


Moving on Together (MoT)

A self-management workbook


Developed by NHS Ayrshire & Arran



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Welcome to the 'Moving on Together' workbook

What is the 'Moving on Together' workbook and how can it help me?

The 'Moving on Together' workbook is to help you (with the support from your facilitator) manage your life better when living with your long-term condition/s.

Who is my facilitator?

Your facilitator is the health or social care professional who gave you this workbook. You may also be offered a buddy. A buddy is someone who is living with a long-term condition and who has been trained so he/she can support other people living with a long-term condition.

What will be expected from me?

To get the most out of this workbook and the time you spend with your facilitator you should:

- Set aside time each week to work through the workbook.
- Keep a diary of any personal goals and the actions you take to move towards these personal goals.
- Be willing to try out some new skills/ tools/ techniques.
- Keep an open mind.
- Share your progress and any problems or barriers with your facilitator at an agreed time by telephone, e-mail or at your face-to-face follow up.
- Answer a few questions when you have finished. This will help you and your facilitator to see the progress you have made. (A copy of this will be sent anonymously to the people who developed the workbook. This will help them to evaluate the workbook to see if it helps improve the lives of people living with a long-term condition. It will also allow them to take any of your suggestions on board when the content of the workbook is reviewed).

How long does it take to complete?

That really depends on what chapters you which would like to work through. On average it will take between four to eight weeks.

How much time will I need to set aside each day/week?

It is up to you, but the minimum is about 30 to 60 minutes a week to read through the chapters and another ten to 30 minutes between two and four days a week to carry out the things you plan to try out.

What if I can't do it?

You will choose what you want to do and for how long. You will not be expected to do anything you don't feel able or comfortable doing.

What if I change my mind?

You can withdraw at any point you choose. Your facilitator will not be offended if you decide the workbook is not for you.

What if I say 'no' but then change my mind at a later date?

It is okay to change your mind. If in the future you want to reconsider please contact your facilitator and they will be happy to get you started.

Setting your agenda

Take some time now to consider the list below. Please tick any of the following areas you feel the workbook and your facilitator may be able to support you with;

- ☐ Understanding and managing my symptoms
- ☐ Managing my medicines
- ☐ Managing how I communicate with others
- ☐ Managing my levels of physical activity
- ☐ Managing my available energy and fatigue
- ☐ Managing challenging emotions
- ☐ Managing my diet for health
- ☐ Staying well and managing set backs
- ☐ Managing my time with health and social care professionals
- ☐ Planning for my future
- ☐ Setting my personal goals and taking action
- ☐ Problem solving

Anything else? Please list in the space below:

Important: This workbook is to complement the recommended medicines to treat your condition/s and should not be used as an alternative. It should only be used with the support of a trained facilitator.

Introduction to long-term conditions and self-management

Hopes and aims of this chapter are to help you:

- To identify what long-term condition/s you are living with
- To understand the concept of 'self management'
- To identify what makes life difficult when living with your long-term condition
- To identify things you may be doing currently that help you manage your life when living with your long-term condition
- To identify the people that can help support you.

A long-term condition is a condition which lasts more than 12 months and in many cases will be life-long. The majority of people in the UK will develop a long-term condition at some point in their life.

Examples of long-term conditions are:

- Heart disease
- Lung disease
- Diabetes
- Cancer
- Arthritis
- Skin conditions
- Kidney disease
- Mental health problems
- Strokes
- Head injuries
- Multiple sclerosis
- Crohn's disease
- Chronic pain

Write down any long-term conditions you are currently living with in the space below.

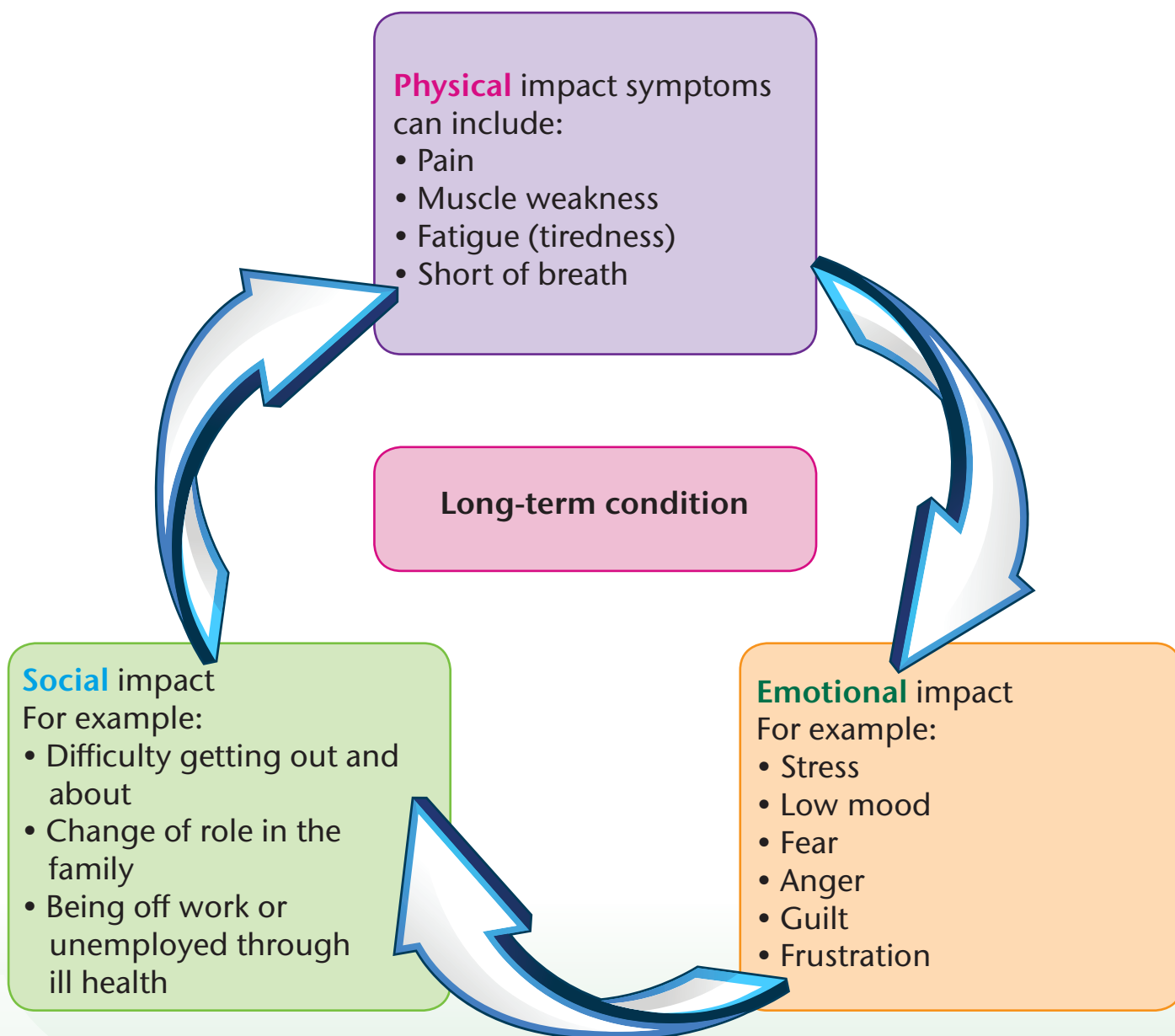
My long-term health condition (s) are;

1.
2.
3.

Being diagnosed with a long-term condition can be overwhelming and can often make life seem much more difficult. If you imagine your health and wellbeing combined as the vehicle that keeps you moving through life, all of a sudden there can be barriers that stop you moving forward and things that can slow you down. This can leave you feeling that life is out of your control. See diagram below.

P.E.S Cycle

Living with long-term conditions can have an impact on your Physical, Emotional and Social health and wellbeing.



The **Physical** impact can affect our **social** and **emotional** health and wellbeing.
The **Social** impact can affect our **emotional** and **physical** health and wellbeing.
The **Emotional** impact can affect our **physical** and **social** health and wellbeing.

As the diagram on page 5 shows, living with a long term condition doesn't just affect your physical health. So it is fair to say that although medical treatment - for example, medicines, may help manage your symptoms, medical treatment alone is not enough. If you want to manage your 'life' when living with a long-term condition you need to manage the **physical**, **social** and **emotional** impact.

Use the model above to think of what **physical**, **social** and **emotional** challenges you face when living with your long-term condition. Write these in the space below

1.
2.
3.
4.
5.

There are lots of positive things you can do to improve your health and wellbeing. This is known as **self management**. As human beings we all have built in survival instincts. You have the ability to face challenges, build new skills and work out solutions. You may have already started to develop your self management skills.

Take some time to consider these now and write them in the list below.

Things I currently do to help manage my life when living with a long-term condition are;

1.
2.
3.
4.
5.

Self management doesn't mean you have to travel alone. Think of your support team like a driving instructor, motor mechanic and/or navigation system. They are there to help, support and encourage you along the way.

Write down all the members of your support team below. These may be friends, family members, carers, health or social care professionals

Members of my support team;

1.
2.
3.
4.
5.

Use this workbook and involve the members of your support team to help you build on your existing self management skills and help you develop new ones.

Remember: There are many different ways you can develop your confidence with regards to self management, this workbook is only one. There are also self management programmes, support groups, rehabilitation programmes, education programmes, community programmes and exercise classes... and the list goes on. Use your facilitator and other members of your support team to help you find out more.

Goal setting and problem solving

The hopes and aims of this chapter are to:

- Introduce you to the concept of goal setting as a self-management tool
- Share with you goals that others have set
- Allow you to think about and document your own personal goals
- Introduce you to the concept of problem solving as a self-management tool

Setting a goal allows you to think about what you want to achieve in the short or long term. Goals give you something to aim towards and help to keep you motivated. As you achieve your goals they can help to build your self-confidence. Goal setting is a tool that can help you get back in the driving seat of your life when living with a long-term condition.

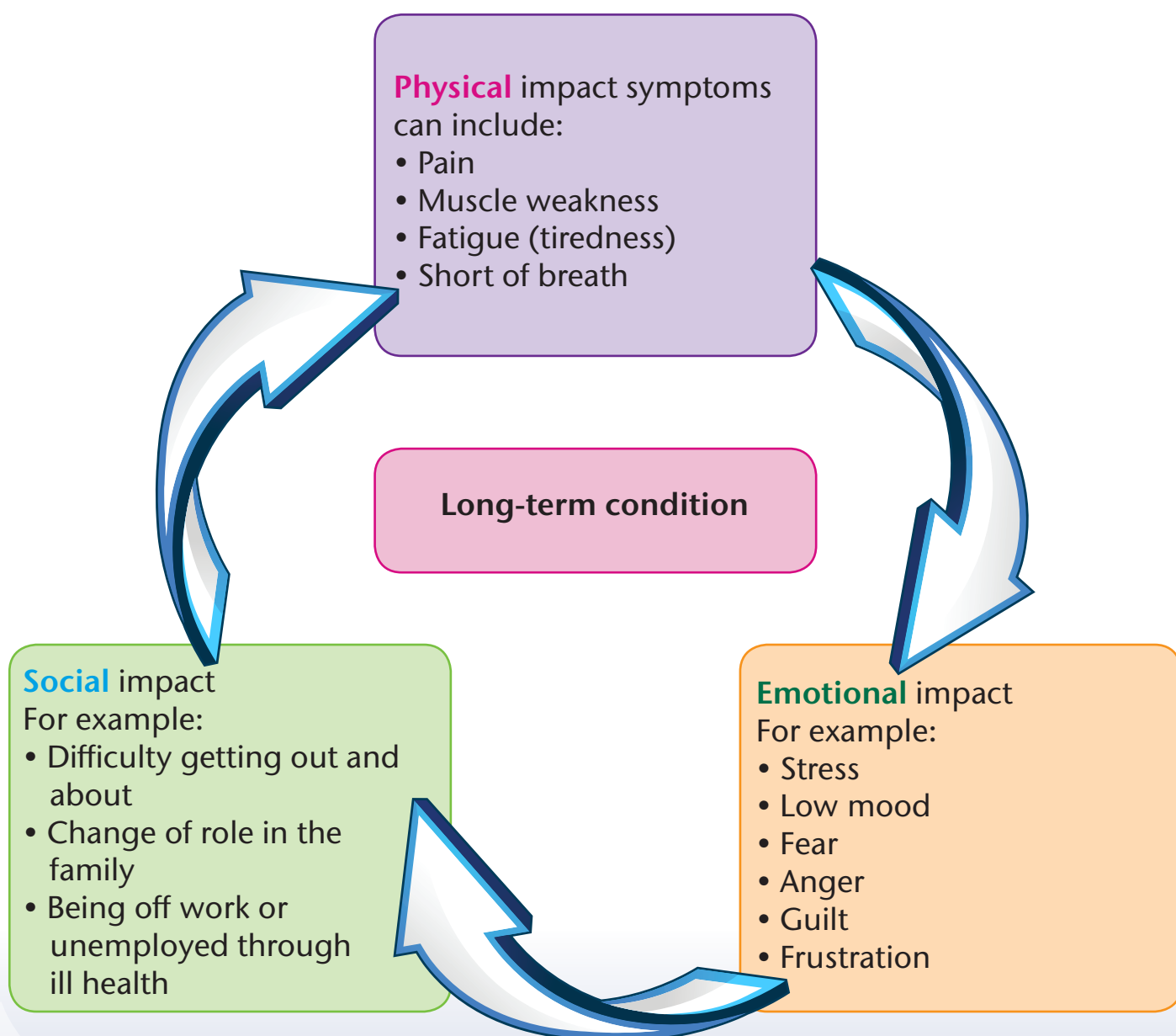
The steps to goal setting are as follows:

1. Set a reasonable goal – something that is important to you and that you can realistically imagine yourself achieving.
2. Break the goal down into small do-able steps and or action plans.
3. Carry out the small do-able steps and or action plans.
4. Check how you are doing.
5. Change your plan if necessary.
6. Solve any problems along the way.
7. Reward yourself when your goal is achieved.
8. Set a further goal.

The goals you decide to work on can relate to any of the areas of the PES cycle that was mentioned in the introduction and is shown again on page 9.

P.E.S Cycle

Living with long-term conditions can have an impact on your Physical, Emotional and Social health and wellbeing.



The **Physical** impact can affect our **social** and **emotional** health and wellbeing.
The **Social** impact can affect our **emotional** and **physical** health and wellbeing.
The **Emotional** impact can affect our **physical** and **social** health and wellbeing.

Examples of goals that others have worked on can be found below;

Goals to improve physical health and wellbeing

- Improve my strength and stamina over the next three months to be able to get back to doing my own vacuuming.
- Over the next six months I want to lose a stone in weight so I feel more comfortable in my summer clothes while on holiday.

Goals to improve emotional health and wellbeing

- Learn to control my panic attacks so I can get back to attending church on a Sunday within the next three to six months.
- Improve my mood to allow me to enjoy the time I spend with my family and friends.

Goals to improve social health and wellbeing

- Manage my energy better so I can do something I enjoy once or twice a week.
- Organise and plan a holiday so I can go away with my partner in three months' time.

Why not take some time now to think of what you would like to achieve...what are your personal goals?

Write them down below using the following check list;

- Is this something I really want to do?
- Is this something that is important to me?
- Is this something that will help me manage my life better while living with my long-term condition/s?
- Can I realistically see myself achieving this goal?
- Have I been specific?

My personal goals:

1.
.....
.....
2.
.....
.....
3.
.....
.....

Remember:

Don't worry if you can't think of a goal right now. As you work through the workbook it may give you food for thought.

If you are unsure as to whether your goals are realistic or specific why not share them and get feedback from your facilitator and support team.

Once you have set your goal, you need to break it down into 'do-able steps' and/ or 'action plans'. Let us look an example:

Goal: Over the next six months I want to lose one stone in weight so I feel more comfortable in my summer clothes while on holiday.

	Do-able step	Action plan
1	Ask for some healthy eating advice from my health care professional	Attend my dietitian appointment at 2pm on Wednesday
2	Keep a food diary for two weeks	Spend 30 minutes at the end of each day filling in my food diary
3	Share my diary with my health care professional to work out where my diet could improve	Attend my review appointment on Monday at 10am. Take my food diary with me
4	Cut down my portion sizes	Use a small plate for my evening meals Monday to Friday
5	Eat more fruit and vegetables	Eat three to five portions of fruit and vegetables at least four days in the week
6	Reduce the number of treats I eat	Have a chocolate biscuit only on a Monday and Friday
7	Do some exercise at home	Do my exercise DVD on a Monday, Wednesday and Friday for 40 minutes before lunch

We can see from the example that achieving any goal can involve lots of important do-able steps and action plans. The do-able steps give you direction and the action plans are the steps you take towards achieving your goals.

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Action plans need to be SMART:

S – Specific

What are you going to do?

What specific behaviour or activity are you committed to doing. Doing is not... 'I'll get fitter', but it could be 'I'll do stretching exercises'

M – Measurable

How much? For example, five minutes or three different stretches

How often?

Think of how often you can realistically see yourself doing this in a week. This could be, -for example, three times in the week. It's usually better not to plan for every day as its easy then to have something intervene and then you will feel disappointed that you have not achieved your plan. If you then manage it more often you will feel good about exceeding your expectations!

A – Appropriate

Something you want to do

To check this out, ask yourself 'How important is doing this action plan to me? What is its importance rating for me? Very, fairly or not important at all?' If it's not very important you are unlikely to prioritise it in your week. Think of something that is more important.

R – Realistic

You should feel confident that you can achieve your action plan.

‘On a scale where zero is ‘no confidence’ and ten is ‘couldn’t be more confident’, how confident am I that I can carry out my action plan this week?’

0 1 2 3 4 5 6 7 8 9 10

0 = no confidence

10 = complete confidence

If your confidence level is low think about adjusting your action plan in a way that will increase your confidence. Confidence leads to success.

T – Time-based

When will you do it?

‘What days and at what time of day is best for me?’

Think of what days of the week and what times of the day is best for you to carry out your action plan.

Action plans can also be a good way to try something new. Setting action plans can also be useful to get tasks done that we have been avoiding or putting off.

Use the goals booklet provided to write your goals, plan your do-able steps and record your action plans.

Solving problems

If you experience barriers or challenges along the way don’t give up. Instead use problem solving as a tool to find a new path or overcome challenges.

Use the following steps to help you to problem solve

Work out what is the real problem. Ask yourself, ‘What is really stopping me?’

Make a list of possible solutions. Give yourself time to do this. If you find this difficult get a member of your support team to help you.

Choose an idea that feels right for you and try it out.

If you still have a problem, try something else from your list.

Remember: Not all problems are solvable. This can be difficult to accept but remember the problem may be able to be solved at some point in the future or there may be an alternative path to travel. Don’t give up. Keep moving forward! Choose another goal to work on until you feel ready to tackle this one again.

You can find space at the back of your goals booklet to write down your problems and list your solutions.

Understanding and managing your symptoms

The hopes and aims of this chapter are to:

- Identify the symptoms you are living with because of your long term condition
- Reflect on what you understand about your condition and its symptoms
- Identify where you might find more sources of information or explanation
- Introduce the potential benefits of keeping a daily living and symptom diary.

Part of living with a long term condition is living with symptoms. Some symptoms will be very specific to the condition you are living with. For example, breathlessness is a common symptom for those living with a respiratory condition and pain is part of living with arthritis. Symptoms can be experienced by many people regardless of the condition they live with. Examples of these symptoms include fatigue, stress or low mood.

Take some time to identify the symptoms you live with on a day-to-day basis.

The symptoms I live with are:

1.
2.
3.
4.
5.

To help manage your symptoms it is important that you fully understand why these symptoms are there. This means fully understanding your condition.

Ask yourself:

Is my knowledge and understanding about my condition and its symptoms good, fair or poor?

If you have identified that you may need to increase your knowledge and understanding, where might you find more sources of information or explanation?

Places I can find more information or explanation are:

1.
2.
3.
4.
5.

Others have that found the following are good sources of information:

- Ask your health care professional for reliable up-to-date information
- NHS information websites have up-to-date, reliable information that you can trust.
www.nhsinform.co.uk Recognised charity websites also have information you can trust. If you are unsure where to start ask your healthcare professional or your librarian.
- Ask your local librarian. There may be up-to-date information on your condition in the library.
- There may be a local support group in your area where you can meet and learn from others who are living with the same condition.

Keeping a diary can help you monitor your symptoms, see trends, and take action. This helps you stay in the driving seat so you can control your symptoms rather than them controlling you.

Sally lives with osteoarthritis. Take a look at Sally's daily activities and symptom diary below:

Day	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Daily Activities	Did some house work using pacing Did some relaxation after dinner	Went for groceries Babysat grandkids Did a lot of lifting and bending	Did nothing	Went to aqua aerobics in am. Met friend for coffee late afternoon.	Babysat grandkids	Went for a walk and a spot of lunch	Went for the groceries
Symptoms	A little achy	Pain	Fatigue & Low mood	Fatigue	Sore	Felt fine	Felt fine
Time	In the evening	Early evening	Mid morning. Carried on throughout the day	Early evening but passed quickly	Late evening		
Intensity	Mild	Severe	Moderate - Severe	Mild	Moderate		
Medications taken	None	Pain killers			Took a hot bath instead of painkillers		
Effect of medications	NA	Pain reduced to 2/10			Soreness settled		

Management Tools / Techniques / Strategies	Pacing Relaxation		Should have written down and challenged my negative thoughts	Physical activity		Physical activity	Planned my shopping list
Effect of Self Management	Pacing stopped me getting too sore Relaxation helped reduce muscle pain			Made me feel good – more energy		Felt good	Saved time and energy

Sally was able to learn a lot from keeping her diary.

She was able to see that overdoing things on the Tuesday caused her symptoms to flare up and left her exhausted and low on the Wednesday.

She also saw that pacing herself and planning helped her stay in control. Moderate exercise and relaxation helped reduce her symptoms of pain and made her feel good.

In the future she plans to only babysit her grandchildren on a day when she has no other plans and prioritise physical activity and relaxation as part of her weekly routine.

Her **goal** is now to ‘**better manage my symptoms**’.

Her **action plans** towards this goal are to:

- Talk to my daughter on Friday about my babysitting duties. Explain to her that I need more notice for when I am needed so I can plan my weekly activities better.
- Go for a 30 minute walk at 11am on a Monday and a Saturday.
- After going for the groceries and putting them away, do 30 minutes of muscle relaxation.
- Attend my aqua aerobics on a Thursday from 11am-12noon.

Use the daily living and symptom diary as a tool to help you manage your symptoms.

Remember: If any of your symptoms feel out of control why not share your diary with a member of your support team. They may be able to help you to spot trends and give suggestions to help you problem solve. If you are worried about worsening symptoms share your diary with your doctor or nurse.

Day	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Daily Activities							
Symptoms							
Time							
Intensity							
Medications taken							
Effect of medications							
Management Tools / Techniques /Strategies							
Effect of Self Management							

Day	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Daily Activities							
Symptoms							
Time							
Intensity							
Medications taken							
Effect of medications							
Management Tools / Techniques /Strategies							
Effect of Self Management							

Day	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Daily Activities							
Symptoms							
Time							
Intensity							
Medications taken							
Effect of medications							
Management Tools / Techniques /Strategies							
Effect of Self Management							

Staying well and managing setbacks

The hopes and aims of this chapter are to help you:

- Think of the things you do at the moment and the things you could try or do more of to stay as well as possible.
- Reflect on previous setbacks to help you think of any triggers and early warning signs to look out for that will help you take early action in the future.
- Reflect on how you managed previous setbacks and build on these skills to help you better manage setbacks in the future.

Managing setbacks is part of self management. When you live with a long term condition setbacks may happen. This can be frustrating and disappointing but every setback is an opportunity to learn. You can use them to reflect on what (if anything) triggered the setback, what you do that helps you recover and what if anything you can do to prevent or better manage the setbacks you may face in the future.

Before we start it is important that you take some time to think of the things which help you to stay as well as possible while living with your long term condition/s.

Take some time to think of the things you do to help you stay **physically**, **emotionally** and **socially** well.

The things I do to help stay physically well are:

1.
2.
3.
4.
5.

Examples of what others do to help stay physically well:

- Exercise regularly
- Take my medications as prescribed
- Pace myself
- Attend my review appointments
- Stop smoking
- Eat a healthy, balanced diet
- Drink alcohol within safe limits



The things I do to help me stay emotionally well are:

1.
2.
3.
4.
5.

Examples of what others do to help stay emotionally well:

- Practice relaxation regularly
- Challenge and rephrase negative thoughts
- Talking about feelings



The things I do to help me stay socially well are:

1.
2.
3.
4.
5.

Examples of what others do to help stay socially well:

- Make going out to see friends a priority
- Visit family and loved ones
- Attend a local support group
- Attend a local exercise group
- Volunteer
- Support other people

If there are things you are not doing at the moment that may help you stay as well as possible, set yourself an action plan and take that first step towards the goal of improving your health and wellbeing. Record these in your goals booklet.

Now think back to the last few setbacks you have experienced.

Looking back, can you think of anything that may have triggered the setback? If you can think of anything write it in the space below.

Some examples of triggers that others with long-term conditions have identified are:

- Stress
- Infection
- Doing too much
- Not taking my medications

Looking back, were there any early warning signs that you may have been heading for a setback? Write any early warning signs in the space below.

Examples of early warning signs are:

- Increasing symptoms (these will be specific to your condition)
- Using more medication
- Feeling less able to cope
- Increased tiredness
- Disturbed sleep



Here are some examples of what others living with a long-term condition found helpful in making a recovery from a setback:

- Put any medication plan into action. This should have been discussed and agreed with your health care professional.
- Rest when you need to but don't go to bed for long periods throughout the day.
- Do more relaxation.
- Challenge any negative thoughts ... remember that you have been here before and you did get better.
- As you begin to feel better, set yourself small goals and action plans
- Use problem solving
- Tell others how you are feeling and don't be afraid to ask for help

What helped you to recover and get back on track? Write your response in the space below.

Below are some things that others have said got in the way of their progress:

- Resting too much. This led to more weakness than there needed to be.
- Not going to see or speak to my GP or practice nurse soon enough.
- Pushing through and doing too much until I was forced to address things.
- Allowing negative thoughts and stress to build and build.
- Hiding my setback from family and friends.
- Giving up on all my goals because I had taken a small step back.

What (if anything) got in the way of your recovery? Write down any problems in the space below.

What (if anything) do you think you could do differently next time? Write this down in the space below.

If one of your personal goals is to better manage setbacks, use your answers above to help come up with some action plans or do some problem solving. Record these in your goals booklet. If you find this difficult ask your facilitator for help.

Managing physical activity

The hopes and aims of this chapter are to help you:

- Explore and understand the benefits of physical activity and the risks of being physically inactive.
- Understand your barriers to being as physical active as you'd like to be
- Think about ways to overcome barriers to physical activity
- Understand the recommended physical activity guidelines and how to work towards these

Being physically active can be challenging when living with a long-term condition but like a car that needs serviced regularly in order to keep all its parts in good working order, your body needs regular physical activity to keep all your muscles strong, your joints moving and your internal organs working efficiently. In fact you can get many health benefits from exercise.

Can you think of any other health benefits you can get from exercise?

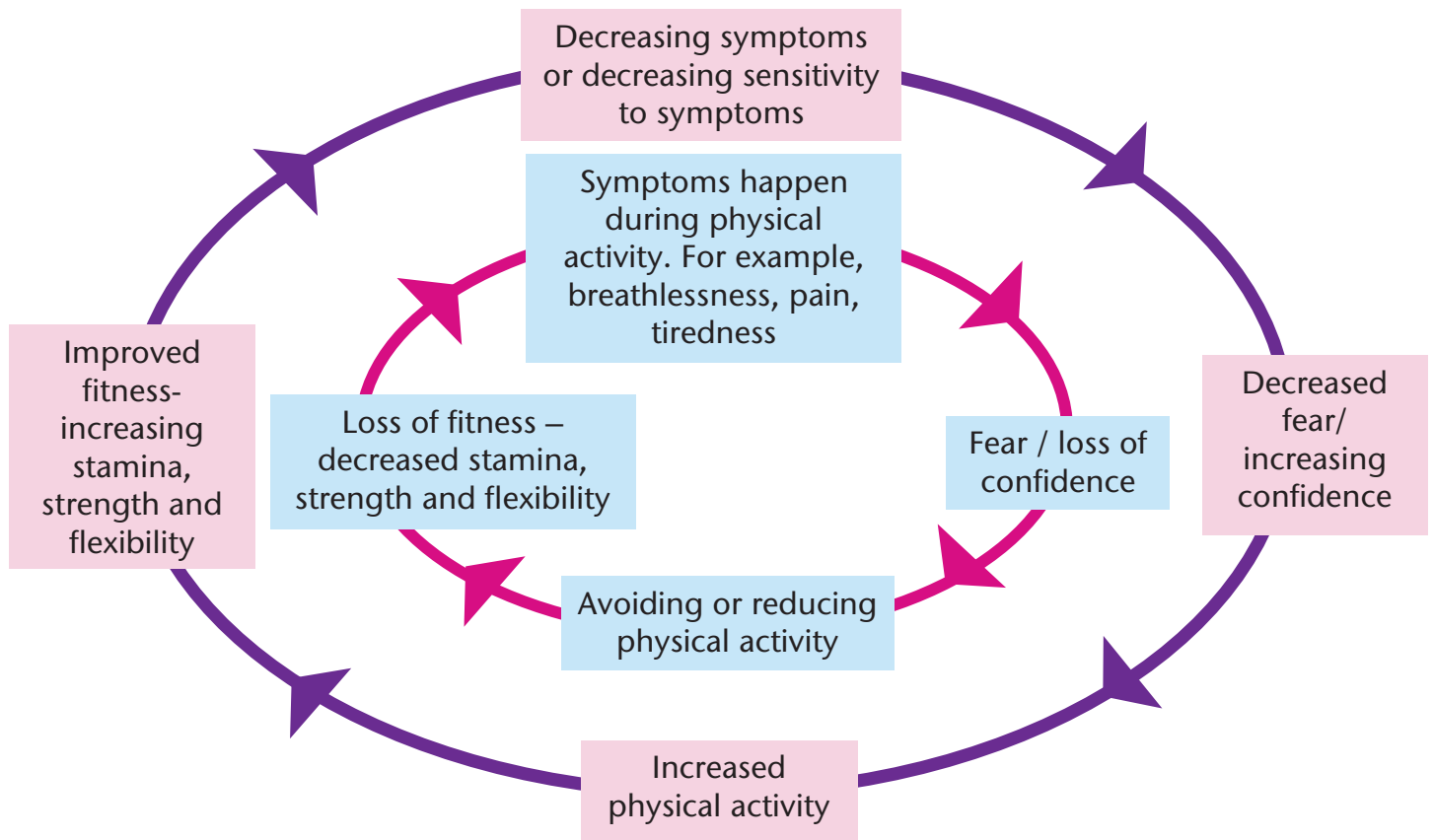
Write them down in the space below. If you find this difficult, your facilitator will be able to help you.

1.
2.
3.
4.
5.

It is clear from the list above that physical activity is good for your health and wellbeing. It can however be challenging to be physically active when living with a long-term condition.

Many people who live with a long-term condition are afraid that physical activity may be harmful but the opposite is in fact true. Being physically **in-active** can cause problems with your health and wellbeing but being physically **active** can help you manage your life when living with your long-term condition. This is explained in the picture below.

Inactivity cycle



As the cycle above shows, the less you do the less you will soon be able to do. This is because being physically in-active will lead to your body becoming de-conditioned which leads to further symptoms. This cycle can however be broken by slowly and gradually increasing your physical activity levels, which will make you fitter, increase your confidence which, in turn, will help you be more physically active. Before becoming more physically active you may need to overcome the barriers that are stopping you being as physically active as you would like to be. Let's look at these now.

What stops you being as physically active as you would like to be?

Write down your personal barriers in the space below;

The top three barriers that stop me being physically active are;

1.
2.
3.

Now you have identified your barriers think of some strategies or solutions you could use to overcome these.

1.
2.
3.

If you are unable to think of strategies or solutions, the table below may help. If your personal barriers are not listed in the table why not discuss these with your facilitator to see if they can help you find a solution.

It is unsafe for me to exercise because of my long-term health condition	Research has shown that exercise can improve the quality of life for people living with the vast majority of long-term health conditions. Speak to a health care professional for reassurance before increasing your physical activity levels.
I am too tired to exercise. I would rather rest and relax.	Exercise helps our bodies to release feel good chemicals which help to reduce tiredness. They also help us combat stress so can make us feel more relaxed.
I am too sore to exercise	Exercise helps keep sore joints lubricated and prevents them getting stiff. Exercise also keeps the muscles strong which help to support sore joints. You may however, need some support from a Physiotherapist to help you find the right type of exercise.
I am too breathless to exercise	Although some health conditions can make people feel more breathless than others remember that breathlessness is a normal response to exercise. It might mean that you have to pace yourself and take a few rests so you can get your breath back under control. A Physiotherapist can help you develop an exercise programme that will be right for you.
I am too old to exercise	The older population get just as much health benefits (and more) compared to the general population. For example, exercise can improve balance and help keep bones strong which both reduce the risk of broken bones due to falls. Again, a Physiotherapist will help you develop a programme that is right for you.
I avoid exercise because I am embarrassed about my size	Taking a friend can help increase your confidence or why not exercise in your house where you feel safe. Remember that regular physical activity can help boost your confidence. It will also help you lose weight.

I am active enough during my day so I don't need to do any more exercise.	Jobs that make you feel warm and moderately short of breath do count as physical activity. Remember, you need to be doing at least 30 minutes of these kinds of activities during the day. If not, you need to add some more physical activity into your day-to-day routine.
I lack motivation so will never be able to keep it up.	We all find it hard to keep motivated. Finding something you enjoy or exercising in a group can help.
I don't have any time for physical activity.	Try building physical activity into your daily routine. Planning your week and making time for exercise can also help.
I really want to but I lack confidence. I really don't know where to start.	Why not read the top tips section on page *** . Remember your facilitator and other members of your support team are there to help you.

Now use the Self assessment table below to assess yourself against the current amount, intensity and type of exercise that is recommended.

What are you currently doing in terms of physical activity?			Are you meeting the recommended guidance?
F	Frequency	How many days in the week are you physically active?	You should aim to be active five days in the week?
I	Intensity (how hard)	<p>How hard to you push yourself?</p> <p>Rate yourself on the scale below;</p> <p>0 Completely relaxed</p> <p>1 Very slightly breathless</p> <p>2</p> <p>3 Hot and moderately breathless</p> <p>4</p> <p>5 Hot and somewhat severely breathless</p> <p>6</p> <p>7 Hot and severely breathless</p> <p>8</p> <p>9</p> <p>10 Couldn't be more hot and breathless</p>	<p>You should aim to work at a moderate level.</p> <p>When working at a moderate level you will be warm and short of breath to the point you would not be able to sing but still able to complete a short sentence.</p> <p>This equates to somewhere between 3 and 5 on the scale.</p>

T	Time	How long are you physically active for in each day?	You should aim for 150 minutes a week which can be achieved by 30 minutes over five days. It can be done in bouts of 10 minutes or more.
T	Type:	What type of exercises do you do that?	<p>You should aim to do exercise that works your whole body which will improve your stamina.</p> <p>You should also do some exercise that helps build strength.</p> <p>Don't forget you also need to do some stretches that help keep you supple.</p>
		Improve your stamina	
		Build strength	
		Help keep you supple	

Why not set yourself a goal around physical activity. Think about the do-able steps you will need to take to help you reach your goal and achieve the above recommendations. What action plan can you set yourself this week? Write these in your goals booklet.

Managing your time with people who provide health and social care

The hopes and aims of this chapter are to help you:

- Identify the people who provide your health and social care who form part of your support team
- Get the most out of the time you spend with your health or social care provider
- Improve the communication between you and your health or social care providers

Building effective relationships with health and social care providers is essential for effective self management. You live with your long-term condition on a daily basis but health and social care providers can help guide and support you.

What health and or social care providers do you consider to be part of your support team? Write them in the space below;

1.
2.
3.
4.
5.
6.

A few examples of health and social care providers who may be able to support you are;

- a family doctor (GP) can help you get a diagnosis by organising various tests. They can also support you in getting your symptoms under control. They can also arrange further support by referring you on to other health care professionals
- a nurse can help understand your condition, your medications, your test results.
- a physiotherapist can help you to be more physically active within the limits of your long-term condition
- an occupational therapist can help you with any aids or adaptations you may need to live as independent a life as possible
- a dietician can help you achieve a healthy, balanced diet
- a social worker can help you find a range of social services to help you in your day-to-day life.
- voluntary organisations can provide you with up-to-date information and support. They may also run support groups or self management programmes in your community

The time spent with any health or social care provider should be a two way process. They may know more about the services and / or the medical treatment available but you will better understand how your condition affects your day-to-day life. Partnership working between you and your health or social care provider is essential and this needs good communication.

Are you getting the most out of the time you spend with your health or social care providers? Could poor communication be a barrier/ problem?

Ask yourself the following questions

Do you feel frustrated at times because you have not gotten all that you wanted from the time spent with your health or social care providers?

Do you feel intimidated by health or social care providers?

Are you afraid of asking too many questions?

Are you afraid of wasting a health or social care provider's time?

Do you get bamboozled by the way the health or social care providers speak or the language they use?

Do you struggle to fully hear or understand what your health or social care providers tell you?

Do you feel health or social care providers are always in a hurry?

Do you feel your health or social care providers don't understand your priorities?

Do you feel your health or social care providers don't take time to fully listen to you?

If you have answered yes to some of the above questions then communication between you and your health or social care providers could be improved. From your experience what happens as a result of poor communication between you and your health or social care providers. How does it make you feel? Write your thoughts down in the space below:

1.
2.
3.
4.
5.

We can see from the exercise above that poor communication can affect your ability to self manage.

Let's now think of ways we can make sure we communicate well and get the most out of the time we spend with our health or social care providers.

Beforehand

What can you do beforehand to help you prepare? What might help you in communicating your needs? Write your ideas down in the space below:

1.
2.
3.
4.
5.

See what others have found helpful in the tips below:

- Write down a list of two or three things that you want to get out of attending your appointment
- Now put the list in order of importance with the most important appearing first on the list
- Know your symptoms including when they started, what makes them better and what makes them worse
- Know your long and short-term goals
- Make a double appointment if you have lots of things to cover
- Make a list or take all your medicines with you including vitamin supplements and/ or herbal medicines
- Ask you hospital, surgery or clinic for an interpreter or communication support if you think you will need it
- Why not ask a friend or relative to go with you
- Take a pen and some paper to take notes

During

What can you do during your time with your health or social care provider to communicate your needs and help you understand what is being said? Write your ideas down in the space below:

1.
2.
3.
4.
5.

See what others have found helpful in the tips below:

- Share your list with your health care professional and be clear as to what your top priority is for the visit
- Share and agree any long or short term goals with your healthcare professional
- Don't be afraid to ask if you don't understand. For example, "Can you explain that that again? I still don't understand"
- If you don't understand any words, ask for them to be written down and explained
- Write things down or ask a family member or friend to take notes

Before parting company

What might you want to check or ask before parting company to make sure you have addressed your concerns and understand what has been said, what has happened and what will happen next? Write your ideas down in the space below:

1.
2.
3.
4.
5.

See what others have found helpful in the tips below

Check that:

- You have covered everything on your list
- You have understood - for example, "Can I just check that I have understood what you have said?"
- Make sure you know what will happen next

Ask:

- Where to go and/or who to contact for further support
- Where to go for reliable information
- For copies of letters written about you – you are entitled to see these

Afterwards

What might you want to do afterwards? Write your ideas down in the space below:

1.
2.
3.
4.
5.

If one of your personal goals is to better manage the time with your health or social care provider, use your answers and the information above to help come up with some action plans and / or do some problem solving. Record these in your goals booklet. If you find this difficult ask your facilitator or another member of your support team for help.

See what others have found helpful in the tips below

- Write down what you discussed and what will happen next
- Book any follow-up appointments
- Book any tests
- Once tests are done, ask when to expect the results
- Once you have the results don't be afraid to ask what they mean
- Move towards your agreed goals by writing them in your goals diary and setting yourself an action plan
- Look back on what went well during the consultation and what would make it even better next time.

Managing fatigue (tiredness)

The hopes and aims of this chapter are to help you:

- To introduce the concept of fatigue and explore what fatigue means to you
- Explore how you currently use your available energy and how this may impact on fatigue
- Think of ways to ensure you use your available energy in the best way
- Identify other things that may be making you more fatigued and how to manage these

Fatigue can be a problem for many people living with a long-term condition. Many people who experience fatigue find it difficult to explain to other people but often talk about fatigue as an overwhelming feeling of tiredness that can last for long periods of time. You might not be able to rid yourself of the fatigue that is caused by your long term condition but you can use self management to take control of other things that might be making the fatigue you experience worse.

What does fatigue mean to you? Write your experiences of fatigue in the space below:

35

We all have an available amount of energy to help us get through each day. The energy we have keeps our bodies charged for the day ahead, a bit like a battery. We need to ensure we spend this energy wisely so not to deplete our battery of all its energy. A battery that is allowed to run completely flat is much more difficult to recharge.

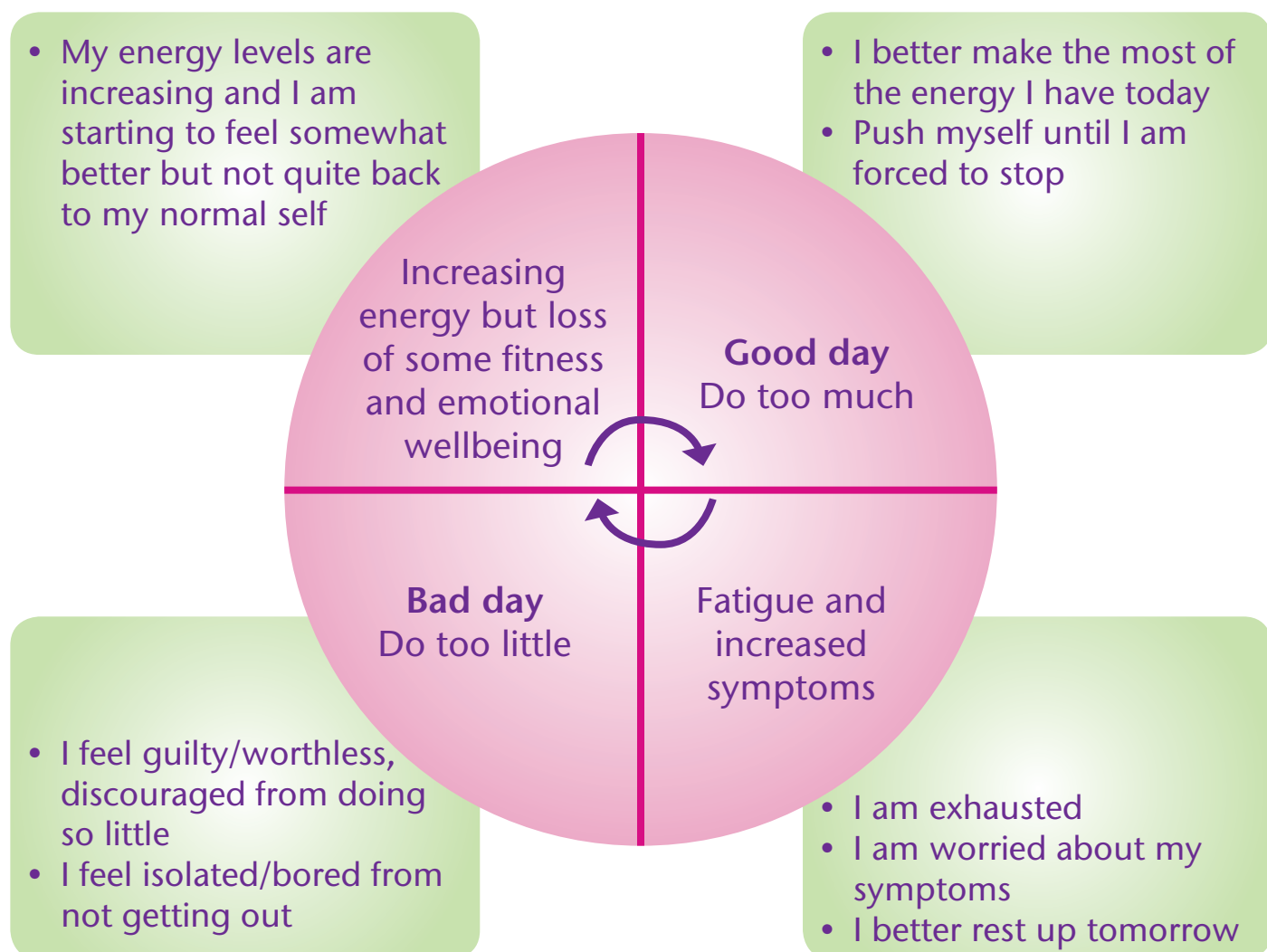
Take some time to explore how you currently spend and manage your energy.

Ask yourself the following questions:

- Do I rush to get things done quickly?
- Do I push and push myself until I am forced to stop?
- Do I do things to please other people?
- Do I do certain things in a certain way just because I have always done them that way?

If you have answered 'yes' to any of the above you may not be using your energy in the best way.

Take some time to look at the cycle below. Do you recognise yourself in this cycle?



Many people find they get trapped in this cycle. You can see that the cycle is a bit of a rollercoaster ride which leads to our energy levels swinging from high to low. This in turn has an impact on our **physical**, **emotional** and **social** health and wellbeing.

Have you found or can you think of ways to break this cycle? Write down some ideas below:

1.
2.
3.
4.

Here are some top tips which other people living with a long-term condition have suggested when using problem solving on self management courses. Why not have a read and see if you think any might work for you? It might also help you think of some more ideas.

Top tips - food for thought on how to save and manage energy

- Prioritise what needs done.
- Plan ahead.
- Break down big jobs over days or weeks.
- Sit down to do things when you can.
- Drag and slide things instead of lifting them.
- Keep things you use often within easy reach.
- Wash the bath tub or shower while in it.
- Use a towelled robe and pat yourself dry instead of drying yourself.
- Use a long handled sponge, long handled dustpan and brush and shoe horn to save you bending.
- Bathe at night instead of during the day. Getting night wear on is easier than clothes so this will save you some energy.
- Keep a good posture.
- Slip-on or shoes with Velcro or elastic fastenings make life a little easier
- Don't rush.
- Ask for help when you need it. Remember getting help with everyday tasks like housework and the garden can leave you with more energy to do things you enjoy like exercise or meeting friends.
- Learn to say no
- Get some fresh air
- Have a guilt free rest
- Laughter

Why not try a weekly planner.

- Plan what really needs done this week and what jobs can be broken up into more do-able chunks.
- Plan what activities you will do for your health and your pleasure. For example, exercising, visiting friends, going to the pictures.
- Plan things you know help to recharge your battery. For example, relaxation, reading, knitting, power nap
- Commit to one job/ activity in the morning, one job/ activity in the afternoon and one job/ activity in the evening if you feel you still have enough energy.
- Commit to recharging your battery at least once in the day.
- Commit to finding time throughout your week for things for your health and things you enjoy.
- Remember: A battery that is completely flat is much more difficult to charge and becomes less efficient with time.
- Remember: On occasions, you might decide it is worth running your battery flat because you want to do things that you wouldn't miss for the world!!

If one of your personal goals is to use your energy in the best way use your answers and the information in this chapter to help you come up with some action plans. Record these in your goals booklet. If you find this difficult ask your facilitator or another member of your support team for help.

Spending your available energy more wisely will help but there are other things that may also be worsening your fatigue which you may want to address.

Take the quiz below to see if other things in your life may be adding to the fatigue you experience.

True / False

1. Exercise helps reduce fatigue?
2. Consuming sugary foods and drinks gives you more energy?
3. Caffeine can make fatigue worse?
4. Drinking plenty of water helps reduce fatigue?
5. The way we think and feel - for example, our emotions can worsen fatigue?
6. Our medications can cause fatigue?
7. Fatigue is made worse by poor sleep?

Answers

1. Exercise helps reduce fatigue? **True**

Keeping our bodies strong and flexible makes them move more efficiently. Exercise also releases feel-good hormones that can help relieve fatigue. It is true to say you can be tired from doing nothing!

2. Consuming sugary foods and drinks gives you more energy? **False**

It is true that we get our energy from the foods we eat but when sugar levels are high and then low fatigue can be worse. A balanced healthy diet will release energy more slowly over time and give us all the energy we need.

3. Caffeine helps reduce fatigue? **False**

Caffeine in moderation can improve alertness and concentration but too much can overexcite our body system. Research had shown that too much caffeine can cause fatigue. If you think this might be a problem for you, make sure you cut down your caffeine slowly over time as stopping suddenly can cause withdrawal and more fatigue.

4. Drinking plenty of water helps reduce fatigue? **True**

Dehydration can stress our body system and cause fatigue.

5. The way we think and feel - for example, our emotions - can worsen fatigue? **True**

Challenging emotions burn lots of energy and can worsen fatigue. Watch out for negative “self-talk.” Yes, fatigue can make life more difficult but remind your self that you can take charge and do things to help manage it. Try not to get frustrated. Instead put this energy into finding easier, different ways or alternatives that will help get the task done. Don’t feel guilty about have a rest to help you recharge during the day time.

6. Our medications can cause fatigue? **True**

Fatigue can be a side-effect of some medications.

7. Fatigue is made worse by poor sleep? **True**

We need our sleep to allow us to recharge. If you are not sleeping well see the top tips on sleep at the end of this chapter.

From doing the quiz, what things apart from your long-term condition could be making your fatigue worse?

The things that may be making my fatigue worse are;

1.
2.
3.

Your supporting clinician will guide you to appropriate self help material which will help you problem-solve any issues that may be making your fatigue worse, whether they be related to your diet, physical activity levels or challenging emotions. For tips on sleep, see the list below from The Sleep Council (a non-profit making generic organisation which aims to promote the importance of a good night’s sleep to health and wellbeing).

Top tips on how to get a more restful night's sleep

1. **Keep regular hours.** Going to bed and getting up at roughly the same time every day will programme your body to sleep better. Choose a time when you're most likely to feel sleepy.
2. **Create a restful sleeping environment.** Your bedroom should be kept for rest and sleep. Keep it as quiet and dark as possible. It should be neither too hot nor too cold. Temperature, lighting and noise should be controlled so that the bedroom environment helps you to fall (and stay) asleep.
3. **Make sure that your bed is comfortable.** It's difficult to get restful sleep on a mattress that's too soft or too hard, or a bed that's too small or old. If you have a pet that sleeps in the room with you, consider moving it somewhere else if it often makes noise in the night.
4. **Exercise regularly.** Moderate exercise on a regular basis, such as swimming or walking, can help to relieve some of the tension built up over the day. But don't do vigorous exercise too close to bedtime as it may keep you awake.
5. **Less caffeine.** Cut down on stimulants such as caffeine in tea or coffee, especially in the evening. They interfere with the process of falling asleep, and they prevent deep sleep. The effects of caffeine can last a long time (up to 24 hours) so the chances of it affecting sleep are significant. Have a warm, milky drink or herbal tea instead.
6. **Don't over-indulge.** Too much food or alcohol, especially late at night, can interrupt your sleep patterns. Alcohol may help you to fall asleep initially, but it will disrupt your sleep later on in the night.
7. **Don't smoke.** It's bad for sleep. Smokers take longer to fall asleep, they wake up more frequently, and they often have a more disrupted sleep.
8. **Try to relax before going to bed.** Have a warm bath, listen to quiet music or do some gentle yoga to relax the mind and body. Your doctor may be able to recommend a helpful relaxation CD.
9. **Write away your worries.** Deal with worries or a heavy workload by making lists of things to be tackled the next day. If you tend to lie in bed thinking about tomorrow's tasks, set aside time before bedtime to review the day and make plans for the next day. The goal is to avoid doing these things when you're in bed, trying to sleep.
10. **Don't worry in bed.** If you can't sleep, don't lie there worrying about it. Get up and do something you find relaxing until you feel sleepy again, then return to bed.

If one of your personal goals is to get a more restful night's sleep, use the information above to help you come up with some action plans. Record these in your goals booklet. If you find this difficult or come up against any problems or barriers ask your facilitator or another member of your support team for help.

If you have continued problems with sleep please seek advice from your doctor

Planning for your future

The hopes and aims of this chapter are to help you:

- Identify the things you may be worried about for your future
- To think about what you want for your future
- Take action towards what you want for your future

Worrying thoughts about the future can sometimes feel overwhelming. If left alone they can grow worse and impact on your health and wellbeing. By working through this chapter you will be able to start tackling them head on which will help you keep them under control.

What worries do you have about the future?



To begin working through this process you need to spend some time thinking about what you really want. Once you know, you can start taking action to make sure your wishes are carried out. This can be a difficult and emotional process. It may help to do this with your facilitator or another member of your support team.

If you are unable to care for yourself day-to-day such as, being able to get up, washed, dressed and fed by yourself - what would you like to happen? Who would you like to help? Write your thoughts in the space below.

If you are unsure of your options ask your facilitator or another health or social care worker in your support team for ideas and suggestions.

If you do not feel safe living on your own, what would you like to happen? Write your thoughts in the space below.

If you are unsure of your options why not ask your facilitator or another health or social care worker in your support team for ideas and suggestions.

Do you have any financial worries about the future? If you do, write them in the space below.

Why not talk these worries over with your facilitator or another member of your support team or contact your local citizen's advice bureau. Be reassured that there is financial support available to those who need it. This can help towards keeping you independent and providing you with appropriate support and care.

Do you have fears of death or dying? If you do, write them in the space below.

Why not talk these over with your facilitator or another member of your support team. Facing death is a very personal experience and people will react differently to it. Support will be available to you during this time.

Where would you prefer to be in your final weeks, days and hours?

Who would you like to be with you?

What treatments would you like?

You and your family doctor (GP) can record your wishes in what is known as an Anticipatory Care Plan. This is a record that is written in advance that records your wishes about the preferred actions, treatments and interventions which will be given to you by your care providers during the end of your life. If this time comes, anything you have recorded in your Anticipatory Care Plan will be considered and respected. This document can be developed, reviewed and changed over time.

If you are unable to make decisions about the treatment you receive would you like any treatments to be withheld? For example:

- Intravenous fluids and tube feeding
- Resuscitation
- Use of life saving treatment (whether existing or yet to be developed) in specific illnesses where capacity or consent may be impaired – for example, brain damage or dementia.

If you can identify that you would want certain treatments to be withheld in the event you lose the ability to make decisions for yourself you should make an Advance Decision.

Who can make an Advance Decision?

An Advance Decision will only be valid if you:

- Are 18 or older and have mental capacity when you made it
- Have set out exactly which treatments you don't want in the future (if you don't want life saving treatment, your decision must be signed and witnessed)
- Have explained the circumstances under which you would want to refuse this treatment
- Have made the advanced decision without any harassment by, or under the influence of, anyone else
- Haven't said or done something that would contradict the advanced decision since it was made

Limitations of an Advance Decision

An Advance decision cannot be used to:

- Ask for specific treatment
- Request something illegal (such as assisted suicide)
- Choose someone to make decisions for you, unless you have formally given them lasting power of attorney.
- Refuse treatment for a mental health condition

Advance Decision and the law

In Scotland Advance Decisions are governed by common law rather than legislation. This means that although they are not legally binding they would most probably stand up in a court of law. Making an Advance Decision to refuse treatment.

There is no set format but things that need to be included to make it valid are:

- Your full details, name, address, date of birth
- A clear statement that records which treatment/s you do not wish to have and the specific circumstances in which these decisions apply
- Your signature, your printed name and the date
- The signature and printed name of a witness who is over 18 and has mental capacity to confirm that you have signed it whilst they were present

What to do with an Advance Decision?

- Talk it over and give a copy to your GP
- Request a copy to be included in your medical notes
- Ensure that those you want to know about your decision have a copy such as your relatives and friends.
- Review it regularly

Who would you trust and feel confident to oversee your wishes if you become unable to make them yourself? Write their name in the space below.

So that your wishes are documented legally and to officially appoint trusted people as 'attorneys' you should have a 'Lasting Power of Attorney'. There are two types of Lasting Power of Attorney:

1. Lasting Power of Attorney Property and Affairs (This allows your trusted nominee to make property and financial decisions for you. You can include a condition that means the attorney can only make these decisions in the event that you are unable to make them yourself)
2. Lasting Power of Attorney Personal Welfare (This allows your trusted nominee to make decisions about healthcare and where you live only if you lack the ability to be able to make these decisions for yourself.)

Forms are available from the Office of the Public Guardian in Scotland.

You may prefer to use a solicitor to help you through the process. You can find a solicitor using the Law Society of Scotland website.

What would you like to happen to you when you die? What would you like to see happen to your possessions and estate when you die? Write these below

Lasting Power of Attorney stops on the day of death, so in order to ensure your wishes are followed after death you should also make a will.

If one of your personal goals is to be prepared for your future, use your answers and the information above to help come up with some action plans and / or do some problem solving. Record these in your goals booklet. If you find this difficult ask your facilitator or another member of your support team for help.



Managing your medications

The hopes and aims of this chapter are to:

- Explore your beliefs and provide information about taking medications
- Increase your understanding of your medications
- Help you identify and overcome any barriers you have in taking your medications
- Give you a sheet to help you keep an up-to-date record of all your medications

Most people living with a long term condition will be taking medications to help manage their condition over the course of their life time. Understanding the medications you take is an important part of self-management.

The questions below will help you to understand your beliefs about your medications.

Tick (✓) the statements below you agree with and check your answers on the next page to see how many you got correct.

Tick boxes for each.

(✓)

Medications can cure my condition	
I take lots of medication and therefore I must be very ill.	
Taking medications as prescribed is an important part of my overall self management.	
If I forget to take my medications it won't really matter.	
I should get my medications reviewed by my doctor or nurse once a year.	
If I stop taking my medications for a while and feel no worse then there is no point taking them at all.	
If I experience side-effects I should stop taking medications.	
I should carry a list of my medications.	
It is dangerous to take other peoples medications or buy medications on the internet.	
Herbal medicines and supplements are good for me so there is no need to discuss these with my doctor.	
It is a good idea to, where possible, always attend the same pharmacy	
When I can't remember if I took my medication I should take it again for good measure.	
It is dangerous to suddenly stop taking medications.	

Answers

Now check your answers below.

Statement	Answer
Medications can cure my condition.	Wrong Medications are unlikely to completely cure long term illness, but do play an important part in managing it.
I take lots of medication and therefore I must be very ill.	Wrong The number of pills someone takes does not necessarily relate to the severity or amount of disease a person has. We take many pills to keep us well.
Taking medications as prescribed is an important part of my overall self management.	Correct Medications do play an important part but there are many other things you can do that compliment medications to help keep you as well as possible. These things may include eating a healthy balanced diet and doing the recommended level of physical activity. Medications alone will not give you the best quality of life when living with a long term condition.
If I forget to take my medications it won't really matter.	Wrong Missing the very occasional dose of medications won't cause any serious problems but missing medications regularly can cause your medication to be less effective which can increase your health problems.
I should get my medications reviewed by my doctor or nurse once a year.	Correct It is really beneficial to sit down with your doctor, nurse or pharmacist on an annual basis to review your medications. It may be that dosages need to be altered or that some of your medications are no longer required. There may also be other medications which may be of more benefit.
If I stop taking my medications for a while and feel no worse then there is no point taking them at all.	Wrong Many of the medications people take are for things that cannot be felt. For example, you can't feel your cholesterol building up in your arteries and you can't feel your blood pressure. Remember that many medications we take are to keep us staying well rather than making us feel immediately better.
If I experience side effects I should stop taking medications.	Wrong You should tell your doctor about all side-effects. They may suggest an alternative or reassure you that the side-effects may settle quickly over time. Remember that most medications will have side-effects. You need to ask yourself whether the benefit of taking the medication outweighs the side-effects. It is important to talk this over with your doctor in order for to get the full picture to help you make an informed decision.
I should carry a list of my medications.	Correct This will save time when you have a consultation. It is also very useful if you ever find yourself in hospital. It could even save your life.
It is dangerous to take other peoples medications or buy medications on the internet.	Correct You should only ever take medications that are prescribed by a qualified health care professional.

Herbal medicines and vitamin supplements are good for me so there is no need to discuss these with my doctor.	Wrong Many over the counter medicines/ supplements can interact with your prescribed medications making them less effective. Always check with your pharmacist first.
It is a good idea to where possible always attend the same pharmacy	Correct By attending the same pharmacy they will get to know you and your medications. If you register with a pharmacy they will have all your records on file and will be able to give you an emergency supply of medications if you are unable to receive a prescription because your surgery is closed.
When I can't remember if I took my medication I should take it again for good measure.	Wrong You should wait until your medication is next due and then take your prescribed dose.
Side effects are a normal part of taking medication.	Correct All medications have the potential to cause side-effects. If you experience side effects speak to your doctor or pharmacist.
It is dangerous to suddenly stop taking medications.	Correct Always get advice from your doctor or pharmacist before stopping medications.

How much do you understand about your medications? Ask yourself the following:

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What am I taking this medication for?

What does it do to help me?

Why is it important that I take it?

What side-effects should I look out for and what should I do if they happen?

Are there any foods, drinks or other medications that will interact with this medicine?

How and when should I take this medicine?

How long do I need to take it for?

Do I need any tests to monitor the effects of this medicine?

If you are unable to answer any of the above you could find out the answer by reading the information leaflet that comes with your medication or asking your pharmacist. Why not make this one of your action plans?

Is there anything that stops or prevents you taking your medications as prescribed? If so why not write them down and have a go at using problem solving to help find a solution. If you find this difficult ask a member of your support team for help.

What stops me taking my medications as prescribed?

What things could I do to help me take my medications as prescribed?

What am I going to try out first?

Have I found a solution that works for me?

Yes... great.

No... what will I try next or who could help give me other ideas or support me?

You can use the table below to help you keep track of your medications.

My medications

Name of medication	Why I take this	Dosage (How much)	Frequency (How often)	Comments

Recognising and managing your communication style

The hopes and aims of this chapter are to:

- Allow you to identify problems that happen because of poor communication and what can be gained from good communication
- Allow you to gain insight into your own communication style
- Introduce 'assertive' communication and share tips on how this can be achieved
- Allow you to practice 'assertive' communication skills

It is helpful for people living with a long term condition to be able to communicate their needs and feelings. However, many people find this difficult. This can often lead to poor communication.

Can you think of problems that may happen because of poor communication? Make a list in the space provided.

1.
2.
3.
4.
5.

50

Other patients on 'Self Management Programmes' have spoken about how poor communication impacts their emotional health by making them feel:

- Alone
- Misunderstood
- Resentful
- Disappointed
- Frustrated
- Stressed

They have also spoken about poor communication leading to conflicts and the break down of relationships, which affect them socially.

It is clear from the above that poor communication can have a negative impact on your health and wellbeing.

Good communication is essential to improve relationships, reduce stress and make you feel supported during difficult times.

Good communication is 'assertive' communication. Assertive communication helps us express ourselves in an open, honest and respectful manner.

Although some people find they communicate naturally in an assertive manner, others can find it feels unnatural. Some people tend to be more passive or laid-back in their approach to communication, which can leave them feeling demoralised and undervalued. Others can be aggressive in their communication, which can leave them feeling angry and upset.

Is communication a problem for you? There are three types of communication - passive, aggressive and assertive. Use the questions below to help you assess your communication style.

Ask yourself

Do you find it difficult to ask for help?

Do you feel that no-one understands how you are feeling?

Do you find it difficult to tell people how their actions affect you or make you feel?

Do you find it difficult to say 'no' to people because you are afraid of letting them down?

If you have answered 'yes' to a few of the above questions, then you may have adopted a passive communication style.

Ask yourself

Do you feel that shouting at people is the only way you can be heard or make people understand?

Do you feel frustrated by your situation and take this out on others?

Do you find it difficult to take other people's opinions/ ideas on board?

Do you think that your needs are what are most important?

If you have answered 'yes' to a few of the above then your communication style can be aggressive.

If you have identified that your communication can be passive or aggressive continue to read the rest of this chapter to get some tips as to how to communicate assertively.

Let's use an example of someone struggling to hang out a load of washing during a flare up of their arthritis, and which has led them to have more shoulder pain.

A **passive response** would be to say **nothing, feel frustrated and hope that your partner eventually notices the washing has not been hung out.**

An **aggressive response** would be to say something like;

"You need to hang out the washing out now. How many times do I have to tell you that my shoulders are killing me? You never listen. The washing is ruined. You are a waste of space"

An **assertive response** would be;

"The washing is finished and will need putting out to dry. When I hang out a heavy load of washing my shoulders get more painful. I need help".

An assertive communication style is a life skill that can be built through practice and rehearsal.

Top tips to move towards a more assertive communication style

- Remain calm in your body language and in the tone of your voice.
- Get yourself in a position where your eyes are level and keep eye contact.
- Stick to the facts about the situation and why you are upset.
- Don't judge, label or exaggerate.
- Use the 'I' message instead of the 'you'
- Tell the person how the consequences of the situation or their actions have made you feel.
- Remember the saying, 'if at first you don't succeed, try and try again'.

Now try to use the top tips to formulate your own verbal communication responses in the following scenarios

Scenario	Your verbal response
Your friend has a bad habit of being late and has made you wait 20 minutes for a lunch date which you find frustrating.	
Your partner is not contributing to the household chores leaving you tired, angry and frustrated.	
Your partner tends to talk over you at family gatherings making you feel that what you have to say is of no worth.	
Your friend calls you to discuss her problems but you are running late for an important appointment.	
Your partner has a bad habit of undermining you in front of your children.	
An overly critical relative is always pointing out what they believe to be your short comings/ weaknesses.	
You are waiting in line at a checkout within your local supermarket when someone pushes past and takes your position in the queue.	
You are asked to look after your grandchildren but you don't have a lot of energy after a recent illness. You feel you have to say no but worry you will be letting your family down.	

Well done. If you have found this difficult, look at some suggested responses in the table below.

Scenario	Suggested response
Your friend has a bad habit of being late and has made you wait 20 minutes for a lunch date which you find frustrating.	We are 20 minutes late for lunch. This means we will have less time to spend together. This makes me feel frustrated.
Your partner is not contributing to the household chores leaving you tired, angry and frustrated.	The housework leaves me feeling tired and frustrated. I need help to get the work done.
Your partner tends to talk over you at family gatherings making you feel that what you have to say is of no worth.	Talking over me makes means I can't contribute to the discussion. It makes me feel devalued.
Your friend calls you to discuss her problems but you are running late for an important appointment.	I am sorry you have problems. I would like to help but I am running late. Can we talk about this later? I could call you back tonight.
Your partner has a bad habit of undermining you in front of your children.	When I am undermined it takes away some of my authority as a parent. I feel frustrated.
An overly critical relative is always pointing out what they believe to be your short comings/ weaknesses.	When you point out my shortcomings, it makes me feel upset.
You are waiting in line at a checkout within your local supermarket when someone pushes past and takes your position in the queue.	Excuse me, I was in the queue ahead of you.
You are asked to look after your grandchildren but you don't have a lot of energy after a recent illness. You feel you have to say no but worry you will be letting your family down.	I am unable to look after the kids. I am still exhausted after my recent period of illness.

Remember: changing your communication style is difficult! Practice and rehearsal will help. If improving your communication style is one of your personal goals, why not set an action plan and dedicate some time in your week to work on this. Record your goal and your action plans in your goal record booklet.

Day	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Daily Activities							
Symptoms							
Time							
Intensity							
Medications taken							
Effect of medications							
Management Tools / Techniques /Strategies							
Effect of Self Management							

Day	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Daily Activities							
Symptoms							
Time							
Intensity							
Medications taken							
Effect of medications							
Management Tools / Techniques /Strategies							
Effect of Self Management							

Managing challenging emotions

The hope and aims of this chapter are to help you:

- recognise any challenging emotions you experience, what causes them, how you respond to them, and what you currently do to help manage them;
- learn what others have done to help manage their challenging emotions; and to
- find out about other skills you can develop to help you manage challenging emotions

Living with a long-term condition can cause emotions that can be challenging. Many people talk about feeling fearful about the future. Many people also feel frustrated as they struggle to do the things they used to be able to do with ease, or have had to stop doing things they previously enjoyed. Others have spoken about feeling guilty because they have to rely more heavily on others, or feel like they let people down. Some people can feel angry with the world or with themselves.

Although these emotions are to some extent normal, if they are allowed to build or feed off each other they can make our life journey a more difficult one to travel. If they begin to burden us they can leave us feeling stressed and low.



What challenging emotions have you experienced?



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For each emotion, write down what caused you to feel this way. How did you act in response? What you did or what you could have done to make yourself feel better?

For example:

I feel frustrated because I can no longer do my painting and decorating, which I used to enjoy. As a result, I used to take out my frustrations on my family members. I find that concentrating on what I can do rather than what I can't has helped me deal better with the frustration. I have also learned to ask for help without feeling guilty.

If you found it difficult to identify what you did or could do to feel better, here's a list of suggestions from other people who have attended self management programmes. Some of these are explained in more detail within other chapters or later in this chapter.

1. Stay connected by expressing and sharing your feelings with others.
2. Learn to relax and set aside time for deep relaxation. Relieve physical and mental tension by taking part in some regular, planned physical activity. This technique is described in detail within this chapter.
3. Fill your time. Try watching a film or television programme, reading a book, going for a walk, surrounding yourself in nature, doing puzzles or helping others..
4. Keep your sense of humour. Laughter is a natural stress buster.
5. Do something you enjoy each day.
6. Get a sense of achievement through learning a new hobby or skill.
7. Enjoy the moment by taking time to focus on the here and now while trying not to worry about the past or the future.
8. Be thankful and count your blessings. This technique is described in detail below. This technique is described in detail within this chapter.
9. Remind yourself of your positive affirmations and repeat these morning, noon and night. This technique is described in detail below.
10. Take an interest in your local community.
11. Challenge any negative thinking and remain positive in your outlook. This technique is described in detail within this chapter.

Deep relaxation

We all do things that we find 'relaxing', such as watching television, reading a book, going for a walk or taking a nap. Deep relaxation is different. The goal of deep relaxation is to turn off the outside world to allow the body to let go and relax and the mind to become more peaceful and quiet. People who regularly practice deep relaxation have reported many benefits. Here are some of them:



Deep relaxation is a skill that needs regular practice. You may need to make a real effort or even get some help to help you learn to relax. If you think relaxation is a skill you want to develop, start by asking yourself the following questions:

When in my day can I find the time to spend five to ten minutes relaxing?

Where will I relax?

What position will I find most comfortable?

How will I make sure I am not interrupted?

How do I do deep relaxation?

There are many different forms of relaxation. You can find written instructions below for a simple relaxation technique.

- Try at least once a day to take between five and ten minutes to sit or lie in a comfortable position.
- When you are comfortable, turn your attention to your breathing. Simply observe the breath, feeling your tummy rise slightly as you breathe in and fall back down as you breathe out.
- In your mind's eye - scan your body from the top of your head to the tips of your toes. Feel and remember areas of tension.
- Now breathe into these areas and - as you let go of the breath - feel the area of tension releasing and relaxing. You may need to repeat this a few times to feel the tension go completely.
- When you have finished, return to observing your natural breath. With each breath out feel your body releasing and relaxing a little more.

Remember: There are many different forms of relaxation exercises and techniques. Remember, practice makes perfect and if one technique doesn't work for you there may be another which you may find useful. Ask your local librarian to direct you to some resources or look out for books and CDs in your local bookstore.

When you have finished take a moment or two to have a gentle stretch and rise with care and caution.

Problems you may encounter

You can find some common problems and solutions in the table below. If your problem is not listed and you are unable to find a solution, talk it over with your facilitator or another member of your support team to see if they can help you to find a solution.

Problem	Solution
My mind wanders. I find myself thinking of other things instead of focusing on my relaxation. This makes me feel frustrated.	Be reassured that a wandering mind is normal. As soon as you realise your mind has drifted, slowly redirect your attention on your relaxation.
I don't feel relaxed and worry that the relaxation is not working for me.	Remember that relaxation is a skill that needs practice. Try not to worry about your performance or whether you are successful. Just 'have a go' and let it happen.
I keep falling asleep before my relaxation has finished.	This is not really a problem unless you fall asleep within the first few minutes. Why not try it sitting up in a recliner chair at a time during the day that you feel most alert.
I can't sit or lie at ease.	To begin with many people find this difficult. Don't attempt your relaxation if you are hungry or have just eaten, or if the room is too hot or too chilly as this will make it more difficult.

Counting your blessings and being thankful

If you have had a bad day and you are feeling nothing has gone right, you may find the following technique helpful.

Take some time out to think about the things you are thankful for. Remember, things we can be thankful for don't need to be big or fancy. People can be thankful for all sorts of things from the birds that sing in the trees to the family and friends they have who support them and bring them joy.

The things I am thankful for are:

1.
2.
3.
4.
5.
6.
7.
8.

When you need to try and think differently about something or have had a day full of negative or challenging emotions remind yourself of your list.

Positive affirmations

Another way to help us shift from negative to positive thinking is through positive affirmations. An affirmation is a positive, feel-good statement that has some personal meaning to you and when you repeat it often enough it can help shape the way you see yourself and the world you live in.

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Activity – create your own positive affirmations.

- Think of what you want and or need to help you improve your health and wellbeing.
- Now think of the behaviours, attitudes, beliefs and traits that you will need to achieve the above.
- Now create simple statements that show what you and your life would be like if you already had these.
- Make sure they are positive.
- Make sure they are realistic.

For example:

What do I want? Why do I want this?

I want to lose weight to feel more confident and help improve my blood pressure.

What would I need to be like in order to achieve this?

I will need will power and personal strength.

What simple statement conveys the above?

Every day my will power and personal strength continues to grow allowing me tackle my weight problem.

The words 'weight problem' is quite negative. Can I make the statement more positive?

Every day my will power and personal strength continues to grow allowing me to reach my ideal weight.

Reaching my 'ideal' weight might not be achievable. Can I make the statement more realistic? Every day my will power and personal strength continues to grow allowing me to reach a healthy weight.

If you find it difficult to do this, look at the list below for some general affirmations. There might be a general affirmation that you like the sound of or they might inspire you to write your own more general affirmation.

- I bring peace to my life by appreciating the small things that bring me joy.
- I will receive help and accept this help with grace and thanks.
- I love and care for my body and it cares for me.
- I respect my abilities and always do my best.
- I have power within me to improve my health and wellbeing.
- I will learn from my mistakes and experience growth.
- I will smile from the inside and I will experience the beauty within my soul.
- I have the energy I need to achieve my goals.
- I allow my body to receive enough rest and exercise.
- The more I take care of myself, the better I feel.

Repeat your positive affirmations morning, noon and night and also when you catch yourself thinking negatively. You can also repeat them after you are deeply relaxed. This will help embed them in your mind.

You could also write them on some post it notes and stick them on places you are likely to see.

Challenging negative self-talk

Negative self-talk is the little voice in the back of your mind that you can sometimes hear calling yourself names, putting yourself down, criticising yourself, doubting yourself or expecting failure for yourself.

Negative self-talk can be destructive and if left unchallenged can reduce your self esteem, lower confidence and stop you moving forward towards your goals.

We do, however, have the power to challenge our negative self-talk and replace it with a kinder, more encouraging voice. Once you get into the habit of challenging your negative self-talk you'll find it easier to handle difficult situations, and as a result, you'll feel less stressed and more confident and in control.

1. Listen carefully for negative self-talk

Write down negative self-talk statements especially during difficult times.

While you are learning to identify and challenge your negative self-talk it's a good idea to write it all down. Writing down your thoughts and disputing statements in a diary or notebook helps you to develop your skills. To start with it might feel like work, but the more often you do it, the easier it will become, and the better you will feel.

2. Challenge your negative self-talk by asking questions:

Am I jumping to conclusions?

Am I putting all the blame on me?

Am I making too much out of this?

What evidence do I have that this belief is true?

What effect will this way of thinking have on me if it continues?

What other less extreme explanations are there?

Am I expecting too much of myself or other people?

Is the idea I am telling myself factual and rational?

Am I assuming I can do nothing to change my situation?

Am I concentrating on my weaknesses and not my strengths?

Am I blaming myself for something that is not really my fault?

3. Work on finding an alternative, more positive statement

Look at the examples below and write down any negative self-talk you become aware of in your own internal dialogue and write down the alternative, more positive statement in the space provided.

Negative self-talk	Alternative, more positive, helpful statement
I am useless	There may be things I cannot do but there are many things I can do
I can't look after my family	I can help look after my family by doing it in a different way

Remember!! Whenever you become aware of your thoughts, write them down, challenge them and think of an alternative. If you find this difficult ask a member of your support team for help.

If one of your personal goals is to manage challenging emotions, why not set yourself an action plan to see if any of the above suggested skills will work for you. Record these in your goals booklet. If you find this difficult ask your facilitator or another member of your support team for help.

Managing diet for health

The hopes and aims for this chapter are to:

- Provide you with information about the 'eatwell plate' to help you understand what types of food, and how much of them, make up a healthy balanced diet
- Share some practical tips to help you make healthy choices
- Help you identify changes you can make so you can have a healthier, balanced diet.

Developing and maintaining a healthy balanced diet is important for everyone. Not only is the food we eat fuel to keep us going, it can also provide many health benefits.

Although a healthy balanced diet will not cure your long-term condition it can help you manage some of your symptoms and help reduce the risk of developing future health complaints.

In this chapter you can find reliable information about what a balanced healthy diet is. Once you understand this, you can compare it to your current diet and decide if you need or want to make any changes.

Getting started

Use the 'eatwell plate' to help you get the balance right. It shows all the food groups, and how much you should eat from each group.

The eatwell plate



Crown copyright: Department of Health in association with the Welsh Assembly Government, the Scottish Government and the Food Standards Agency in Northern Ireland.

You can see from the eatwell plate, you should try to eat:

- Plenty of fruit and vegetables
- Plenty of potatoes, bread, rice, pasta and other starchy foods
- Some milk and dairy foods
- Some meat, fish, eggs, beans and other non-dairy sources of protein
- Just a small amount of foods and drinks high in fat and/or sugar

Look at the eatwell plate to see how much of your food should come from each food group. You don't need to get the balance right at every meal. But try to get it right over time, such as a whole day or week.

Try to choose options that are lower in fat, salt and sugar when you can.



Eight tips for eating well

These practical tips can help you make healthier choices. The two keys to a healthy diet are eating the right amount of food for how active you are and eating a range of foods to make sure you're getting a balanced diet.

A healthy balanced diet contains a variety of types of food, including lots of fruit, vegetables and starchy foods such as wholemeal bread and wholegrain cereals; some protein-rich foods such as meat, fish, eggs and lentils; and some milk and dairy foods.

1. Base your meals on starchy foods

Starchy foods such as bread, cereals, rice, pasta and potatoes are a really important part of a healthy diet. Try to choose wholegrain varieties of starchy foods whenever you can.



Starchy foods should make up about a third of the food we eat. They are a good source of energy and the main source of a range of nutrients in our diet. As well as starch, these foods contain fibre, calcium, iron and B vitamins.

Most of us should eat more starchy foods - try to include at least one starchy food with each of your main meals. So you could start the day with a wholegrain breakfast cereal, have a sandwich for lunch, and potatoes, pasta or rice with your evening meal.

Some people think starchy foods are fattening, but gram for gram they contain less than half the calories of fat. You just need to watch the fats you add when cooking and serving these foods, because this is what increases the calorie content.

Why choose wholegrain foods?



Wholegrain foods contain more fibre and other nutrients than white or refined starchy foods.

We also digest wholegrain foods more slowly so they can help make us feel full for longer.

Wholegrain foods include:

- Wholemeal and wholegrain bread, pitta and chapatti
- Wholewheat pasta and brown rice
- Wholegrain breakfast cereals

2. Eat lots of fruit and vegetables



Most people know we should be eating more fruit and vegetables. But most of us still aren't eating enough.

Try to eat at least five portions of a variety of fruit and vegetables every day. It might be easier than you think.

You could try adding up your portions during the day.

For example, you could have:

- a glass of fruit juice and a sliced banana with your cereal at breakfast = two portions
- a side salad at lunch = one portion
- a pear as an afternoon snack = one portion
- a (80g) portion of peas or other vegetables with your evening meal = one portion

You can choose from fresh, frozen, tinned, dried or juiced, but remember potatoes count as a starchy food, not as portions of fruit and vegetables.

3. Eat more fish



Most of us should be eating more fish - including a portion of oily fish each week. It's an excellent source of protein and contains many vitamins and minerals.

Aim for at least two portions of fish a week, including a portion of oily fish. You can choose from fresh, frozen or canned - but remember that canned and smoked fish can be high in salt.

What are oily fish?

Some fish are called oily fish because they are rich in certain types of fats, called omega 3 fatty acids, which can help keep our hearts healthy.

How much oily fish?

Although most of us should be eating more oily fish, women who might have a baby one day should have a maximum of two portions of oily fish a week (a portion is about 140g). And the recommended maximum number of portions for other adults is four.

Examples of oily fish

Salmon, mackerel, trout, herring, fresh tuna, sardines, pilchards, eel.

Examples of white or non-oily fish

Haddock, plaice, coley, cod, tinned tuna, skate, hake.

Shark, swordfish and marlin

Don't have more than one portion a week of these types of fish. This is because of the high levels of mercury in these fish.

Anyone who regularly eats a lot of fish should try to choose as wide a variety as possible. Eating a wider variety of fish and shellfish will also help reduce the environmental impact.

4. Cut down on saturated fat and sugar

Fats

To stay healthy we need some fat in our diets. What is important is the kind of fat we are eating. There are two main types of fat:

- saturated fat - having too much can increase the amount of cholesterol in the blood, which increases the chance of developing heart disease
- unsaturated fat - having unsaturated fat instead of saturated fat lowers blood cholesterol

Try to cut down on food that is high in saturated fat and have foods that are rich in unsaturated fat instead, such as vegetable oils (including sunflower, rapeseed and olive oil), oily fish, avocados, nuts and seeds.

Foods high in saturated fat

Try to eat these sorts of foods less often or in small amounts:

- meat pies, sausages, meat with visible white fat
- hard cheese
- butter and lard
- pastry
- cakes and biscuits
- cream, soured cream and crème fraîche
- coconut oil, coconut cream or palm oil



For a healthy choice, use just a small amount of vegetable oil or a reduced-fat spread instead of butter, lard or ghee. And when you are having meat, try to choose lean cuts and cut off any visible fat.

How do I know if a food is high in fat?

Look at the label to see how much fat a food contains. Generally the label will say how many grams (g) of fat there are in 100g of the food.

Some foods also give a figure for saturated fat, or 'saturates'.



Use the following as a guide to work out if a food is high or low in fat.

Total fat - what's high and what's low?

High is more than 20g fat per 100g

Low is 3g fat or less per 100g

If the amount of fat per 100g is in between these figures, then that is a medium level of fat.

Saturated fat - what's high and what's low?

High is more than 5g saturates per 100g

Low is 1.5g saturates or less per 100g

If the amount of saturates per 100g is in between these figures, then that is a medium level of saturated fat.

Remember that the amount you eat of a particular food affects how much fat you will get from it.

Try to choose more foods that are low in fat and cut down on foods that are high in fat.

Sugar

Most people in the UK eat too much sugar. We should all try to eat fewer foods containing added sugar, such as sweets, cakes and biscuits, and drink fewer sugary soft and fizzy drinks.

Having sugary foods and drinks too often can cause tooth decay, especially if you have them between meals. Many foods that contain added sugar can also be high in calories so cutting down could help you control your weight.



How do I know if a food is high in added sugar?

Take a look at the label. The ingredients list always starts with the biggest ingredient first.

But watch out for other words used to describe added sugars, such as sucrose, glucose, fructose, maltose, hydrolysed starch and invert sugar, corn syrup and honey. If you see one of these near the top of the list, you know the food is likely to be high in added sugars.

Another way to get an idea of how much sugar is in a food is to have a look for the 'Carbohydrates (of which sugars)' figure on the label. But this figure can't tell you how much is from added sugars, which is the type we should try to cut down on.

High is more than 15g sugars per 100g

Low is 5g sugars or less per 100g

If the amount of sugars per 100g is in between these figures, then that is a medium level of sugars.

Remember that the amount you eat of a particular food affects how much sugars you will get from it.

Sometimes you will only see a figure for total 'Carbohydrates', not for 'Carbohydrates (of which sugars)', which means the figure also includes the carbohydrate from starchy foods.

5. Try to eat less salt - no more than 6g a day



Lots of people think they don't eat much salt, especially if they don't add it to their food. But don't be so sure!

Every day in the UK, 85 per cent of men and 69 per cent of women eat too much salt. Adults - and children over 11 - should have no more than 6g salt a day. Younger children should have even less.

Three-quarters (75 per cent) of the salt we eat is already in the food we buy, such as breakfast cereals, soups, sauces and ready meals. So you could easily be eating too much salt without realising it.

Eating too much salt can raise your blood pressure. And people with high blood pressure are three times more likely to develop heart disease or have a stroke than people with normal blood pressure.

How do I know if a food is high in salt?

Check the label to find out the figure for salt per 100g.

High is more than 1.5g salt per 100g (or 0.6g sodium)

Low is 0.3g salt or less per 100g (or 0.1g sodium)

If the amount of salt per 100g is in between these figures, then that is a medium level of salt.

Remember that the amount you eat of a particular food affects how much salt you will get from it.

6. Get active and try to be a healthy weight



It's not a good idea to be either underweight or overweight. Being overweight can lead to health conditions such as heart disease, high blood pressure or diabetes. Being underweight could also affect your health.

If you're worried about your weight, ask your family doctor (GP) or a dietitian for advice. But if you think you just need to lose a little weight, the main things to remember are:

- only eat as much food as you need: consider your portion sizes. Have these gradually crept up over the years?
- make healthy choices - it's a good idea to choose low-fat and low-sugar varieties, eat plenty of fruit and vegetables and wholegrains
- get more active

It's also important to eat a variety of types of food so you get all the nutrients your body needs.

Physical activity is a good way of using up extra calories, and helps control our weight. But this doesn't mean you need to join a gym.

Just try to get active every day and build up the amount you do. For example, you could try to fit in as much walking as you can into your daily routine. Try to walk at a good pace: feeling slightly warm but still being able to have a conversation is a reasonable guide to an appropriate level. For more information see the chapter on Managing Physical Activity.

Whenever we eat more than our body needs, we put on weight. This is because we store any energy we don't use up as fat. Even small amounts of extra energy each day can lead to weight gain.

But crash diets aren't good for your health and they don't work in the longer term. The way to reach a healthy weight - and stay there - is to change your lifestyle gradually. Aim to lose about 0.5 to 1kg (about 1 to 2lbs) a week. Moderate weight loss in the region of around 5-10kg (around 1-2stone) brings enormous health benefits. It is not necessary (and frequently not possible) to reach what is often referred to as an 'ideal' weight. The key to achieving health benefits associated with weight loss is keeping up the lifestyle changes you adopted to lose weight, for life.

7. Drink plenty of water



We should be drinking about six to eight glasses (1.2 litres) of water, or other fluids, every day to stop us getting dehydrated.

When the weather is warm or when we get active, our bodies need more than this. But avoid drinking soft and fizzy drinks that are high in added sugar.

Alcohol

There is nothing wrong with the occasional drink. But drinking too much can cause problems. Alcohol is also high in calories, so cutting down could help you control your weight.

Women can drink up to two to three units of alcohol a day and men up to three to four units a day, without significant risk to their health.

A unit is half a pint of standard strength (3 to 5% ABV) beer, lager or cider, or a pub measure of spirit. A glass of wine is about 2 units and alcopops are about 1.5 units.

For good health, it's a good idea to spread your drinking throughout the week and avoid binge drinking. Drinking heavily over a long period of time can damage the liver.

8. Don't skip breakfast



Breakfast can help give us the energy we need to face the day, as well as some of the vitamins and minerals we need for good health.

Some people skip breakfast because they think it will help them lose weight. But missing meals doesn't help us lose weight and it isn't good for us, because we can miss out on essential nutrients.

There is some evidence to suggest that eating breakfast can actually help people control their weight.

So why not go for a bowl of wholegrain cereal with some low-fat milk and sliced banana and a glass of fruit juice for a healthy start to the day?

Making changes towards a healthy balanced diet.

Now you have good information to hand, have you identified areas of change that would help move towards a healthier, more balanced diet? These may be:

- The amounts and types of food you are eating
- The frequency and types of food you eat or buy
- Your behaviour patterns associated with how you prepare and eat food
- Your physical activity levels

If so, write them down and then down below;

Changes I have identified that will help me move towards a healthy balanced diet are:

1.
2.
3.
4.
5.

Now you have identified these changes why not choose one or two to start action planning? Record these in your goals booklet. If you find it difficult to make or stick to these these changes, use your problem solving skills to help find a solution. If you are unable to identify the problems or solutions ask your facilitator for help.

Remember: if you are worried about your weight speak to your family doctor who may refer you to a dietitian for further support.

Facilitator guide

Introduction

Active self-management support can increase patients' confidence in applying the skills and knowledge they need to manage the impact of living with a long term condition. The 'Moving on Together' workbook is intended to be used by patients and facilitated by the clinician who is supporting them. It would be appropriate to use this workbook when patients are:

- ready to build their self-management skills but lack the skills, confidence and knowledge to do so on their own;
- unable to get a group self management programme in the community;
- not able or comfortable participating in a group self management programme.

How long does it take to complete?

This really depends on how many chapters you and your patient identify in collaboration. On average it will take between four to eight weeks.

How much time will I need to set aside each day / week?

This is up to you and your patient to negotiate. The initial consultation will take 30 minutes. Follow up normally takes between 10 to 30 minutes and can be done face-to-face or by telephone or email.

Before starting

1. Clinician/Facilitator training

Before using the 'Moving on Together' workbook with your patients we recommend that you complete the 'Working in Partnership' clinician training programme. This will allow you to explore and develop communication and self management support skills. The Working in Partnership e-learning module is available on Athena – this link will take you direct to the LearnPro Home page <http://athena/ohrd/learndev/Pages/elearning4.aspx> If you have already registered on LearnPro click on the logo at the top left of the screen and log in. If you have not previously registered please do so by following the instructions on the Home Page. Once logged in click 'More Learning', then select the 'Specialist Training' tab and then select NHS A&A Working in Partnership module.

2. Registration

Please register as a 'MoT Workbook Facilitator' by emailing the registration form to SelfManagementNetwork@aapct.scot.nhs.uk. You will then be sent a registration form and a link to all the materials.

3. Patient selection

- Ensure the patient has a diagnosis of a long-term condition and is on optimal treatment;
- Explain briefly about the purpose of the workbook and ascertain that the patient wants to participate;
- The workbook may help patients address any mild to moderate stress or low mood but any clinical anxiety or depression that is moderate to severe in nature may hinder a person's progress. Please assess and address these issues before starting.

Progressing through the workbook

First contact

1. Please ensure you have the following documents to hand:

- Welcome to the 'Moving on Together' workbook patient information sheet
- Introduction to Self Management chapter
- Goal Setting and Problem Solving chapter
- The Goals booklet
- Up-to-date disease specific information on the patient's long-term condition from a reliable source. This can be found from www.nhsinform.co.uk or any recognised charity website. For example Chest Heart and Stroke, British Lung Foundation and so on.
- Any patient or service related outcome measure / questionnaire

2. Set the agenda

Issue the patient with the Welcome to the 'Moving on Together' workbook patient information sheet. This can be issued on the day or given prior to the consultation.

Use this to obtain verbal consent and to set the agenda. If the patient doesn't identify any areas they want to work on ask them if it is okay to share with them what others living with the same condition have worked on and found helpful.

If any risk factors towards their health have been identified through an assessment but have not been identified by the patient as a priority for health behaviour change, ask permission to explore and discuss these. Check their understanding of these risks and fill in any gaps in their knowledge or understanding of these risks. Suggest health behaviour change that may reduce the risk. Explore importance and confidence regarding these health behaviour changes and explore any existing ambivalence.

Collaboratively agree and review the final agenda.

3. Introduce the concept of self-management:

Introduce the concepts of self management and explore the patient's existing self management skills/ strategies by going through the Introduction to Self-Management chapter with the patient. Congratulate patients on their existing self management efforts.

Explain the rationale and encourage the patient to complete any patient or service related outcome measures / questionnaire you deem suitable for your patient group and service. Introduce the concept of goal setting and problem solving by working through the Goal Setting and Problem Solving chapter with your patient. Issue the Goals Booklet.

Encourage the patient to review the materials and set a personal goal in time for their next appointment.

Summarise your meeting and check the patient understands what has been discussed and what is expected of them.

Agree a time and date for follow up. This should be done within two weeks in order to maintain motivation and momentum. Remember this can be done face-to-face or by telephone/ text/ email. Advise patients to have all written materials to hand at the next scheduled follow up appointment.

Second contact

Review the patient's understanding of Self Management.

Ask the patient to share any personal goals and help them break down the goal into do-able chunks and or action plans. Encourage the patient to record these in their Goals Booklet

Review the agreed agenda, ask the patient what chapter they would like to work through first and set this as homework.

Print, issue or send the patient:

The chapters of the 'Moving on Together' workbook that correlate to the patient/ clinician agenda.

(Only if service is available, discuss the option of a buddy. If patient is in agreement assign them to a buddy.

Summarise your meeting and check the patient understands what has been discussed and what is expected of them.

Agree a time and date for follow-up. This should be done within two weeks in order to maintain motivation and momentum. Remember this can be done face-to-face or by telephone/ text/ email. Advise patients to have all written materials to hand at the next scheduled follow up appointment.

Third and subsequent contacts

Review goals and action plans. Praise success.

Facilitate problem solving when required using the problem solving section at the back of the Goals booklet as a guide to the problem solving process. Set further do-able steps and or action plans. Encourage the patient to record these in their Goals booklet. If the patient has no new action plan towards their goals, encourage them to set an action plan to try out something new or simply get done something they need to do in the week ahead.

Identify which chapter the patient wants to work through next. Set this as homework.

Agree a time and date for follow up. This should be done within two weeks in order to maintain motivation and momentum. Remember this can be done face-to-face or by telephone/ text/ email. Advise patients to have all written materials to hand at the next scheduled follow up appointment.

Final contact

Review goals and action plans and praise success

Facilitate problem solving when required using the problem solving section at the back of the Goals booklet as a guide to the problem solving process. Discuss long term maintenance.

Set new long term goals.

Explain rationale and encourage the patient to complete any post intervention patient or service related outcome measures / questionnaire that you deem suitable for your patient group and service.

Arrange future follow-up if appropriate/ necessary.

Signpost to other support services and/ or patient support groups where required/ available.

Issue or send the patient evaluation form.

Evaluation

Please enter the patient evaluation data into the database for evaluation. You will be sent information on how to access this database once you have registered. A report on this evaluation will be sent to you annually.

You will be sent a clinician evaluation form every three months for the first year after registering. Please send this electronically to SelfManagementNetwork@aapct.scot.nhs.uk.

Support

If you require support with any practical aspect of using the workbook please email SelfManagementNetwork@aapct.scot.nhs.uk.

Feedback

Please provide any feedback regarding the content of the workbook and any other comments/suggestions to SelfManagementNetwork@aapct.scot.nhs.uk. The workbook will be reviewed annually.

‘Moving on Together’ workbook – Patient questionnaire

The ‘Moving on Together’ workbook supports people to develop the skills they require to confidently live ‘life’ in the presence of their long-term condition. In order to ensure we are achieving this and to help us improve our service, we would appreciate if you could take the time to fill out this short questionnaire.

1. **Before** using the ‘Moving on Together’ workbook with the support of your clinician, how confident did you feel in managing your long term-health condition/s.

On the scale below where 0 is ‘no confidence’, and 10 is ‘totally confident’, circle the number that best describes your overall level of confidence in terms of managing your long-term condition.

0	1	2	3	4	5	6	7	8	9	10
0 = no confidence						10 = totally confident				

2. As a result of working through the ‘Moving on Together’ workbook with the support of your clinician, do you feel;

Tick (✓) one option for each question.

		Much better than before	Better than before	Same as before	Less than before	Much less than before
a.	your knowledge and understanding of my condition is					
b.	your skills that help you manage the day-to-day impact of living with my condition are					
c.	your ability to make decisions that will prevent or reduce symptoms or problems connected to your condition are					

- On the scale below where 0 is 'no confidence', and 10 is 'totally confident', circle the number that best describes your overall level of confidence in terms of managing your long-term condition.

0 1 2 3 4 5 6 7 8 9 10
0 = no confidence 10 = totally confident

- What did you enjoy/ achieve from working through the 'Moving on Together' workbook?

- We would appreciate any suggestions you have on how the 'Moving on Together' workbook could be improved.

Please make sure you return this questionnaire to your facilitator.

1. **Before** using the 'Moving on Together' workbook with your patients, how confident did you feel in supporting patients to self-manage their long-term health condition/s.

0 1 2 3 4 5 6 7 8 9 10
0 = no confidence 10 = totally confident

Tick (✓) one option for each question.

		Much better than before	Better than before	Same as before	Less than before	Much less than before
a.	my knowledge and understanding of self management is					
b.	my skills that help me support my patients to manage the day-to-day impact of living with their condition are					
c.	my ability to support patients to be able to make decisions that will prevent or reduce symptoms or problems connected to their condition is					

0 1 2 3 4 5 6 7 8 9 10
0 = no confidence 10 = totally confident

- What did you enjoy/ achieve from working through the 'Moving on Together' workbook with your patients?

[illegible]

- We would appreciate any suggestions you have on how the 'Moving on Together' workbook could be improved.

Please ensure you email this to SelfManagementNetwork@aapct.scot.nhs.uk

Moving on together... Moving on together... Moving on together... Mo

My goal's record booklet



My goal's record booklet

- Set a reasonable goal – something that is important to you and that you can realistically imagine yourself achieving
- Work on only one or two goals at any one time
- Write each goal down along with the date you started
- Break the goal down into small do-able steps and or action plans
- Carry out the small do-able steps and or action plans and be sure to record the date of when you have achieved these
- Check how you are doing
- Modify your plan if necessary
- Solve any problems along the way
- Reward yourself when your goal is achieved and be sure to date when you have achieved you goal. This way you can look back and review your progress and the goals you have achieved.
- Set a further goal

Example

Goal: Over the next six months I want to lose a stone in weight so I feel more comfortable in my summer clothes while on holiday.

	Do-able step	Action plan
1	Ask for some healthy eating advice from my health care professional	Attend my dietitian appointment at 2pm on Wednesday
2	Keep a food diary for two weeks	Spend 30 minutes at the end of each day filling in my food diary
3	Share my diary with my health care professional to work out where my diet could improve	Attend my review appointment on Monday at 10am. Take my food diary with me
4	Cut down my portion sizes	Use a small plate for my evening meals Monday to Friday
5	Eat more fruit and vegetables	Eat three to five portions of fruit and vegetables at least four days in the week
6	Reduce the number of treats I eat	Have a chocolate biscuit only on a Monday and Friday
7	Do some exercise at home	Do my exercise DVD on a Monday, Wednesday and Friday for 40 minutes before lunch

We can see from the example that achieving any goal can involve lots of important do-able steps and action plans. The do-able steps give you direction and the action plans are the steps you take towards achieving your goals.

Action plans need to be SMART:

S – Specific

What are you going to do?

What specific behaviour or activity are you committed to doing. Doing is not... 'I'll get fitter', but it could be 'I'll do stretching exercises'

M – Measurable

How much? For example, five minutes or three different stretches

How often?

Think of how often you can realistically see yourself doing this in a week. This could be, for example, three times in the week. It's usually better not to plan for every day as it's easy then to have something get in the way and then you will feel disappointed that you have not achieved your plan. If you then manage it more often you will feel good about exceeding your expectations!

A – Appropriate

Something you want to do

To check this out, ask yourself 'How important is doing this action plan to me? What is its importance rating for me? Very, fairly or not important at all?' If it's not very important you are unlikely to prioritise it in your week. Think of something that is more important.

R – Realistic

You should feel confident that you can achieve your action plan.

'On a scale where zero is 'no confidence' and ten is 'couldn't be more confident', how confident am I that I can carry out my action plan this week?'

0	1	2	3	4	5	6	7	8	9	10
0 = no confidence					10 = complete confidence					

If your confidence level is low think about adjusting your action plan in a way that will increase your confidence. Confidence leads to success.

T – Time-based

When will you do it?

'What days and at what time of day is best for me?'

Think of what days of the week and what times of the day is best for you to carry out your action plan.

My goal is

Date started

Date achieved

	Do-able step or action plan This week I will.....	Confidence rating 0 -10	Date achieved
1			
2			
3			
4			
5			
6			
7			

My goal is			
Date started		Date achieved	

	Do-able step or action plan This week I will.....	Confidence rating 0 -10	Date achieved
1			
2			
3			
4			
5			
6			
7			

My goal is			
Date started		Date achieved	

	Do-able step or action plan This week I will.....	Confidence rating 0-10	Date achieved
1			
2			
3			
4			
5			
6			
7			

My goal is

Date started

Date achieved

	Do-able step or action plan This week I will.....	Confidence rating 0-10	Date achieved
1			
2			
3			
4			
5			
6			
7			

My goal is			
Date started		Date achieved	

	Do-able step or action plan This week I will.....	Confidence rating 0-10	Date achieved
1			
2			
3			
4			
5			
6			
7			

My goal is			
Date started		Date achieved	

	Do-able step or action plan This week I will.....	Confidence rating 0-10	Date achieved
1			
2			
3			
4			
5			
6			
7			

Solving problems

If you experience barriers or challenges along the way don't give up. Instead use problem solving as a tool to find a new path or overcome challenges.

Use the following steps to help you to problem solve

- Work out what is the real problem. Ask yourself, 'What is really stopping me?'
- Make a list of possible solutions. Give yourself time to do this. If you find this difficult get a member of your support team to help you.
- Choose an idea that feels right for you and try it out.
- If you still have a problem, try something else from your list

