Healthcare Professionals' Perception of Learning as Staff from "Diabetes Theater", a Drama-based Educational Program

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Background

For healthcare professionals (HCPs) in diabetes, it is crucial but often difficult to learn about patient empowerment by a one-way lecture-based program.

Thus we developed a drama-based educational workshop, Diabetes Theater, to teach HCPs the philosophy of patient empowerment.

Objective

To investigate the effect of DT on staff members' (not audience) perception of their learning and attitudes toward diabetes care.

What is Diabetes Theater?

Interactive educational workshop designed for audience to reflect on their own practice by watching the play and joining the discussion

A. Drama Part

- Story is based on common misunderstandings between a patient and a HCP in a daily clinical practice

"I can't stop eating big flan!"
Patient claiming to gain weight
by drinking water
vs confident dietitian

B. Discussion Part

- Facilitators encourage the audience to join the discussion by focusing the good points and areas for practice improvements of the character in the play
- The audience reflect on their own diabetes care from the aspect of the empowerment

Objects and Method

Objects

Staff members who joined Diabetes Theater "I can't stop eating big flan!" held in Kobe, Japan in November 2012 by writing the scenario and/or appearing as actors

Method

The study design utilized both quantitative and qualitative methods (mixed-method).

We made a staff interview two months after the Diabetes Theater. Interviewees were requested to answer two questions about changes of daily diabetes care, followed by focus group with semi-structured interview for 1.5 hours. The transcripts of the focus group were recorded after obtaining the written consent of them and analyzed combining qualitative data analysis and theoretical coding.

Results

Characteristics of interviewees

- 11 participants (male 1, female 10)
- 5 nurses, 3 doctors, 2 dietitians, 1 clinical lab technician
- All of them work in the same university hospital
- Mean experience of diabetes care: 3.9 years

Changes of daily diabetes care

After the Diabetes Theater in Kobe,

- I came to listen to the patients' feeling more. 4.2 (mean)
 - The interaction between my patients and me got better. 4.4 (mean)
- (Likert scale: 1=strongly disagree to 5=strongly agree)

What interviewees learned from the program

1) Reflection effect

"It was a great opportunity to joining the transcript writing to look back on my own daily diabetes care with my patients."

2) Realization of the improvement of one's own communication skill

"I was able to draw out the patient's mind, voice of the patient's heart."

"It became possible to obtain important information through conversation with a patient."

3) Team-building effect

"Through the collaborative work of making a drama, we got to understand each other well and it became easier to make a consultation in daily practice."

4) Empowerment-based practice

"I began to think of solutions that respect patient's thoughts together."

"I put more focus on what my patient want to be and to do."

"Now I can wait until the patient speaks even though silence time flows."

Conclusion

HCPs on the staff of Diabetes Theater showed an enhanced awareness of value of reflection, communication skill, team building, and empowerment-based practice.

This finding suggests that Diabetes Theater might be a unique and useful method not only for audience but for staff to improve their attitudes in diabetes care in terms of the empowerment and interprofessional collaboration.

Conflict of Interest Disclosure:

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