



Educational Strategies: Best Practices in Adult Learning

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Tell me and I forget;
Teach me and I may
remember;
Involve me and I learn

— Chinese Proverb
(also attributed to Benjamin Franklin)

Aim

The goal of these slides is for you to participate in, and learn about, adult education best-practices so that you can implement these strategies in your own everyday practice.

Agenda

- Examine current educational practices
- Strategies to improve practice
 - Patient centered approach
 - Improving patient participation
 - Good questioning techniques
- Review of practical suggestions that can be directly implemented into your practice

Assessing Current Practices

- Think about:
 - What we are doing well in CKD education in BC?
 - What you are doing well in your own educational practice?

Effective CKD Education

Research and Observations...



Effective Practices

Models of Care:

- **Multidisciplinary Model** (Dixon et al., 2011; Goldstein et al, 2004)
 - Reduces risk of death by 50% (Ronksley & Hemmelgarn, 2012)
 - Delays progression of CKD (Strand and Parker, 2012)
- **Regular Care During Predialysis** (Jungers et al., 2001).
 - Phone contact or personal visits increase self-care (Strand & Parker, 2012)
 - Proactive Care (Ronksley & Hemmelgarn, 2012)
- **Caring Practitioners** (Zubialde, Mold & Eubank, 2009)

Effective Practices

Educational Programming:

- **Increases In Knowledge**
 - Delayed progression of CKD linked to education and supportive contact (Strand and Parker, 2012)
- **Educational Components**
 - One-on-one sessions (Gruman et al., 2010; Lingerfelt & Thorton, 2011)
 - Classroom style presentations (Gruman et al., 2010)
 - Patients talking to patients (Rygh, et al, 2012; Morton et al, 2006)
 - Inclusion of family or social supports (Quinan, 2005, Richard 2005)

Implications

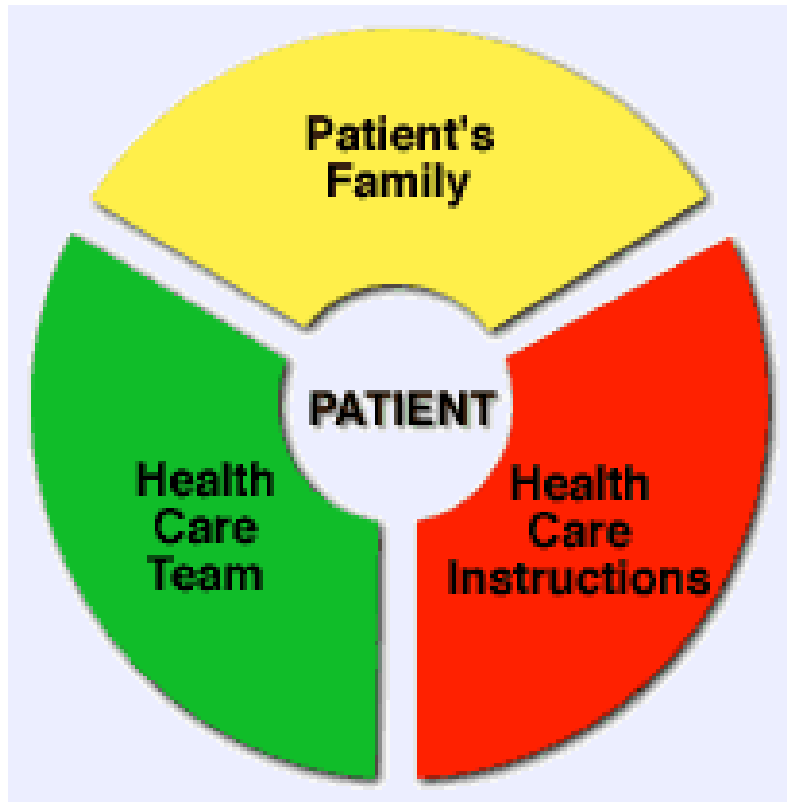
- The BC CKD educational program has many strengths
- Building on these strengths is vital
- Educational theory can help to inform practice...

Improving Practice

– Increasing patient-centred education

(LHIN, 2010)

- What is "*patient-centred*"?



Improving Practice

- Increasing patient-centred education
(LHIN, 2010)
 - What is "patient-centred"?



Improving Practice

- Increasing patient-centred education
(LHIN, 2010)
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Improving Practice

- Patient-centred education:
 - Focuses on collaboration
 - Increases opportunities for patient self-management
 - Increases patient confidence

Improving Practice

- Our visual for “patient-centered”:



Expectations Activity

- On a piece of paper write down your expectations for these slides:
- Add a wild prediction of the best possible outcome should your expectations be met
 - e.g., I'm expecting to learn how to teach patients, and my wildest expectation is that if I knew how to teach well, patients would do everything they should. Always!

Expectations

(Lea, Stephenson & Troy, 2003; Schommer, 1990; White, 1995)

- What was the point of this activity?
 - Expectations are powerful -understanding them is key to the success of any learning experience
- Understanding patients' expectations helps us design education that is tailored to their needs and thus improves outcomes—patient centered practice

Doing Patient Centred Education

Understanding Patient
Expectations →



Expectations

Answer the following questions:

- What do your patients expect from you?
 - How do you know this?
 - Ways to verify if what you believe is correct are _____

I think you learn more if
you're laughing at the
same time."

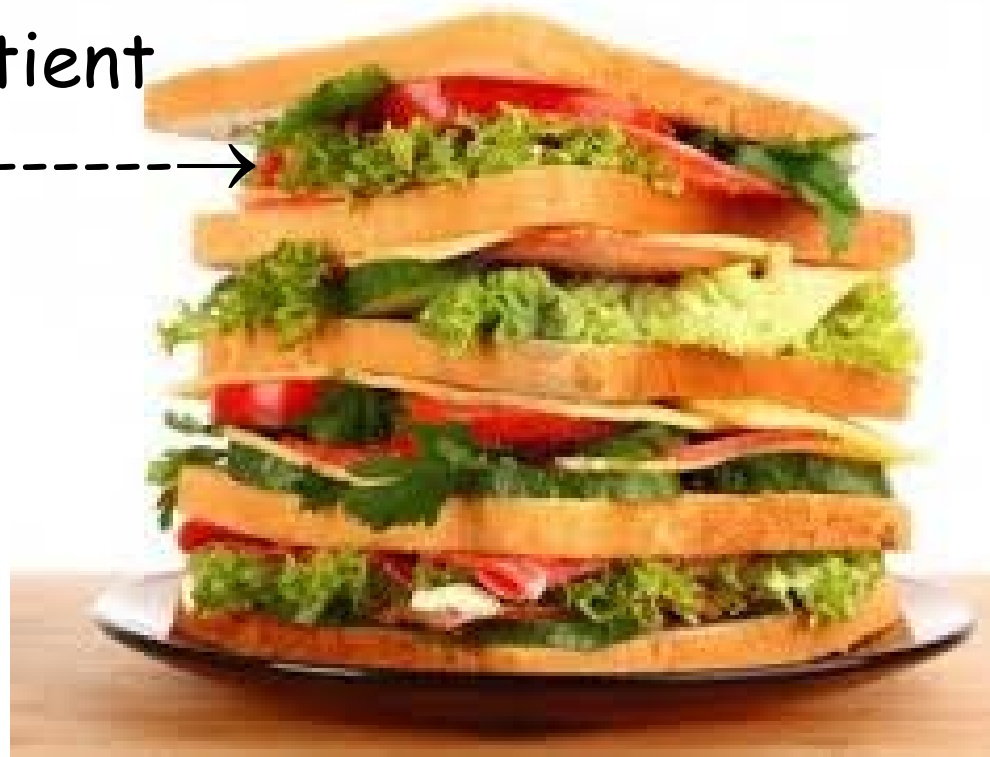
— Mary Ann Shaffer



"OK, I'm now going to read out loud every single slide
to you, word for word, until you all wish you'd just die."

Doing Patient Centred Education

Begin Every Educational Encounter with a Discussion of Patient Concerns-----→



Improving Practice

How do we know what the concerns our patients have?

- ASK!



Patient Centered Education

- Increase learner participation:
 - Focus on person not on content



Patient Centered Education

- Increase learner participation:
 - Focus on person not on content
 - What does focusing on the person mean?

Patient Centered Education

- Increase learner participation:
 - Focus on person not on content
 - Think about who is doing most of the talking
 - Some knowledge is key, more is not necessarily better
 - You can cover the content but what has the patient actually *learned* or *retained*?

Getting Caught-up in Content

- Medical knowledge does not necessarily lead to increased compliance and happiness (Katz et al., 2008).
- Compliers with dietary recommendations did not score higher on a CKD knowledge questionnaire (Katz et al., 2008).
- Awareness about CKD was NOT associated with improved outcomes (Tuot et al., 2011).

Caught-up in Content

- Too much information can be given in many ways
 - E.g., How many handouts are you sending home?



Participation

- Enhancing patient participation is key.
- What are some ways to do this?
 - The start of your session sets the tone—start well!
 - Make sure patients feel as relaxed and comfortable as possible
 - Ideas of how or what might get in the way?
 - Be sure patients know your name
 - Why might this be important?

Participation

Information

- Work at the level of the patient
 - Start with their questions/concerns
 - Assess what they are ready to learn by asking quality questions about what they already know
 - Watch your use of medical terminology that may “shut-down” the patient
- More is not always better—keep the amount of information manageable
 - Provide small amounts of information gradually over time (Campbell & Duddle, 2010).

Key Participation Strategies

(Zimmerman & Schunk, 2001; 2008)

Have patients:

- reflect on what they already know, and generate questions about what they would like to know
- articulate ways to transfer the knowledge they just learned (e.g., how will they use this at home, or by doing a demonstration)
- set goals and monitor progress

Research suggests that, in general, people retain:

- 10% of what they HEAR
- 20% of what they READ
- 30% of what they SEE
- 70% of what they SAY
- 90% of what they SAY AND DEMONSTRATE (Stice, 1987)

Participation

- Demonstrations
 - Model how and then get them to demonstrate
 - We learn best when doing or teaching
- Don't just talk, design activities for participation
 - e.g., tools for patients to record and monitor their own progress
 - Ask questions that get them to talk about their understanding of what you just taught (have conversations)

Doing Patient Centred Education

Patient Participation
throughout



Asking Good Questions



Quality of Questions

(Egan, 2002; Thompson, 2003)

- Ask questions that start conversations

- Not:



- "Did you take your medication today?"
 - "Yes"

Quality of Questions

(Egan, 2002; Thompson, 2003)

- Poor question examples:
 - How are you feeling today?
 - Any questions?
 - Do you understand?
- Come up with a poorly constructed question.
 - Have you asked this questions before?

Quality Questions

(Egan, 2002; Thompson, 2003)

Good questions start conversations

- Examples:
 - What is the most important thing for you right now?
 - What do you know about....
 - What do you want to know about....
 - Remind me what you learned last time about....
 - Tell me about....

Quality Questions

(Egan, 2002; Thompson, 2003)

- Original:
 - “Did you take your medication today?”
- New:
 - “Can you explain how you manage all of the medications that are prescribed for you?”
- Change your poorly constructed question (that you wrote earlier) into a better one.

Frequency of Questions

(Beck, Daughtridge, & Sloane, 2002)

- There is a tendency to ask too many questions
- Too many questions reduces learning and takes the focus away from the patient

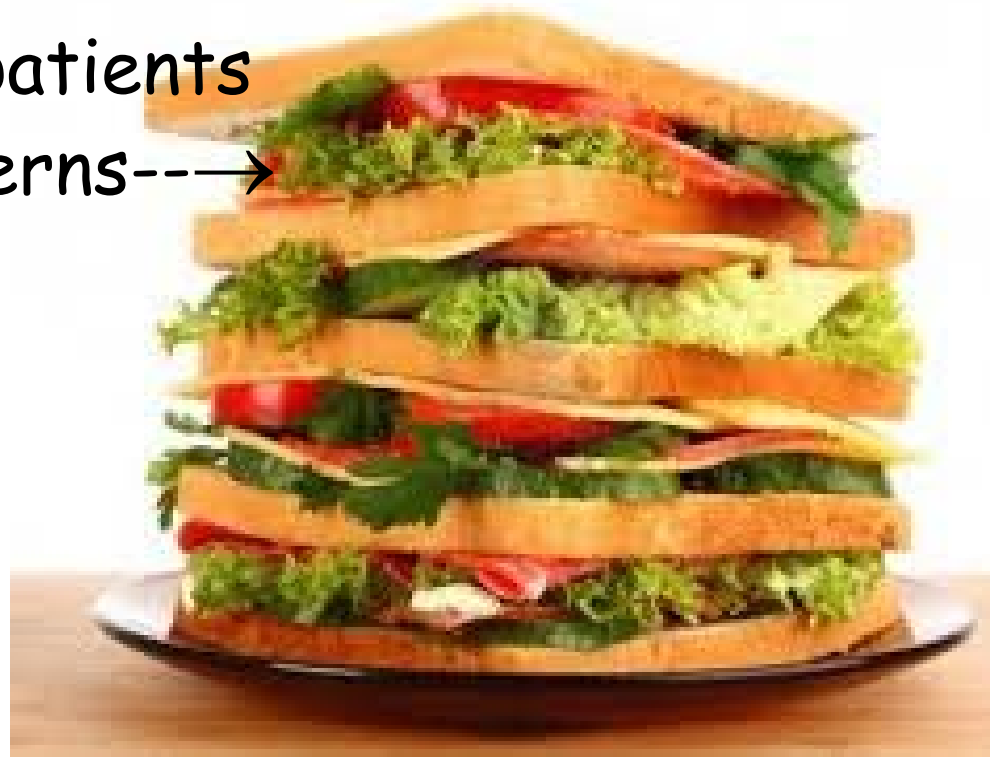


Doing Patient Centred Education

Top and Bottom:

Top:

Start by asking patients about their concerns---→



Participation

Start with open-ended questions

- Start by asking what they know and what they want to know
- Answer to their questions is what they will remember most—so try to illicit good questions from them

Doing Patient Centred Education

Top and Bottom:

Bottom:

End by asking patients to review what they have learned----->



Participation

End with a recapping question:

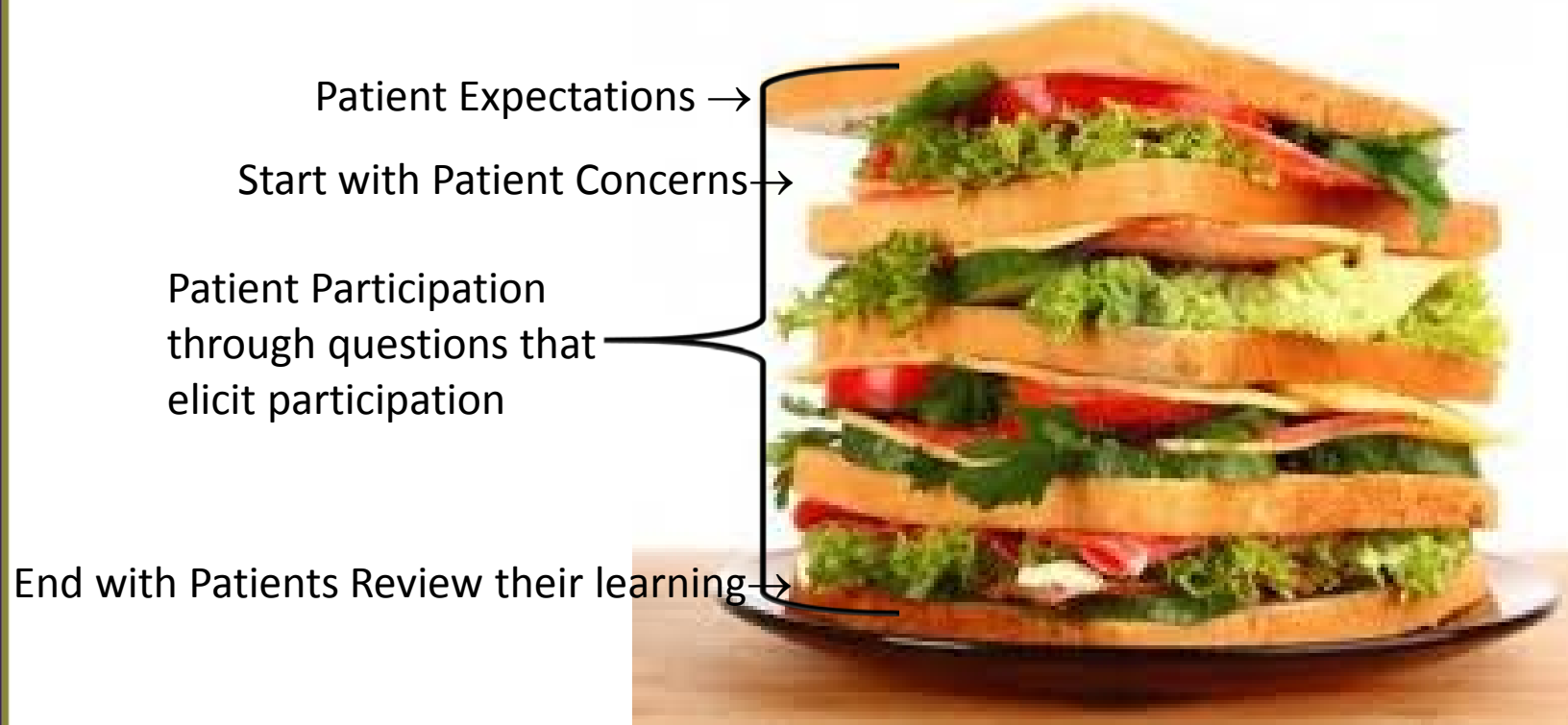
- What did you learn today?
- What are the three things you learned that you can do to...?
- What are your key take-aways from this session?
- Can you show me how you would....
- Explain how you will implement this at home

Putting it into Practice

Give 3 examples of how you can structure your interactions to increase patients' participation in your sessions

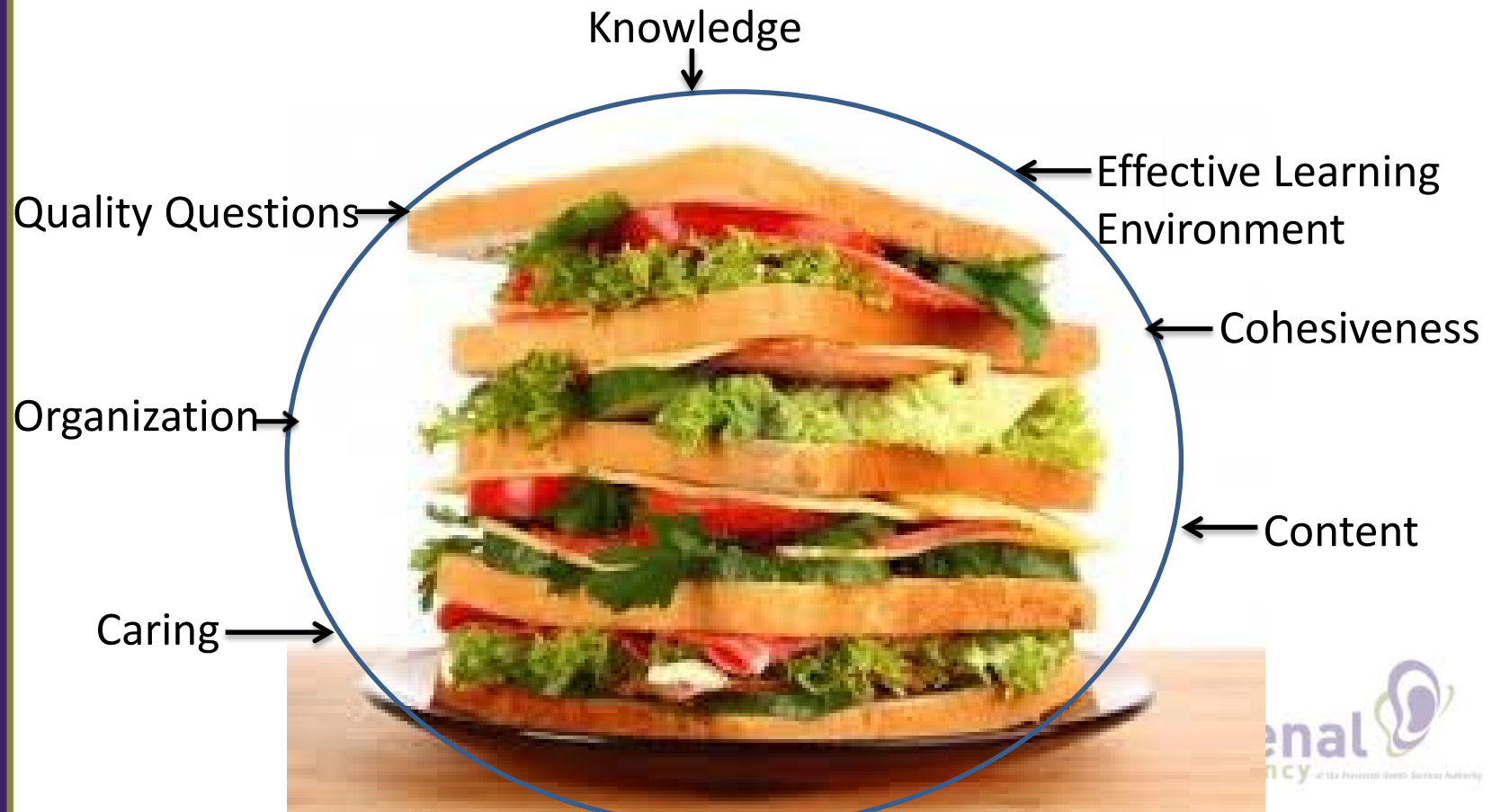
Doing Patient Centred Education

The Sandwich Metaphor, what does it mean??



Doing Patient Centred Education

What you add:



THANK

YOU

