

Creating an Environment in the Organization that Supports Patient Education Building an Infrastructure of Resources and Supports

By Fran London, MS, RN and Penny Overgaard, BA, RN
Phoenix Children's Hospital
flondon@phoenixchildrens.com
povergaard@phoenixchildrens.com

Accountability

- Evaluation system
- Clinical ladder
- Time to teach

Physical environment

- Quiet spaces
- Seating
- Minimize distractions

Teaching tools

- Handouts
- Booklets
- Models
- Videos
- Posters
- Notebooks
- Bulletin boards
- Magazines
- Books
- Resource lists — community resources

Language — right language at right level

Involve all team members in teaching, including learners

Interdisciplinary collaboration

- Add to rounds, change of shift report

Collaborate with community

Communicate over time: documentation

Communicate across the continuum of care

Teaching skills

- Involve and individualize

References

- AAFP core educational guidelines. (2000). *American Family Physician*, 62(7).
- Clinic guide: Patient education for travel health clinic visit. Retrieved 1/24/2003, from www.shoreland.com/clinicguide/patient.html
- Committee on Hospital Care. (2003). Family-centered care and the pediatrician's role. *Pediatrics*, 112(3), 691-696.
- Hardy, K. J., O'Brien, S. V., & Furlong, N. J. (2001). Information given to patients before appointments and its effect on non-attendance rate. *BMJ*, 323, 1298-1300.
- Hutchinson, L. (2003). Educational environment: Abc of learning and teaching. *BMJ*, 326, 810-812.
- Jasovsky, D. A., & Webb, E. M. (1998). Where are your patient education resources? *American Journal of Nursing*, 98(4), 16AAAA-16BBBB.
- Larson, C. (2002). Creating a patient education materials database. *Journal of Hospital Librarianship*, 2(2), 81-91.
- Lieberman, D. A. (2001). Management of chronic pediatric disease with interactive health games: Theory and research findings. *Journal of Ambulatory Care Management*, 24(1), 26-38.
- The Longfellow Practice. Retrieved 7/24/06, from www.longfellowdds.com
The website of a child-friendly dental group.
- McVea, K. L., Venugopal, M., Crabtree, B. F., & Aita, V. (2000). The organization and distribution of patient education materials in family medicine practices. *Journal of Family Practice*, 49(4), 319-326.
- Norris, J. (2003). *From telling to teaching: A dialogue approach to adult learning*. North Myrtle Beach, SC: Learning by Dialogue.
- Orchard, C., Curran, V., & Kabene, S. (2005). Creating a culture to interdisciplinary collaborative practice. *Medical Education On-line*, 10(11), 1-13.
- Osborne, H. In other words...start where they are. Communicating with children and their families about health and illness. Retrieved 3/4, 2006, from <http://www.healthliteracy.com/article.asp?PageID=3776>
- Pittman, T. J., O'Connor, M. D., Millar, S., & Erickson, J. I. (2001). Designing a state-of-the-art consumer health information library. *JONA or Journal of Nursing Administration*, 31(6), 316-323.
- Sitzman, K. (2002). An approach for effective group teaching. *AAOHN Journal*, 50(6), 288.
- Vella, J. (2002). *Learning to listen, learning to teach: The power of dialogue in educating adults* (Revised ed.). New York: Jossey-Bass.
- Yingling, L., L. Trocino. (1997). Strategies to integrate patient and family education into patient care redesign. *AACN Clinical Issues*, 8(2), 246-252.