

PCI Staff Education Plan

Agenda:

9:00-9:15 Welcome and Introduction

Ask the nurses "What information do you want to leave with today"

Activity: Give post-it notes and instruct RNs to write their goals for this class.

Cardiac Nurses' objectives for the class.

1. "I want to learn practical time efficient teaching methods."

Objective: Identify ways to find time to teach.

2. "Improve my teaching and work it into my routine."

Objective: Discuss ways to improve teaching skills.

Discuss how to teach through conversation.

Discuss how to teach with every patient interaction.

3. "Find and use words the patient can comprehend and understand."

Objective: Identify medical jargon words

Replace medical jargon words with living room words (plain language).

4. "To learn how to properly educate the patient."

Objective: Identify research-based teaching techniques (evidence-based practice)

9:15-9:30 Establish Rapport

Activity:

Introduce self and tell the group how many years they have been a nurse. Added up all the years of all the nurses > 155 years

- Greet each patient by name
- Introduce self and tell the patient what you will be doing and your role is to keep the patient safe and to help in any way we can
- Try to make a connection with the patient (such as where they are from, etc)
- The health care provider listening and assisting patients to discuss problems, fears & anxieties are important in establishing trust and building rapport.

As patient's sense that the nurse is understanding and accepting patient's anxiety decreases. When anxiety is high the patient may not hear a word that is being said.

9:30-10:30 AMA video (Health Literacy: Helping your patients to understand)

Activity:

- Tell the nurses to write down 3 or more ideas that they can implement in their daily practice.
- Look for an example that told the health care provider that the patient may have a health literacy problem.
- Watch for teaching tips

Post-video: Identify teaching techniques

1. Assessment

Assessment is an excellent way of finding more time to teach. The patient already knows things and we do not want to waste time by re- teaching. Through assessment we find out what the patient:

- Believes
- Expects
- Misunderstand
- Wants to learn
- Is able to learn
- Is willing to learn

Activity:

Refer group to Page # 24 (Fran London "No Time to Teach")

Ask question from the learner's explanatory model (Kleinman, Eisenberg & Good, 1978)

Ask RNS: At the end of the assessment you will know?

Who is my learner?

What does my learner know already?

What does my learner want to know?

What does my learner need to know?

2. Use plain language no medical jargon

A study at a major hospital found that 97% of physicians used medical jargon and abbreviations on discharge instructions. The 2010 Obama Health Care Act says all government communication will be written in plain language.

3. Limit Content

Prioritize what needs to be taught (what is the most important thing that the patient needs to know)

Teach only 2-3 of the most important points in one sitting (Keep it simple)

10:30-11:15

4. Teach-back technique

Studies have shown that 40-80% of medical information patients receive is forgotten immediately and nearly half of the information retained is incorrect.

Ask the patient to repeat in their own words what you have taught them.

“tell me”

“show me”

“describe to me”

“give me an example”

Give the patient a scenario and ask them “What would you do?”

Activity:

- Give handout “Always Use Teach-back!”
- Role play teaching a patient and using the Teach-Back observational tool score yourself.

Scenario:

Teach patient signs and symptoms of when to call the doctor/911

Teach patients about Plavix and/or aspirin and why they need to take them

Teach how to follow up with clinic appointment

In packet are handouts:

Identifying how to effectively teach with Teaching Tools

- How to teach with a video
- How to teach with a booklet
- How to teach using the telephone
- Krames (handouts)
- Calendars

11:15-11:30 Review Research Articles:

Discuss teaching skills found in the Research Articles specifically for the PCI patient population.

Activity: In the “Know and Go” article group discussed how to change the patient questionnaire from medical jargon to plain language.

11:30-12:00 Learning to use the I-Pad and HealthClips

Nurses taught how to use the I-Pad

12:00 – 12:15 Wrap up:

Review of the objectives to evaluate if they were met