



SE6: The organization provides opportunities to improve nurses' expertise in effectively teaching a patient or family.

Provide one example, with supporting evidence, of an educational activity provided by the organization focused on improving nurses' expertise in teaching a patient or family.

Example 1: Patient Education Summits

Patient and family education is guided by [Medical Center Policy 0269 Provision and Documentation of Patient and Family Education \(Exhibit SE6.a\)](#).

It states:

“Education of patients and/or their family members and/or other caregivers shall be provided as appropriate to the patient’s condition and based on assessed needs. Factors that must be assessed in planning for such education include, but are not limited to: health literacy; age; language; individual learning preferences; readiness or motivation to learn; financial, cultural and religious influences; physical, emotional and cognitive limitations; and patient’s/family’s familiarity or experience with the subject matter.”

Embedding patient education tools in the electronic medical record enabled enhancements to patient education and its documentation by the interprofessional team. In September 2012, the Patient Care Committee commissioned the Patient Education Subcommittee to identify major patient education initiatives within the institution and highlight interventions to enhance the healthcare teams' ability to educate patients and their families. Committee members included representatives from Nursing, Language Services, Patient and Guest Services, Marketing, Environment of Care, Patient Safety and the Health System librarian, among other disciplines.

The goal of the Patient and Family Education Subcommittee is:

1. To support patients, families and/or caregivers in making informed decisions about health and care.
2. To provide tools to prepare patients and families for surgical, medical and diagnostic procedures.
3. To help patients, families and caregivers manage diseases and conditions by developing self-care skills, recognizing and addressing problems, and getting answers to health-related questions.

The subcommittee designed patient education summits and offered them to all Health System nurses in fall 2012 and April, May and November 2013 ([Exhibit SE6.b: Invitation, Fall Patient Education Summits](#)). These sessions were held in classrooms in inpatient care areas as well as off-site locations to facilitate attendance of clinicians. The



series was led by Cindy Westley, MSN, RN-BC, CNL, Nurse Informaticist, and the chair of the Patient and Family Education Subcommittee.



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During the summits, a special emphasis was placed on teach-back as an essential element of patient and family education. Studies have shown that 40-80% of the medical information that patients receive is forgotten immediately and nearly half of the information retained is incorrect. One of the easiest ways to close the gap of communication between clinician and patient is to employ the “teach-back” method. Teach-back is a way to confirm that you have explained to the patient what they need to know in a manner that the patient understands. Patient understanding is confirmed when they explain it back to you. It can also help staff members identify explanations and communication strategies most commonly understood by patients.

Specific teach-back elements that were stressed:

1. Teach-back is evidence-based.
2. Teach-back is not a test of patients’ or families’ knowledge but of how well the concept is taught or explained.



3. Slow down and break messages into short statements or chunks.
4. Use plain language, not medical jargon.
5. Use pictures/diagrams to assist with teaching a concept.
6. Do not ask yes-or-no questions.

At each of these patient education summits, time was set aside for identification of priorities for the next summit. Future offerings based on clinician feedback included: information about discharge instructions, easier access to electronic teaching tools and refinements to the electronic medical record that facilitate patient education. [Exhibit SE6.c](#) is the PowerPoint presentation used during the summits. ([Exhibit SE6.c: PowerPoint, Fall Patient Education Summit 2013](#))

Over the past 18 months, over 300 participants have attended one of the patient education summits. The overarching goal continues to be improvement of clinicians' ability to teach our patients about their care.

Educational activities are also provided in our online learning-management system. An example of one of the computer-based learning modules is [Exhibit SE6.d: Effective Health Communication: Culture](#). It provides an overview of issues that impact health communication between patients and families and clinicians.

New graduate nurses participating in the Nursing Residency Program also receive instruction about teach-back as part of their curriculum ([Exhibit SE6.e: NRP Effective Health Communication](#)).