

# Teaching New Processes to Staff

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## OLD WAY

- Teach & leave
- Death by slides
- During busy staff meetings
- Teach in remote conference rooms

## NEW WAY (TWI)

- Test to reliable process
- Specify the process
- Design education
- Include help aids
- Teach test group in workplace
- Stick around to see if they can do it as taught
- If needed, redesign education, process or both
- Teach the next group; can they do it as taught?



# Reliable Use of Teach-back

## Making it easier to train everyone in all settings

- Free, online, interactive training for hospitals, home care and office practices
- For individuals, their managers and coaches



## Coaching to Always Use Teach-back



Giving staff knowledge on teach-back and its effectiveness is important. But, to change from a long-standing patient education habit of asking yes/no questions like "Do you have any questions?" to one of using teach-back to confirm understanding via the patient's own words, takes coaching.

### Tools and Videos

[Coaching Tips \(PDF\)](#)

[Observation Tool \(PDF\)](#)

[Conviction and Confidence Scale \(PDF\)](#)

[Making Teach-back an Always Event \(PDF\)](#)

[Manager Perspective on Coaching \(VIDEO\)](#)

[Coaching Keys \(VIDEO\)](#)

[Coaching Overview \(VIDEO\)](#)

[Coaching: Overcoming Obstacles \(VIDEO\)](#)

[Coaching a Nurse to Always Use Teach-back \(VIDEO\)](#)

[Coaching a Physician to Always Use Teach-back \(VIDEO\)](#)



*[www.teachbacktraining.com](http://www.teachbacktraining.com)*



# Help Mid-level Managers Coach

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- Honor the current work through observation
- Understand that change is hard and uncomfortable
- Resistance to change is natural; it comes from fear of change or the unknown
- Promote new skill development
- Build confidence to integrate the new habit into work patterns
- Build reliability and manage relapses



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# Using Process Measures to Guide Your Learning

Institute for Healthcare Improvement

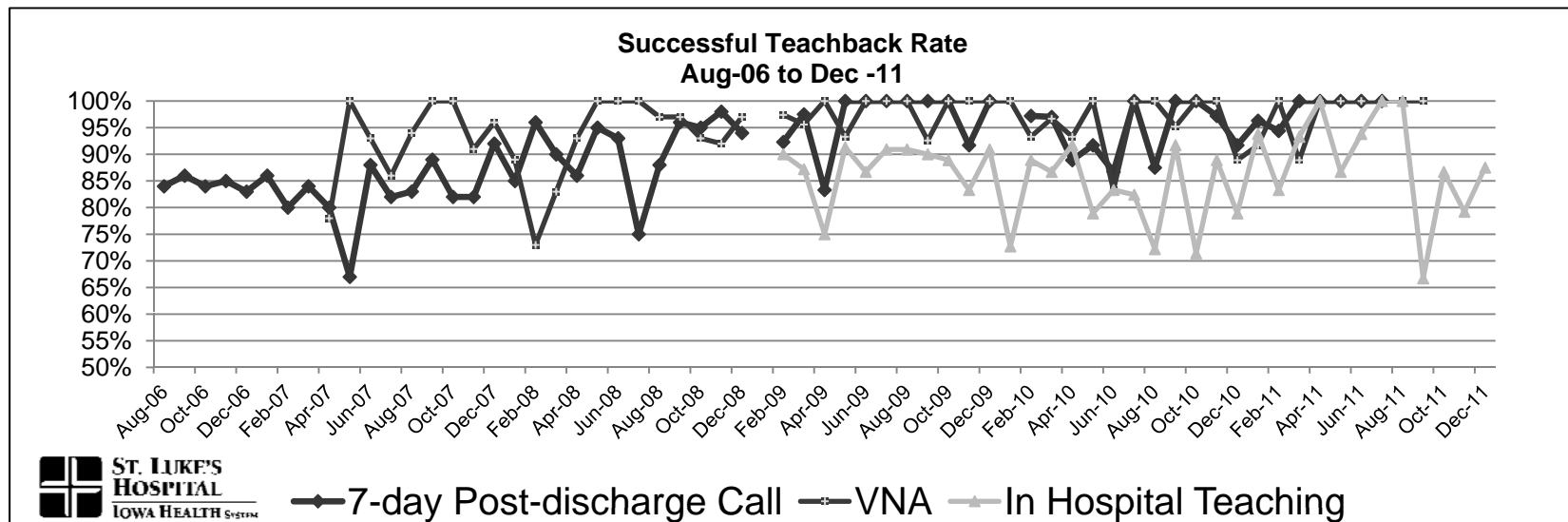
How-to Guide: Improving Transitions from the Hospital to Community Settings to Reduce Avoidable Rehospitalizations

Process Measures				
Measure	Description	Numerator	Denominator	Data Collection Strategy
<b>Patient Teach Back</b> Measure: Percent of observations of nurses teaching patients or other identified learner where Teach Back is used to assess understanding	Percent of observations of nurses teaching patient or other identified learner where Teach Back is used to assess understanding  This data can be measured for other disciplines (e.g., physician, dietary, pharmacy, etc.) as necessary.	Number of observations of nurses where Teach Back is used to assess understanding	Number of observations of nurses teaching	Observe 10 to 20 teaching opportunities from the pilot unit: 2 to 5 per week for 4 weeks a month  Enter data monthly

Rutherford P, Nielsen GA, Taylor J, Bradke P, Coleman E. *How-to Guide: Improving Transitions from the Hospital to Community Settings to Reduce Avoidable Rehospitalizations*. Cambridge, MA: Institute for Healthcare Improvement; June 2012:90. Available at [www.IHI.org](http://www.IHI.org).



# Improving Teaching Across Settings



- Using the same teaching materials, Teach Back questions and teaching techniques in hospital, in home by home health care, and 7-day follow-up call
- As staff became more competent and used Teach Back more reliably, more patients could retain more vital information
- Least retention is seen in the hospital; reinforcement helps

## General Patient Education

Finding	Result	Additional Comment
Disease/Condition education	<input type="checkbox"/>	
Medication education-general	<input type="checkbox"/>	
Meds-first dose new med order-education	<input type="checkbox"/>	
Safety education	<input type="text"/>	
Diet education	<input type="text"/>	
Equipment education	<input type="text"/>	
Self care education	<input type="text"/>	
Quit tobacco info given	Given	
Patient education-other	<input type="checkbox"/>	
Education recipient-general	<input type="text"/>	
Mode of education-handouts-general	<input type="text"/>	
Mode of education-general	<input type="text"/>	
Response to education-general	<input type="text"/>	
Patient education note	<input type="text"/>	

Enter Note:

PT ED (SECS) - 4196

- Teach Back - 1:1/Teach Back
- 1:1 - One to one instruction
- Aud/Vis - Audio/Visual
- Books
- Demo
- Interp - Interpreter
- Phone - Phone Interview
- Practice
- TV - Closed Circuit TV
- Web
- Other

Exit

# Screen Shot from On-Line Documentation

Description: skin care								
Learner	Ready?	Method	Res...	Comments	Taught By	Date	Time	Status
<b>Learner</b> P: Patient F: Family S: Significant C: Caregiver O: Other Mom: Mother Dad: Father G: Guardian FP: Foster	<b>Readiness</b> E: Eager A: Acceptance * N: Nonacceptance R: Refuses			<b>Method</b> E: Explanation D: Demonstration H: Handout I: Interpreter V: Video C: Class/Group TB: Teach back *		<b>Response</b> VU: Verbalizes Understanding DU: Demonstrated Understanding NR: Needs Reinforcement NL: No Evidence of Learning RT: Refused Teaching ATB: Able to teach back * UTB: Unable to teach back		



# What Are We Learning About Enhancing Teaching and Facilitating Learning?

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- Clinicians readily embrace Ask Me 3 and Teach Back techniques to enhance patient and family caregiver education
- Many hospitals have spread Ask Me 3 and Teach Back competencies to all clinical staff and include these competencies in the yearly certification process
- Health systems are also spreading Teach Back to staff with minimal patient or family contact



# What Are We Learning about Enhancing Teaching and Facilitating Learning?

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- At times, identifying all of the learners is a cumbersome process
- Multiple teaching sessions with patients and family caregivers help them retain vital information
- Uniform and patient-friendly teaching materials in all clinical settings for the common clinical conditions reduces confusion



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# Questions?

