Teach-Back

AHRQ
Guide to Improving Patient Safety in Primary Care Settings by Engaging Patients and Families
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No financial conflicts of interest to disclose.
Objectives

• Review the key threats to patient safety in primary care settings and interventions to engage patients and families to improve safety
• Describe the role and value of teach-back in improving patient safety
• Identify strategies for implementing the teach-back process in primary care settings
Guide – Project Goals

- Meaningful engagement with patients and families in ways that impact safety, not just quality
- Based on evidence
- Tools that are easy to use
- Tools for practices who have not done much in this area
Key Project Deliverables

• Environmental Scan
• Four Case Studies of Exemplar Practices
• Four Interventions to Improve Safety by PFE
• Final Guide
Key Threats & Promising Interventions

Threats to Patient Safety

• Breakdowns in communication
• Medication management
• Diagnosis and treatment
• Fragmentation and environment of care

Promising Interventions

• Shared Decisionmaking
• Patient and Family Advisory Councils (PFAC)
• Team-based Care
• Medication Management
• Family engagement in care
• Structured communication tools
Four Interventions

- Teach-Back
- Be Prepared to be Engaged
- Medication Management
- Warm Handoff
What is Teach-Back?

• Evidence-based Health Literacy Intervention

• Communication approach for shared decision-making

• Ask your patients to “Teach it Back”
Why Use Teach-Back?

Medical Information

- Understood
- Forgotten

Teach-Back Quick Guide

→ Use teach-back for ALL patients.
→ Start with most important message.
→ Limit to 2-4 key points.
→ Use plain language.
→ Rephrase message until patient demonstrates clear understanding.

Examples of Teach-Back Starters

→ “Just to be safe, I want to make sure we are on the same page. Can you tell me...”
→ “I want to make sure that I explained things clearly. Can you explain to me...”
→ “Can you show me how you would use your inhaler at home?”

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When Is Teach-Back Used?

Teach-back can be used when you explain:

- A new diagnosis
- Medication need and proper use
- Home care instructions
- Recommended behavior changes
- Treatment options
- Treatment plan
- Use of a new device
- Next steps
How is Teach-back Different?

“Just to be safe, I want to make sure we are on the same page. Can you tell me...”

“Can you show me how you would use this inhaler at home?”

“I want to make sure that I explained things clearly. Can you explain to me...”
Making Teach-Back Successful

- Use teach-back on **all** patients.
- Start with the most important message.
- Focus on 2 to 4 key points.
- Use plain language. No medical jargon.
Teach Back Materials

Now Available!
Visit the AHRQ project website.

Link to Teach-back materials on AHRQ project website
Getting Started with Teach-back

Step 1 • Identify a Champion and get Leadership Buy-in

Step 2 • Train all team members

Step 3 • Begin Implementation

Step 4 • Introduce teach-back to patients

Step 5 • Evaluate and refine

The Guide to Improving Patient Safety in Primary Care Settings by Engaging Patients and Families

Implementation Quick Start Guide

Teach-back
Support for Training

- Interactive module
- Case-based learning
- Takes about 15 minutes to complete
- Supportive materials and resources on AHRQ website
Introduce Teach-back to Patients

- Reinforce the message “this is not a test” but a “safety check”
- Use patient materials and underline or circle important points.
- Use pictures or draw diagrams.
- Ask open ended questions & use plain language
Using Plain Language

✓ High blood pressure
✓ Not cancer
✓ Heart doctor
✓ Skin doctor

χ Hypertension
χ Benign
χ Cardiologist
χ Dermatologist
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### Teach-Back Quick Guide

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#### Examples of Teach-Back Starters

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Evaluate Progress

Are You Using Teach-Back?

To help us understand how our practice is doing in implementing and using teach-back, please answer this short set of questions. Answering the questions is anonymous and not being used to judge individual performance. It is only being used to see how we are doing as a group.

1. Have you reviewed any teach-back materials?
   - Yes
   - No

2. Do you typically use the teach-back process with your patients?
   - Yes
   - Sometimes
   - No

3. Are the patient teach-back materials available to patients?
   - Yes
   - No
   - Don’t Know

4. Is the use of teach-back encouraged in your practice?
   - Yes
   - No
   - Don’t Know

Conviction and Confidence Scale

Fill this out before you start using teach-back, and 1 and 3 months later.

Name:________________________

Check one:

- Before - Date: _________
- 1 month - Date: _________
- 3 months - Date: _________

1. On a scale from 1 to 10, how convinced are you that it is important to use teach-back (ask patients to explain key information back in their own words)?

Not at all important | Very Important
---|---
1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10

2. On a scale from 1 to 10, how confident are you in your ability to use teach-back (ask patients to explain key information back in their own words)?

Not at all confident | Very Confident
---|---
1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10

3. How often do you ask patients to explain back, in their own words, what they need to know or do to take care of themselves?

- I have been doing this for 6 months or more.
- I have been doing this for less than 6 months.
- I do not do it now, but plan to do this in the next month.
- I do not do it now, but plan to do this in the next 2 to 6 months.
- I do not do it now and do not plan to do this.

Guide to Patient and Family Engagement in Primary Care
Considerations with Older Adults

• Mild or moderate hearing impairments
  – Use a lower voice pitch
  – Speak naturally and distinctly
  – Minimize background noise

• Decline in information processing speed
  – Slow down the rate of delivery
  – Limit new information given at each visit
Considerations with Children

• Include the child in developmentally appropriate conversations
• Ensure both the child and the caregiver understand
• Use visual aids to support communication
Considerations with Language Diversity

- Offer medical translation services
- Use both verbal and nonverbal cues
- Use visual aids to support
How can the AHRQ PFE Guide help practices achieve success?

PTN PFE Performance Dashboard Domains

- Domain 1: Internal PFE Structure
- Domain 2: Spread to Practices
- Domain 3: PFE Success Stories
- Domain 4: Innovation

Practice Assessment Tool PFE Metrics

Metric 4: Practice can demonstrate that it encourages patients and families to collaborate in goal setting, decision making, and self-management.

Metric 5: Practice has a formal approach to obtaining patient and family feedback and incorporating this into the QI system, as well as the strategic and operational decisions made by the practice.
Why Should I Use Teach-Back?

- Improved patient outcomes
- Safer care and adherence
- Fewer calls to re-explain care plan due to misunderstandings
- Improved patient and clinician satisfaction
- Increased incentive payments
  - Public and private performance measures
  - Patient satisfaction scores
Questions?
References


