

Applying Adult Learning Principles to the Politics of Patient Education in the Building of a New Patient Education Program: A Humorous Case Study

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Content

- I. Please remember to laugh!
 1. No evidence, no research, what happens in Phoenix, stays in Phoenix!
- II. The Politics of Leverage –Adults Learn Best in Response to a Perceived Need
 1. The Need – Compliance with Joint Commission Standard 6.1 and 6.3
- III. Politics of Familiarity – Moving From What We Knew to What We Did Not Know.
 1. Who are the Partners of the Patient Education Program
- IV. The Politics of Engagement – Adults Learn Best Using Active Participation Rather than Passive Learning.
 1. Assessment – using the nursing process!
- V. The Politics of Popular Business Approaches – Teaching of Adults Should Progress From Simple Concepts to the More Complex Concepts.
 1. The model, the stakeholders, and the business need.
- VI. The Politics of the Campaign – Adults Learn Best Using Active Participation rather than passive learning.
 1. The Road Show, the schmooze , the barriers.
- VII. The Politics of Statistics, Ratings and the Acceptance Speech – Immediate Feedback and Correction of Misconception Increase Learning.
 1. Failures and Successes
- VIII. The Politics of Survival – Adults Learn Best in Response to a Perceived Need.
 1. You tell me – survival strategies for the program and the manager.

Resources and References: Dolores Isham-Colvard and the Education Staff at Children’s Medical Center – Dallas.