

Healthy Living for Diabetes Programme (for patients newly diagnosed with type 2 diabetes)	
Standard Operating Procedure (SOP)	
Prepared by: Julie Frost	
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Relating to policies: DIABETES GOOD PRACTICE: NEWLY DIAGNOSED DIABETES – TYPE 1 AND TYPE 2 Ref: 1334 Version 8	Operational policy for the Healthy Lifestyles Service

1. Purpose of this document:

To outline the procedure for the diabetes type 2 education programme

2. Scope of this SOP: - *Who does it relate too and who it is aimed at.*

This document outlines the procedures required to enable the successful delivery of the diabetes type 2 education programmes. The document is for the purpose of all staff providing this service and the general healthy lifestyles service to be fully aware and compliant with what the service delivery consists of. Any new members of staff will therefore benefit from accessing this document detailing all of the steps involved in service delivery and likewise existent staff members will use the document to ensure consistency in delivery across the service. All service users will therefore be provided with a standardised service aimed to provide a safe, effective and high quality intervention.

Patients covered – People over the age of 18 years newly diagnosed with Type 2 diabetes resident across Torbay and Southern Devon

3. Competencies required:

Staff undertaking this procedure must:

- Have the required training according to the role performed
- Observe the full programme prior to taking on the role
- Attend updates as appropriate
- Be assessed as competent, using peer review by an experienced practitioner on an annual basis
- Be identified as competent to practice by the group education lead

4. Procedure / Steps:

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1. A referral is received into the service (see appendix 1). Referrals can be forwarded in a number of ways:

- Primary care referral
- Other health care professional
- Internal referral (within healthy lifestyles service)

2. The Diabetes Education Coordinator will triage each referral as it comes in to assess if it is an appropriate referral. Inappropriate referrals would be considered as:

- Referral under the age of 18
- Referral with type 1 diabetes
- Resident outside of the Torbay / Southern Devon catchment area

These inappropriate referrals are passed on to the diabetes education group lead who would contact the GP to direct the referral to the appropriate service (under 18's are redirected to secondary care and type 1 diabetes are redirected to the 'Life in Balance Realistically Achieved' (LIBRA) programme).

3. The programme is specifically designed for patients newly diagnosed with type 2 diabetes; however, where a service user has been diagnosed longer than a year they will be accepted on to the programme if capacity is not at maximum as directed by the group education coordinator.

4. All referral details are input onto an internal database by the Diabetes Education Coordinator. The database captures the following information:

- Date of referral
- Referrer details
- Personal details of service user
- Date of invitation to course
- Outcomes from course (including non-attendance)
- Onward referral to other services
- Biomedical measures

5. The Diabetes Education Coordinator sends out a letter of invitation inviting service users to telephone the service in order to book onto the next available course. Letters are sent to those on the database in date order. (appendix 2)

6. In those instances where patients do not respond to the letter following a period of time or respond to say they do not wish to uptake a place on the programme, the referrer (Health and Social care professional, GP practice) is notified of the outcome by email, which is generated by the diabetes education coordinator. No further action is undertaken for these patients.

7. The Diabetes Education Coordinator maintains the electronic calendar and the administration team books patients into the appropriate dates and course as and when they telephone into the service in response to the invitation.

8. Prior to each course commencing the Diabetes Education Coordinator produces a register for the course from the electronic calendar.

9. The Diabetes Education Coordinator produces a rota of staff for the sessions and annual leave is negotiated by the facilitator, coordinator and group education lead. Sickness

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or non-attendance by the facilitator should be reported to the healthy lifestyles admin office and the group education lead as soon as possible.

10. The Diabetes Education Coordinator is responsible for ensuring that the venue has been booked and that the paperwork (register etc.) is in order and prepared in advance.

11. The Diabetes Education Group Lead is responsible for ensuring that the venues to be used for the course have been fully risk assessed in advance and the appropriate paperwork has been completed.

12. The Diabetes Education Coordinator prepares the necessary paperwork for the educator to include patient information, evaluation sheet, service leaflets, register and facilitator feedback form.

13. The room is set up in a semicircle, there may need to be some chairs at the back. Two tables should be made available one at the front for the laptop etc. and one at the back for leaflets and other information. The laptop and projector are set up ensuring that all participants can see the screen. Flip chart should be available at the front. Participants are registered as soon as they arrive.

14. The Diabetes Education Team proceeds to deliver session 1 and session 2 with the appropriate resources and according to their teaching schedule. (Appendix 3)

15. The Diabetes Education Team completes the list of attendees at both sessions and passes this list to the Diabetes Education Coordinator upon return. The Diabetes Education Coordinator inputs the attendance information on to the database.

16. At the end of both sessions service users are requested to complete the session evaluation form which is then input onto the database upon return to the office by the Diabetes Education Coordinator.

17. The evaluation form includes the opportunity for service users to request further support from either the healthy lifestyles service (Torbay) or Health Promotion Devon. The Diabetes Education Coordinator facilitates this referral and records this on the database.

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5. Monitoring tool:

Standards:

Item	%	Exceptions
All referrals entered onto database	100	nil
All appropriate referrals are sent letters of invitation	100	nil
Nil responses/declined are notified to referrer	100	nil
Attendee list is produced and input to database	100	nil

Equality Statement.
The Trust is committed to preventing discrimination, valuing diversity and achieving equality of opportunity. No person (staff, patient or public) will receive less favourable treatment on the grounds of the nine protected characteristics (as governed by the Equality Act 2010): Sexual Orientation; Gender; Age; Gender Reassignment; Pregnancy and Maternity; Disability; Religion or Belief; Race; Marriage and Civil Partnership. In addition to these nine, the Trust will not discriminate on the grounds of domestic circumstances, social-economic status, political affiliation or trade union membership.

The Trust is committed to ensuring all services, policies, projects and strategies undergo equality analysis. For more information about equality analysis and [Equality Impact Assessments](#) please refer to the [Equality and Diversity Policy](#)

References:

NICE technology appraisal guidance (TA60) Guidance on the use of patient-education models for diabetes April 2003

www.nice.org.uk/guidance/QS6 standard 1 (March 2011).

Structured Patient Education in Diabetes Report from the Patient Education Working Group – (2005) Diabetes UK and Department of Health

QISMET DSE Standards Briefing Paper 30/09/10

Appendix: *i.e. Flowchart, diagrams etc.*

Appendix 1: Referral Form

Appendix 2: Invitation letter

Appendix 3: Curriculum

Amendment History

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Issue	Status	Date	Reason for Change	Authorised
1.0	Initial draft	20 05 15	New document	Julie Frost

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 Appendix 1



Lisa Luke
 Diabetes Education
 Lifestyles Team
 St Edmunds, 2nd Floor
 Victoria Park Road
 Torquay. TQ1 3QH
 Tel 0300 456 1006

GROUP EDUCATION REFERRAL FORM
For Type 2 diabetics wishing
to attend the 'Healthy Living for Diabetes'

torbaylifestyles@nhs.net

RETINAL SCREENING

All newly diagnosed patients should be referred directly to Diabetic Retinal Screening Service by phoning 01803 656015 or emailing karen.smith18@nhs.net

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Information Pack given to patient

Special Conditions:

e.g. (Malabsorption states, Inflammatory bowel disease, Irritable bowel syndrome, Eating disorders, Food intolerances, Renal disease, BMI < 20)

Please complete the following patient details:

NAME _____

DOB _____ NHS No. _____

ADDRESS _____

POSTCODE _____ Tel No. _____ Mob No. _____

DATE OF DIAGNOSIS (Within 6 weeks of referral) _____

HBA1c _____ BMI _____

DIABETES TREATMENT _____

DOCTOR _____ PRACTICE CODE _____

Patient Signature.....

Date.....

Patient Signature (indicating consent to treatment, outcome follow up for up to 12 months and to share outcome data with GP). Please tick if you do not want to indicate consent

All patient data will be kept securely and in accordance with the Data Protection Act 1998 and Caldicott guidelines. Patient signature indicates consent to pass this information to Torbay and Southern Devon Healthcare Trust, and held by them for use in monitoring reports and to inform future service delivery.

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All data will be used anonymously for report purposes and only stored with relevant health professionals (e.g. GP). This may include sharing future information about your condition.

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Appendix 2 – Invitation letter

Healthy Lifestyles Team
St Edmunds
Victoria Park Road
Torquay
TQ1 3QH
Tel: 01803 321107
lluke@nhs.net

Dear

Re: Healthy Living Programme for Type 2 Diabetes

We have received a referral for you to attend the above service and we are writing to invite you to book onto one of our programmes.

The healthy living programme consists of two group information sessions for newly diagnosed type 2 diabetics; it has been developed to provide information and advice to help you self-manage your diabetes.

The programme forms an important part of the management of your diabetes and we would strongly encourage you to attend both sessions as the information you get on the programme is not readily available through your Doctor's Surgery.

Sessions are normally held over a fortnightly interval on a Wednesday morning and we run the programme in locations around South Devon; to get the most out of the programme we recommend attending both sessions.

Please contact a member of the Healthy Lifestyles Team on 01803 321107 (Mon – Fri 9am-4pm) or e-mail lluke@nhs.net to book on to the next available programme. Please note that places on each programme are limited and we offer them on a first come first served basis. The programme is popular and we would advise you to book early to avoid any delay in getting a place.

If we do not hear from you within one month of this letter we will assume that you are no longer interested in attending this programme and will remove you from our list; we will inform your GP that you have declined your place.

Yours sincerely

Lisa Luke
Diabetes Support Worker, Healthy Lifestyles Team

Appendix 3

Curriculum for Healthy Living for Diabetes Programme in Torbay and South Devon

Name of programme: Type 2 Education

Aims: To increase confidence in managing their own diabetes to include knowledge and skills which encourage self-management.

To provide people with Type 2 diabetes with the knowledge and skills that will increase their confidence in terms of self-management and control of their condition.

Suitable for: newly diagnosed people with type 2 diabetes

Philosophy (abridged)

Type 2 diabetes is a complex disease, which is affected by, and can affect almost all daily activity. Most day to day decisions (e.g. food choices, activity levels and therapies for glycaemic control), which affect blood glucose levels, are made by the person with diabetes. They experience the physical outcomes of those decisions and make the best decisions about themselves, given the information and resources they have available. As such, they are responsible for managing their condition (unless due to mental disability they are unable to make informed decisions). Barriers to effective self-management may result from personal factors (e.g. health beliefs, lack of appropriate skills), or the social (e.g. family, relationships) and environmental (e.g. work, financial situation) contexts

People with type 2 diabetes require knowledge and skills to enable them to understand the effects that lifestyle choices have on their diabetes and vice versa. This will allow them to make informed decisions about the care of their diabetes and their health, which can significantly improve their quality of life. The role of the health care professional is to provide support to people with type 2 diabetes to enable them to articulate short term and long-term management goals, and to help them acquire the knowledge and skills necessary to achieve those goals.

Learning theory: Combination of the stages of change model, health belief model and social learning theory

Timetable:

Two sessions of 3 hours

Session 1	Session 2
What is diabetes? Goal setting	Check in re goal setting
Healthy eating and diabetes Review of healthy eating to include food labelling	Complications of diabetes to include personal goal setting
	Activity Goal setting

Detailed content

Session 1 part 1

Topic: What is diabetes?

Process: The educator will ask each participant to introduce themselves and ask in couples or three's about the diagnosis and any questions they have relating to their diabetes. Questions and areas of concern from participants will be written on a flip chart, these questions will be answered during the sessions or if not participants will be signposted to answers. The video from diabetes UK 'The body' will be shown to all participants and questions either answered by facilitator or recorded on flip chart. This film clip will illustrate the digestion of carbohydrates, storage of glucose and action of insulin. The educator will encourage each person to contribute and every comment will be actively listened to. The educator will facilitate all discussion and the session run as an interactive workshop. The participants will be actively engaged by asking them specific questions about their experience of diagnosis and diabetes. They will be encouraged to reflect, share their experiences and to ask any questions. All questions will be answered in an honest, open and non-judgemental way.

The educator discusses the theory of change with the group and encourages participants to start thinking about their own goals.

Time allocation: 45 minutes

Specific aspects of theory	Learning outcomes/ opportunities	Educator activity	Participant activity	Resources
Emotion management	To learn about other peoples experiences and compare their own experience To recognise that they may have psychological anxieties about diabetes	Educator will ask the group about their experiences at diagnosis	Recall own experience and reaction to diagnosis. Contribute questions.	Flipchart and pens

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Emotion management; verbal persuasion/elicitation of knowledge; role modelling	To understand the normal physiology relating to carbohydrate metabolism and relate this to the symptoms of hyperglycaemia.	Educator will use a DVD to explain to the group the normal physiology relating to carbohydrate metabolism. Describe to the group how the abnormality in carbohydrate metabolism causes symptoms. Ask the group about their symptoms at diagnosis.	Describe their knowledge of how diabetes has been caused. Describe their own experiences of symptoms at diagnosis and compare them to other participants	DVD explaining the metabolism of glucose and explaining the physiology of diabetes. Diabetes UK CD
	To explain the characteristics of Type 1 and Type 2 diabetes.	DVD used to explain the different types of diabetes. Educator to explain differences to participants.	Recall what they believe to be the differences in types of diabetes.	Diabetes UK CD
			Talk about their understanding of normal blood glucose levels. Discuss the different therapies for Type 2 diabetes.	Overhead and flipchart to explain
	To describe the cycle of change and explain the importance of setting Specific, Manageable, Achievable, Realist, Timely (SMART) goals.	Explain the cycle of change and the importance of goal setting.	Discuss the cycle of change. Think about a small goal that may be relevant to themselves.	Overheads to explain Goal setting handout

Session 1 part 2**Topic:** Healthy eating for diabetes

The process: The session will take the form of an interactive workshop to allow participants to take part in planned activities, make comments or ask questions throughout the session. The educator will explain the link between diet and maintaining stable blood glucose levels to highlight the importance of adopting healthy dietary habits. The educator will provide key dietary information for people with diabetes. The principles of a healthy balanced diet will be explained by the use of the 'Eat Well Plate' model. The participants will be asked to take part in an activity to improve their knowledge and understanding of what constitutes a healthy balanced diet. Participants will sort a selection of foods into each of the five food groups on 'The Eat Well' mat. A PowerPoint presentation will accompany this activity to describe each food group and how they form part of a healthy balanced diet. The educator will highlight the important of adopting a diet low in fat and sugar and will discuss strategies to achieve this.

Time allocation: 90 minutes

Specific aspects of theory	Learning outcomes/ opportunities	Educator activity	Participant activity	Resources
verbal persuasion/elicitation of knowledge; role modelling	Understand the concept and practical aspects of balanced eating, the effect of foods on blood glucose control	The educator will talk about the principles of 'the eat well plate' with an emphasis on type 2 diabetes	Participants can take part in group discussion and through the food mat and models sort foods into their food groups	PowerPoint presentation Food mat and models
	Understand the level of fat in certain foods	Alerting participants to the fat content of a range of foods and equating it to their recommended daily allowance by practical demonstration	A question and answer session on the fat content of foods	PowerPoint presentation Fat models

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	Be aware of the different types of sweeteners, bulking agents and diabetic products	The educator will alert participants to the types of intense sweeteners and bulking agents, their inclusion within foods and the contribution they can make towards their diet.	Talk about their experiences with sweeteners and understand how to identify sweeteners in food labels.	Flipchart Examples of sweeteners
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Topic: Weight management and understanding food labels

Process: The session will be interactive allowing participant to share and discuss topics that arise.

The educator will facilitate a group discussion about the benefits of maintaining a healthy weight and will highlight the importance of small sustainable lifestyle changes for steady weight loss. Participants will learn practical ways to assess their body weight including using a body mass index chart and measuring their waist circumference. The educator will define the term energy balance and ask participants to think about practical strategies to manage their weight.

The educator will demonstrate how to use nutritional information to make healthy food choices. Participants will have the opportunity practice the skills they have learned in interpreting food labels. The educator will facilitate a group discussion about the safe use of alcohol to include how a unit is measured and the daily/weekly recommended maximum number of units of alcohol.

Time allocation: 45 minutes

Specific aspects of theory	Learning outcomes/ opportunities	Educator activity	Participant activity	Resources
verbal persuasion/elicitation of knowledge; role modelling	Know the benefits of weight control and / or weight loss, recognise how to set individual target weights, how to perform self-managements (scales and waist) basic principles of diet and activity, including information about local weight loss classes	The educator will lead a group discussion on the benefits of weight control and / or weight loss. Practical examples are given of how individuals can manage their weight on their own, within groups	Talk about their experiences of weight loss, provide an opportunity to check BMI and waist measurement	Flipchart / PowerPoint presentation BMI chart Tape measure

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	and activity programmes	or at their GP practice		
	Be able to understand and interpret a range of food labels which will help your eating plan to be balanced and varied	The educator will present facts about food labels and demonstrate how to interpret the values found on the nutritional panel concerning the fat, salt and sugar in foods	Participants are encouraged to bring in food labels which form the basis of the discussion. Using a food labelling exercise, comparing two labels, participants learn to use food label standards to help make healthy choices	Flipchart / PowerPoint presentation Food labels Food labelling handout
	To know the recommendations for safe limits of alcohol use	The educator will talk about the safe use of alcohol including recommended intakes and look at how a unit is measured	Participants are encouraged to discuss safe alcohol use	Flipchart / PowerPoint presentation Examples of alcoholic beverages

Session 1 Part 3

Topic: Goal setting

The session finishes with a discussion about goal setting and the participants are encouraged to set their own goals

Time allocation: 20 minutes

Specific aspects of theory	Learning outcomes/opportunities	Educator activity	Participant activity	Resources
verbal persuasion/elicitation of knowledge; role modelling	To provide the group with a framework by which they could set behavior change goals.	Educator gives an overview of goal setting, discussing the five stages of change and how to use SMART Goals. Participants are invited to think about what parts of the course are most relevant to them to make a change, in order for them to be able to better manage their diabetes. Participants are encouraged to set their first SMART goal. Continued support of a Health Trainer is offered as a follow on option from the end of the course.	Listening and participating	PowerPoint, worksheets

Session 2, Part 1

Topic: Complications of diabetes and goal setting

Process: The educator will ask all participants whether they are aware of how Type 2 Diabetes may cause complications. An overhead presentation is used to describe the complications of diabetes emphasising the importance of self-management of diabetes. The educator will explain the various checks for people with diabetes and asks participants to reflect on their experience of diabetes checks. The educator will encourage each person to contribute and every comment will be actively listened to. The educator will reemphasise the progression of diabetes and the changes of therapy over time including insulin. The educator will facilitate all discussion and the session run as an interactive workshop.

The participants will be actively engaged by asking them specific questions about their experience of complications or checks. They will be encouraged to reflect, share their experiences and to ask any questions. All questions will be answered in an honest, open and non-judgemental way.

The educator revisits the theory of change, and encourages participants to share with the group any goals they have worked through to illustrate this.

Time allocation: 90mins

Emotion management; verbal persuasion/elicitation of knowledge;	Discuss the long and short term complications of diabetes and be aware of the long term complications.	Educator will ask if participants aware of complications of diabetes and write on flipchart Explain the importance of optimising glycaemic control and other metabolic targets and there importance.	Recall complications Discuss the importance of glycaemic control and the effect of BP, smoking, cholesterol and weight on diabetes.	Flipchart Overhead to explain.
Emotion management; verbal persuasion/elicitation of knowledge; role modelling	Be aware that diabetes can cause problems with the feet and be aware of the importance of looking after their feet.	Educator will explain using overheads the importance of looking after your feet when you have diabetes. Explanation of the importance of having feet checked at least annually and advised on how to seek help if problems arise.	Discuss foot care and footwear. Participants are encouraged to discuss whether they have had their feet checked.	Flipchart and overhead

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	<p>To understand the normal blood glucose levels and how this varies during the day. How diet, activity and therapies for glycaemia are altered over time.</p>	<p>Ask the group how they think blood glucose levels change. Clarify with an overhead. Explain the stepwise management of Type 2 diabetes.</p>	<p>Talk about their understanding of normal blood glucose levels. Discuss the different therapies for Type 2 diabetes. Relate to their health.</p>	<p>PowerPoint</p>
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Session 2 Part 2

Topic: Exercising safely and goal setting 30 mins

Process: The educator will ask all participants whether they are aware of the Chief Medical Officers recommended guidance for weekly physical activity and health benefit. The educator informs the groups that they are unable to provide one to one advice today with regards to individual needs and specific health complications, but should anyone have any questions after the session they can be contacted on the telephone. The educator explains the benefits of increasing levels of physical activity in relation to diabetes and health improvement. The educator will ask how many people in the group are active on 5 days of the week for 30 minutes or more and then ask the question about whether weight is stable, going up or coming down. An explanation is given about the differences between low, moderate and high intensity activity and the potential need to do more than 30 minutes a day if the individual is looking to lose weight. The educator then provides the group with a range of different local activity initiatives which are either free of charge or discounted. The session finishes with a discussion about goal setting and the participants are encouraged to set their own goals

Time allocation: 30 minutes

Specific aspects of theory	Learning outcomes/opportunities	Educator activity	Participant activity	Resources
Verbal persuasion/elicitation of knowledge; role modelling	Understand the recommendation for physical activity and its relationship to improving health and fitness.	To ask questions to the group following the FITT principle of progression.	Participants call out what they believe to be the answers.	Flip chart
	To understand how increasing physical activity benefits diabetes control, blood pressure, weight, cholesterol and mental health.	Explains the benefits of increasing physical activity giving examples of people who have changed their lifestyle successfully and had their medication reduced.	Listening	Video clip
	Understand the relevance of having to do more activity if your weight is stable or rising.	Educator explains that in order to lose weight some people may need to do somewhere between 30-60 minutes	Listening	Video and reinforced by facilitator

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		5 times a week.		
	To provide the group with an understanding of local exercise provision which is subsidised or free of charge.	Educator gives an explanation about local exercise provision.	Listening, questioning, sharing information, provide an explanation of their experiences of any of the groups mentioned.	Handouts

Session 2, Part 2**Living with Diabetes and Making Changes**

Process: The educator will explain how we all interpret information in different ways based on our personal attitudes, beliefs and family traits. That we obtain information from a range of sources and attach a level of understanding or importance to the information that we receive and we only act upon things that we have a strong belief in or can identify with. The educator goes on to explain the stages of change model providing examples of behaviour change and the thought processes of individuals in each stage. Participants have a chance to explain changes they have started to make or plan to make in the future and the group can discuss which stage of change that person is currently in. An explanation about SMART goal setting follows turning examples into more specific targets to work towards. The educator then discusses the benefits of creating a goal planning work sheet. The educator explains the effect of stress on diabetes. Finally the educator briefly runs through topics discussed and informs participants of further support.

Specific aspects of theory	Learning outcomes/ opportunities	Educator activity	Participant activity	Resources
Verbal persuasion/elicitation of knowledge; role modelling	Following on from physical activity in session, this looks at the role of barriers preventing people making behaviour changes (particularly focusing on physical activity)	Educator will facilitate discussions around barriers preventing increasing physical activity.	Discuss and contribute examples as well as solutions for breaking down barriers	Flip chart PowerPoint
	To understand the stages of change model and how this helps to explain our behaviour change journey	Educator will talk through the 5 stages of change explaining how they relate to lifestyle behaviours encouraging participants to become involved in discussions	Participants encouraged to come up with definition/ explanation of the individual stages of change.	PowerPoint
	Understand role played by motivation and goal setting in making behaviour changes	Explain how goals can be useful in creating and maintaining motivation and direction in making a behaviour change. To explain the concept and	General discussions around SMART goals. Group work with two scenarios the participants have to create a SMART goal for	PowerPoint Scenarios x 2

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		importance of SMART goals		
	Understanding of the importance of including our mental health when looking at a holistic healthy lifestyle	Explain why we need to maintain good mental wellbeing as this affects our physical health and vice versa. Show how our mental health can affect our journey around the 5 stages of change to a healthier lifestyle.	Discussions around emotions linked to long term conditions such as diabetes and how it feels to be diagnosed with a long term condition. Ask for solutions as to what can we do to help our mental health. Short breathing exercise to learn to spot if breathing from the diaphragm	PowerPoint
	Summary and reminder of topics discussed	Educator will re-emphasise the importance of goal setting. Help participants to set at least one goal for themselves. Continued support of a Health Trainer is offered as a follow on option from the end of the course.		Assist with individual goal setting and offer support for follow-up