



Improving Communication - Improving Care



Using Standardized Patients to Educate Oncology Nurses in the Delivery of Patient Education

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PURPOSE

To increase Hospital Consumer Assessment of Healthcare Providers and Systems (HCAHPS) scores in the Domain of Communication with Nurses by educating the oncology nurse on health literacy and the delivery of patient education utilizing a standardized patient.

BACKGROUND

- According to the National Institutes of Health, health literacy is defined as the ability to understand health information and to use that information to make good decisions about health and medical care.
- The Joint Commission (TJC) has released a revised set of standards that requires hospitals to effectively communicate with patients which is intrinsically related to health literacy.
- In alignment with TJC standards, the American Society of Clinical Oncology (ASCO) and Oncology Nursing Society (ONS) have released safety standards which include; educating the patient and family in a manner that is appropriate to their reading level, literacy, and understanding.
- In addition, as Medicare reimbursement becomes closely linked to positive outcomes, educating patients in a manner they understand becomes not only the right thing to do, but the financially strategic thing to do.

METHODS/APPROACH

The project approach began in 2011 and continued through 2012. The project was initially targeted to the oncology nurses at an inpatient oncology unit.

Incorporating health literacy into the delivery of patient education was added to the oncology nurse's annual competency evaluation program.

All oncology nurses viewed the American Medical Association's video on Health Literacy and completed a reflective learning exemplar.

Health Literacy Reflective Learning Exercise

1. What was the key takeaway message for you from the AMA Health Literacy video?
2. Describe a situation in which you used the information from the AMA Health Literacy video in your teaching with a patient.
3. What went well in this situation?
4. What opportunities for improvement did you identify for yourself in this situation?
5. Describe how the information obtained from the AMA Health literacy video and your patient teaching experience integrates the ANA Scope and Standards of Nursing Practice, specifically Standard 5B: Health Teaching and Health Promotion.

METHODS/APPROACH

The nurse then educated a standardized patient about a chemotherapy drug.



The standardized patient was a hospital volunteer who was coached beforehand on questions to ask the nurse and how to use a rubric when evaluating the nurse's method of delivering education.

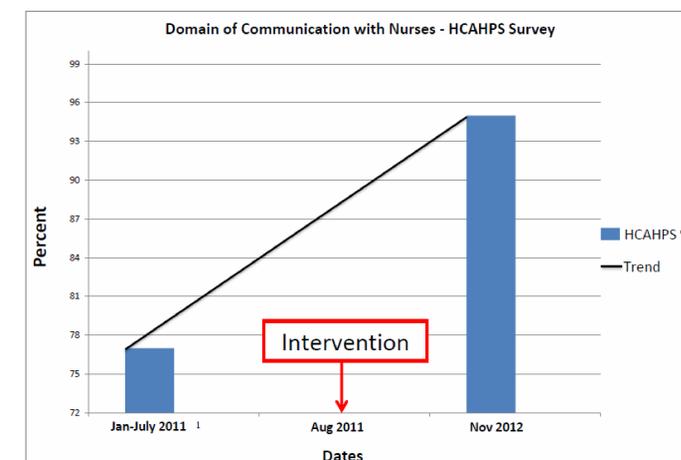
The rubric consisted of the following yes/no questions:

1. Did the nurse ask how you like to learn?
2. Did the nurse ask what the doctor had told you?
3. Did the nurse ask if there was anything you wanted to know?
4. Did the nurse have you repeat back or "teach back" the information?
5. Did the nurse speak simply and plainly so that you understood the information?

In addition to the standardized patient's evaluation and comments, the Clinical Nurse Specialist also gave feedback incorporating the importance of health literacy and evaluating the effectiveness of their teaching through the "teach back" method.

OUTCOMES

Based on this education, HCAHPS scores in the domain of Communication with Nurses increased from 77% in 2011 to 95% in November 2012.



DISCUSSION

The experience of interacting with the standardized patient generated a learner-centered experience and prompted positive comments from the nurses. By focusing on health literacy and utilizing a standardized patient, HCAHPS scores improved.