

# Implementing Psycho-educational Workshops

## Using 'Living Well with Hearing Loss' as an example



# Introduction

This guide is designed to support you to set up psycho-educational workshops. It uses the experiences and issues faced by the project team from Cambridgeshire Hearing Help supported by Eastern AHSN setting up the 'Living Well with Hearing Loss' workshops for those with recently diagnosed or suspected hearing loss.

However, the concept of a psycho-educational workshop is likely to have applicability across a range newly diagnosed and support for long term condition.

*Eastern* **AHSN**



**Living Well**  
with Hearing Loss

**CAMBRIDGESHIRE**  
**HEARING HELP** 

# What are psycho-educational workshops?

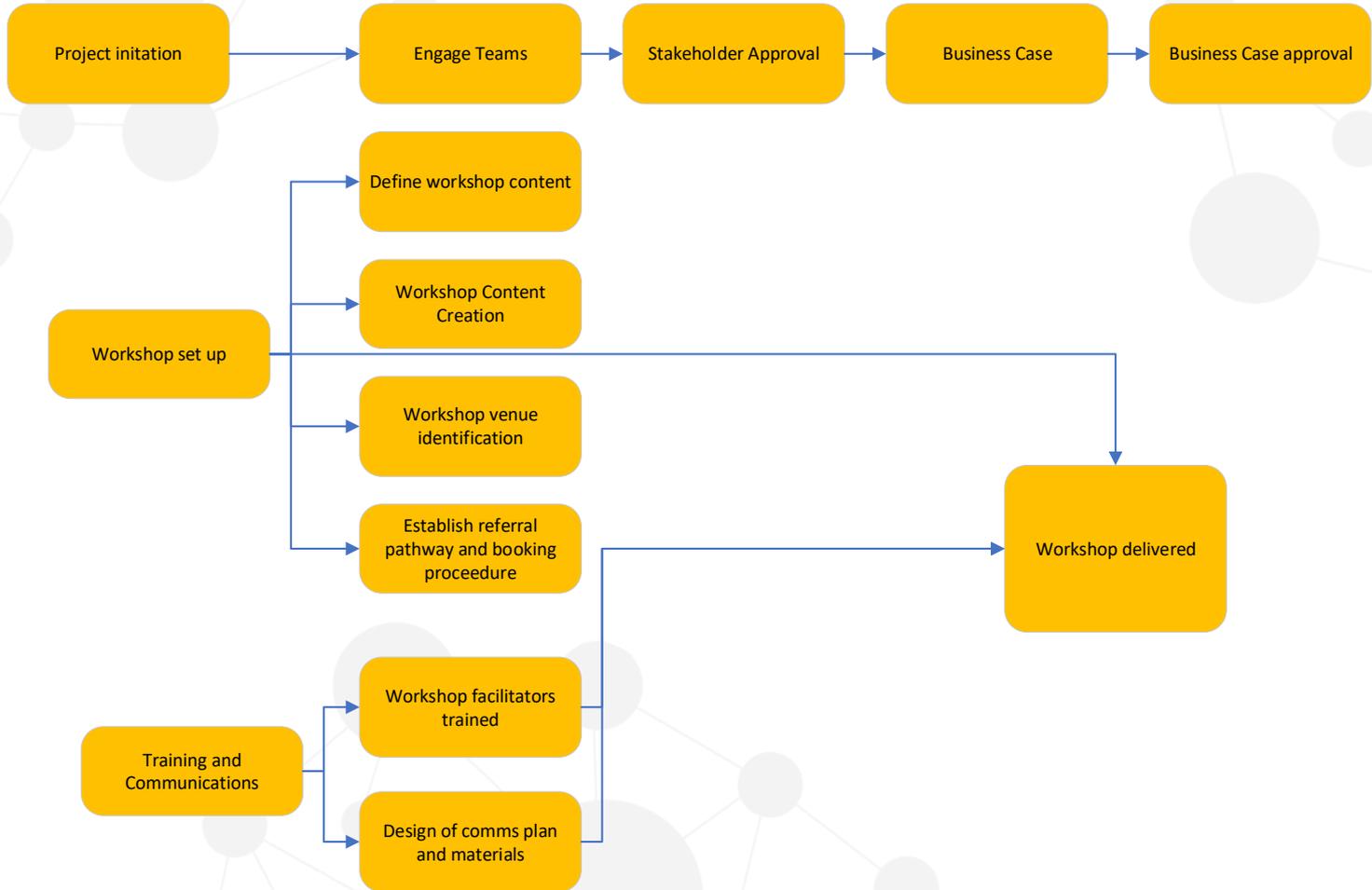
Psychoeducation is defined as “systematic, structured, didactic information on the illness and its treatment, and includes integrating emotional aspects in order to enable patients ... to cope with the illness” (Bäumli and Pitschel-Walz 2008: 305).

Wilson (1997) demonstrated that group health education was more effective than individual education. Self-help support groups run by peers are a familiar feature of tinnitus management (British Tinnitus Association 2017) and have been shown to be an effective approach for tinnitus retraining therapy (Henry et al. 2007).

Group therapeutic work was developed to treat short- or long-term mental health problems. An important reason for using groups is that the participants provide empathy and support which give rise to the atmosphere of trust that facilitates change (Corey 2004: 1–5).

We are also seeing group education sessions for other long-term conditions such as Type 2 diabetes (Norris et al 2001) and arthritis (Zangi et al 2015), and are likely to have applicability across a range of health conditions.

# Project Implementation Overview



# Developing the Business Case Part I

The next two pages highlight the areas you need to consider when designing the business case for such an intervention.

## Summary of programme

Psycho-educational workshops are designed to support those with long term conditions whilst allowing people to take ownership and share their concerns.

Workshops use structured topics but encourages patients to raise topics of interest and concerns they may have throughout the session, rather than being a structured lecture.

## Financial

Workshops are relatively low cost to arrange, dependent on:

- Venue chosen
- Facilitator fee
- Admin support
- promotional materials required e.g. paid social media advertising
- website development

In our example workshops cost approximately £500 to deliver, plus set up costs. The cost per head depends on the number who attend but should have a maximum of 16 people.

**B U S I N E S S C A S E**

# Developing the Business Case Part II

## Workforce implication

Minimal impact on the workforce. There will need to be a member(s) of staff, volunteer or third sector workers who are trained in facilitation and teaching.

There is also a requirement for admin support for a maximum of 2 hours per workshop.

Other workforce implications involve time allocated in raising awareness of the programme and encouraging participants to attend.

## Population Needs

Workshops can be offered for many long term conditions as there are established links between physical symptoms the potential for mental health effects such as depression or anxiety. There is also a role to include carers of people with long term conditions so they understand their relative/ friend better and provide support.

## Clinical outcomes

Include information about the clinical outcomes of such interventions. For example, our project showed an improvement in patient activation measure.



# Designing the training materials

What should you consider when designing workshop materials?

A psycho-educational workshop encourages participants to share their own personal experiences. Therefore, a few elementary topic areas may be enough to facilitate discussion. Our project handouts consisted of three simple diagrams, a fact sheet of useful support services and a guide with communication tips. Topics of discussion focused on communicating with a friend or family member, how to let people know you have a hearing loss when at work or how to manage hearing loss when out and about.

However, careful consideration should be made to ensure the situations suit the audience. For example, should the topics be generic to suit a broad audience or would more specialist bespoke courses around specific conditions be more appropriate.



# Setting up the workshops

How to set up and deliver the psycho-educational workshops

## Choosing a venue

- Easy access with good transport links.
- Consider the size and comfort of the space
- Acoustics – this is particularly important for a hearing loss workshop but should be considered for all
- Socialising – a venue that allows for people to socialise after the workshop will encourage peer support

## Admin Support

The booking process should be straightforward and quick to fill in. If a booking system isn't already in place you will need to consider:

- What questions do you need to ask of someone completing a course?
- How will any data be securely stored?
- Will multiple booking options be viable? (online, telephone etc)
- Can admin support be used from existing resource or is a new role required?
- How would you arrange for extra workshop capacity if a waiting list grew?



# Delivery of the workshop

Details on how to deliver the workshop effectively

**Length of workshop:** A single 2 hour workshop

**Group Size:** 16 people maximum to allow of discussion

## The workshop

- Offer participants refreshments and a space to circulate and easily speak with each other to encourage peer engagement.
- Provide a clear introduction so that people feel they can contribute with their own experiences.
- An experienced facilitator will be able to decide whether to allow the conversation to flow and when to provide information or move the conversation on.
- A feedback questionnaire and other outcome measures are recommended to evidence the benefits of the programme to allow for continued funding and sustainability of a programme.



# Communications Approach

Developing a communications strategy alongside the workshop is really important to raise awareness of the project and to identify key stakeholders

## Self Referrals

### Social Media

- Social media can be a good way to advertise or raise awareness of workshops –the demographic being targeted will determine which platform to use.
- Targeted adverts can be used to ensure the correct demographic see them e.g. age, location or interests.
- Social media may not be required if the workshops are being delivered as a required part of an existing clinical pathway.

### Posters

- Provide a clear message about what the course is about in a few words. Consider the language and style that will suit the target audience best.
- Consider mocking up designs and working with the target group will ensure the

## Healthcare Professionals

- Senior leadership buy in reinforce messaging but consider the best methods to engage health care professionals e.g.
  - Written comms materials circulated via newsletters e.g. CCGs
  - Face to face engagement at meetings or related health events (if you need to attend GP meetings you can usually arrange to get a slot at one of these via the practice email address)
  - Identifying local champions
- Getting these communications right will support increased referrals which will be the easiest way to ensure there are high volumes of participants without the need to spend too much to encourage self referrals.



# Impact of our local project

“That sense of common understanding, frustrations and challenges. I found that bit really useful. It normalises it.... not feeling like you are the only person in my peer group that I can think of that has [a hearing loss].”

“The workshop I happened to go to was almost like a sort of communal marriage guidance counsel session, in as much as I think it was a preponderance of couples and they were so pleased to hear from each other that they were having the same problems so the one deaf person could sort of admit to feeling irritated.”

“I wish I'd had someone to help and support me when I first got my hearing aids. Going out into the street was so loud and the noise was deafening and it really put me off using my hearing aids. Having been to the course today I am going to go back to the audiologist and try again to get the right solution for me.”

99% of attendees rated the workshop 4 or 5 out of 5

Attendees felt more confident and put in to practice what they had learnt during the workshop.

On average participants increased their activation level by 1.7 points after workshop and for those who completed a 3 month follow up by 2.3 points. Research in the US shows that increased Pam levels by one level reduces health care costs by 8%.

This is provided as an example of the impact psychoeducational workshops can have on participants.

 @EasternAHSN

 Eastern AHSN

 @EasternAHSN