



The Case for Managing Long Term Conditions Education at Level 2:

Worked example for those wishing to undertake education with Education for Health

Education for Health has created this document as part of our response to the *National Survey of the Roles and Training of Respiratory Nurses in the UK* published in October 2007. By freely providing the toolkit and worked examples of the toolkit in practice, we aim to provide as much support as possible to health care professionals wishing to study with Education for Health or other education providers.

Information in this document has been researched and prepared by Clinical Lecturers at Education for Health. It contains evidence based, disease specific information and relates entirely to studying this particular module with Education for Health.

This Business Case has been provided for the use of healthcare professionals working with patients with long term conditions. It is provided freely and in a way which can be personalised to health professionals' unique circumstances. Space has been left for health professionals to insert details from their own local health improvement plans. Indeed this information is vital if the case for education is to be presented strongly, clearly and effectively.

Worked examples similar to this are being prepared for every module offered by Education for Health. The complete list can be viewed and downloaded from www.educationforhealth.org.uk/pages/businesscase.asp

Health professionals will also find that the toolkit can be easily adapted to make their case for education in other disease areas or with other education providers. The toolkits are offered in Word in order to facilitate this.

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How to present and win your case for education

This toolkit is aimed squarely at those health professionals who share our passion for and commitment to continuing professional development which enables them to deliver measurable health improvements for their patients with long term conditions. It has been designed specifically to help your voice be heard in a fast-moving, complex and often 'noisy' healthcare community.

Step 1	Proposition	<ul style="list-style-type: none"> Clearly and succinctly state your plan and objectives What are you aiming to achieve? How are you proposing to achieve it? Think about the people who will be making the decision - what is their prior knowledge of this clinical area?
Step 2	Context / Strategic fit	<ul style="list-style-type: none"> Briefly describe the National picture relating to the clinical area Focus on the size and scale of local need Relate your proposal to your local health improvement plans and strategic direction of your Practice or PCO
Step 3	Benefit and impact of the education proposed	<ul style="list-style-type: none"> Who will benefit from your education? Can you link it to the 10 High Impact Changes? How will your education have an impact on your Practice's performance in relation to target How will your education show improvements in patient care and patient quality of life?
Step 4	Details of the proposed education	<ul style="list-style-type: none"> What education have you identified? How will this education enable you realise these benefits? Demonstrate your commitment and motivation What are the timescales in which the benefits will be realised?
Step 5	Evidence	<ul style="list-style-type: none"> Why will your plan be successful? What evidence can you present to support your plan? Could anything jeopardise a successful outcome?
Step 6	Support for the plan	<ul style="list-style-type: none"> Provide clear evidence of support from some or all of the following: Nursing colleague, GP, Manager, Local nurses or GP's with a special interest in the disease, colleagues in secondary care or others in the relevant care pathway.
Step 7	Cost	<ul style="list-style-type: none"> Clearly outline the real costs and timings Quantify estimated savings where possible
Step 8	Next steps	<ul style="list-style-type: none"> Once your plan has been agreed - What will you do next and when? Who else needs to know? Decide and agree how you will feedback the benefits achieved through undertaking this education

Proposal to secure funding and 2 day study leave in order to undertake a 6 month distance learning diploma module in the Principles of Managing Long Term Conditions.

(Insert your name, position, practice details and contact information here)

This education will enable me to directly implement research evidence and guidelines into my clinical practice and consequently lead to outcomes which will benefit our patients, General Practice, and Healthcare Community. Opportunities for personal reflection and supported learning over this period of time will additionally ensure that these benefits are sustainable and provide lasting value.

The Department of Health's Discipline of Improvement in Health and Social Care ¹ (discussed in more detail in Section 3) describes 4 levels of knowledge and skills. I have used this model to establish my current levels of knowledge, understanding and experience. In this way I have been able to plan development of my competences within the remit of Agenda for Change in a way which is also meaningful within the Knowledge and Skills Framework (KSF) and Skills for Health (National Workforce Competences)²

I am keen extend my knowledge and skills up to an advanced level. This will in turn expand the Practice's ability to offer greater access to patients, increase our ability to accurately review patients, and enable more patients with long term conditions to be correctly diagnosed and effectively treated.

CONTENTS:

1. Concise description of the National and Local picture of the Principles of Managing Long Term Conditions, what it is, and the challenge it presents to (Insert name of healthcare community here) and it's health improvement plans
2. Brief discussion on the potential benefit and impact that this education could bring to (insert name of Practice here)
3. Details of the educational module which will bring about this benefit
4. Supporting evidence relating to the likelihood of achieving positive outcomes
5. Local support for the plan and during the learning process
6. Costs
7. Next steps

1. The National and Local picture of the Principles of Managing Long Term Conditions and its relation to the local health economy of *(insert name of your PCO here)*

If you've got a long term condition, you've got a chronic disease whose symptoms may come and go, may be disabling or life threatening – and which has no permanent cure. Older people are more likely to suffer. Around 70% of those over the age of 75 have one or more chronic diseases but even in children under 5 years, 15% have a long term condition such as asthma.

These numbers are growing rapidly due in part to our aging population but also as a result of increasing obesity and the impact of prolonged smoking habits. It's predicted that chronic conditions will be the main cause of death and disability in the world by 2020. The trend is also towards more people having co morbidities.

The delivery of long term conditions care via specific clinics is well established in primary care, but morbidity remains high despite advances in drug therapies, national guidelines and the QoF. To optimise patient outcomes, target therapies for co-morbidities appropriately – and prevent further development of new long term conditions through better health promotion, it's vital that not only are essential diagnoses made, but that the challenges of polypharmacay – the treatment for one disease exacerbating or causing another – are well understood.

As an interested *(insert your role or position here)* I am in a key position to have a positive impact on the burden of long term conditions to patients and to the General Practice economy by concentrating on early diagnosis and appropriate management strategies. To do this successfully I need to develop an appropriate level of knowledge, skills and experience.

National picture

- In England 60% adults report a chronic health problem; 8.8 million people have a long term condition which severely limits their daily life.
- Almost 80% GP consultations are with people affected by a chronic disease
- People with chronic diseases use over 60% of hospital bed days; Taking asthma as an example, an estimated 75% of hospital admissions for asthma are avoidable and as many as 90% of the deaths from asthma are preventable. Asthma costs the NHS over £996 million per year
- 2/3 of people admitted as a medical emergency have an exacerbation of a chronic disease. Many of these exacerbations could have been avoided.

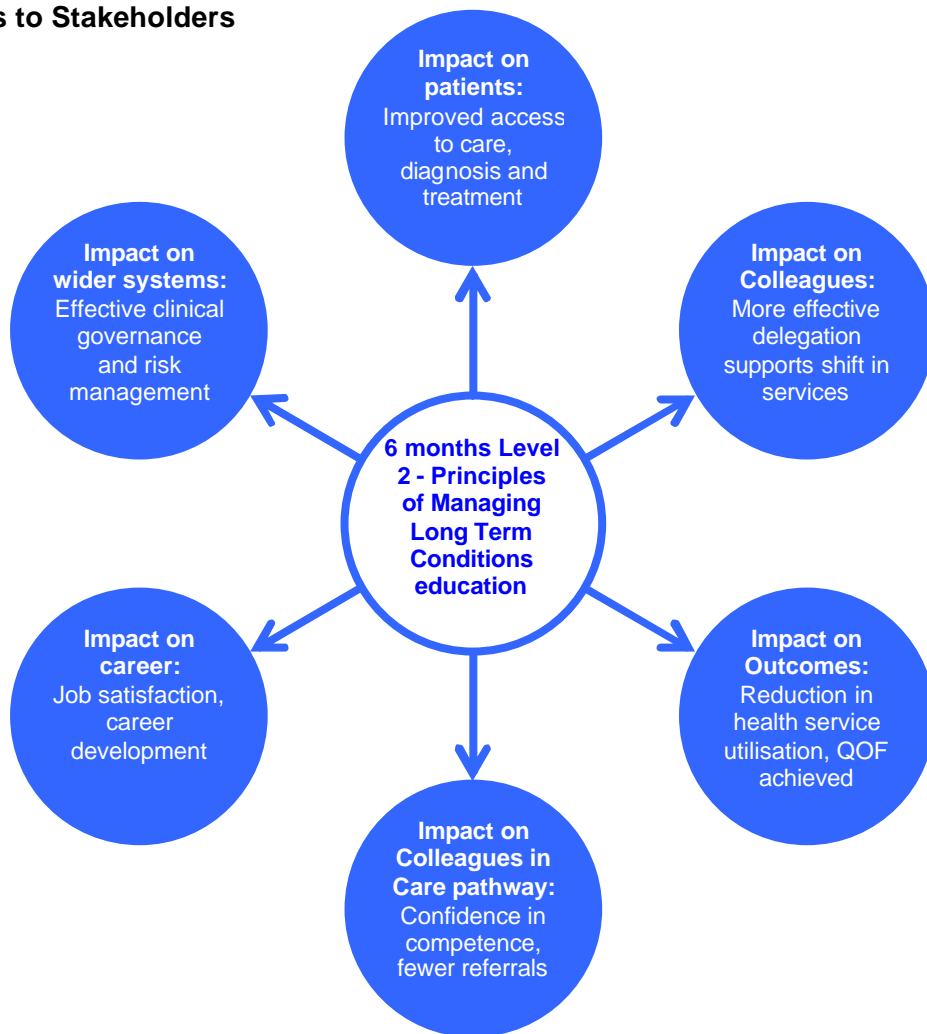
Local picture:

Insert details relating to long term conditions from your local health improvement plans and / or strategic direction of your Practice or Primary Care Organisation (PCO)

2. The benefits and impact of the Principles of Managing Long Term Conditions education

The Department of Health's '10 High Impact Changes' for service improvement and delivery³ were initially assessed against 5 categories; this set of measures makes an excellent means to assess the benefits of this Principles of Managing Long Term Conditions education:

Benefits to Stakeholders



The impact of gaining the Principles of Managing Long Term Conditions education on performance targets and patient outcomes:

The knowledge and ability to:	Contributes to organisational key performance targets by...	Leads to improvements in patient care and quality of life by...
Assess the impact of long term conditions	<i>Identifying co-morbidities such as depression, and utilising the most suitable clinician</i>	<i>Identifying key health needs of patients, and focus resources appropriately</i>
Support self care for patients	<i>Facilitating lifestyle modifications and patient empowerment to reduce disease progression</i>	<i>Enlising the energy and skills of the patient to control and modify their symptoms</i>
Undertake case management	<i>Implementing medicines management and holistic care to reduce unnecessary hospital admissions</i>	<i>Developing high quality skills to support people with complex needs</i>
Assess effectiveness of care	<i>Ensuring treatment is in line with local and national clinical governance and is cost effective</i>	<i>Ensuring that all patients receive care targeted to their individual needs</i>

3. Details of the educational module which will bring about this benefit

I have identified the **Education for Health Principles of Managing Long Term Conditions distance learning module at Level 2** as the course which will best enable me to acquire the knowledge and skills to practice at an advanced level with people coping with long term conditions.

This particular course brings the following benefits to our patients, the practice and to me:

1. It is based on the latest research evidence and guidelines, is focussed on, and highly relevant to, delivering exceptional care to patients in Primary Care setting
2. It impacts least on my colleagues in relation to time out of the practice (just 2 days over 6 months). On the other hand it is fully supported at every stage by means of a student help line for clinical and academic enquiries and a dedicated Education Coordinator.
3. It provides clear value for money - Education for Health is a non-profit making, registered medical charity which obtains no core funding. All money raised from student education is reinvested to develop and deliver new and innovative educational programmes for health professionals working with patients with one or more long term conditions
4. It meets my learning needs and style, and fits in with my personal life and situation. The fact it is distance learning means I can study at my own pace at times which suit me, my family and my practice commitments
5. It is highly regarded by Primary and Secondary Care Specialists on a National basis, the Department of Health, and Patient facing charities such as the Long Term Conditions Alliance, for its adherence to and advancement of evidence based practice
6. Its national accreditation by the Open University, and the fact that it is the preferred Long Term Conditions education of many PCT's and SHA's and Government health departments demonstrates it's ability contribute effectively to local and national health improvement programmes
7. It is well established and can form part of a Degree or Diploma Programme in Respiratory Disease, Cardiovascular Disease or Chronic Disease Management. The module has been running since 2005.

Current Level of knowledge and skills ¹	
0 Knowledge and skills not yet developed	<ul style="list-style-type: none"> ▪ I have had no experience ▪ Even though I know a few general principles, I have not developed any skills
1 Core knowledge and skills	<ul style="list-style-type: none"> ▪ I use this skill in my work but infrequently ▪ I feel capable of applying some aspects, to some situations with appropriate and effective support and direction
2 Advanced knowledge and skills	<ul style="list-style-type: none"> ▪ I use this skill frequently in my work ▪ I feel capable, confident, and with direction, I can apply this skill to most situations ▪ I have a depth of understanding to be able to explain the basic principles to others
3 Expert knowledge and skills	<ul style="list-style-type: none"> ▪ I use this skill regularly in my work ▪ I have the understanding and capability to apply and adapt this skill with confidence in complex work situations ▪ I can act fully independently and provide direction, support and advice to others ▪ I am confident that I could explain the principles, application, advantages and disadvantages to others.

The module realises the benefits of the Principles of Managing Long Term Conditions education for my patients and practice:

The course takes the form of a 6 month learning program which is timetabled into a series of units which cover different subject areas. These are supported by 2 facilitated study days, self assessment and reflective learning activities, and a recommended reading list. The Study days are highly interactive, include discussion and practical group work and provide opportunities for me to exchange ideas with professional colleagues. Assessment is by coursework.

The units covered include:	Current level of skills....	Skill level after the course
<p>1. Recognising the burden of long term conditions:</p> <p><i>Definition of long term conditions; examples of long term conditions; prevalence of long term conditions; co-morbidity; impact on the health service; looking ahead</i></p>	Indicate details here	2
<p>2. Recognising the impact of long term conditions on patients and families:</p> <p><i>Patient experience of acute and chronic illnesses; a holistic view; psychological impact of long term conditions; impact of co-morbidity; impact of polypharmacy; body image and self-image; sexuality; impact on quality of life; impact on carers; coping strategies; adjusting to a long term condition</i></p>		2
<p>3. Organising care for long term conditions:</p> <p><i>Current healthcare organisations; specialist versus generalist management; patients as principle caregiver; chronic care model; organisation of care for chronic conditions in the USA; NHS changes; pyramid care</i></p>		2
<p>4. Identifying and evaluating patients with long term conditions:</p> <p><i>Registers; integration of registers and records; evaluating long term conditions in individuals; using structured questionnaires; evaluating health benefits; evaluating impact on self/body image; evaluating relationships with the family; evaluating the situation for the elderly with co-morbid diseases</i></p>		2
<p>5. Supporting self-care for patients with long term conditions:</p> <p><i>Importance of self-care; patient empowerment; adherence to therapy and self-care; health beliefs and adherence; patient education; self-management; identifying problems; setting and achieving goals; patient involvement in decision making; maintaining support for self-care; addressing problems with self-care</i></p>		2
<p>6. Delivering effective disease management for long term conditions:</p> <p><i>What is effective disease management? Benefits of disease management; what is involved in disease management? Structured care; systems for recall and review; care plans; medicines management</i></p>		
<p>7. Undertaking case management for long term conditions:</p> <p><i>Why introduce case management? Community matrons; skills required by community matrons; implementing case management by community matrons; identifying patients for case management; reviewing medication</i></p>		
<p>8. Supporting people with terminal illness:</p> <p><i>Palliative care and chronic illness; entering the terminal phase; aims of care during the terminal phase; physical symptoms; medicines management; emotional issues</i></p>		
<p>9. Assessing effectiveness of care for patients with long term conditions:</p> <p><i>Learning from experience; evaluation and audits; health outcomes; effectiveness of management for long term conditions</i></p>		
<p>10. Developing professionally:</p> <p><i>Need for professional development; communication skills; using time effectively; working in multidisciplinary teams; implementing organisational changes; coping with occupational stress</i></p>		

4. Supporting evidence relating to the likelihood of achieving positive outcomes

An increasingly robust evidence base shows measurable improvements in the health of patients with long term conditions when the ability to diagnose, treat and provide follow-on care is underpinned with reflective, evidence based, and practical health professional education which takes place over time. Education of this quality enables change in practice to become embedded and sustainable.

The most significant research evidence relates to a randomised control trial⁴ conducted by Education for Health which showed that patients being cared for by health professionals who had undergone standardised, accredited education showed significant improvements in their health related quality of life and health outcomes.

In addition Education for Health is collating a wealth of case studies which show that nurse education is fundamental to the success of initiatives which aim to improve patients' quality of life and health outcomes and decrease medical encounters.

5. Support for the plan

Provide clear evidence of support from some or all of the following: Nursing colleague, GP, Manager, Local nurses or GP's with a special interest in managing long term conditions, colleagues in secondary care or others in the relevant care pathway

6. Costs

Type of cost:	Item:	Actual cost to practice:
One-off costs	1 place on Education for Health Principles of Managing Long Term Conditions (level 2) course. Includes all distance learning materials, attendance on the 2 study days and full access to the Student help line	£595
On-going costs	None	None
TOTAL:		£595

7. Next steps

The next Principles of Managing Long Term Conditions course starts on (insert dates). The study day is in (insert location) on (insert dates). To register I will need to send a completed application form and payment / invoice details by (insert date)

The course completes on (insert date)

References:

1. Discipline of Improvement in Health and Social Care (Penny 2005)
2. For information on Agenda for Change and the KSF visit the DoH website – Policy – Agenda for Change
3. 10 High Impact Changes for Service Improvement and delivery. www.modern.nhs.uk/highimpactchanges
4. Sheikh et al. Clinical and Experimental Allergy 2007;37:90-99