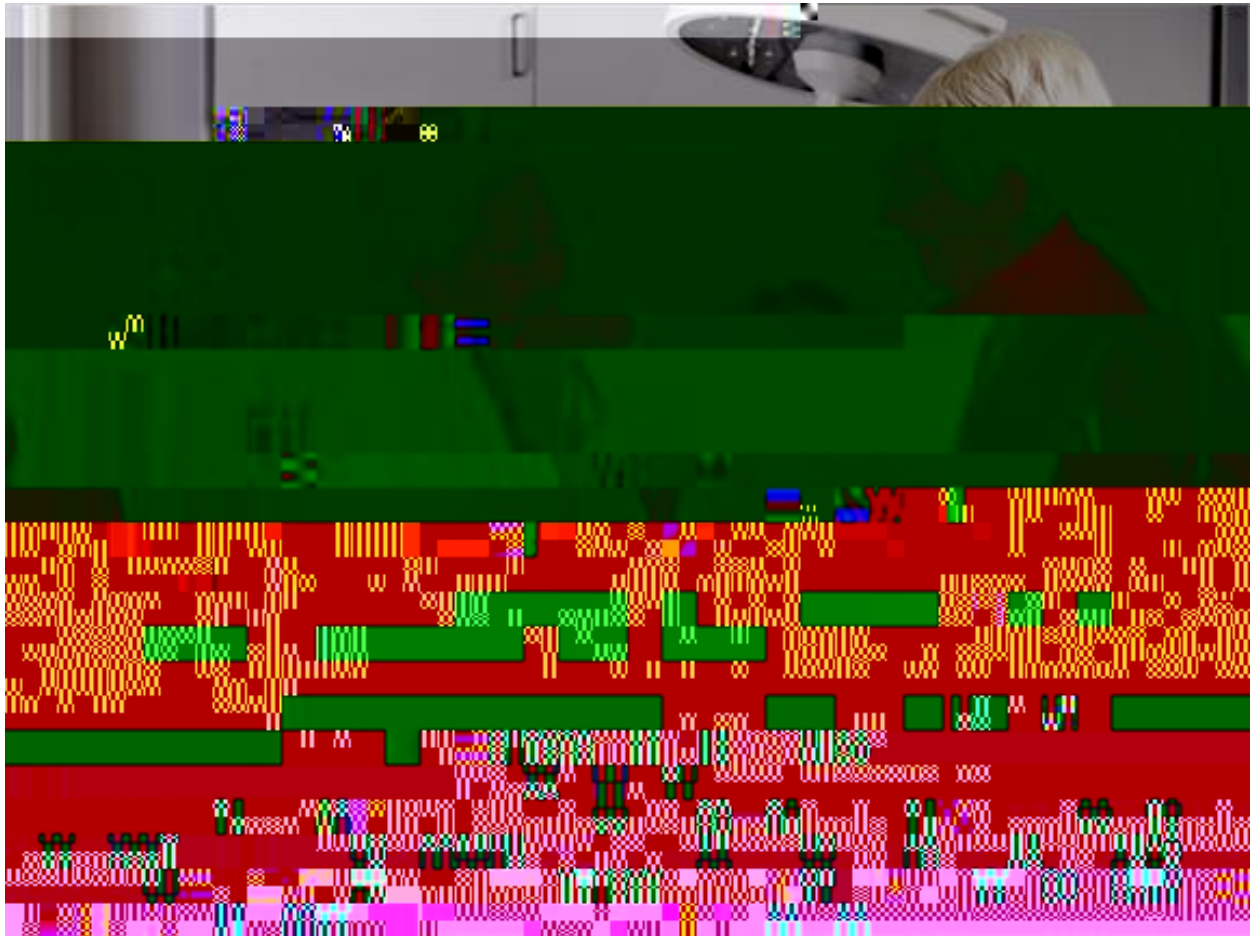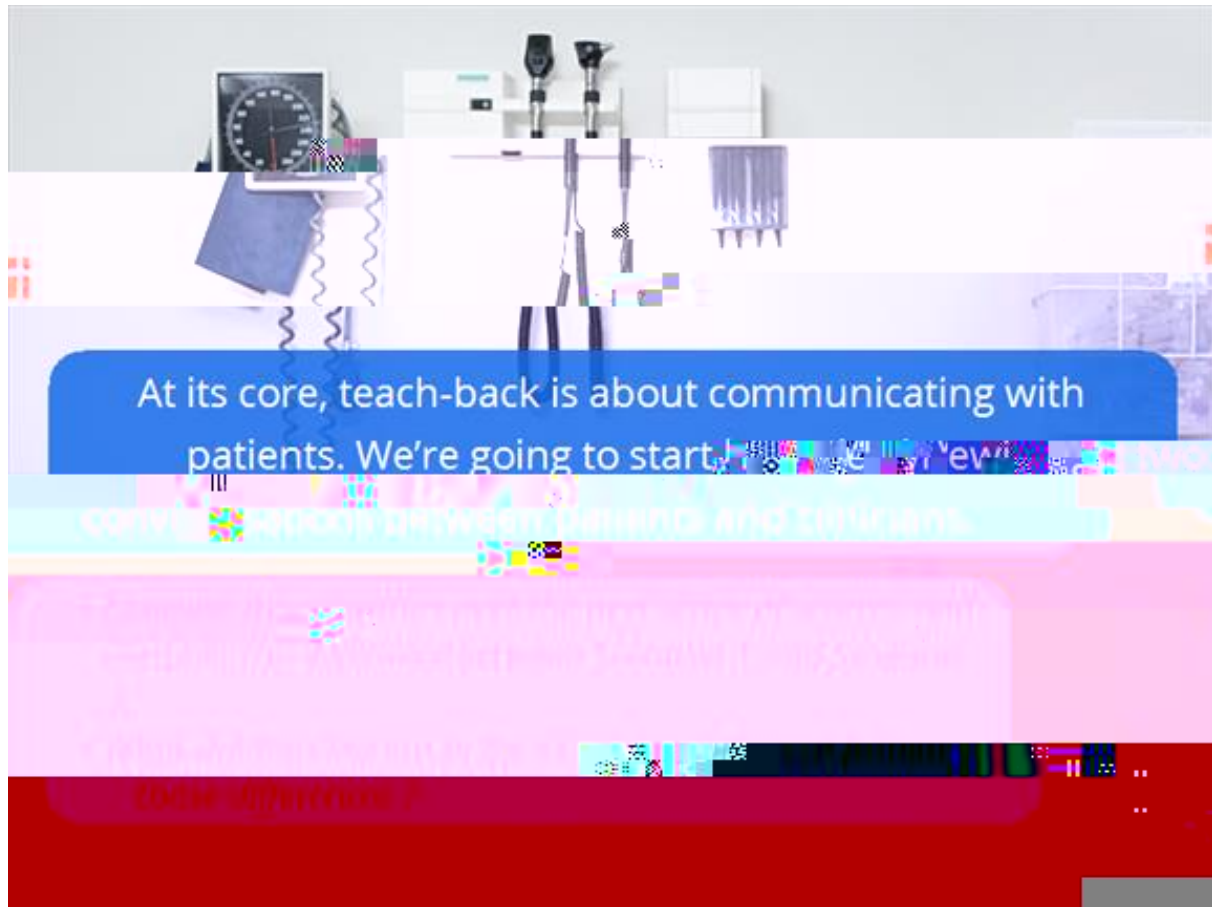# Teach-back

1.1 Title

Teach-Back

Improving Patient Safety by Engaging Patients and Families in Effective Clinician-Patient Communication

1.3 Introduction

At its core, teach-back is about communicating with patients. We're going to start by reviewing two conversations between patients and clinicians.

Examine the scenarios over the next series of screens and consider the difference between Scenario 1 and Scenario 2.

What did the clinician in the scenarios do to produce those differences?

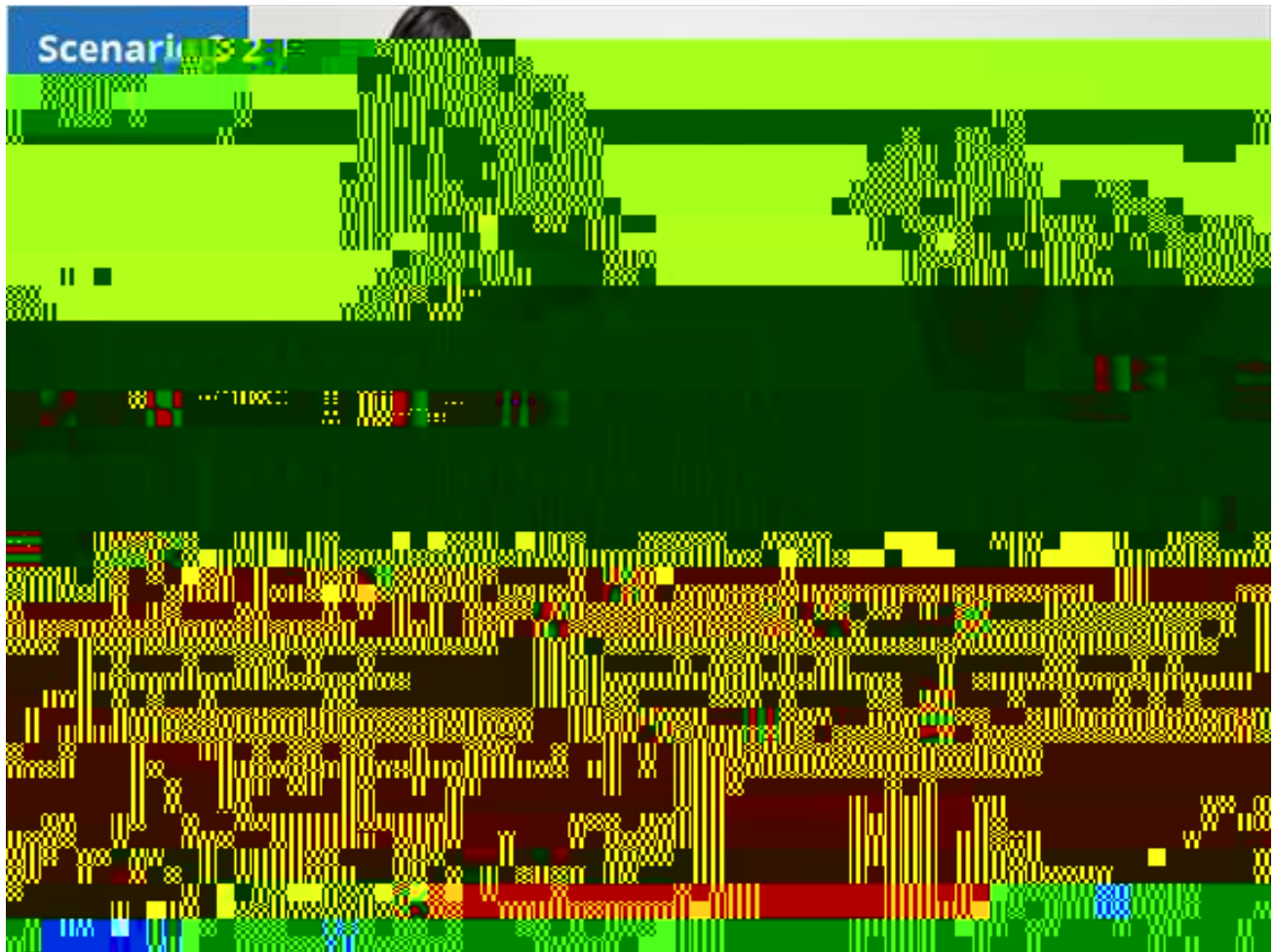# 1.4 Scenario 1, Part 1

Scenario 1, Part 2

Clinician Speaking:
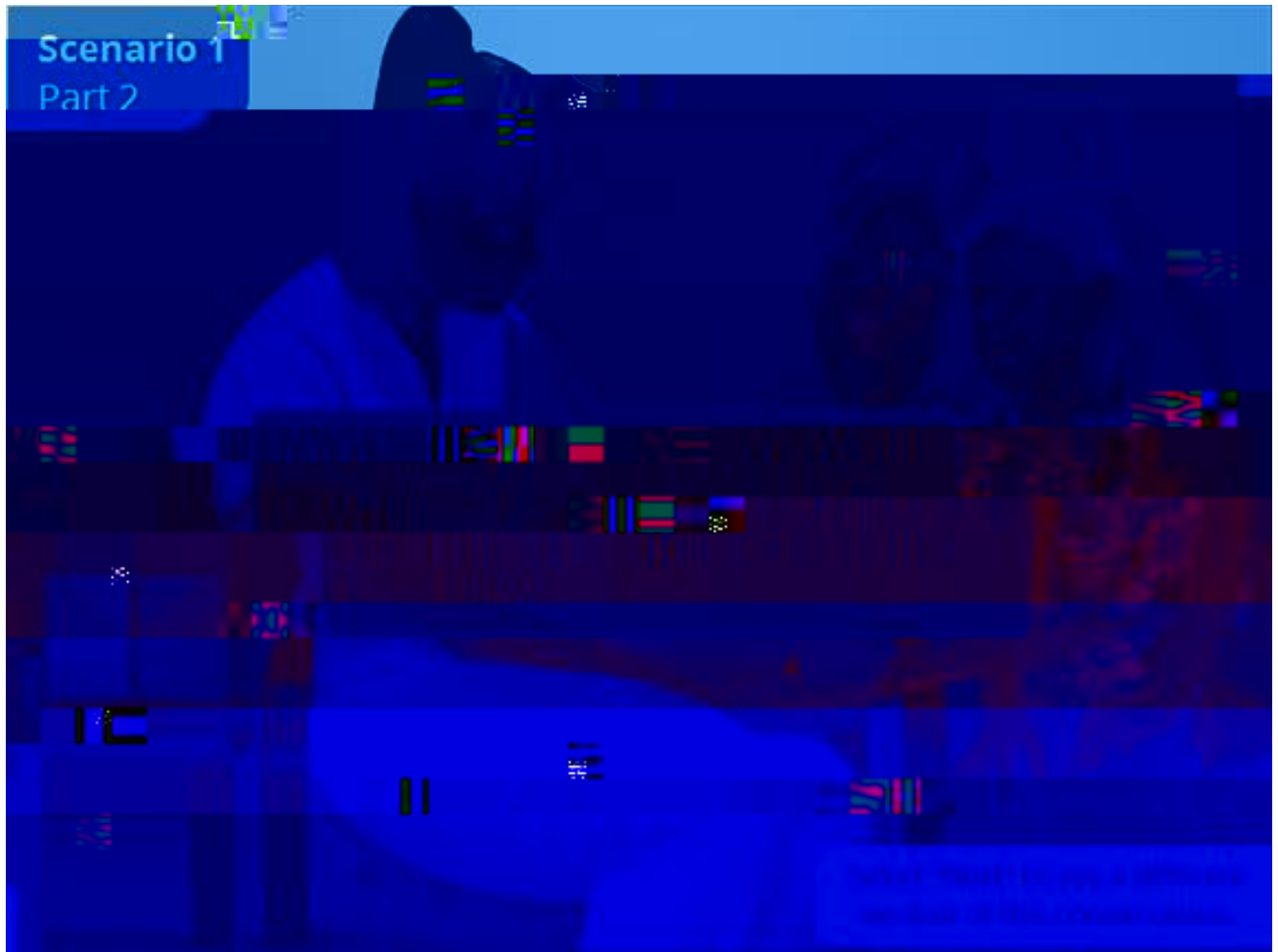
"If Anna develops a rash or does not feel better, please give our office a call. We want to make **sure** that she gets better soon. Okay?"

Patent [• D } š Speaking:

"Okay."

ScenaTio 2, PaTt 1

Clinician Speaking:

"I am prescribing an antibiotic called amoxicillin for Anna's ear infection. It needs to be given 3 **times a day– at breakfast, lunch and dinneT. Most childTen like the taste of this antibiotic, which is important because Anna will need to take this medico>d n for 10 days. I want to make sure I am being clea**md to answer any ques>d ns you may have. In your own words, can you tell me what you need to do at home for Anna's ear infection?"

Pa**a**nt [• D } š **Sp**eaOE**n**g:

"You want me to give antibiotics to Anna at every meal for 10 days. **But Anna is at school during** the day, and they don't like to give medications. Does she have to take it at lunch time?"

SELECTNEXT TO SEE THE SECOND RTPOF THE CONVERS AT

1.8 Scenario 1 Reflection

Reflection
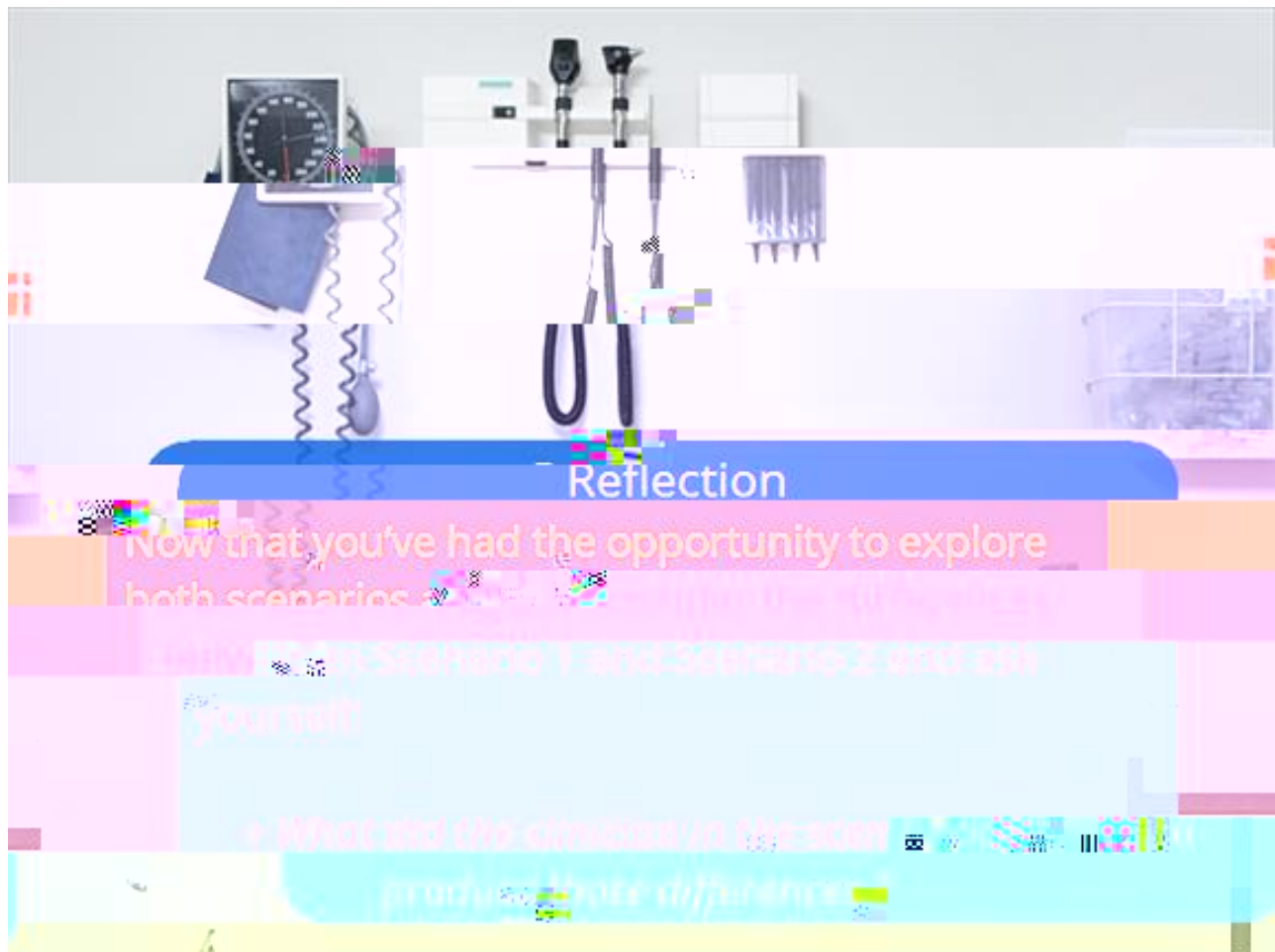
Now that you've had the opportunity to explore both scenarios again, consider the differences

1.9 Learning Objectives

By the end of this lesson you should be able to:

Understand and describe the steps of the teach-back process.

Describe the role and value of teach-back in improving patient safety.

Identify strategies for implementing the teach-back process.

1.10 Pathway Menu
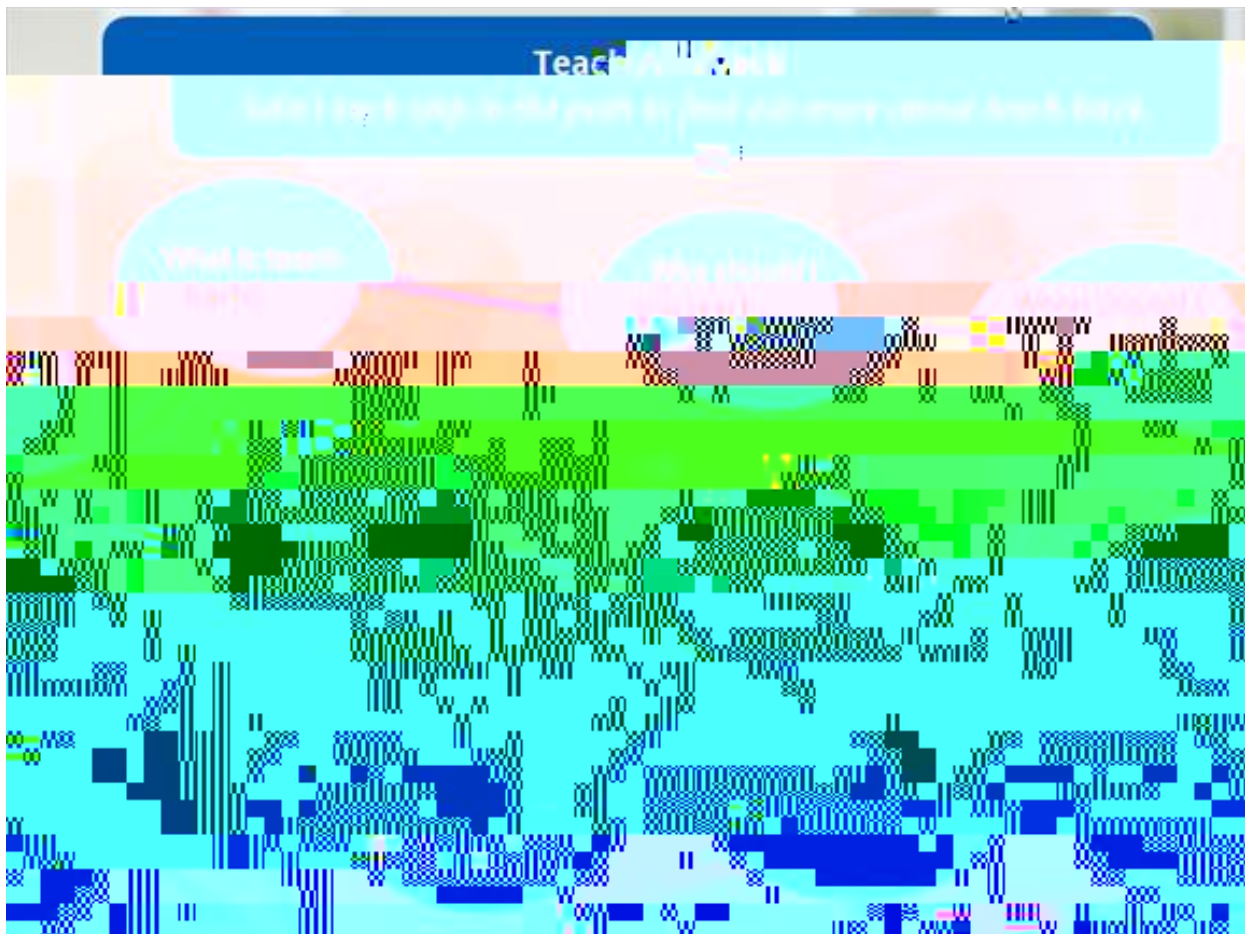
TeachBack

Select each step in the path to find out more about teach-back.

Oval 1: What is teach-back?

Oval 2: Why should I use teach-back?

Oval 3: When should I use teach-back?

Oval 4: How is teach-back different?

Oval 5: What are some teach-back examples?

Oval 6: How can I make teach-back successful?

Oval 7: Which patients benefit from teach-back?

Oval 8 : Are there other considerations?

Oval 9: Are there other important tips?

1.11 What is teach-back?

What is teach-back?

A method of ensuring that patients understand what you've told them.
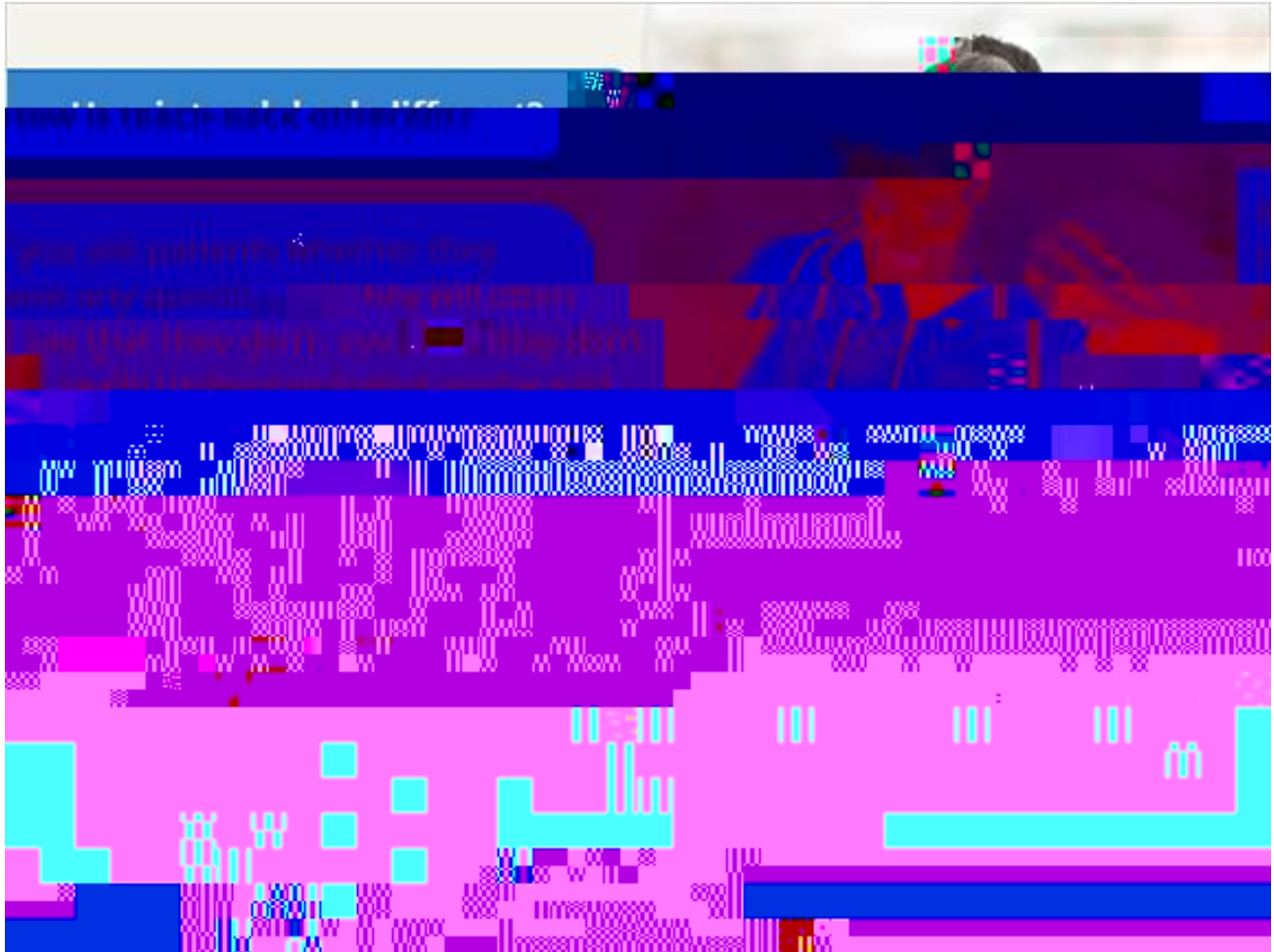
During teach-back, you ask patients to explain in their own words what they need to know or do to take care of their health. You ask them to teach back to you what you have told them.

1.12 Why should I use teach-back?

1.14 How is teach-back different?

## How is teach-back different?

If you ask patients whether they have any questions, they will often say they don't, **even if they** don't really understand what you've told them. They may be embarrassed or intimidated, or **they may think they understand.**

Using teach-back helps you more accurately determine your patient's level of understanding so **you can adapt your communication as needed.**

B

1.15 What are some examples of teach-back?
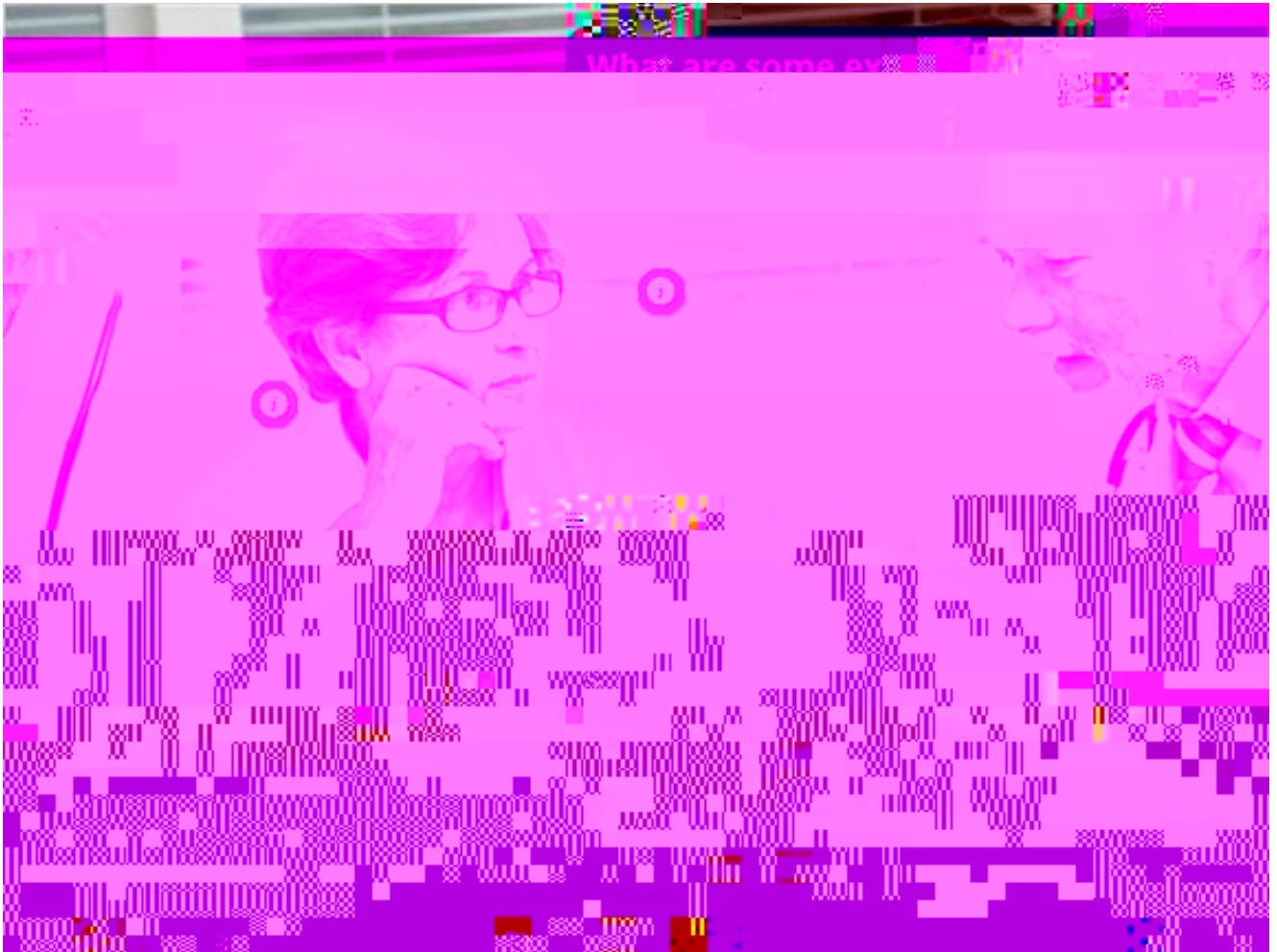
What are some examples of teach-back?
(hover over icons below for examples)

Info Point1: "Just to be safe, I want to make sure we are on the same page. Can you tell me..."

Info Point2 : "Your inhaler is important for your health. Can you show me how you would use it at home?"

Info Point 3: "I want to make sure that I explained things clearly. Can you explain to me..."

Info Point4 : "We have discussed some important information about your medication. As a safety check, can you tell me warning signs to look for with this medication?"

There are many ways to approach teach-back with your patients and their families

BACK TO PATHWAY MENU

1.16 How can I make teach-back successful?
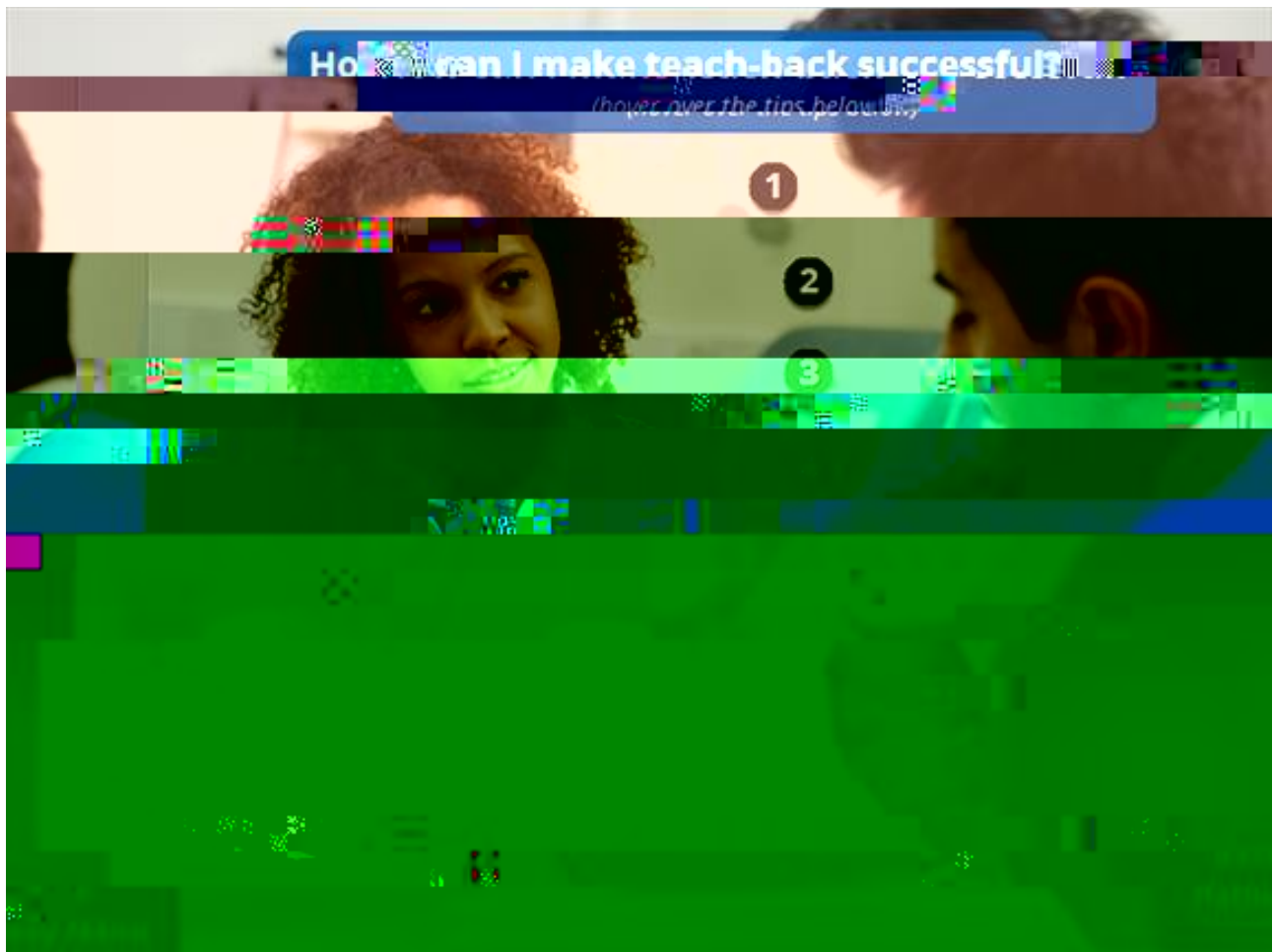
How can I make teach-back successful?

(hove ove thetips below)

Info Point1: Use teach

Info Point7 :

1.17 Which patients benefit from teach-back?
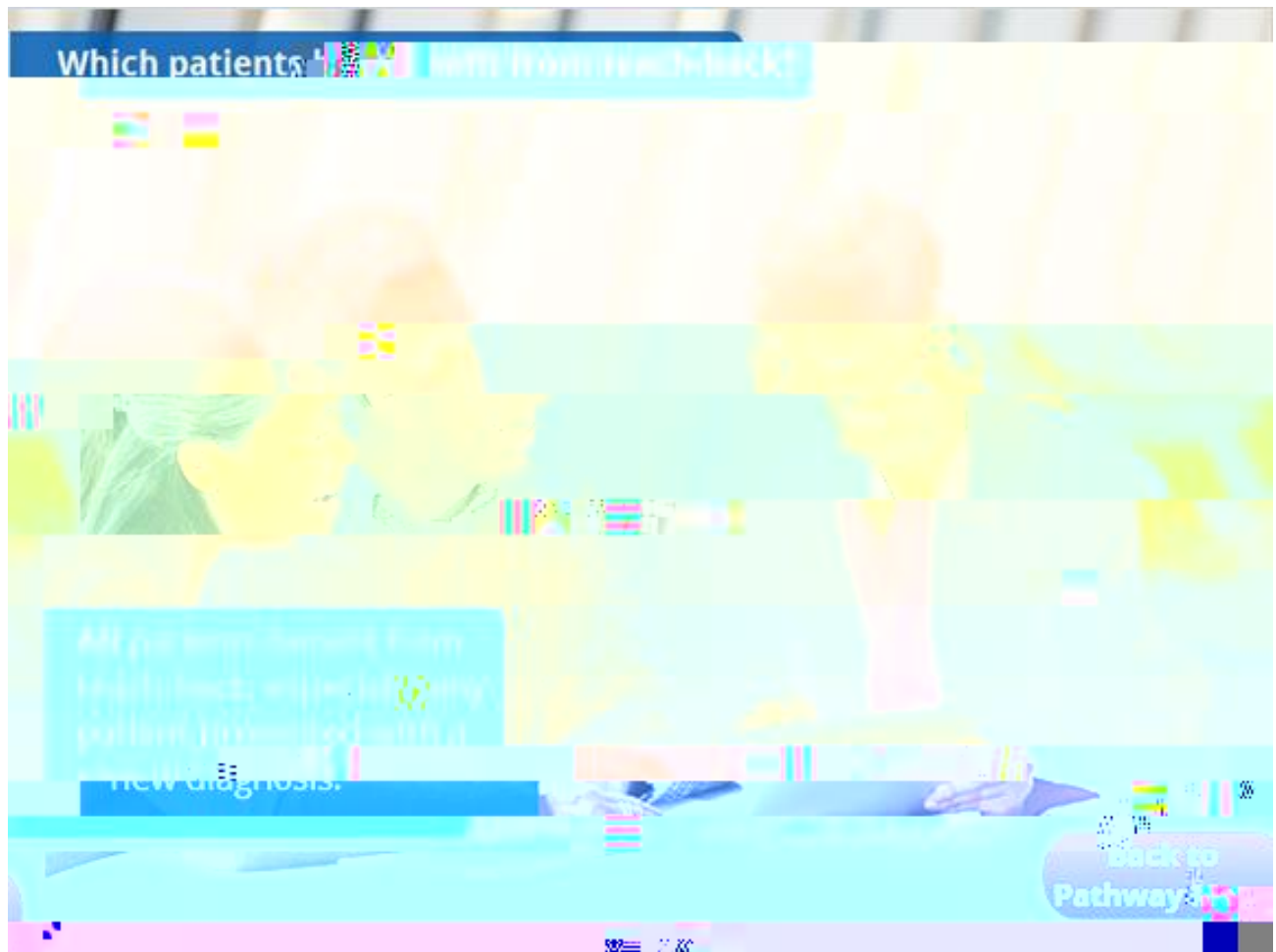
Which patients benefit from teach-back?

All patients benefit from teach-back, especially any patient presented with a new diagnosis.

BACK TO PATHWAY MENU

1.18 Are there other considerations when using teach-back?

Are there other considerations when using teach-back?
(click the buttons below for examples)

Information processing speed declines with age

> Limit the amount of new information delivered during each visit.
>
> Slow down the rate of delivery

Children

When using teach-back with children, consider the following:

> The conversation with the child should be age and developmentally appropriate.
>
> Both the patient and the caregiver should understand the information being shared.
>
> Visual aids can support communication of new diagnoses and new therapies (such as the use of an inhaler).

Language Diversity

When using teach-back with patients who speak a different first language, consider the following:

> Medical translation services are beneficial if available.
>
> Both verbal and nonverbal cues can help with communication.
>
> Visual aids can support communication.

1.19 What are other important tips for teach-back?

What are other important tips for teach-back?

(hover over icons below for examples)

Info Point1: It is important to be approachable, making your patient and his or her family members feel confident when engaging in teach-back.

Info Point2 : Emphasize to your patient and his or her family that teach-back is a part of a safety check to ensure that you are communicating clearly.

Info Point3 : Do not appear rushed. It is important for your patient and his or her family to understand your instructions clearly so that they can adhere and be safe.

Info Point4 : Remove physical barriers between you and the patient (e.g., desk, computer, crossed arms), and position yourself at your patient's eye level.

Info Point5 :

Scenario 2t Review

(hover over the blue text to identify key teach back strategies in use)

Clinician Speaking:

"**I am prescribing an antibiotic** called amoxicillin for Anna's ear infection. It needs to be given **3 times a day** – at breakfast, lunch and dinner. Most children like the taste of this antibiotic, which is important because Anna will need to take this medication for 10 days. **I want to make sure I am being clear** and to answer any questions you may have. **In your own words, can you tell me** what you need to do at home for Anna's ear infection?"

Key Teach-Back Strategy 1: Starts with most important message.

Key Teach-Back Strategy 2: Gives an additional point.

Key Teach-Back Strategy 3: Gives a third key point.

Key Teach-Back Strategy 4: Explains that she is trying to make sure her message is clear so the patient doesn't feel quizzed.

Key Teach-Back Strategy 5: Engages the family/patient.

Key Teach-Back Strategy 6: Uses an effective teach-back phrase to ensure the message was clearly understood.

Patient Speaking:

"You want me to give antibiotics 52>-2<0044>2f1>BDC q 0 0 612 792 re W* n BT 0.129 0.345 0.408

1E011>712 Tf q 1A>712

Scenario 2t Review

(hover over the blue text to identify key teacback strategies in use)

Clinician Speaking:

" I'm glad you told me that. I can adjust the dose so that Anna only takes the antibiotic at breakfast and dinner. Now if Anna develops any red spots on her body, continues to have a fever, or is not acting like herself please call me. Even if you are not certain if you should call, call me any time As a final safety check when is it important for you to call me?"

Key Teach -Back Strategy 1: The clinician is able to adapt her recommendation to better suit the patient's needs and constraints.

Key Teach -Back Strategy 2 : Gives a key point.

Key Teach -Back Strategy 3 : Uses an effective teachback phrase.

Patent [• D } šSpeaCking:

"If Anna is not feeling better, she gets a rash, or I am concerned, I should call you."

KeyTeach -Back Strategy4 : Demonstrates understanding.

1.22 Question: Rationale for using teach-back
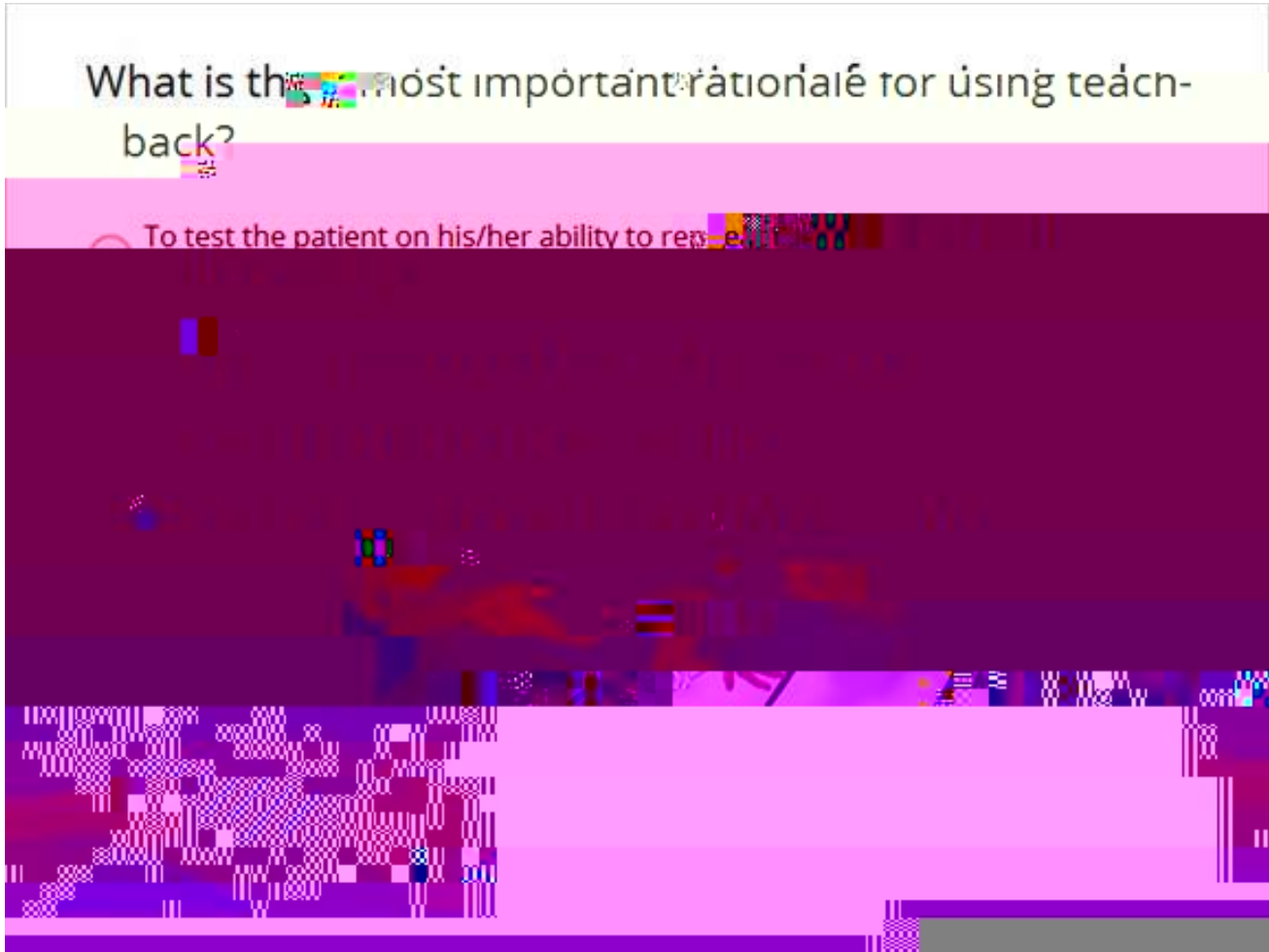
What is the most important rationale for using teach-back?

Correct?	Choice	Feedback
No	To test the patient on his/her ability to repeat the important health information given	Incorrect. Teach-back should not be mere repetition, nor should it be a quiz. It is a check on the clinician's ability to clearly communicate information.
No	To give the patient time and opportunity to talk to you	Incorrect. While teach-back does allow patients to talk to you, the purpose of teach-back is to ensure your message is understood. Most clinicians state once they master teach-back, it takes just about a minute to complete.

Correct?	Choice	Feedback
No	To meet the requirements of Meaningful Use	Incorrect. Meaningful Use does not include any requirements related to teach-back.
Yes	To alert you to whether or not your communication was clear	Correct. Teach-back serves as a check to see how well the patient understood what you told him or her.

You did not select the correct responses. Please try again.
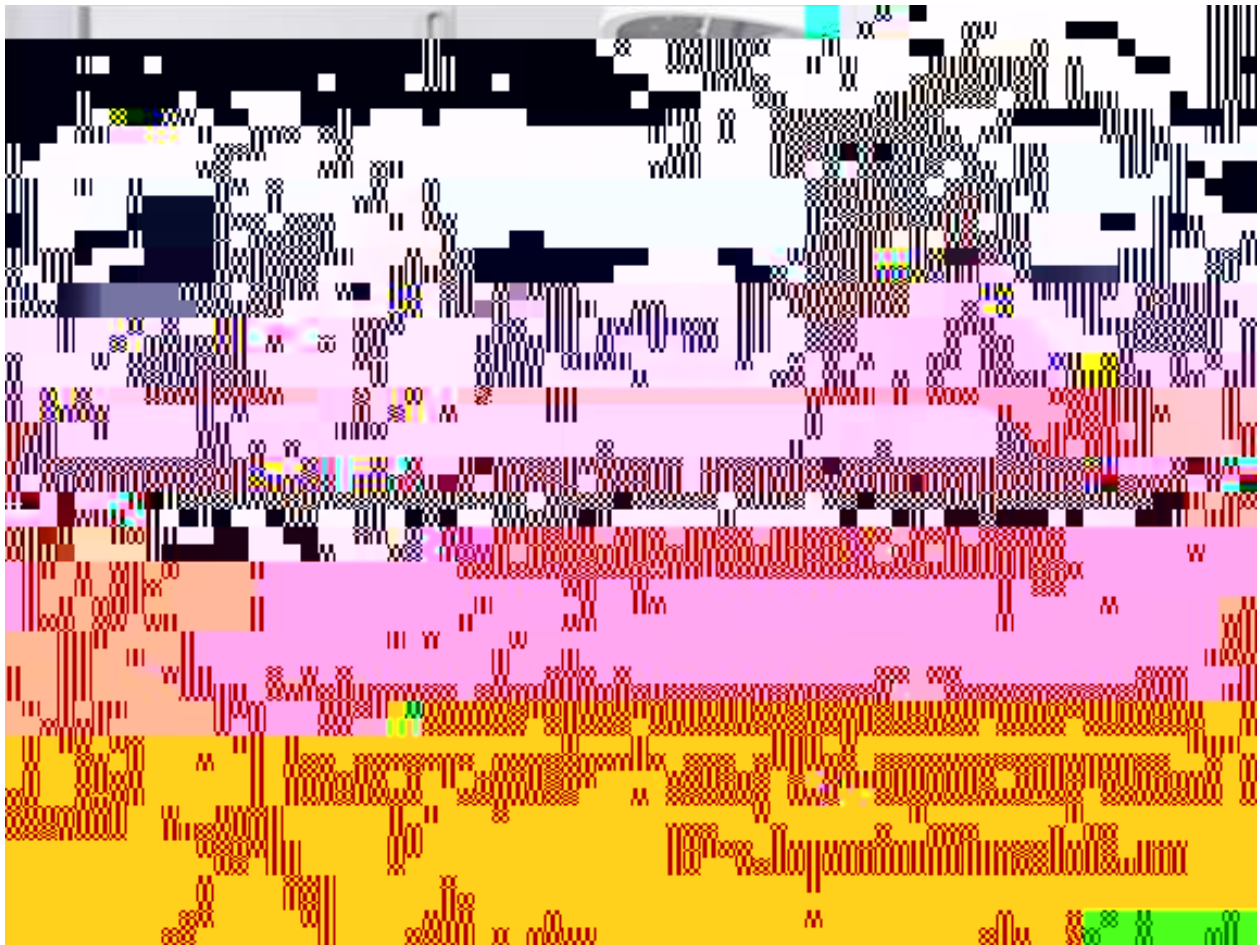
1.25 Question: Effective Teach-back Phrases?

Which of these are effective teach-back phrases? Scroll down to select all that are appropriate.

Correct	Choice
Yes	

1.26 Congratulations

Congratulations! You have completed the teach-back training.

"Tell me and I forget, teach me and I may remember, involve me and I learn."

Benjamin Franklin

1.27 References

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