Teach-back Training through Simulation with Standardized Patients and Online Education following ONS Chemotherapy and Biotherapy Course

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Background and Learning Needs Assessment

• Teach-back is one of 11 top evidence-based safety practices recommended to influence patient engagement and health outcomes 1,2
• Teach-back is used less than 39% of time to validate understanding of education 3
• One-third of American adults are health illiterate
• Effective communication and patient education are paramount to ensure positive outcomes for patients receiving chemotherapy
• Observation of novice nurses during chemotherapy simulation demonstrated their need for patient education and teach-back training.

Learning Objectives

• Nurses will demonstrate effective communication when conducting chemotherapy education with standardized patients by:
  - Assessing learning needs and emotional state
  - Establishing climate for learning, rapport, eye contact, caring tone and non-verbal cues
  - Using closed loop communication
  - Using clear and simple terminology
  - Providing actionable, specific, relevant instructions
  - Using short statements, 2-3 main ideas with “chunk and check”, applying teach-back principles
  - Non-testing, non-shaming communication style
  - Using open-ended questions to solicit questions and concerns
  - Engaging patient to indicate methods and ability or inability to follow recommendations
• Nurses will value the practice of teach-back and evaluation of patient understanding for future nursing practice.

Multi-Part Experiential Training Curriculum

Patient education and teach-back concepts introduced in ONS course
Practice scenarios included to promote prioritization and salient, actionable patient-specific content for teaching plan
Preparatory homework for teaching session and written examples of priority content with clear, simple language

Online learning module with post-test on teach-back with chemotherapy teaching video exemplar
Pre-brief review of learning from module and modeling teach-back with student learners

Teach-back practice with standardized patients (SPs) in chemotherapy experiential lab
Advocacy inquiry and self-reflection with discussion following nurse learner video review during debrief
Standardized patient and faculty written feedback using performance checklists and targeted feedback

References


Training Evaluation

Evaluation levels following simulation lab N=45 Learners
Level 1: Learner satisfaction with learning expectations
I learned patient-centered communication techniques that I will routinely employ in my practice.
"The realism of the scenarios and communication techniques were very helpful. Reinforced classroom instruction."
I learned new patient education principles that I will routinely employ in my practice.
"I now use teach-back for everything. It is part of my day and I use it with each patient several times a shift."

Level 2: Declarative knowledge through passing test scores
Level 3: Demonstration of teach-back and purposeful patient education improved with advanced organizers
Level 4a: Perceived value with stated intent to change practice
How valuable will this training be in your future nursing career?
Scale: 1=worthless 10=valuable Mean=9.2

Level 4b: Learner demonstrated skill as evaluated by objective checklists and video facilitated targeted discussion and reflective inquiry

Future Directions

Faculty and charge nurse observation of patient education and reliable use of teach-back in clinical setting
Longitudinal review of learner practices by self-report

Interview Thematic Analysis Conclusions

Qualitative Interviews: N=23 Learners
• Most nurses appreciated the use of SPs for realism in training
• Most nurses valued having an opportunity to learn hands on with equipment and protocols
• Most nurses valued having an opportunity to synthesize the pieces of chemotherapy administration and education in an experiential learning environment
• Nurses valued having an opportunity to view themselves on video and receive feedback about communication

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