

## Patient Teaching

### Patient Education

Assisting people to learn health-related behaviors for optimal health outcomes

What we remember....

10% read

20% hear

30% see

50% see and hear

70% what we say

90% when we interact

### Purpose of Education

Health Promotion

Increase wellness

Growth & Development

Nutrition

Hygiene

Community resources

Prevention of Illness/Injury

Health screenings & routine physical exams

Reducing risk factors

Immunizations, prophylactic measures

Restoration of Health

Self-care skills

Information about tests, diagnoses, treatments & medications

Adaptation to altered Health & Function

Strategies to navigate new health concerns

Referrals for additional care

Grief and bereavement counseling

### Education Process

A systematic, sequential, logical, scientifically based, planned course of action consisting of two major interdependent operations

Similar to the Nursing Process

### Process of Teaching

Deliberate interventions of sharing information & experiences to meet intended learner outcomes in the cognitive, affective, & psychomotor domains

Activities intended to produce learning

Dynamic interaction between teacher & student

The Assure Model:

Analyze the learner

State the objectives

Select instructional methods & materials

Use instructional methods & materials

Require learner performance

Evaluate the teaching plan & revise prn

### The Learning Process

A change in behavior that can be observed or measured after exposure to stimuli in the environment

## The Learning Process

Learning Needs

Compliance

Adherence

Pedagogy

Andragogy

Geragogy

## Learning Theories

*Organized framework that describes how people learn*

Behaviorism

Stimulus and response

Cognitivism

Learner motivation and environment

Motivation

Humanism

Learning is self-motivated, self-initiated, and self-evaluated

Focused on self-development & reaching full potential

Assess your learner to determine which theory is most appropriate for use.

## Domains of Learning

A teaching plan should include each domain

Cognitive

Affective

Psychomotor



## Assessment of Learning

Verify existing knowledge

Patient's understanding of current health status

Past experiences

Information needed for patient & family

## Factors that Affect Learning

Age & Development

Motivations

Readiness

Active Involvement

Relevance

Feedback

Non-judgmental support

Simple to Complex learning

Repetition

Timing

Environment

Emotions

Culture

Physiological

Psychological

Psychomotor

Internet & Health Information

E-Health includes online appointment, electronic prescriptions, e-mail access to providers, and online health information

Online sources significant source

Nurses should advocate for reputable sites such as .org or .edu sites that provide accessibility accommodations

Challenges to Teaching

Nurse Related Factors:

Lack of preparation

Socialization process may be impeded

Lack of time or resources

Lack of confidence

Lack of reward or notice

Lack of proper environment

Obstacles to learning:

Learner Related Factors

Readiness to learn

Extent of change or motivation

Literacy

Cultural Diversity

Aging & Sensory Obstacles

Literacy: *ability to read, write, interpret at 8<sup>th</sup> grade level*

Low Literacy

Functional Illiteracy

Health Literacy

Computer Literacy

Readability

Comprehension

Numeracy

Risk groups

Myths

10 Tips for Successful Client Education

Be Focused

Assess the Patient

Listen to the Patient

- Keep it Simple
- Know the Patient Motivation
- Plan for Teaching
- Consider Time Constraints
- Pick Appropriate Strategy
- Know Your Resources
- Document Your Teaching
- Trust Yourself

#### Implementation of Education

##### Resources

- Written Pamphlets, Handouts, Brochures, Sheets Posters
  - Consider literacy level, font size, colors
  - Review with patient
- Audiovisuals, Technology
  - DVDs, Educational TV, PPT.
  - Discussion should follow
- Equipment & models
  - Practice to promote learning
  - BSE, Self-injection, CPR

#### Evaluation of Education

Determine behavior changes or outcomes:

- Knowledge
- Skills
- Attitudes

Guides decision making

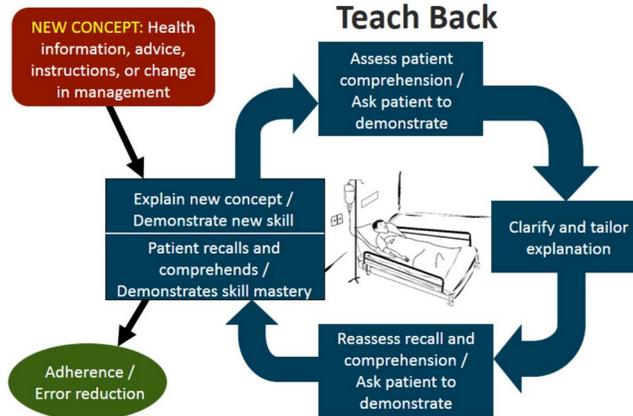
Types of evaluation

- Formative-ongoing short term
- Content-limited to specific learning experience
- Summative-determine effects of teaching efforts

#### Evaluation Strategies:

- Direct observation
- Verbal feedback
- Teach-back
- Discussion
- Q&A
- Return Demonstrations

## Teach Back



Schillinger D, et al. *Arch Intern Med.* 2003;163:83-90.

### Teaching Documentation in EMR

- Communicates plan & progress to other members of HCT
- Provides legal record
- If not documented, not done
- Document patient response to teaching

### Nurse As Teacher

- Nurses have a professional responsibility and expectation to teach
- Ethical & legal accountability: legal duty
- Nurses historically helped patients take responsibility for their own health with teaching
- When do we teach? ALL THE TIME!