

# Enhancing person-led conversation skills for practitioners through simulation

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## Introduction

The prevalence of type 2 diabetes in Forth Valley in 2024 remained higher than the national rate of 6.7%, with incidence rising<sup>1</sup>. Dietitians in the Type 2 Diabetes Prevention Team were tasked with innovating to support preventative care and reduce the number of people developing type 2 diabetes. Through collaboration with service users and Healthcare Practitioners, the team identified variation in the detection and management of long-term conditions. Service users highlighted a need for conversations about priorities and goals, and practitioners reported limited confidence in person-led conversation.

## Aim

- ✓ To develop and test a Motivational Interviewing-based<sup>2</sup> course to strengthen person-led conversation skills and confidence in Healthcare Professionals and partner organisations
- ✓ To incorporate simulation to consolidate learning and enable transformative skills development<sup>3</sup>
- ✓ To support self management of long-term conditions, leading to better health

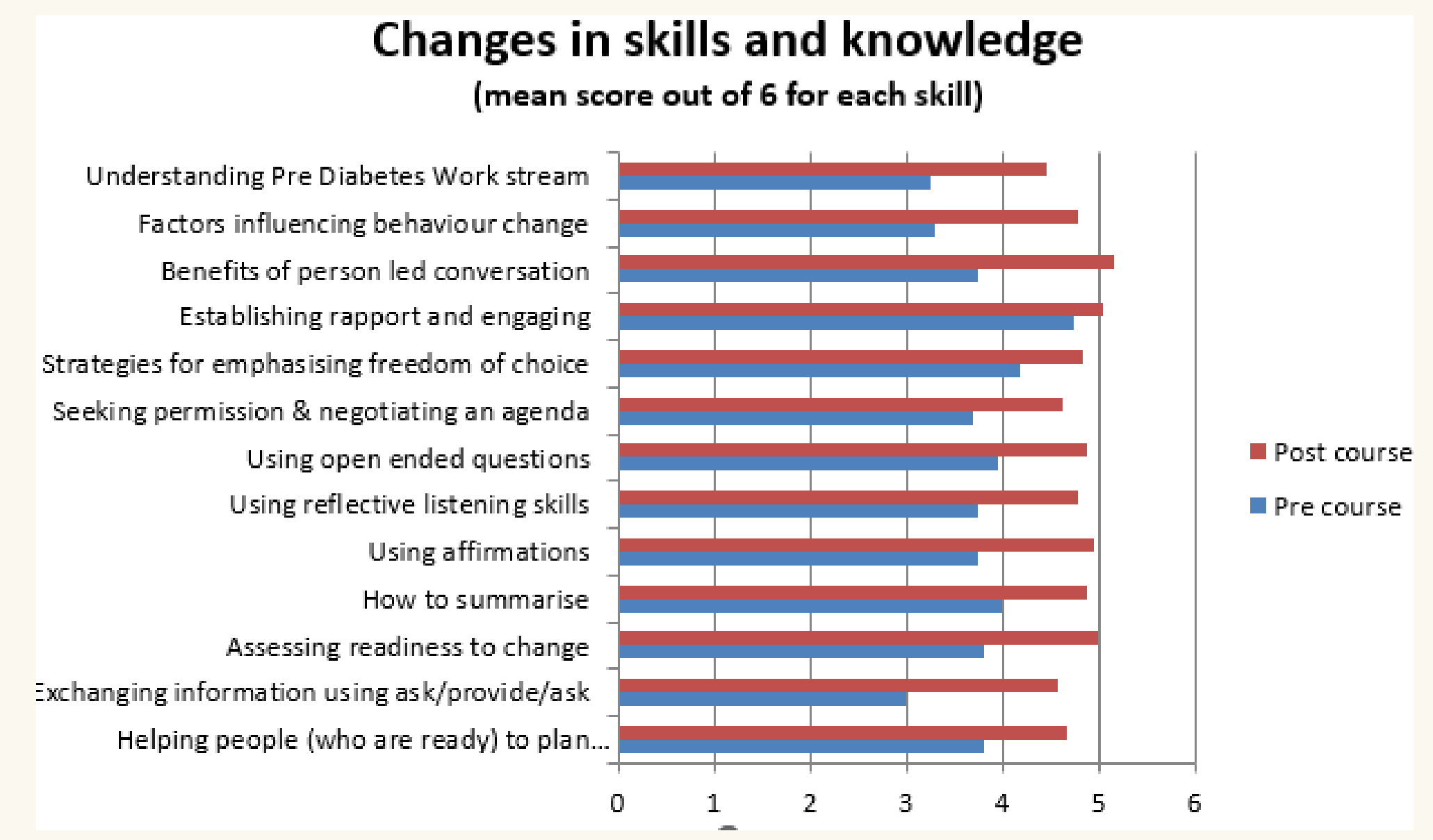
## Method

Participants were recruited from health, social care and leisure partners, reflecting a whole-system Public Health approach. The simulation session was co-designed with colleagues at the Scottish Centre for Simulation and Clinical Human Factors.



## Results

Evaluation showed an improvement across skills and knowledge relating to effective health conversations. Participants demonstrated a 20% increase in confidence to have person-led conversations



## Participant feedback

*"Excellent information that can be used in all walks of life"*

*"This is a fantastic skill to have, and I can easily see the benefit not only in diabetes but within all chronic disease management reviews and even aspects of everyday life. Very good course!"*

*[It made] "me feel a valued member of the group by providing opportunities to interact with the rest of the group. Also given time to reflect on my own experiences, reiterating what I already knew and providing new learning experiences"*

*"Feedback from patients is often that they feel they have been given instructions or advice that was not asked for, or that they are not ready for. Using patient led conversations identifies what is most important to that person and helps recognise how ready the person is to identify or make changes themselves that we can help guide them with"*

## Conclusion

Group discussion suggested that some individuals initially overestimated their competence, and that the change in confidence may be wider than indicated. This reflects the evidence base<sup>4</sup>. Post-course findings show simulation strengthened capability, reinforcing its value in developing public-facing services.

Whilst further exploration is required, this data suggests that simulation-based approach extends beyond traditional clinical education by building confidence and capability to shape pathways that focus on "what matters most". This concept is scalable and adaptable across long-term conditions.

## References

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