

Playbook for Together on Diabetes.

Training days 1 and 2

Purpose of the course: To prepare diabetes buddies for the programme.

Time and place: 25 and 26 November 2017 at the Danish Diabetes Association's premises.

Facilitator: Project manager and Stine (certain sections and practical support)

Trainer: Johanne

Participants: 10 – 20 future volunteer mentors

Structure of course module: Each topic should cater for different learning styles (David Kolb): reflector (thinks about things and asks questions, theorist (background information, models, references), pragmatist (examples from day-to-day life, tools that can be applied in practice) and activist (lots of role-playing and exercises).

Day 1.

Time	Agenda point	Goal/learning objective	Method	Materials
10.00 – 10.30	Welcome	Information about the programme Check-in Set the group at ease	10 minutes. Present goals, the programme and trainer. Welcome from Anne. 15 minutes. Ice-breakers: Find something you have in common that isn't diabetes. 5 minutes. Introduction to the log book as a learning tool. Learning will continue after the course as you get to know your peers. The log book can be used to write questions, reflections and events that you want to get down on paper – both during and between the training days and during the mentoring programme. The course as a learning space – acknowledge different backgrounds.	Coffee Fruit Tea Croissants Flip-chart with "Welcome" Welcome folder: <ul style="list-style-type: none"> • Exercise books • Name badges • Postcards • Handout with man: "Mentor skills – me as a mentor". • Course evaluation Table: <ul style="list-style-type: none"> • Action plan • Folders from the Danish Diabetes Association
10.30 – 11.00	Inequality	Awareness of inequality in health Awareness of the background to and goals of Together on Diabetes	2 minutes. Intro: What we're going to focus on here is inequality in health. We'll start with Jan, and we're going to look at a clip which illustrates the inequality that affects our health system. 10 minutes. Clip from "En syg forskel – afsnit 1" ("A Sick Difference – Part 1") (from 19.17 to 28.18). 5 minutes. Two-on-two discussion (standing): Q: Did the clip make you think about anything in regard to life with diabetes? 15 minutes. Presentation on inequality in health Possibly ask everyone together about: "What barriers affect whether people can look after themselves?"	Projector with sound
11.00 – 11.15	Break			
11.15 - 11.45	The vulnerable person	Information about the target group: the whole person with diabetes – sadness, finances, social exclusion, relatives and resources.	5 minutes. Introduction to case study about Jan. 20 minute exercise: Groups of five (i.e. two groups) (divide into 1 and 2) Q: "How could a diabetes buddy support Jan?" 15 minute joint summing up – each group presents their answers.	Hand-out of case study Flip-chart with two cartoon men Marker pens Log book

			<p>NB: As the answers are presented, we what this would be like for Jan. (Focus on the potential challenges)</p> <p>(Possibly take five minutes to stretch our legs – bend and stretch)</p> <p>5 minutes for the log book: “What in particular will you take away regarding the topic of the vulnerable person?”</p>	
11.45 – 12.00	Together on Diabetes	A general understanding of the mentoring project's goal's and effort.	Presentation of the programme theory	Slide illustrating the (possibly simplified) theory of change
12.00 – 12.45	Lunch			
12.45 – 14.00	Active listening	Communication. Understanding and practising active listening. Understand where the person is and start from there.	<p>40 minutes. Exercise with groups of three people.</p> <p>There are three roles. Everyone practises in each role. Ten minutes each.</p> <ol style="list-style-type: none"> 1. The asker/listener (active listening, investigating the answer and trying to get an understanding of the answer and reason for it). 2. An observer (keep an eye on the time and the asker – applying active listening). 3. A talker (answers questions). <p>The questions:</p> <ol style="list-style-type: none"> 1. Talk about a difficult situation you've lived through and what you did to get through it. 2. Asker: Ask questions and listen. Don't add your own thoughts/reflections/anecdotes. <p>Two minutes. After the talker has spoken, the asker and observer spend two minutes writing down the skills they have heard the talker describe.</p> <p>15 minutes. Group summing up: How did it feel to listen or talk, and what thoughts did the observer have?</p> <p>The talker starts by explaining what it was like to be interviewed by someone using active listening, and the observer talks about their observations regarding the asker's technique in terms of active listening.</p> <p>5 minutes. The purpose of the exercise: the mentor should be the person doing the listening, and it can be good to limit recommendations, listening instead for what the other person needs.</p> <p>10 minutes. Log book: What were you particularly aware of in your communication with vulnerable people?</p>	<p>PowerPoint presentation</p> <p>Sand timer</p> <p>Skills sheet</p>
14.00 – 14.15	Break			Cakes/fruit + relaxation
14.15 – 14.45	Guidelines and boundaries of the	Get to know the process and boundaries of being a	20 minutes. Presentation about the Diabetes Buddy Programme.	

	work of a diabetes buddy	diabetes buddy	<p>The process</p> <p>The matching meeting</p> <p>Finances – what is covered and how expenses are reimbursed</p> <p>The first meeting – how do I break the ice?</p> <p>Mobile phones</p> <p>Social policy</p> <p>The framework of the social relationship (social policy) – alcohol, smoking, fasting, and so on.</p> <p>.....</p> <p>10 minute presentation of electronic log book and requirements. The log book must be filled out electronically after each meeting with the diabetes buddy, and must include information about:</p> <p>The activity, who took the initiative, points to be aware of, do you need a phone call, etc.</p>	
14.45 – 15.15	Inspiration for activities	Potential activities – and accept that nothing may come of them.	<p>Brainstorm the kinds of activities you could do together.</p> <p>Write up suggests on a flip chart under various headings:</p> <ul style="list-style-type: none"> - Practical: Call the doctor, go shopping together - Bridge-building activities <p>Social activities: Drink coffee, get your diabetes buddy to</p>	Flip chart with three different sketches.
15.15 – 15.45	My story	Get personal inspiration for the task	<p>We should find a relevant volunteer who is willing to come and talk about their reflections on being a volunteer. For example, someone from the Danish Diabetes Association, a peer mentor, the navigator project or similar.</p> <p>Peter Rytter: Tel. +45 21814110, peterrytter@hotmail.dk</p>	
After the presentation	Conclusion	Check-out	<p>10 minutes</p> <p>Group summing up: “What are the most important takeaways from today's course?”</p> <p>Sum these up on the photocopied “mentor skills” sheet.</p>	

Day 2.

Time	Agenda point	Goal/learning objective	Method	Materials
9.30 – 9.45	Welcome and check-in	Summary of experiences from day 1, and introduction to day 2.	Questions that have arisen since the previous day. Any thoughts about the role of mentor that are relevant to share?	Croissants
9.45 – 10.45	Type 2 diabetes	Information about type 2 diabetes. And the fact that everyone's experience is individual.	Presentation on type 2 diabetes and comorbidity. Including complications: increased risk of depression, anxiety and stress.	
10.45 – 11.00	Break			
11.00 – 12.00	Dilemma game	Discussion of ethical dilemmas	<p>50 minutes. Dilemma game. Participants are divided into two groups, and everyone is given cards containing the letters "a", "b" and "c".</p> <p>Participants take turns to take a dilemma from the deck and read it aloud to the others. Everyone then thinks about their response and selects the card they have chosen. All cards are placed on the table simultaneously. Go round the group, allowing each participant to say why they agree or disagree.</p> <p>10 minutes. Summing up – Stine and Maiken's experience of the game. Which dilemmas meant something to the group?</p>	<p>Cards containing the text "a", "b" and "c"</p> <p>17 dilemma cards</p> <p>Screen shots of the log book</p>
12.00 – 12.45	Lunch			Sandwiches are put out
12.45 – 14.10	The support person	<p>Understanding of what a support person is</p> <p>Legislation in this area</p> <p>Clarification of expectations and ethics</p>	<p>10 minutes. Presentation: What is a support person? A good process starts with a good dialogue. Introduction to hejsundhedsvaesen.dk.</p> <p>12 minutes. Video 2: What does the law say about being a support person?</p> <p>5 minutes. Turn to the person next to you (groups of two on two). What particularly strikes you about being a support person?</p> <p>8 minutes. Video 3: Ask the right questions</p> <p>5 minutes. Log book. Write down a few good questions that you think you could use in your role as a mentor.</p> <p>6 minutes. Video 4: Clarification of expectations and ethics</p> <p>10 minutes. What might clarification of expectations be about?</p>	<p>Computer with sound</p> <p>Handouts about the support person function.</p> <p>Videos are available at frivillig.dk (search for "bedre som bisidder").</p> <p>Hand-outs:</p> <ul style="list-style-type: none"> - Dictionary for support persons - What do you do as a support person? - Legislation about support people - Case study – citizen initiative - Case study – municipality initiative - Asking good questions.
14.10 – 14.25	Break		Maybe walk and talk	Fruit, coffee and cakes
14.25 – 15.00	Being there for	Tools for taking care of	Being there for another person in practice. Dilemmas to deal with.	Video from the Danish Diabetes Association

	another person in practice	yourself and each other. Information about how to get support with your task and the partnership with the project manager.	Making yourself superfluous. Referral options. The first meeting Sparring with other mentors – network Information about other services within the Danish Diabetes Association for volunteers.	about being a volunteer. 2018 annual calendar (Maiken)
15.00 – 15.30	Exercise	Investigate your personal boundaries.	15 minutes. New exercise: Two sets of pairs get into groups. Outline your life with diabetes. The other person asks questions. 2 x 6 minutes. Afterwards, each individual writes their experiences with the health system on the board. 20 minutes. Summing up. What would it be like to talk to another person about your life? Show trust when hearing someone else's story. Now you've received information about the other person – how will you handle this information as a mentor? (duty of confidentiality, supervision, etc.) Perhaps write in log book.	Paper and markers
15.30 – 15.40	Evaluation		Completion of the evaluation form	Evaluation form
15.40 – 16.00	Summing up and thank you for coming		Summing up and thank you for coming	