



Interreg 
EUROPEAN UNION

2 Seas Mers Zeeën

DWELL

European Regional Development Fund

DWELL

DIABETES & WELLBEING

INSPIRATION AND TOOLS TO DELIVER THE AMBASSADORS TRAINING PROGRAMME



About DWELL

Project partners

- The Health and Europe Centre (Lead Partner), United Kingdom
- The Blackthorn Trust, Kent, United Kingdom
- Artevelde University of Applied Sciences, Ghent, Belgium
- Kinetic Analysis, The Netherlands
- Medway Community Healthcare CIC, United Kingdom
- Kent County Council, United Kingdom
- Canterbury Christ Church University, United Kingdom
- Centre Hospitalier de Douai, France

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1 Introduction

1.1 The DWELL Programmes

The Diabetes & WELLbeing (DWELL) initiative involves eight partners in the Interreg 2 Seas area, from the United Kingdom, Belgium, the Netherlands, and France. A 12-week patient support programme for patients with Type 2 diabetes and a training package for staff to deliver the programme has been designed by, and implemented in, all four countries represented in the partnership.

The programme has targeted people living with diabetes in these countries to access tailored support, empowering them to self-manage their diabetes and improve their wellbeing. This will increase adherence to treatment, improve health and wellbeing measures, and give economic benefits to health services.

The DWELL programme and how to deliver it, is described in the booklet ‘DWELL Diabetes & WELLbeing: inspiration and tools to deliver the 12 week patient programme’. The staff training programme is described in the booklet ‘DWELL Diabetes & WELLbeing: inspiration and tools to deliver the staff training programme’.

The aim of this booklet is to describe the Ambassadors training programme.

1.2 Ambassadors

Participants from the 12 week DWELL programme may wish to become DWELL Ambassadors in order to support the DWELL programme and future participants, drawing on their skills and experience.

An ambassador is in literature described as ‘a person living with or caring for someone with a health condition who is willing to tell his or her personal story. They share their true experiences with other patients, care partners, healthcare professionals,...’. In this way they can offer peer support. Characteristics of peer support are described as ‘assistance in daily management’, ‘social and emotional support’, ‘linkage to clinical care’, ‘ongoing availability of support’ (Fisher et al., 2014).

Ambassadors can take on a variety of roles. The support offered by DWELL Ambassadors varies from person to person, based on their individual talents, the needs of the DWELL participants and the DWELL organisers. For example, DWELL Ambassadors may offer peer support to DWELL participants one to one or in a group setting or they may be involved in recruitment initiatives and spread the message of DWELL and promote the 12-week programme cross the community.

DWELL Ambassadors may organise catch up or walking groups, contribute to a newsletter and publicity material and they may also attend events where they share their experience of attending DWELL to inspire people with type 2 diabetes and policy makers.

Involvement of DWELL Ambassadors in the DWELL programme increases the potential for long lasting positive impact across the community.

“A DWELL Ambassador is someone with Type 2 diabetes who has been through the 12 week DWELL programme and wants to help by volunteering some of their time.

The reasons for including this was that it was felt that it would help to spread the word about DWELL and who better to do this than someone who has been through it.

Also as part of their role, the DWELL Ambassadors are asked to give feedback and comment on different aspects of the DWELL programme including new developments e.g. new ‘Pick and Mix’ options being added to the DWELL programme.

Different Ambassadors take on different tasks and get involved with all sorts of different things. I should know I am a DWELL Ambassador and I have taken on the design and editing of this newsletter.”

Elizabeth Mander (DWELL Ambassador, UK)

2The Ambassador Training Programme

With the DWELL Ambassadors Programme, a group of DWELL participants who have the aim and desire to become an Ambassador are trained in a variety of wellbeing approaches and strategies to support other DWELL participants and peers. Following this training, they can use these skills and knowledge to take a role as an ambassador that reflects their personality and talent. Furthermore, the training is given to ensure Ambassadors feel confident to be involved and undertake tasks in a safe environment.

The DWELL Ambassadors Programme consists of a workshop for 8 participants and is flexible, so that the facilitator can adapt it for the needs of the local setting. The Programme consists of five parts:

The DWELL Ambassador training consists of **five parts**.

1. Welcome and housekeeping
2. What is a DWELL Ambassador?
3. What is the role of a DWELL Ambassador?
4. What is a person based approach?
5. Evaluation and close

We list our **recommendations** to set up an ambassador training session.

Venue:

- Running the ambassadors training in the same venue as the DWELL programme can create a safe environment
- Consider a venue with a good amount of natural light, adequate ventilation, space and seasonal temperature
- Make sure the building and its facilities and toilets are accessible for all participants
- Know the venue and the location of essential services, fire exits and meeting points, toilets, parking arrangements, nearest bus stop or rail station.
- Let the participants know in advance of any arrangements that differ from the ones they were use to on the DWELL Programme.

Prepare an outline of the sessions for participants so that they know what to expect and approximate timings.

2.1 Part 1: Welcome and housekeeping

“One of the most important parts of any session as it sets the tone.”

2.1.1 The facilitator’s role

- Prepare the room and resources for the DWELL Ambassador session.
- Welcome the participants
- Begin the session on time
- Introduce yourself and any observers
- Provide any housekeeping and health and safety information (eg. fire drill, toilets, refreshments and breaks)
- Explain the aim of the day and outline the style of the DWELL Ambassador Sessions

2.1.2 Icebreaker

Some of the participants may already know each other but consider introductions and establishing the purpose of the training session.

Examples:

- Tell the group you are glad you’re here
- Ask the group *“If you weren’t here today, what would you be doing that you’re glad you don’t have to do?”*

Keep the mood light and the pace fast to maintain momentum.

Discover the one thing that made the participants want to be a DWELL Ambassador, keep a record and link it to the training sessions.

Examples of participants reasons for wanting to be a DWELL Ambassador:

- Like to help
- Having been helped want to give time to help others
- Like to discuss/listen/do activities
- Help people with their difficulties
- Help people in practical ways getting to appointments
- Help people understand the contributions of the diabetes team
- Help to motivate people with physical activity/cookery
- Offer social support so that people don’t feel they are doing this alone

2.2 Part 2: What is a DWELL Ambassador?

Start by asking the group what they think a patient expert is.

Capture their responses and confirm what an expert patient is.

- Person living with some form of chronic condition e.g. metabolic – diabetes/rare – lupus/ mental health – depression
- Willingness to get involved with other people living with the condition.
- Someone who has developed medical knowledge as a result of living with a long-term condition. (eg a participant on a DWELL programme)
- Perspective, knowing how to draw upon experience but distance themselves from personal experience in order to listen to and support someone else living with the long-term condition

Ask the participants what might be challenges to becoming a DWELL Ambassador.

Capture their answers.

Examples of suggested challenges:

- Shyness, lack of self-assurance
- Not knowing how to answer questions
- Being compared to medical staff – limits – each person has a role within the wider team
- Fear of speaking in public
- Perfectionist – fear of not doing the job properly

2.3 Part 3: What is the role of a DWELL Ambassador?

“Agreeing on the role of a DWELL Ambassador”

The **aim** of this part is to identify the similarities and differences between informing, advising and accompanying.

Work **in small groups** on three concrete situations or cases. Each person tries to explain what it would mean to inform, advise and support the person. Give examples!

Have **a general discussion** afterwards on the similarities, differences and common factors between the three concepts.

2.3.1 Inform

Informing (like explaining) is **based on content**.

- Give me information!
- Information based on facts
- Patient knows, has understood and will put into action

Best-case scenario: when the information or explanation has been given the person is informed they have understood.

When we give information, it is important that it be **valid, simple, clear and adapted to the person** receiving it. Asking them “what they already know” allows us to start from a base in order to add information or explanations.

2.3.2 Advise

Advising is **based on the person** following the advice. They use their expertise and their own ability to analyse the advice from the other person in an adapted manner.

- Tell me what you would do in my situation!
- The advice is based on the person giving it
- The patient can try the advice if they can adapt it to their life and see the benefit

Best-case scenario: the person will try to do what they have been advised to do. If the advice doesn't make sense to them or is too different from what they are used to it is unlikely that they will follow it.

If the advice is accompanied by a question such as “what do you think?”, it can **help the person to reflect**.

2.3.3 Accompany

Accompanying is **based on the person**, or more specifically, on the relationship. The ambassador and the person they are supporting analyse the situation of the person together and explore and find solutions together.

- Help me do it on my own!
- Based on the person more specifically the relationship
- Patient identifies the solutions they can try

Best-case scenario: the person succeeds in putting in place the solution they have found.

Accompanying someone is going on the journey with them.

Ask the group how they would go about accompanying someone?

- Orientation/Signposting
- Discussion/ Listening
- Shared experiences
- Taking time – dont rush
- Get to know and understand the person better.

Ask the group to reflect on what is their intention?

- To be right or to work together?
- Encourage the patient to express themselves on their situation or problem
- Encourage their reflections and analysis
- Encourage engagement, action and decision

2.4 Part 4: What is a person based approach?

2.4.1 Short Explanation of Representations for the DWELL Ambassadors

Representations are the idea we have of something, these are neither true nor false.

They are a result of :-

- What we feel or have felt through different personal experiences
- What we share or have shared with people in our family, social, cultural environment, the people we meet or have met
- What is or has been transmitted to us by the teaching institutions, the media, etc. in other words, our knowledge

The link between our representations of things and the way in which we act is very strong. We will change our behaviour only if we change our representation of things this is not done alone.

People can be accompanied to change by:

- Helping them to express their representations and being aware of them
- Giving them the opportunity to confront their representations and those of others
- Giving them information that does not coincide with their representation of things
- Giving the possibility to have experiences that not coincide their representation of things

2.4.2 Adopting a person based approach

Ask the group to think about the things that we do or say that encourage or discourage the creation of a relationship, build and maintain trust.

Capture their discussions on a table with do's and don'ts.

DO'S	DON'TS
smiling	grumpy/bossy
kindness	lack of empathy
tone of voice	ignorance
listening, listening, listening	not listening
letting them express themselves	opinionated/superior
open minded	interrupting
conversation	judgemental
allowed to speak freely	indiscrete
reassuring	not answering questions
asking about experience	giving advice that is not adapted

2.4.3 Discover Active Listening

Listening is one of the most important skills of an Ambassador. Like all skills it can be developed and used to improve its impact.

Ask the participants why do we listen?

- To get information
- To understand
- For enjoyment
- To learn

We do a lot of listening in our everyday lives. Regarding Edgar Dale's Cone of Experience, we only remember 50% of what we hear, we only pay attention to half of the conversations we have.

Ask the participants about their personal style of communication and how improving listening skills can be beneficial.

- Productivity, ability to influence, persuade and negotiate, avoid conflict and misunderstanding

2.4.4 Active Listening Practice

There are **five key elements of active listening**. They all help you ensure that you hear the other person, and that the other person knows you are listening to what they say.

Ask the participants to work in pairs to discuss the following:

- How do you know someone is paying attention?
- How do you show that you are listening?
- How do you know someone has understood what you have said?
- How does it feel to be interrupted/presented with counter arguments?
- How do you know someone has listened and understood you?
- Have you ever wondered if what you are saying is getting across, or even if the other person is still listening to you? How did that make you feel?

Allow time for feedback from the participants and cover the following points.

1. Pay attention

- Give the speaker your undivided attention, and acknowledge the message
- Look at the speaker directly
- Recognize that nonverbal communication also "speaks" loudly
- Put aside distracting thoughts
- Don't mentally prepare a rebuttal
- Avoid being distracted by environmental factors
- "Listen" to the speaker's body language
- Refrain from side conversations when listening in a group setting

2. Show that you are listening

- Use your own body language and gestures to convey your attention
- Nod occasionally
- Smile and use other facial expressions
- Note your posture and make sure it is open and inviting
- Encourage the speaker to continue with small verbal comments like "Yes" and "Aha"

3. Provide feedback

- Be aware that our personal filters, assumptions, judgments, and beliefs can distort what we hear
- As a listener, your role is to understand what is being said
- This may require you to reflect what is being said and ask questions
- Reflect what has been said by paraphrasing. "What I'm hearing is" and "Sounds like you are saying" are great ways to reflect back
- Ask questions to clarify certain points. "What do you mean when you say ...", "Is this what you mean?"
- Summarize the speaker's comments periodically
- Tip: If you find yourself responding emotionally to what someone said, say so, and ask for more information: "I may not be understanding you correctly, and I find myself taking what you said personally. What I thought you just said is ...; is that what you meant?"

4. Defer judgment

- Interrupting is a waste of time. It frustrates the speaker and limits full understanding of the message
- Allow the speaker to finish. Don't interrupt with counter arguments

5. Respond Appropriately

- Active listening is a model for respect and understanding
- You are gaining information and perspective
- Be candid, open, and honest in your response. Assert your opinions respectfully. Treat the other person as s/he would want to be treated
- You add nothing by attacking the speaker or otherwise putting him or her down

2.5 Part 5: Evaluation and close

“This is just the start of the journey as a DWELL Ambassador – what are your next steps?”

In order to close the training, following aspects can be asked and discussed.

- Discuss what the participants expect from the DWELL Team. Make a note of the individual needs, skills and availability of the DWELL Ambassadors to discuss with the DWELL Team.
- Ask the participants how they experienced this training and ask if they feel ready to start in their role as an Ambassador.
- Thank the participants for giving up their time to attend the training and that you are looking forward to them joining the DWELL Team.
- Ask the participants to complete the evaluation form.