

Patient Education Competency

Patient education is a critical part of the nurse's role, impacting many facets of patient health outcomes and the ability of patients to care for themselves once they leave the hospital.

The enclosed competency packet will assist the RN in being able to assess patient learning needs, identify educational resources, implement effective patient teaching strategies, evaluate the teaching interaction, and document patient education with a problem-oriented focus in the Nursing Progress Note.

We recommend that the enclosed packet be reviewed by RN's and that evidence of competency completion is submitted to the Nurse Director to include:

- Review the Patient Education Competency Topics Cover Sheet
- Review the Patient Education Nursing Clinical Practice Guideline
- Review and practice how to access on-line Patient Education Resources
- Complete the Patient Education Competency Quiz
- Submit 2 documents
 1. DrugNote or LexiPAL (medication of your choice)
 2. Nursing Progress Note containing patient education under the problem "knowledge deficit"

**Department of Nursing
Direct Care Provider
Competency Assessment FY09**

PATIENT EDUCATION

MGH is committed to improving healthcare outcomes for patients and/or significant other by providing them with information to enhance knowledge, skills, and behaviors necessary to maintain health, support recovery and return to function. This year the following patient education topics will be discussed:

Assessment of patient/family educational needs:

- Completing the Nursing Dataset form
- Identifying portions of assessment form that help identify educational needs
- Assessing patient readiness to learn

Planning, goal setting and identification of educational resources:

- Including “Knowledge Deficit” on the Patient Problem/Outcome/Intervention Sheet
- Setting mutual education goals with patient/family
- Identifying educational resources available at MGH to meet individual patient learning needs

Implementation of the teaching interaction:

- Incorporating patient teaching seamlessly into practice
- Discussing effective teaching techniques
- Demonstrating ability to use computer resources and patient education video channel

Evaluation of patient knowledge and skill ability:

- Evaluating patient knowledge by using teach-back technique
- Evaluating patient skill level by using return demonstration
- Evaluating patient confidence by discussing concerns

Documentation of patient teaching:

- Documenting patient education in problem-oriented format on the Nursing Progress Note
- Documenting discharge teaching on the Post Hospital Patient Care Plan (in CAS)

TITLE: PATIENT EDUCATION: A NURSING CLINICAL PRACTICE GUIDELINE

KEY WORDS: Patient teaching, patient education, pre and post-operative teaching, discharge teaching, and medication teaching.

DEFINITION: A teaching/learning process aimed at enhancing patient's knowledge, attitudes and behaviors towards health and self-care through influencing the cognitive, affective and behavioral/psychomotor domains of experience.

OUTCOME: Every patient/family will have an assessment of educational needs and an individualized teaching plan will be developed leading to one or more of the following:

1. Increase in cognitive knowledge of the health condition identified.
2. Development of psychomotor skills for self-care.
3. Positive influence on patient/family attitudes and psychological responses.
4. Adoption of behavioral changes to prevent illness, to recover or to live with an illness.

Outcome criteria can refer to the following domains:

1. **Cognitive:** The patient will be able to describe his/her health problem, factors contributing to symptoms/symptom control, and treatment plan.
2. **Affective:** The patient will be able to express level of comfort with making a change in behavior. The patient will be able to express confidence in performing a skill.
3. **Psychomotor/behavior:** The patient will be able to correctly demonstrate a skill. The patient will actively participate in the health behaviors prescribed or desired.

ATTACHMENTS: Patient Education Resource List

ASSESSMENT: A thorough assessment should be conducted to determine patient/family education needs. The Nursing Dataset form should be used, along with a discussion with the patient/family, to help identify key items needed to develop a teaching plan.

1. Nursing Dataset Form:
 - (1.0) What language does patient speak? Are there language barriers? Is an Interpreter needed?
 - (2.0) Is the patient oriented x 3, are there any memory or cognition problems? Are there any vision or hearing impairments? Does the patient have difficulty completing tasks such as forgetting when to take medications

- (3.0) What is the patient's pain level?
- (7.0) Does the patient have enough information about their diet?
- (15.0) What kind of religious or cultural beliefs does the patient have?
- (16.0) How does the patient best learn?
 - Ask patients about something they have recently learned and how they learned it (e.g.: reading, listening, hands-on etc.) and have patient pick the one that they thought was most helpful.
 - Consider patient's vocation or field of work (e.g.: if the patient is an engineer, it may be easier for them to learn about a piece of equipment)
- (17.0) Will the patient and or family needs more information on discharge in regards to medication, diet, home resources or other information?

2. Readiness to Learn:

- Does the patient believe and understand his/her diagnosis (May enhance compliance with medication regimens, diet changes, smoking cessation etc.)
- Listen for teaching moments: when patients are ready to learn they will ask questions or make statements that indicate discomfort with current abilities or knowledge about their illness, (e.g.: they may say "I don't know about giving myself that shot when I get home")
- What is the patient's literacy level or ability to read: (Patients who are unable to read may try to conceal the problem. Ask the patient "do you think you'll have any problems reading this material" vs. "can you read")
- Does the patient have any cognitive, sensory or motor impairments: (e.g.: elderly or confused)
- Does the patient need reinforcement with any area of learning?

3. Patient/Family Discussion:

- What does the patient already know about their health?
- What does the patient want to learn or know before leaving the hospital?
- What are the critical subject areas that need to be reviewed before discharge so that patient/family can be safe at home and work towards reaching maximal health outcomes at home?
- Is the patient and or family verbalizing concerns about lack of resources to follow the teaching plan (e.g.: can patient afford blood glucometer and test strips)

PLANNING: All patients have learning needs. An educational plan is essential to ensure that patient's are discharged with the skills and knowledge needed to care for

themselves at home. A teaching plan should be developed based on your assessment of the patient/family learning needs. Planning includes:

1. Identifying the specific “knowledge deficit” on the Common Patient Problem/Outcome/Intervention Sheet.
2. Setting mutual goals with patient/family. This will include educational needs to be covered before discharge and plan for home management. The goals are listed on the patient problem list under “Outcome”.
3. Identifying resources that will best meet patients learning needs and learning style. You should know:
 - How to access written materials for information on diagnosis or health conditions, medications, diagnostic or surgical procedures, discharge instructions etc. (in English and other languages).
 - How to use the on-demand patient education video channel, including the closed captioned (cc) feature if the patient has a hearing disability.
 - How to contact a Medical Interpreter if the patient speaks another language.
 - How to use the IPOP (Interpreter on a pole).
 - How to initiate a dietary consult or smoking cessation consult for individualized teaching of these topics.
 - How to access community resources to assist patient in obtaining equipment and supplies.
 - How to access written materials and videos on pain management (if a patient assessment indicates that the patient is experiencing pain, the patient needs to be educated about their risk for pain, importance of effective pain management, the pain assessment process, and methods for pain management).
 - How to instruct patient on the safe and effective use of medical equipment or supplies provided by the hospital.

(See the attached patient education resource list)

INTERVENTIONS: Teaching involves using the right tools and techniques at the right time to communicate information to the patient/family to maximize their learning experience.

1. General Tips for Teaching:
 - Get started early. Teaching starts on admission. It is important not to wait until right before discharge to implement your teaching plan.
 - Use your time spent at the bedside to teach chunks of information (e.g.: while hanging a new antibiotic, explain the reason for the new medication,

what side effects to watch for etc., then document that you have done medication teaching)

- Coordinate a time with the patient/family to teach (if family can only visit at certain times, work with their schedule)
- Get family or friends involved (a sedated patient in pain won't remember a lot)
- Review all printed information with the patient before they leave. Highlight important points. Assess for understanding (Review printed material before giving the information to the patient)
- Use patient education videos as a teaching strategy. Always have a follow up discussion with patient to verify understanding
- Speak plainly with patients. Avoid medical jargon (don't say "myocardial infarction", instead say "heart attack")
- Coach patients to help them learn a new skill and develop confidence (always demonstrate a new skill first, then have patient repeat demonstration of the skill, provide feedback and correction along the way)
- Give patient a point of contact and phone number in case they have further questions when they go home.
- Use the "teach back technique" with the patient. For example: after reviewing print material about the drug Lovenox, ask patients to tell you the signs they need to watch for if bleeding occurs. (Don't ask patients if they "understand" what you just taught them, but have them repeat it back to you).
- Ask open-ended questions, so that the patient has to respond with more than a yes or no to the question. (For example: instead of saying "Do you understand what to look for if your incision gets infected?" say "Tell me which signs you will look for if your incision gets infected?")
- Remember that people retain 80% of what they see, hear and do. So, tap in to all of the senses (this way you will be sure to cover at least one way the patient prefers to learn) For example:
 1. Provide written materials for patient to review
 2. Discuss materials with them
 3. Have patients watch a video as another method of teaching the content
 4. Have patient demonstrate any new skill (e.g.; how to take a pulse)
 5. Written material that is sent home will reinforce the information you discussed during hospitalization

2. Tips to teach patients with communication barriers
 - a. For patients with reading difficulty:
 - Go over the written information with them. Read it aloud and give them a chance to ask questions
 - Show an educational video
 - Use demonstration to show a new skill or to explain a concept
 - b. For patients with vision/hearing difficulty:
 - Provide written information with graphics, videos with Closed Captioning, and demonstration for patients with hearing difficulty. Use a notepad to write down questions. Arrange for a sign language interpreter for the educational session.
 - Provide verbal explanations, Braille materials if available, and hands-on demonstration to patients with vision difficulty. Check carefully for patient's recall of information and knowledge.
 - Refer patient/family to the Patient and Family Learning Center's Disability Access Room.
 - c. For patients who are in pain, anxious, sedated, tired:
 - Involve family to help remember information
 - Set up a scheduled time with patient/family when they are more alert
 - Provide print materials to review at a later time

EVALUATION: Evaluate that the desired level of learning has been achieved. Make plans for additional teaching if reinforcement is needed.

1. **Cognitive:** The patient verbalizes knowledge of their health condition, factors leading to symptoms and/or changes that need to be made to decrease or eliminate symptoms. The patient verbalizes knowledge of medications, activity, follow up appointment(s), and who to call with questions/concerns.
2. **Affective:** The patient is aware of information and describes their personal response to it (e.g.: patient has reviewed self breast exam literature and states their need to perform exam every month). The patient is confident in his/her ability to perform a skill (e.g.: states they will be able to easily do a dressing change at home).
3. **Psychomotor/behavior:** The patient correctly demonstrates a skill (e.g.: able to give self an insulin injection using correct technique). The patient demonstrates a behavior change (e.g.: attains a weight loss goal of 10 pounds).

DOCUMENTATION: Documentation is a critical tool that should be used to share the status of patient education. It is an important means of communication that helps clinicians work to the mutual goal of improving patient health outcomes.

1. Nursing Progress Note:

- Title of the problem (knowledge deficit)
- Assessment of the patient's readiness to learn
- Who was taught (e.g. patient, family, friend)
- Patient's response to teaching (verbalize understanding, able to demonstrate)
- Progress toward expected outcomes (goals being met)
- Any change in the teaching plan (e.g. reinforcement or remediation needed)

2. Post Hospital Patient Care Plan:

- On-line portion of discharge documentation system within CAS
- Used to document all discharge teaching provided to the patient
- Copy of plan, including all other written educational materials are sent home with patient

EXAMPLE: 65-year-old patient with pneumonia on a general medical floor

14 May 2008 3:00pm

Problem: Knowledge Deficit related to condition, infection transmission, prevention of recurrence, diet, and follow up care.

(Readiness to learn) Patient awake and alert, asking questions about medical condition and family is present during teaching session. Patient verbalizes knowledge of cause and treatment of pneumonia as well as what signs and symptoms to monitor at home to prevent a recurrence. Patient able to demonstrate correct hand washing technique, how to cover nose and mouth when coughing or sneezing, and disposal of tissues. Patient verbalizes knowledge of antibiotic regimen as well as recommended activity and diet. Patient verbalizes date and time of follow up appointment. No further teaching reinforcement needed unless requested by patient or family.

Signature and License

Patient Education Competency Quiz:

1. When assessing your patients' readiness to learn, the following should be considered:
 - a. Listening for teaching moments
 - b. Keeping the patients age and literacy level in mind
 - c. Making sure the patient believes and understands their diagnosis
 - d. All of the above

2. The planning phase of patient teaching should include all of the following except:
 - a. Identifying "knowledge deficit" on the patient problem list
 - b. Setting mutual goals with the patient/family
 - c. Completing the nursing dataset form
 - d. Identifying resources that best meet the patients learning needs

3. The patient education plan that indicates the specific content that should be taught to the patient/family is located in:
 - a. The Nursing Dataset form
 - b. The Patient Problem/Outcome/Intervention Sheet
 - c. The Interdisciplinary Patient and Family Teaching Record
 - d. The Nursing Progress Note

4. The best way to evaluate whether a patient has learned a new skill (i.e.: giving themselves an injection) is to:
 - a. Have the patient demonstrate the skill to you
 - b. Have the patient explain what they will do when they get home
 - c. Have the patient take a quiz
 - d. Have the patient share their feelings about performing the skill

5. Which of the following JCAHO patient education requirements are captured on the Nursing Progress Note when documenting the problem of "knowledge deficit"?
 - a. Documentation of patient's readiness to learn
 - b. Documentation of patient's response to teaching
 - c. Documentation if further reinforcement is needed
 - d. All of the above

Answers:
1. d
2. c
3. b
4. a
5. d

PATIENT EDUCATION RESOURCES

Available on the MGH Intranet

There are many resources available for patient education at MGH. This section tells you what those resources are and how to locate them. Follow the steps located in the box and it will bring you to the list of on-line patient education resources. Choose the resource that would be most helpful for your instruction.

To find these resources:

- Click “Start”
- Click “Partners Application”
- Click “Clinical References”
- Click “Partners Handbook”
- Click “Patient Education Information”

Note: Some medications are listed by their chemical name instead of the brand name. (i.e., Percocet is not listed under “P”, but “O” for Oxycodone and Acetaminophen).

AAFP CONDITIONS

Stat!Ref is an electronic resource that lists patient education resources alphabetically.

- Click on “I accept” if this is your first time using this site
- Select a letter condition (i.e. “A Conditions” for Arrhythmias)
- Select the desired condition (Arrhythmia)
- Click on reviewed/updated and created dates to retrieve the article
- Print by using the printer icon at the top of the document]

EMEDICINE

An alphabetical listing of patient educational materials that is easy to access

- Click on the condition you wish to view
- Select specific topic of interest
- Select format for printing located top right corner of document
- Print material

HEALTHCARE ADVISE FOR CHILDREN, TEENS AND PARENTS

Up to date health and safety information from the American Academy of Pediatrics.

- Use the search box for specific conditions
- Use A-Z for patient handouts
- Browse patient handouts by category
- Print by clicking on “printable window”, then select print again

HEALTH INFORMATION TRANSLATION

Quality translations in multiple languages

- Search by language or key word search
 - Select language
 - Select subject
 - Print using printer icon in left hand corner(handout will print English first, then translation)

McGRAW-HILLS ACCESS MEDICINE

Patient education information provided by McGraw-Hill’s post-graduate Medicine.

- Click on subject of interest
- Click on download to print in PDF format
- Click on printer icon

MEDLINEplus

A great resource for health information from the world's largest medical library, the National Library of Medicine.

<u>Medline Search Box</u>	Type in any disease, procedure or test. A description will be available, plus a collection of additional links and multiple patient education information to select from
Health Topics	Over 700 topics on conditions, diseases and wellness
<u>Drugs and Supplements</u>	Prescription and over-the-counter drug information from Medmaster. Herbs and supplement information from Natural Standard
<u>Medical Encyclopedia</u>	Includes over 4,000 articles about diseases, tests, symptoms, injuries and surgeries
<u>Medical Dictionary</u>	Allows you to type in the medical word you would like to find
<u>News</u>	Read health related news articles from Reuters Health Information and Healthday, plus the most recent press announcements from major medical organizations
<u>Directories</u>	Links to directories to help you find health professionals and facilities

MGH CANCER RESOURCE ROOM (Yawkey 8 and Cox 1) 617-724-1822

All of your oncology questions will be answered by phone, computer or by visiting the Cancer Resource Room (CRR). Utilize CaPE an extensive database of cancer related patient education materials that can be accessed from any MGH computer.

- Click on "MGH Cancer Resource Room"(CRR)
- Under the purple section of CRR scroll down to DIP (New name - CaPE-Cancer Patient Education) and click on it

Cancer Care

- Medication fact sheets Select A-L or M-Z to find drug sheets
- Specific topics Select area of interest to bring you to individual documents

Cancer Types

- Select cancer type
- Select area of interest
- Select document

PATIENT EDUCATION COMMITTEE WEBSITE (www.mghpted.org)

The Patient Education Committee Website provides you with:

- Links to Intranet and Internet resources for patient education
- Link to the MGH Clinical Policy and Procedure manual for “Patient and Family Education”
- Link to Patient Education Annual Competency
- Link to the MGH Procedure manual for “A Nursing Practice Guide”
- Links to plain language and health literacy resources
- Health website evaluation links to help you evaluate the quality of on-line medical information

MGH PATIENT EDUCATION DISCHARGE DOCUMENTS

Standardized patient education materials developed by MGH clinicians can be utilized for discharge teaching.

- Click “Patient Education Discharge Documents”
- Click on subject you want or “MGH Patient Discharge Instructions – All”
- Click on the specific topic you want (i.e. Pacemaker placement – under Cardiac Medicine/Surgery)
- Print Document

MGH PATIENT & FAMILY LEARNING CENTER (White 110) **617-724-7352**

The PFLC is a consumer health library that provides a comfortable and friendly environment with an abundance of educational resources available to assist patients, families or staff. The center provides educational pamphlets, magazines, books, audiotapes, videos, CD-ROMs, and web sites. Call or come visit and the staff will assist you in searches on any health related topic or give guidance to help you make better health choices.

- Click “MGH Patient and Family Learning Center”
- Click “Learning about Health and Illness”
- Click “Library Tools”
- Click “Health and Wellness Encyclopedia”

MGH PATIENT EDUCATION TELEVISION CHANNEL **617-724-5212**

The education channel offers over 200 educational videos that can be accessed from the patient’s room without charge. Patients or family members can watch the video programs as frequently as they wish or at any time.

- Tune the television to channel 31
- Select the video title from the scrolling list of videos on the TV or print out a list of video titles found in this site
- Write down the 3-digit number assigned to the video
- Dial **4-5212** on the bedside phone

- Follow the voice prompts to enter the video number into the system
- Tune the television to the channel assigned.
- The video will start playing within 15 seconds

To obtain video list and description of videos

- Click “MGH Patient Education Television Channel”
- Click on any of the 3 topics listed below:
 - “Instructions for using on-demand patient education videos”
 - “List of patient education video titles”
 - “Patient education video descriptions”

MGH PCOI PATIENT INSTRUCTION

Several easy to read health topics available in English and Spanish can be used to assist with patient education.

- Click “MGH PCOI Patient Instructions”
- Click on Spanish in left column, if needed
- Click on the subject heading you are interested in
- Click on the sub-group individual topic
- Print article

PARTNERS VIRTUAL DIABETES CENTER PATIENT EDUCATION

Choose from diabetic patient education materials prepared and reviewed by the PHS Diabetes Council as well as links to specific diabetes education.

TREADWELL CONSUMER LIBRARY

Multiple links to websites for patient education. Links include:

- Consumer Health Links
- Cancer Resource Room
- Patient and Family Learning Center
- MedlinePlus
- Health Literacy/Plain language
- Complementary Medicine

LEXI-COMP ONLINE

AdultPALS: Over 1,200 adult medications in 18 different languages

PediatricPALS: Over 600 pediatric medications written for the guardian in 18 languages

HealthPALS: Over 900 diseases, conditions and procedures in English and Spanish

- Click “Partners Handbook”
- Click “Drug Information”
- Click “MGH Drug Formulary Lookup”
- Click “Patient Care”

AdultPALS and PediatricPALS

In the Medication Lookup section:

- Click on the pop down menu arrow next to the word English and select from the 18 different languages provided
- Select adult or pediatrics
- Place cursor within the box next to find
- Type in the name of the medication
- Click on find
- Scroll down and hit preview button, then print

(If multiple meds are needed, repeat process of typing in medications and clicking on find, when complete hit preview button and print)

Health PALS

In the Condition/Procedure lookup section:

- Click on the pop down menu arrow next to the word English to change language
- Place cursor inside box next to find
- Type in the condition/disease/procedure you are searching for
- Click on “find”
- Scroll down to “Current Contents” to see the leaflet title

(Related leaflets may appear at the bottom of the screen, if you would like to add any documents to the packet, simply click on the selection and click “Done”)

To review the leaflet:

Click on the leaflet title hyperlink

To print a single leaflet:

Select the hyperlink leaflet, then click on the print icon on the top right of the leaflet

To print all leaflets in packet:

Click on preview, then click on print packet icon on the top right of leaflet or press print button on the bottom left frame

To print your customized packet:

Click on preview and customize your summary page