model that relies on knowing which patients have a chronic illness, assuring that they receive evidence-based care, and actively helping them to learn what they can do to participate in their own care.

The CCM identifies six essential components

1. the health care organization
2. community resources and policies
3. self-management support
4. decision support
5. delivery system design
6. clinical information systems



Functional and Clinical Outcomes

The CCM is a concrete guide to improving chronic care practice in a primary care setting. The ultimate goal of the CCM is an informed, activated patient interacting with a prepared, proactive practice team, resulting in high-quality, satisfying encounters and improved outcomes (Wagner, Davis et al. 1999).

Marshall partners have found the Chronic Care Model to be a helpful framework for improvement of care. The Marshall team provides technical assistance to help partners implement the CCM, particularly in the area of self-management support. More information can be found throughout Section 4. (See Appendix 9: Chronic Care Model Resources and Literature)

INTEGRATING SELF-MANAGEMENT SUPPORT

Self-management support is a key component of the Chronic Care Model. Patients with chronic conditions need support to learn how to manage their disease. Clinic staff provide self-management tools, resources and play an important role in helping patients learn skills by supporting them as they gain the confidence needed to manage their condition.

Tips, self-management tools and resources are included in this section to assist primary care centers to effectively integrate self-management support.

FACTORS ASSOCIATED WITH SUCCESSFUL INTEGRATION

Leadership

Senior leaders' commitment to integrating self-management in their health center is the most important factor for successful integration. Participating in the initial decision to adopt self management strategies, assign resources and continuing to make it an agenda item in staff meetings are crucial.

Comprehensive Approach

One way to implement a comprehensive approach is to utilize the Help Yourself Chronic Disease Self-Management Program. Training clinic staff in this program helps them understand the key concepts and skills essential for supporting patients to become more effective self managers. The program can be offered to employees as an effective employee wellness strategy. After staff complete the course, they can then use the information and self management skill building techniques as they engage patients in a one-on-one encounter or by implementing the 6 week workshop for patients. It is helpful if staff members can learn self-management skills and experience the process of behavior change firsthand. This allows staff to become personally aware of self-management and makes them more conscious of engaging patients in self-management while going about their daily work routine.

Champions

It is helpful to have a core group (more than one person) of staff members that are self-management champions in the health centers. Staff members that adopt and model healthy behaviors make an impact on patients.

Designated Roles

Health centers that designate specific self-management roles for each staff member are more likely to follow through with implementing self-management. For example, a staff member with the specific function of patient education can use action planning with patients. Or action planning can be the nurses' role during the triage or check-in process. Utilizing a self-management approach instead of a lecture allows for sessions to be shorter and more efficient. (See Appendix 10: My Self Care Action Plan)

Self-Management Resources

Along with designated roles, it is beneficial to have specific resources to utilize during patient encounters. Marshall offers a comprehensive package of materials based on the stages of change that can be used

Comments from Help Yourself Leaders on Integration of Self-Management Skills

"I have worked to educate staff on action planning and self-management skills. They are now helping patients to be behavior specific in their plans."

"I use it with individual encounters I do at the health center. It's easy and quick to help women who are stuck but want to make a change"

"In day to day life with our patients, we are now getting their input more. In an adult clinic setting it is very useful."

Section 4

with patients. (See Appendix 11: Chronic Disease Self-Management Resources & Materials Catalog) Locations for resources are also important. For example, place self-management materials at nursing stations and exams rooms where they are immediately accessible. Prescription pads for prescribing self-management activities are placed in the exam room for easy access. (See Appendix 12: Prescription Pad Example)

Multiple Venues

Health centers can also use multiple venues for engaging patients in self-management including, one-on-one patient education, medical group visits, self-management classes and home visits by lay health workers.

Self-Management Resources

Support Groups

Support groups are a valuable resource and a great compliment to the Help Yourself workshop. The Marshall team has a manual with lesson plans and activities for chronic disease self-management support groups available for purchase. (See Appendix 13: Learning Sessions for Chronic Disease Self-Management Support Groups)

Help Yourself Chronic Disease Self-Management Workshop

Organizing an on-going Help Yourself Workshop at the health center or another location in the community to allow for a continual offering of the course is another way to integrate self-management support. Referral cards can be personalized to your community and distributed to patients, clinic staff or other interested community members. See section 3 for referral card examples.

Primary Care Centers have found that offering clinic staff the opportunity to participate in the Help Yourself Workshop is an effective approach for beginning to integrate the program. It can be part of a larger workplace wellness strategy and will build support for the program from within the organization. Once employees have experienced the program on a personal level, they are much more likely to help build word of mouth support and make referrals.

The self management skills learned in the workshop can help provide a common language and structure for other wellness activities and be reinforced at weight loss and diabetes support groups.

Medical Group Visits

With the changing healthcare environment and increased physician productivity demands, medical group visits have become a popular approach to delivering care.

Medical Group Visits are effective at encouraging a shift to the Chronic Care Model by providing opportunity for the health care team to actively engage patients in becoming more responsible and active patients. The group setting provides a venue for self-management discussions and goal setting while the medical team shares responsibility for a more comprehensive patient visit.

Comments from Help Yourself Leaders on Support Groups

"I use with my diabetic support group, making home visits & attempting to empower people to take control of their situation."

"I have incorporated it into the diabetes support group, which is a community based group. Even though we focus on diabetes, our participants have other diagnosed chronic illnesses that we can use the information with them. "

Patients enjoy the chance to learn from and support each other while having their routine medical care delivered in carefully planned group visits. Group visits are offered as a choice for patients who are comfortable with this innovative way to get health care. The team empowers the patient, who is supported by information and encouraged to make informed health care decisions.

Medical Group Visits

- 2 hour session
- 8-12 patients per session
- 30-40 minutes devoted to group discussion and action planning

What is a "Medical Group Visit"?

The term is applied to a wide variety of visits designed for groups of patients, rather than individual patient-provider appointments. Regularly scheduled medical group visits are an alternative to individual visits and the health care team facilitates an interactive process of care. The team empowers the patient, who is supported by information and encouraged to make informed health care decisions. The medical group visit can be conceptualized as an extended doctor's office visit where not only physical and medical needs are met, but educational, social and psychological concerns can be dealt with effectively.

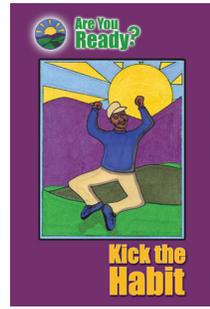
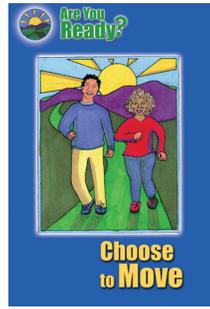
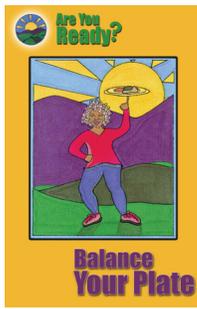
The health care team identifies and schedules patients on the basis of chronic disease history and utilization patterns. The patients typically remain in the same group but may not always be on the same MGV schedule with each other. Follow-up appointments are scheduled according to individual patient need. New members may be added to groups if the group size decreases.

If you would like to learn more about Medical Group Visits or consider beginning group visits in your organization, see Medical Group Visit Starter Kit at www.wvhelpyourself.org. Marshall University provides technical to agencies interested in getting started.

Self Management Tools

Health Communication/Behavior Change Materials

The MU Team has developed a communication plan based on the Transtheoretical (stages of change) Model for improving nutrition, increasing physical activity and decreasing smoking. The communication plan is based on three key messages: balance your plate, choose to move, and kick the habit. Communication tools for each stage of readiness to change based on the above messages have been developed.



Tools available:

- Posters with the three key messages
- "Are You Ready" patient readiness to change assessment form
- Balance Your Plate, Choose to Move and Kick the Habit booklets with graphics, "how to's" and action plan forms
- Patient Passport to help patients' keep track of health exams and test results
- Action plan cards to help patients' set action plans and keep track of their progress

For more information or to order materials, please see Appendix 11: Chronic Disease Self-Management Resources and Materials Catalog.

Additional Tools (See Appendix)

See Appendix for other examples of tools that can be used to integrate self-management into the primary care system of care.

Appendix 14: Flowsheet Examples

Appendix 15: Goal Setting and Tracking Tool

Section 4

SECTION 5

APPENDIX

1. TIPS FROM THE FIELD
2. MARSHALL CDSMP LICENSE AGREEMENT
3. STANFORD LICENSE REQUIREMENTS
4. STANFORD CHRONIC DISEASE SELF-MANAGEMENT PROGRAMS SAMPLE LICENSE
5. SELF MANAGEMENT OF CHRONIC DISEASE KEY CONCEPTS
6. HELP YOURSELF WORKSHOP PLANNING GUIDE WORKSHEET
7. HELP YOURSELF WORKSHOP ROSTER
8. HELP YOURSELF LEADER TRAINING ROSTER
9. CHRONIC CARE MODEL RESOURCES AND LITERATURE
10. MY SELF CARE ACTION PLAN
11. CHRONIC DISEASE SELF-MANAGEMENT RESOURCES & MATERIALS CATALOG
12. PRESCRIPTION PAD EXAMPLES FOR SELF-MANAGEMENT
13. LEARNING SESSIONS FOR CHRONIC DISEASE SELF-MANAGEMENT SUPPORT GROUPS
14. FLOWSHEET EXAMPLE
15. ARE YOU READY TO HELP YOURSELF? GOAL SETTING AND TRACKING TOOL

TIPS FROM THE FIELD

Where can I market Help Yourself workshops?

Target any existing groups of interested people from the community:

- Diabetes support groups or other support groups
- Employee wellness programs
- Primary Health Centers
- Hospitals
- Senior Centers
- Churches
- City Hall
- Community Centers
- Fitness Centers
- Civic Organizations

Helpful tips from leaders who have led the workshop

Trained leaders' have found that...

- ... it is helpful to have a buddy and find peer support before leading the course.
- ...feeling that they are helping others is rewarding and a source of motivation.
- ...there is no need to panic! Know that all the information that you will need is readily available and well organized in the manual.
- ... if time has passed since you took the course, you might benefit from taking a refresher session before leading your first or your next course.
- ...recruiting someone to work with you can ease difficulties when dealing with sensitive subjects.
- ...participants enjoy role playing, the opportunity to do it themselves, and a course that is fun, interactive, and useful.

Is the training useful if I don't lead workshops?

Leaders have shared the following quotes about how the self-management training information is beneficial to them personally:

- I use it personally and refer to the book when people ask me questions that I don't know how to answer.
- Several people contact me now because they've heard that I've been helpful. I've used it with myself and with my family and friends.
- I use it personally; with children who have diabetes; at school; at church; with family and neighbors; It's a blessing...It helped me get off pain pills.

- I use it myself and one-on-one with the people I work with. I've also used it with my mother. It's helpful to take small steps and encourage small amounts of change. People understand and can handle that.
- The info was useful to me personally in my life and in my work with young families. I use the problem solving process and action planning process to help them sort through their problems.
- I go to exercise class on Tuesday and Thursday and I talk to others there about what I learned.
- I have applied it myself. I now park on the 6th floor and take the steps down. I don't take the elevator....I walk six flights. Sometimes I have to stop at the 4th floor to catch my breath.
- I have a chronic illness, so I'm using the techniques myself. I also share the information with my husband.
- I felt I learned a lot for myself and others. I haven't taught directly but use what I learned to give suggestions informally to other people.

Quotes from leaders about their personal success:

- "I am more likely to lead a healthy lifestyle when I am actively engaged in the workshops! I love to see the participants helping each other & sharing thoughts."
- "I was a BIG diet coke drinker and each week made an action plan to drink more water and less coke....I gave up diet coke....now I only drink water."
- "I have used what I learned personally and have found it helpful for figuring out weight loss. I am doing a better job controlling my weight....I have combined a number of strategies that are working for me. All this has had an influence on my family, too."
- "I use it to empower myself. My husband has been diagnosed with diabetes during the time of taking the training and the course gave me very useful insights."
- "I handle stress better and set goals for myself"
- "I have switched a lot of things. Lost a lot of weight. The training was very helpful to me. I had a baby right after the leaders training and was able to change a lot of things and lose weight"

Other ways professionals are promoting and integrating the self management skills from the training:

- I have worked to educate staff on action planning and self-management skills. They are now trying to help patients be behavior specific on their plans.
- I use skills learned in the workshop with my diabetic support group, making home visits & attempting to empower people to take control of their situation. I also use the information in conversation when appropriate to encourage others to do as well.

- We used workshop skills at a Christmas party for 94 beneficiaries....we did the lemon visualization and introduced cognitive symptom management...and then set action plans
- I use the cognitive info, action planning and problem solving information in my work with home visitors. It fits with the type of work they do with young families...making small changes and being positive. It fits with the strength based approach of our program. It's another great tool for us to use.
- I use it with the individual encounters I do at the health center. It's easy and quick to help women who are stuck but want to make changes.
- I use the chronic illness information on case management visits. I did a presentation on diabetes recently and used some of the info.
- I use it informally in conversations with people at work, talking to people about what I learned, and encouraging people to make small changes in eating habits.
- We have been putting stuff from the program in the church bulletin, and the minister gave us a section called Healthy Living. We write about healthy living using the materials.
- I have incorporated it into the diabetes support group, which is a community-based group. Even though we focus on diabetes, our participants have other chronic illnesses and we can use the information with them.
- We use what we learned with our co-workers. I've been doing relaxation techniques. With our co-workers, it's one-on-one.... we just use it when we can.
- In day-to-day life with our patients, we are now getting their input more. In an adult clinic setting, it is very useful.
- We encourage patients to use some aspects of the relaxation techniques.
- I use the self management information a lot in doing my radio program – a program every Monday from 2:05 to 2:30. I've been doing the program now for 3 years. It is a #1-rated program on a good slot; could be about 10,000 homes, in Southwest Virginia.
- I teach nutrition and work with older families and individuals. The information has been helpful in this context.

Marshall CDSMP License Agreement

Background

Stanford has a copyright on content developed over 20 years of research for the training of program leaders and of trainers in the Chronic Disease Self Management Program. Content includes methodologies, strategies, and structure for successful chronic disease management that has been validated and shown efficacy. The Chronic Disease Self Management Program was invented in the laboratory of Dr. Kate Lorig. Stanford wants to have the content reproduced and distributed for public use and benefit.

Marshall University, Center for Rural Health maintains a Chronic Disease Self Management Program license with Stanford to train leaders and distribute the content within our partner agencies. Marshall is required to submit annual report to Stanford about program use and must be accountability for program fidelity of all partner agencies that operate under the Marshall license.

License Expectations

Master Trainers employed by Marshall partner sponsoring agencies operate under the Marshall license to offer the Chronic Disease Self Management Program directly to community participants, and to train other CDSMP Leaders within partner organizations. Sponsoring organizations that are not partners operating within the expectations of the Marshall agreement outlined below must purchase a license from Stanford. (see Stanford webpage for License information).

License Responsibilities

Responsibilities for participating Master Trainers and sponsoring agencies are as follows:

- Master Trainers will organize and offer *at least two Help Yourself workshops* in the community within a year after receiving the Master Training.
- Master Trainers will organize and offer at least *one Leader training* after having completed at least two community programs, but *no later than December 2008*.

- Master Trainers will attend an annual CDSMP partner networking/celebration meeting hosted by Marshall. Agenda will include new resources, partner updates, and opportunities to problem solve and learn from each other.
- Sponsoring agencies will ensure that Master Trainers are able to coordinate at least 2 six-week community workshops and one 4-day Leader training.
- Sponsoring agencies and Master Trainers will send Marshall follow-up information about workshops, participants and leader trainings on a regular basis, using forms provided by Marshall.

Stanford License Requirements

Every organization offering a Stanford program must have a license for that program. If more than one program is being offered, the organization must have a license for each program offered.

Each license is good for 3 years from the date of issue. After each three year interval, licenses must be renewed.

Every licensed organization must make a yearly report (due on the anniversary of original license agreement) to Stanford stating the number of workshops and number of participants offered during the past year, number of leader trainings conducted, and the names of all leaders trained with contact information.

- Licenses for organizations receiving training from Stanford will be discounted by \$250 dollars. Each organization can apply only one discount per program.
- Licenses for organizations not receiving training from Stanford will be at the following rates:
 - \$500.00 for offering 10 or fewer workshops a year
 - \$800 for offering 20 or fewer workshops a year
 - \$1000 for offering 30 or fewer workshop a year
 - If an organization is offering more than 30 workshops a year, it must negotiate a license with Stanford's Office of Technology Licensing

If in the yearly report an organization has offered more workshops than it is licensed for, it should remit the difference in licensing fee per the chart above along with the report. If a licensee does not submit a report, it will be considered to be in breach of the agreement and subject to termination.

All licenses must be paid for and signed before an organization receives training. It is the responsibility of the Master Trainers or T-Trainers offering the training to see that all licenses are in order before training.

The license has been designed to be printed and submitted as is. It has been greatly simplified and has been written using plain English language with as little legalese so as to be understood by the lay person. The low cost and volume of these licenses make it impossible for us to negotiate special clauses for each organization. If your organization needs a custom agreement, the cost of the license will increase by a minimum of \$1,000 USD.

Stanford Chronic Disease Self-Management Programs

Sample License

This Agreement between THE BOARD OF TRUSTEES OF THE LELAND STANFORD JUNIOR UNIVERSITY ("Stanford"), an institution of higher education having powers under the laws of the State of California, and _____ ("Licensee"), a entity having a principal place of business at _____, is effective on the ____ day of _____, 20____ ("Effective Date").

Background:

Stanford has an assignment of copyrighted content developed over 20 years of research for the training of program leaders and of trainers in the area of self-management of chronic conditions. Content includes methodologies, strategies, and structure for successful chronic disease management that has been validated and shown efficacy. It is entitled "[Name of Self-Management Program]," was invented in the laboratory of Dr. Kate Lorig, and is described in Stanford Docket [Docket number]. Stanford wants to have the content reproduced and distributed for public use and benefit.

The Parties agree as follows:

1. Stanford University grants [Licensee] permission to use the [Name of Self-Management Program] ("Program") for its internal educational and research purposes. Internal educational purposes are limited to training given by Licensee's employees and volunteers. Volunteer is defined as an individual who is not compensated by any organization for the time to give, administer or facilitate the Program. [Licensee] may not use the Program except as expressly described in this agreement.
2. The term of this permission will be for three years from the effective date of the Agreement.
3. In consideration of the permission granted above, [Licensee] agrees to pay \$_____ USD upon signing this Agreement. Based on this payment, [Licensee] may give up to _____ workshops. Licensee may give additional workshops by paying the difference per the schedule in Paragraph 3 below.
4. [Licensee] agrees to make written reports yearly on the anniversary of this Agreement to Stanford detailing Licensee's dissemination of the Program. Specifically Licensee will report the number of workshops given, the dates of the workshops and identify the leaders of each workshop, and the number of attendees for each workshop. If [Licensee] has trained any Leaders, [Licensee] will also submit the names and e-mail addresses of each new leader. If Licensee has given more workshops than provided for under the original License, Licensee will remit the appropriate payment along with the report. The fee schedule is as follows;
 - o Standard Non-Profit Community Organization License for up to 10 workshops - \$500;

- Standard Non-Profit Community Organization License for up to 20 workshops - \$800;
 - Standard Non-Profit Community Organization License for up to 30 workshops - \$1,000;
 - In excess of 30 workshops, you must submit the report and describe the types of dissemination and the Office of Technology Licensing will negotiate an agreement appropriate to the dissemination efforts of your group.
 - Organizations not falling under the above, such as state governments or for-profit organizations, must submit a report that describes the organization and types of dissemination and the Office of Technology Licensing will negotiate an agreement appropriate to the organization.
5. [Licensee] can only reproduce and distribute the Program for the sole purpose of administering the Program for internal educational purposes. **All training materials that are produced must include the following notice on the inside cover: "© Stanford University [Year of copyright]. All rights reserved. All or portions of this material include copyrighted materials belonging to Stanford University. To obtain a license please contact the Stanford Patient Education Research Center. Any other use of the Program in whole or part is prohibited."**
 6. [Licensee] may not create derivatives of the Program without the express written permission of Stanford. [Licensee] may not otherwise commercially exploit the Program or any material derived from or based upon the Program.
 7. [Licensee] agrees to contact Stanford University for permission to reproduce or distribute the Program or any material derived or adapted from the Program for any use not specifically granted in this Agreement.
 8. If [Licensee] wants to collaborate with another organization to offer training, Program materials, or any other use of the Program, [Licensee] should contact Stanford to ensure that the intended use is permitted and the organization has been licensed.
 9. 9. When working with any other organizations, [Licensee] will use these questions to help determine if the other organizations need a license:
 - Was the training for the leaders of this workshop supplied by the [Licensee]?
 - Is (are) the T-Trainers, Master Trainers or Leaders Employees or Volunteers of the [Licensee]?
 - Is [Licensee]'s name and/or logo on all advertising and materials?
 - Are the names of all participants sent to [Licensee]?
 - Is [Licensee] responsible for quality control and liability for this workshop?

If [Licensee] has answered "No" to any of these questions, the organization needs to obtain a license to this Program. To obtain a license contact Stanford University, Stanford Patient Education Research Center at 1000 Welch Road, Suite 204, Palo Alto CA 94304, Phone: (650) 723-7935, <http://patienteducation.stanford.edu>.

10. The permission granted in this License Agreement extends only to the 2006 version of the Program and not to any subsequent versions of the Program.
11. [Licensee] agrees that any prior License Agreements or Permissions to use, distribute, reproduce and perform any portions of the Program or any previous versions of the Program are hereby terminated and superseded in the entirety by this License Agreement. Both parties agree that no further rights or obligations survive from such superseded License Agreements or Permissions.
12. Stanford University may terminate this Agreement immediately upon written notice to [Licensee] in the event [Licensee] or any [Licensee] personnel uses, discloses or reproduces the Program materials in any manner not permitted by this Agreement. Stanford may also terminate this Agreement if Licensee is in breach of any clause or fails to submit reports.
13. [Licensee] will use the Program at its own risk, and Stanford does not represent that the Program is accurate or up-to-date. Stanford University will have no liability to [Licensee] or to any third party as a result of its use of the Program, and [Licensee] will indemnify and hold Stanford University harmless from any claims related to [Licensee]'s use of the Program.

This license has been designed to be printed and submitted as is. It has been greatly simplified and has been written using plain English language with as little legalese so as to be understood by the lay person. The low cost and volume of these licenses make it impossible for us to negotiate special clauses for each organization. If your organization needs custom agreement, the cost of the license will increase by a minimum of \$1,000 USD.

Self Management of Chronic Disease Key Concepts

- ❖ “*One cannot not manage*” – Everyone with a chronic disease has to deal with day to day management of the illnessthe question is not **if** but **how** one self-manages.
- ❖ *Self-management is a lifetime task*” – For patients with chronic disease, they are responsible for the day-to-day care over the length of the illness.
- ❖ People who live with chronic illness often have the illness as a main focus... sometimes the illness is in the foreground of their life and sometimes wellness is –this shifting perspective is due to the waxing and waning of the disease but are also due to emotional factors –self-management aims at helping the patients maintain a wellness in the their foreground perspective

Self management tasks –

Medical management – taking medication, adhering to a special diet, or using a puffer, monitoring blood sugars, communicating symptoms

Life role management – maintaining, changing and creating new behaviors to carry out normal activities

Emotional management – anger, fear, frustration, fatigue, depression are commonly experienced and become part of what people experience when managing a chronic condition.

Core self-management skills –

Problem solving – not taught solutions to problems but basic problem solving skills by problem definition, generation of possible solutions including solicitation of suggestions, solution implementation and evaluation of results.

Decision making – is based on having appropriate information ... The formation of key messages to foster appropriate decision making is central to self-management education.

Resource utilization – teach patients how to find information and encourage them to contact several potential sources ---cast a net for information before making decisions.

Forming a patient/health care provider partnership – teaches patient to be able to report accurately the trends and tempo of the disease, make informed choices about treatment and discuss these with the health care provider

Taking action – The action planning process is taught and practiced each week and is key to making behavior change -

- Involves a period of 1-2 weeks
- Is very behavior specific
- Something the person wants to do
- Something the person is fairly confident he or she can accomplish

Self-management Evidence –

Stanford Patient Education Research Center has developed and evaluated self-management programs for people with Arthritis, HIV/AIDS, Chronic Disease, and Back pain. Randomized trials lasting 4 to 12 months and long-term follow up in longitudinal studies of 1 to 4 years have found significantly improved behaviors:

- Increase in number of minutes per week of exercise
- Practice of cognitive symptom management techniques such as relaxation
- Patients report improved communication with physicians
- Changes in health status
- Significant reduction of pain
- Disability has been reduced
- Less fatigue
- Less health distress or worry about their condition
- Improved roll function
- Reduction in health care utilization

Marshall has use the Stanford tool and has collected data to show the same results in West Virginia

How self-management works.....Self Efficacy -

The program incorporates 4 ingredients of self- efficacy enhancement:

1. Skill mastery/taking action – its very difficult for someone to argue that they cannot do something when they are doing it – action planning is key
2. Modeling – peers teach the self-management program –well trained, given detailed protocol, paired with someone else who has a chronic condition
3. Interpretation of symptoms – helps patients form alternative explanations for their symptoms (example: fatigue can be caused by disease, poor nutrition, poor levels of physical fitness, fear, depression, medication, etc – so exercise becomes a reasonable fatigue management technique)
4. Social persuasion – Powerful means of increasing social efficacy – if those around you are participating in a behavior you are more likely to follow (Example: Alcoholics Anonymous is an excellent example of how social persuasion can work in overcoming a difficult and destructive addiction problem)

Patients report that they felt that the impact of the program was due to their feeling more in control of their illness



Help Yourself Workshop Planning Guide Worksheet

Purpose: To assist with Help Yourself workshop planning and summarize a record of the workshop details

Organization sponsoring workshop	Name: _____ Phone: _____ Email: _____
Person responsible for program coordination	Leader 1: _____ Phone: _____ Leader 2: _____ Phone: _____ Location: _____ Beginning Date: _____ Ending Date: _____ Time: _____
Workshop leaders	Yes Who: _____ No _____ What is their role? _____ Did you notify them? _____
Workshop details	Flyers _____ Referral cards _____ Post card reminder _____ Newspaper/Newsletter Article/Press Release _____ Presentation Who: _____ Did you post an announcement on Marshall Help Yourself Website? www.wvhelpyourself.org _____ Other: _____
Are there individuals from your organization or the community that would be very supportive or "a champion" for the program? Other partners or co-sponsors? Marketing plan (Please file all marketing tools used with this record)	

<p>Workshop supply check list</p>	<p> <input type="checkbox"/> A leaders manual for each leader <input type="checkbox"/> Living a Health Life with Chronic Conditions (Books) <input type="checkbox"/> Set of Charts (Appendix 1 in Leaders Manual) <input type="checkbox"/> Name tags <input type="checkbox"/> Easel <input type="checkbox"/> Blank flip charts/markers or whiteboard/markers or chalkboard/chalk <input type="checkbox"/> Attendance sheet <input type="checkbox"/> Extra paper and pencils <input type="checkbox"/> Kleenex <input type="checkbox"/> Clock with secondhand <input type="checkbox"/> Other: </p>
<p>Leader responsibility check list</p>	<p> <input type="checkbox"/> Always arrive on time and prepared for each session <input type="checkbox"/> Follow the leaders manual content and process <input type="checkbox"/> Model session activities appropriately <input type="checkbox"/> Work as partner with co-leader <input type="checkbox"/> Use brainstorm techniques correctly (repeat question; use silence; offer own response only at end of brainstorming) <input type="checkbox"/> Use problem solving (direct questions back to the group for brainstorming) <input type="checkbox"/> Encourage group participation <input type="checkbox"/> Model action planning appropriately <input type="checkbox"/> Positively reinforce group members <input type="checkbox"/> Handle problem people appropriately <input type="checkbox"/> Call program coordinator if any problems arise or you have any questions <input type="checkbox"/> File workshop summary on Marshall Help Yourself webpage www.helpyourself.org <input type="checkbox"/> Number of participants who began the workshop <input type="checkbox"/> Number of participants who completed the workshop (4 or more sessions) <input type="checkbox"/> Any potential peer leaders? Who: </p>
<p>Leader report and follow up tasks</p> <p>Comments:</p>	

Thank You!

Chronic Care Model Resources and Literature

Improving Chronic Illness Care: A National Program of the Robert Wood Johnson Foundation

<http://www.improvingchroniccare.org/change/index.html>

Literature:

Bodenheimer, T., K. Lorig, et al. (2002). "Patient self-management of chronic disease in primary care." JAMA 288(19): 2469-2475.

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Cretin, S., S. Shortell, et al. (2004). "An evaluation of collaborative interventions to improve chronic illness care: Framework and study design." Evaluation Review 28(1): 28-51.

Funnell, M. and R. Anderson. (2002). "Working toward the next generation of diabetes self-management education." American Journal of Preventive Medicine 22(4S): 3-5.

Lorig, K.R. and H.R. Holman. (2003). "Self-management education: History, definition, outcomes and mechanisms." Ann Behav Med 26(1):1-7.

Lorig, K.R., P. Ritter, et al. (2001). "Chronic Disease Self-Management Program: 2 year health status and health care utilization outcomes.." Medical Care 39(11): 1217-1223.

Lorig, K. R., D. S. Sobel, et al. (1999). "Evidence suggesting that a chronic disease self-management program can improve health status while reducing hospitalization." Medical Care 37(1): 5-14.

Lorig, K.R. , D. S. Sobel et al. (2001). "Effect of a self-management program on patients with chronic disease." Eff Clin Prac 4: 256-262.

Institute of Medicine. (2001). Crossing the Quality Chasm: A New Health System for the 21st Century. Washington, DC, National Academy Press.

Rothman, A. and E. Wagner (2003). "Chronic illness management: What is the role of primary care?" Annals of Internal Medicine 138: 256-261.

Wagner, E. (2002). The changing face of chronic disease care. Curing the system: Stories of change in chronic illness care. P. Q. Schoeni and W. Lindahl, National Coalition on Health Care and the Institute for Healthcare Improvement.

Wagner, E., B. Austin, et al. (2001). "Improving chronic illness care: Translating evidence into action." Health Affairs 20(6): 64-79.

MY SELF CARE ACTION PLAN

Today's date: _____

Think about a something
YOU would like to do for **YOURSELF**.

1. What is a **GOAL** you have for yourself?

2. What is one small step you could take towards your goal this week? (**Action Plan**)

• **What** will you do? :

• **When** will you do it? :

• **How much or How often?**:

3. What would help you succeed?

4. How confident are you?
(That you will complete your Action Plan?)

1 2 3 4 5 6 7 8 9 10



Thank You and Good Luck!

Marshall University

Chronic Disease Self-Management Resources & Materials

Order Catalog
2008



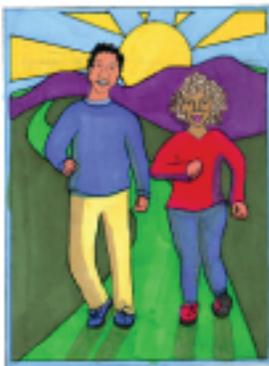
Introduction

Chronic Disease Self-Management Resources & Materials

The materials in this catalog offer a new way to educate your patients about Chronic Disease Self-Management. By integrating these unique educational tools and resources into your system of care patients will obtain skills that empower them to actively manage their own health and make - lifestyle changes.



These materials are organized in a progression of building *awareness* about self management, *preparing* for behavior change, making *action* plans and *maintaining* new behaviors. As always, we are here to help. Please call with any questions and we will be happy to talk with you about your patient education program. Our contact information is in the back.



Stages of Change

Awareness Building



Posters – JPEG file
Balance Your Plate
Kick the Habit
Choose to Move



Wall of Fame Logo – JPEG file

Logo to be used on all MU marketing materials, such as flyers.

Entire Set of JPEG files
Price: \$5.00



Balance Your Plate Handout

A quick handout with tips/ideas on how to balance your plate.

Price: \$15.00/unit 100

Are You Ready Buttons

A great way to promote self-management!
Perfect for special events!
For the health care team – “Are You Ready How Can I Help?”
For patients – “I’m Ready!”

Price: \$14.00 (per pack of 25)

Patient Word Games

Tear off tablet that gives patients an opportunity to have fun while learning more about their chronic disease (to be used in waiting room areas and support groups).

Price: \$7.50 per tablet (100 pages)

Stages of Change

Preparation & Action

Are You Ready Brochure

Assesses a patient's readiness to change with healthy eating, physical activity, and quitting smoking.

Price: \$15.00/unit 100



Balance Your Plate

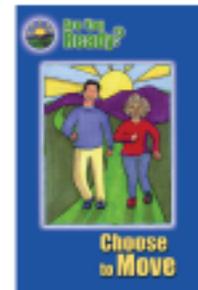
Tips on how to balance your plate with 1/2 vegetables, 1/4 protein and 1/4 carbohydrates

Price: \$32.50/unit 50

Choose to Move Booklet

Ideas for simple ways to incorporate more physical activity into your lifestyle.

Price: \$42.50/unit 50



Kick the Habit Booklet

Tools to get you thinking about your tobacco habit and tips to help you quit.

Price: \$38.00/unit 50

Maintenance

Easy Does it Yoga – consists of breathing exercises and a combination of strengthening and stretching exercises to improve functioning in daily life activities.

Price: \$5.00



Patient Passport

Helps patients keep track of health exams, test results and to understand what they mean.

Price: \$25.00/unit 50

Action Plan

Action Plan Cards

A tool to help patient's set action plans and keep track of their progress

Receive a free action plan template with any order!

ACTION PLAN

This week I will...

_____ (What?)

_____ (How much?)

_____ (When?)

_____ (How many?)

How confident am I? _____

(0 = not confident 10 = totally confident)

Order Form

Complete set: 50 passport, 50 balance your plate booklet, 50 choose to move booklet, 100 are you ready brochures and 100 balance your plate handouts **Discounted Price—\$120**

Order Form

Item Name	Quantity	Price

Order sub-total: _____
(call for charges) Shipping : _____
Total: _____

Name _____
Address _____
Phone _____

Method of Payment—We accept check/money order only
_____ Check _____ Money Order

Please mail order form with check or money order to:
Richard Crespo
Marshall University School of Medicine
Family and Community Health
1600 Medical Center Drive
Suite 1400
Huntington, WV 25701 - 3655

Developed by
Robert C. Byrd Center for Rural
Health at Marshall University
1600 Medical Center Drive
Suite 1400
Huntington, WV 25701-3655



A partnership of rural health centers and churches
working to promote innovative ways to help people
experience the benefit of taking control of their
chronic disease.

Marshall University School of Medicine
Office of Family and Community Health
1600 Medical Center Drive
Suite 1400
Huntington, WV 25701 - 3655
Phone: 304-691-1193
Fax: 304-691-1183
Email: crespo@marshall.edu

Primary Care Center Resources

Appendix Prescription Pad Examples for Self-Management

Community Health Foundation, Inc.
600 East Health Ave. • City, State 25635 • Phone 304(283-1234)

Kerry Smith, M.D.
Supervisor

Joe Jones, PA-C
Physician Assistant

Date: _____



1. Keep it simple!!
2. Balance Your Plate
3. No second helpings
4. Limit fried and fast foods
5. Drink water or milk instead of pop
6. Move Your Body—play outside, swim, or walk every-day



Community Health Foundation, Inc.
600 East Health Ave. • City, State 25635 • Phone 304(283-1234)

Kerry Smith, M.D.
Supervisor

Joe Jones, PA-C
Physician Assistant

Date: _____



- Easy Does it Yoga
- Help Yourself Workshop
- Diabetes Support Group



Appendix Learning Sessions for Chronic Disease Self- Management Support Groups

Table of Contents and Session Learning Objectives

Balance Your Plate

- Identify 1 way to balance the servings of protein, vegetables, and carbohydrates
- Identify 1 barrier to eating a balanced meal

Becoming an Active Manager

- Learn to develop an Action Plan
- Identify 2 basics of a successful Action Plan

Choose to Move

- Identify 2 barriers to being active
- List 2 ideas that will create fun and fitness in your daily life

Coping with Stress

- Give suggestions on ways to reduce stress
- Apply the technique of slow breathing

Dental Care

- Identify 2 problems that can occur in the mouth
- Identify 2 ways to avoid complications

Flu and Pneumonia

- Recognize 3 symptoms of the flu
- Identify 1 high risk group
- Identify 1 way to prevent spreading the flu

Foot Care

- Identify 2 common foot problems
- Identify why it is important to wear good shoes
- Perform a foot exam using a monofilament
- Practice good foot care

Foot Care – Fungal Infections

- Identify 1 fungal infection
- Describe what causes fungal infections
- Identify how to treat a fungal infection

High Blood Pressure

- What is high blood pressure?
- Identify 2 ways to prevent high blood pressure

Know Your Numbers

- Identify what is a good Hemoglobin A1c level
- Identify what is a good cholesterol level
- Identify what is a good blood sugar level

Meal Planning and Frying

- Identify 3 alternatives to frying common foods

Meal Planning and Fat

- Identify between total fat/saturated fat/trans fat
- Identify at least 2 foods in each fat group

Medications

- Identify 2 reasons why it is important to take medication appropriately
- Identify 2 ways to remember to take medication

Nephropathy

- Identify 2 symptoms of kidney disease
- Identify 2 ways to reduce the risk of kidney disease
- Identify the 5 stages of kidney disease

Retinopathy

- Recognize the need for yearly eye exam
- Identify 2 signs of eye disease
- Identify 2 ways to prevent retinopathy

Sick day Management

- Know when to call your healthcare provider
- Identify 3 sick day foods to eat, when needed

Talking with your Healthcare Provider

- Identify PART
- Identify 2 ways to make appointment times more productive

For more information or to purchase, please see the Chronic Disease Self-Management Resources and Materials Catalog (included in the toolkit) or visit www.wvhelpyourself.org.

Appendix Flowsheet Example

NAME _____ Chart # _____ DOB _____

Primary Provider: _____

DATE																			
CHRONIC DISEASE LAB CARD																			
Reviewed/Ordered as needed																			
RISK FACTORS																			
Tobacco Use																			
DIABETES																			
A1C in past 6 months																			
A1C <7																			
Aspirin																			
Flu Shot																			
Microalb - Annually																			
LDL <100																			
B/P <130/70	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/
Home Glucose Monitoring																			
CV/HYPERTENSION																			
BP <140/90	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/
Fasting lipids LDL <100																			
Flu Shot																			
Aspirin																			
DEPRESSION																			
PHQ 9 Score																			
CANCER PREVENTION																			
Adults over 50: Hemoccults annually, or Colonoscopy q 10 yrs																			
Women over 21: PAP past 3 yrs																			
Women over 40: Mammo in past 2 years																			
Men over 50: PSA Counseling																			
SELF MANAGEMENT																			
Goal Set: (N. E. A. T.)																			

Are You Ready to Help Yourself?

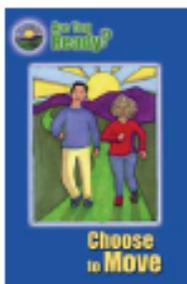
Balance Your Plate

- Make better food choices
- Reduce portion size
- Eat 3-5 meals at regular times



Choose To Move

- Find a way you enjoy to be more active
- Exercise more often
- Exercise longer



Kick the Habit

- Reduce or stop tobacco use
- Reduce or stop alcohol use



Medication Use

- Keep a medication list
- Take as prescribed
- Communicate with provider



Monitor Your Health

- Follow a monitoring schedule
- Record results
- Share results with health care provider

Healthy Coping

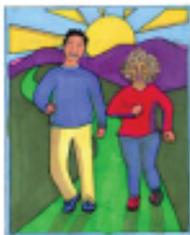
- Take time for yourself
- Spend time with supportive people
- Turn negative self talk into positive

Problem Solving

- Identify potential problems
- Brainstorm possible solutions
- Select and try something



Do you have a Health Goal?



ACTION PLAN

What is the healthy change I want to make?

How will I do this? (Fill in any specifics to make a clear action plan)

How? _____

When? _____

Where? _____

How Often? _____

What are the things that could make it difficult for me to achieve my health goal?

What support or resources would be helpful to achieve my goal?

How confident am I that I can reach this goal? (Circle)

1	2	3	4	5	6	7	8	9	10
Not Confident		A Little Confident		Somewhat Confident		Very Sure		Totally Confident	

