C.  FOUNDATIONAL CLIENT/PATIENT TEACHING AND LEARNING TOOLS

C.1  Purpose and Introduction to the Foundational Client/Patient Teaching and Learning Tools

Purpose
To assist the healthcare provider to understand the process of client/patient teaching.

Introduction
The South West Community Care Access Centre utilizes a “Partnering for Care” compass (Figure 1) that forms the basis of their approach to the provision of care in the community sector, with a focus on partnership with clients and the promotion of self-care. Acute and Long-term care facilities also recognize the importance of teaching of patients, residents and family members in achieving acceptance and ownership for the challenges that altered health brings.

Figure 1:

“Partnering with our clients brings out the best in both of us and makes care the best it can be.”
Carol McWilliams

Wound care is necessitated by a disruption in the normal integumentary system. Wounds are often a symptom of the underlying chronic disease, and fit particularly well into the chronic disease management model. Client education should increase their competence and confidence, in order to achieve self-management. The goal is to increase the responsibility and independence of clients for self-care both in the home and clinic setting.
South West Regional Wound Care Toolkit


This work is based on the manual by Gina Tomaszewski and Christina O'Dallaghan. The Self-Management Toolkit assists healthcare providers in learning the basics of helping patients be better self-managers of their health care.

The online resource is divided into three modules that teach healthcare providers to:

- Assess where patients are with their self care and elicit a care issue relevant to their lives
- Assist patients to set a behavioural goal that addresses their self care issue and design a simple action plan that helps the patient take his/her first steps toward achieving that goal
- Assist patients with enacting their action plans and to undertake follow-up with patients to ensure their continued success.

The modules are a mix of text and video-based instruction to accommodate different learning styles. Each module offers important resources for further learning as well as links to related topics and literature (this text is from the website).

C.3 Take Flight - Patient Teaching and Learning - Presented by Sarah Burns-Gibson. This video reviews the following:

- **Health Promotion Model (Pender et al 2006)**
  Reviews the model and descriptors- identify the characteristics and behaviours of the learner. Once established this will assist you in motivating your client/patient to take an active role towards health promotion activities and in contributing in their own health management

- **Stages of change, Self efficacy model, Motivational Interviewing**
  Review and utilize this information to assist you in determining what stage the client/patient is at towards health promotion and self-management; develop strategies to support your client/patient through the process of learning.

The video is available at: http://www.thehealthline.ca/libraryVideos.aspx?id=41&categoryID=8


This document was developed to assist clinicians in promoting the principles of self-management with their patients.

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Additional Resources

Sections F. PRINCIPLES OF TREATMENT BASED ON ETIOLOGY (TREAT THE CAUSE) and G. OSTOMY CARE BEST PRACTICES will have client/patient handouts. These will contain information about the etiology of the wound &/or type of ostomy and what the individual can do to improve their health. Information will be included about how to prevent recurrence where appropriate. Self-care teaching guides will standardize best practices in what is being taught about self-care of wounds &/or ostomy. There will also be examples of care plans that outline the teaching required for the clients/patients.

Literature References


RNAO Best Practice Guidelines: Integrating Smoking Cessation into Daily Nursing practice/Appendix G; http://www.rnao.org/smokingcessation and Client-centered Care; http://www.rnao.org/clientcenteredcare
