GET COMFORTABLE WITH TEACH BACK!
IMPROVING EDUCATION OF REHABILITATION PATIENTS
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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.

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.

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.

Sources


Sources

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