Salem Health® Hospitals & Clinics

GET COMFORTABLE WITH TEACH BACK!
IMPROVING EDUCATION OF REHABILITATION PATIENTS

Carol Hannibal, MSN, RN, PCCN, CRRN, RN-BC and Gina DiGiusto, MBA, BSN, RN, NE-BC

Project Overview

Inpatient rehabilitation clinical nurses needed to increase the use of teach-back when educating patients and caregivers about hypertension topics, to achieve unit population health goals.

Using a research-validated approach, clinical nurse leaders developed a HealthStream class, interactive role-play scenarios and a charting assignment to help nurses and CNAs become proficient in using teach-back.

About Teach-Back

- Patient-driven, non-judgmental teaching style.
- Burden of ensuring learning has occurred is on the teacher, not the learner.
- Removes shame and doubt from the learning process.
- Adaptable for teaching learners with widely varying cognitive abilities and health literacy.
- Can be used in conjunction with language interpretation.

Sources

Almkuist, K. D. (2017). Using teach-back method to prevent 30-day readmissions in patients with heart failure: A systematic review. MEDSURG Nursing, 26(5), 309-351. Available from http://www.medsurgnursing.net/cgi-bin/WebObjects/MSNJournal.woa

Braaf, S., Ameratunga, S., Nunn, A., Christie, N., Teague, W., Judson, R., & Gabbe, B. J. (2018). Patient-identified information and communication needs in the context of major trauma. BMC Health Services Research, 18(1), 163. doi:10.1186/s12913-018-2971-7

Caplin, M., & Saunders, T. (2015). Utilizing teach-back to reinforce patient education. Orthopaedic Nursing, 34(6), 365. doi:10.1097/NOR.0000000000000197

Flanders, S. A. (2018). Nurses as educators. Effective patient education: Evidence and common sense. MEDSURG Nursing, 27(1), 55-58. Available from http://www.medsurgnursing.net/cgi-bin/WebObjects/MSNJournal.woa

Ghoneim, A.A. & Fathalla, A.A. (2018). A randomized control trial: Effects of teach-back method on self-efficacy among mothers of children with congenital heart defects. Journal of Nursing Education and Practice, 8(7), 106-112. doi:10.5430/jnep.v8n7p106

Kornburger, C., Gibson, C., Sadowski, S., Maletta, K., & Klingbeil, C. (2013). Using "teach-back" to promote a safe transition from hospital to home: An evidence-based approach to improving the discharge process. Journal of Pediatric Nursing, 28(3), 282-291. doi:10.1016/j.pedn.2012.10.007

Peter, D., Robinson, P., Jordan, M., Lawrence, S., Casey, K., & Salas-Lopez, D. (2015). Reducing readmissions using teach-back. Journal of Nursing Administration, 45(1), 35-42. doi:10.1097/NNA.0000000000000155

Sherman, J. R. (2016). An Initiative to Improve Patient Education by Clinical Nurses. MEDSURG Nursing, 25(5), 297. Available from http://www.medsurgnursing.net/cgi-bin/WebObjects/MSNJournal.woa

Tamura-Lis, W. (2013). Teach-back for quality education and patient safety. Urologic Nursing, 33(6), 267-298. doi:10.7257/1053-816X.2013.33.6.267

Problem

- Staff were unfamiliar with using and documenting teach-back.
- Patients with cognitive and/or medication impairment are challenging to teach.
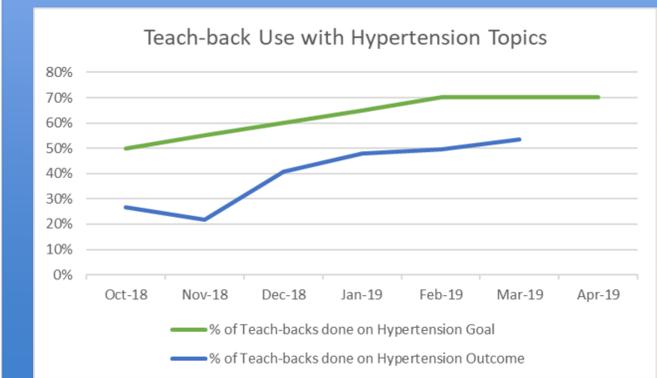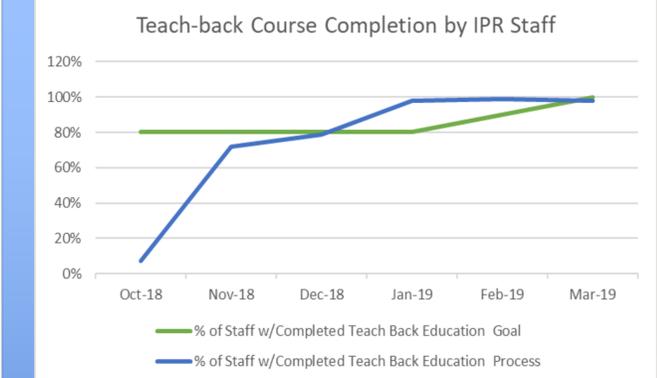
Objectives

1. Increase the use of teach-back with patients and caregivers.
2. Decrease readmission rates.

Results

- 98% of IPR nursing staff have completed the teach-back course.
- Before the project started, teach-back was used 10% of the time. Now, teach-back use has risen to 53.6%.
- Readmission rates are improved.

Next Steps

- Assistant Nurse Managers will perform one-on-one coaching with staff needing additional skill development so the unit will reach and surpass the goal of using teach-back 70% of the time for teaching about hypertension.

Teach-back Course Completion by IPR Staff

- % of Staff w/Completed Teach Back Education Goal
- % of Staff w/Completed Teach Back Education Process

Teach-back Use with Hypertension Topics

- % of Teach-backs done on Hypertension Goal
- % of Teach-backs done on Hypertension Outcome

Tips for Successful Replication

- Provide staff with active learning opportunities, such as role play and documentation practice.
- Show staff how using teach-back can save time while still delivering quality education.
- Use clinical examples to illustrate the relevance of the teach-back approach to patient care.
- Share what works through unit newsletters, shift huddles and peer-to-peer interaction.

Contact: carol.hannibal@salemhealth.org   gina.digiusto@salemhealth.org