

# Connecting the Dots for Success Teaching Staff How to Teach

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## Small Group Exploration Results September 2007

Message, topic, or principle	What elements does this include?	What does staff need to do to learn this?
<b>Example:</b> Learning needs assessment	<ul style="list-style-type: none"> <li>• active listening</li> <li>• asking appropriate questions</li> <li>• identify how to individualize teaching</li> <li>• identify knowledge deficits</li> <li>• where and how to document findings</li> </ul>	<ol style="list-style-type: none"> <li>1. Break out into small groups</li> <li>2. One member of each group gets a description of the patient he is role playing.</li> <li>3. The rest of the group conducts the learning needs assessment and documents findings.</li> <li>4. Big group discussion of this exercise.</li> </ol>
Identifying teachable moments	Plan <ul style="list-style-type: none"> <li>• role play</li> <li>• case study</li> <li>• teach staff to identify signs of stress</li> <li>• non-verbals, signs and cues</li> <li>• provide with resources</li> <li>• teach triggers of when to teach patient and family</li> <li>• "be ready to reach at any moment"</li> <li>• many ways to teach</li> <li>• teaching staff at staff meeting</li> </ul>	Assessment <ul style="list-style-type: none"> <li>• Identify learning needs and learning survey (do at beginning)</li> <li>• Prioritize education topics according to the teachable moment</li> <li>• Incorporate "patient education is a part of patient care"</li> <li>• Advertise "I am here to teach patient and family when patient and family is ready to learn"</li> </ul>
Knowing teaching resources	<ul style="list-style-type: none"> <li>• what they are</li> <li>• how to find them</li> <li>• where they are located (example: on Internet)</li> </ul>	<ol style="list-style-type: none"> <li>1. One to one training</li> <li>2. Practice session, class</li> <li>3. Fairs, poster</li> <li>4. Give out flip charts or guide</li> <li>5. Links through website</li> <li>6. Incorporate in related education topics (for example, patient education documentation in EMR charting)</li> </ol>
Knowing teaching resources	<ul style="list-style-type: none"> <li>• what resource</li> <li>• where are they</li> <li>• how are they used, when</li> <li>• how to choose most appropriate resources</li> </ul>	<ul style="list-style-type: none"> <li>• video vignette</li> <li>• case studies</li> <li>• case samples</li> <li>• role play using these resources</li> <li>• treasure hunt for the resources</li> <li>• what handouts</li> <li>• navigate system</li> </ul>
Using teaching resources	<ul style="list-style-type: none"> <li>• advantages and disadvantages</li> <li>• when would you use them</li> <li>• how to use them</li> </ul>	

Teaching with a handout to supplement teaching	<ul style="list-style-type: none"> <li>• supplemental</li> <li>• correct selection of handout</li> <li>• highlighting important aspects</li> <li>• black out areas not necessary for learner</li> <li>• ability to read</li> <li>• individualizing</li> <li>• evaluate the effectiveness</li> </ul>	
Teach back	<ul style="list-style-type: none"> <li>• current knowledge of subject</li> <li>  identify knowledge deficit</li> <li>• asking questions, assess</li> <li>• giving small chunks</li> <li>• allowing time for patient to ask questions</li> <li>• active listening</li> <li>• reinforce</li> </ul>	<ol style="list-style-type: none"> <li>1. Learn the concept of teach back.</li> <li>2. Practice, role play a teaching exercise.</li> <li>3. Debrief. Ask what works to teacher/nurse and patient.</li> </ol>
Teaching with a video	<p>Assessment</p> <ul style="list-style-type: none"> <li>• Patient can see and hear</li> <li>• Speaks language of video</li> <li>• Patient likes or prefers this video method</li> <li>• If taking video home, do they have equipment (DVD/VCR player) and know how to use it?</li> <li>• Readiness to learn video content</li> </ul> <p>Staff need to know</p> <ul style="list-style-type: none"> <li>• Assess how the patient learns</li> <li>• Know content of video</li> <li>• Role play – 1 person nurse, 1 person patient</li> <li>• Observation</li> <li>• Techniques in evaluating learning <ul style="list-style-type: none"> <li>· open ended questions specific to video</li> <li>· return demonstration if shown in video</li> <li>· ask patient to summarize key points</li> </ul> </li> </ul>	<p>Process</p> <ol style="list-style-type: none"> <li>1. Tell patient a short summary of video contents (length and time)</li> <li>2. Stop periodically and have patient verbalize back.</li> <li>3. Discuss after video is viewed. Sample questions. What did you learn? Active listening. Open ended questions How will this help you deal with your condition when you go home?</li> <li>4. Document not only that you played video, but patient identified key points and what they learned.</li> </ol>
Teaching without a handout	<ul style="list-style-type: none"> <li>• concerns and skills involved in task</li> <li>• knowledge of subject</li> <li>• do they have appropriate teaching resources?</li> <li>• appropriate referral references (example: websites, books, contacts)</li> <li>• active listening</li> <li>• ask appropriate questions</li> <li>• how to individualize teaching</li> <li>• how to evaluate learning <ul style="list-style-type: none"> <li>· state back</li> <li>· demonstration</li> </ul> </li> <li>• learn how to use teachable moments</li> </ul>	<ol style="list-style-type: none"> <li>1. Break into pairs or groups</li> <li>2. Do a role play or skit of teaching a skill using creative ways to teach without a handout.</li> <li>3. Make a rule to introduce a conflict (such as family doesn't understand or tools aren't working)</li> <li>4. Be creative to solve conflict.</li> <li>5. Evaluate learning.</li> </ol>
Individualizing teaching to cultural needs	<ul style="list-style-type: none"> <li>• ask questions</li> <li>• let family talk, tell you</li> <li>• idea of culture (background)</li> <li>• <b>don't generalize</b></li> <li>• resources (chaplain, social work)</li> <li>• what do they believe, religion</li> <li>• food, diet, bans</li> <li>• barriers to health or food plans</li> <li>• respect</li> <li>• use an interpreter</li> </ul>	<ol style="list-style-type: none"> <li>1. Understanding your own culture.</li> <li>2. Know your resources.</li> <li>3. <a href="http://www.cal.org">www.cal.org</a> cultural snapshot under applied linguistics</li> <li>4. Roll play scenarios</li> </ol>

Individualizing teaching to age or developmental factors

- knowledge of growth and development norms vs. assessing individual
- who is the learner (patient, caregiver, both)?
- what are the learning goals for each?
- tools and methods are developmentally appropriate?
- evidence of mastery
  - based on developmental stage
  - learning preferences

Staff could learn by responding to “what’s wrong with this scenario?”

1. Have cards with bad scenarios role plays, such as teach an 8 year old child to insert his own NG tube
2. Have photo cards of tools actually available (written handouts, videos, dolls)
3. Arrange a teaching session.
4. Rest of group has to guess the age and developmental issues of the person being taught.
5. If they guessed wrong, what would have made it right?

Individualizing teaching for emotional challenges (such as poor motivation or limited attention)

- short sound bites
  - a. 1 to 7 minute online presentation
  - b. fast-paced video
- simple reward system (chocolate always nice)
- return demonstration
- strong visual enhancements such as color, pictures
- repetition
- outline key elements
- participatory
- talk back
  
- Observe verbal and nonverbal behaviors that indicate emotional challenges, i.e., keeps TV on, takes cell phone calls, no eye contact, etc. during teaching.
- Leaves room, not keeping appointments.
- doesn’t ask questions, impatient.

- role modeling (video or personal)
- how to keep content simple
- use teachable moments
- use motivation tips
  - praise
  - catch doing good behavior
  - what has motivated individual in the past?

Individualizing teaching for emotional challenges (such as poor motivation or limited attention)

- Simulation of patient’s limitations
- For visually impaired patient offer audio, etc.
- Ask patient what ways he learns best and what resources we have available to best meet his needs
- Find out patient’s support system and resources.

- Use patient scenario – ask “What would you do in this situation?”
- Identify who patient trusts to build relationship with. Both patient and family support person.
- Assess patient for preferred methods. Ask patient how you learn best. Watch a video, etc.
- Collaborate with other disciplines such as social work, case managers, etc.
- Role play in orientation, inservices, etc.
- Short education and information sessions during care delivery, for example, when giving meds, as, “tell me what you know about lasix?”
- Investigate best time to teach patient and family. Not at meal times or when patient is tired.
- Method of education for staff
  - patient education teaching tool box in each unit with case scenario, answer sheet, candy treats
  - use teach back with staff to teach teach back for use with patients.

- for staff, offer role playing for appropriate listening techniques

Collaborating  
across disciplines  
to teach

- Standardization of documentation for communication among disciplines.
- Stress learners needs assessment.
- Standardization of education.

Documentation

- Teach regulations (JCAHO, etc.)
- **Document what the patient has learned**
- Must be on interdisciplinary form
- Rationale – value of documenting
  - patient safety
  - communication
  - continuity
- learning the electronic documentation

Have you ever given  
yourself or  
anyone an  
injection?

- Scripting and role playing
- How much time to teach topic?
- If family is reluctant, have them practice with fruit first, then themselves.

1. Give themselves injection.
2. Teach rotation sites
3. Preparation of site
4. Provide contact numbers.

1. How do they evaluate where the patient and family are?
2. How to adapt teaching to challenge they have (vision, hearing, etc.)
3. What resources are available to teach (experts with challenges)
4. What resources are available in community and home.
5. Identify financial sources for patient and family.
6. Assess patient priorities.