

## Cogs of possibilities: streamlining individual choices and increasing self responsibility

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In a climate of change within policy changes at State and Federal level, financial restraints and ever changing boundaries, it is important to stream line service provision in rural towns. Shared programs which include local visiting service providers, non government agencies needs an active approach from local health service providers in referrals for program initiation and shared responsibility when delivering workshops or community expos. Each service provider still has to show a certain growth in productivity to enable sustainable programs gain ongoing funding per annum. Streamlining staff resources and preventing duplication in programs has meant a growth in open sharing of knowledge and resources across a board spectrum of staff. Difference in expectations and experience between health professionals and individual clients has led to confusion in the past.

Strategies that inspire new ways to engage individuals to approach their chronic disease in a positive light for increased uptake of programs are always a challenge. Importantly how do we identify the client's learning and behavioural style and how do we include them in the planning of self improvement through multi disciplinary teams?

The skill most needed in a rural town is to teach an individual with chronic disease the importance of the cycle of care and their own self monitoring. This includes the impact on drivers licence and annual medical certificates, especially if the individual does not understand the impact at not looking after their own self responsibility in health matters.

Within this community, initial identification of adult learning style helps assist in planning shared care across the spectrum of service providers. The correct identification allows increased uptake in self management and of service provision whilst combining holistic approach. Increasingly engagement with the client improves attendance to programs and reporting open communication without feelings of being judged. Client needs a health professional to guide them in meeting their goals for sustainable reduction in chronic disease markers. They are many tools for health professionals to use, but finding the right style per person remains a challenge through time constraints and resource reduction.

Once the correct learning style is established, the needs relevant to the individual are planning scaffold learning in a format suitable to the individual. Scaffold learning is a style that involves incremental reductions of the health professional, as the client skills increase and practice self assessment and reporting. Equates learn, apply or integrate their theoretical knowledge to skills and goal setting.