

Approaches to Patient Education

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Objectives

- Explain why we educate clients
- Discuss what the client should know about tuberculosis
- Discuss things to remember when educating clients
- List resources to assist with patient education

*Official American Thoracic
Society/Centers for Disease
Control and
Prevention/Infectious Diseases
Society of America Clinical
Practice Guidelines: Treatment
of Drug-Susceptible Tuberculosis*

ATS/CDC/IDSA Clinical Practice Guidelines for Drug-Susceptible TB • CID 2016:63 (1 October)

Recommendation 1: We suggest using case management interventions during treatment of patients with tuberculosis (*Case Management is defined as patient education/counseling, field/home visits, integration/coordination of care with specialists and medical home, patient reminders, and incentives/enablers.* (Conditional recommendation: very low certainty in the evidence)

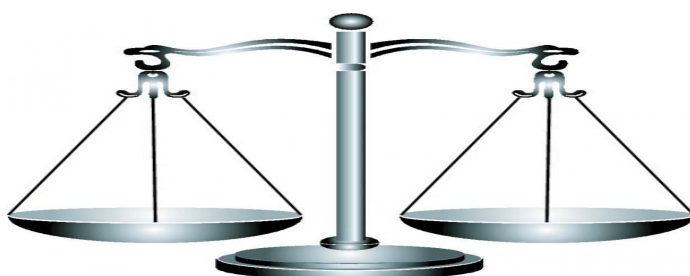
Why do we educate?



Patient involvement in a meaningful way in decisions concerning treatment supervision and overall care



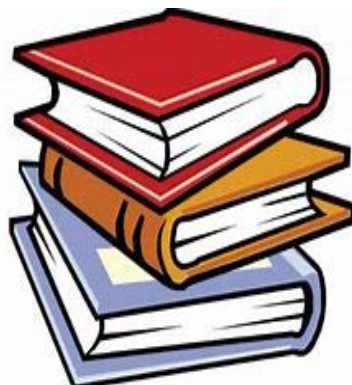
Balance the rights of the patient and public safety



Adherence to treatment in the least restrictive way



What should the client know about tuberculosis?



TB 101

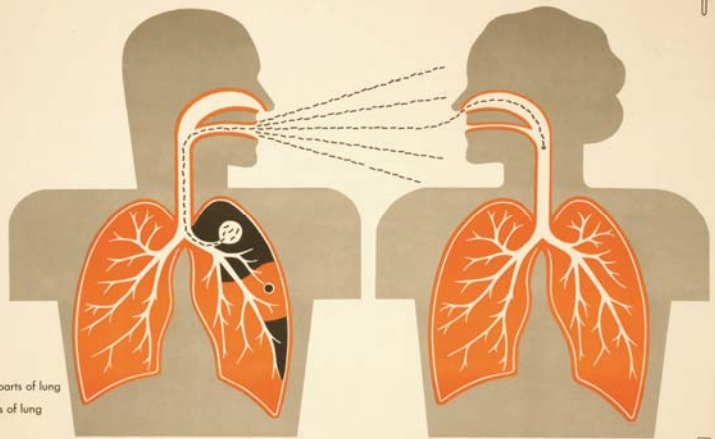


What is TB?



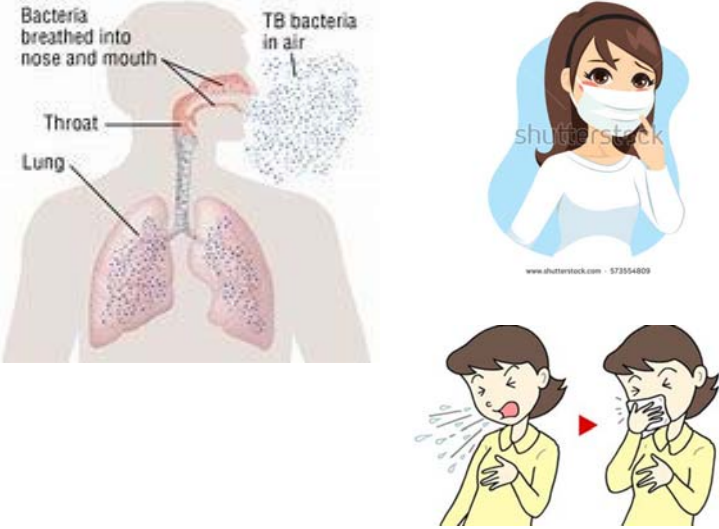
Where did they get TB?

Tuberculosis Germs Get from One Body into Another



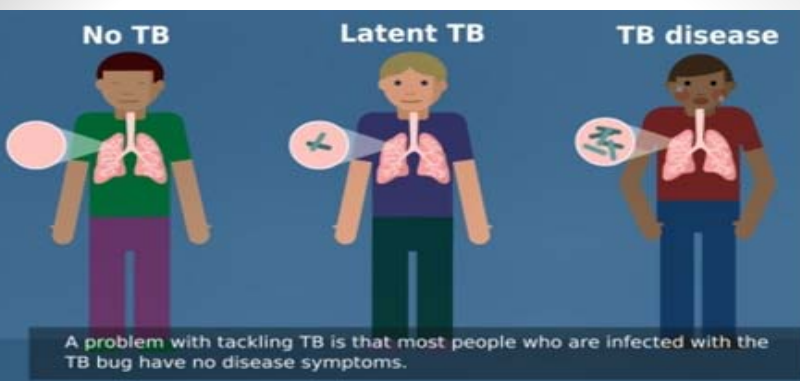
healthy parts of lung
sick parts of lung
germs

How did they get TB?



The diagram illustrates the transmission and infection process of Tuberculosis (TB). On the left, a human silhouette shows the respiratory system with labels for 'Bacteria breathed into nose and mouth', 'Throat', and 'Lung'. A cloud of 'TB bacteria in air' is shown being inhaled. On the right, a woman is depicted wearing a face mask. Below this, two cartoon figures are shown: one coughing and another covering their mouth, representing the spread of bacteria through respiratory droplets.

How is TB spread?



The diagram compares three stages of TB infection in human figures. The first figure, labeled 'No TB', shows a person with a healthy lung and a pink circle representing a bacterium. The second figure, labeled 'Latent TB', shows a person with a bacterium in the lung. The third figure, labeled 'TB disease', shows a person with a bacterium in the lung and a red 'X' over the lung, indicating active disease.

A problem with tackling TB is that most people who are infected with the TB bug have no disease symptoms.

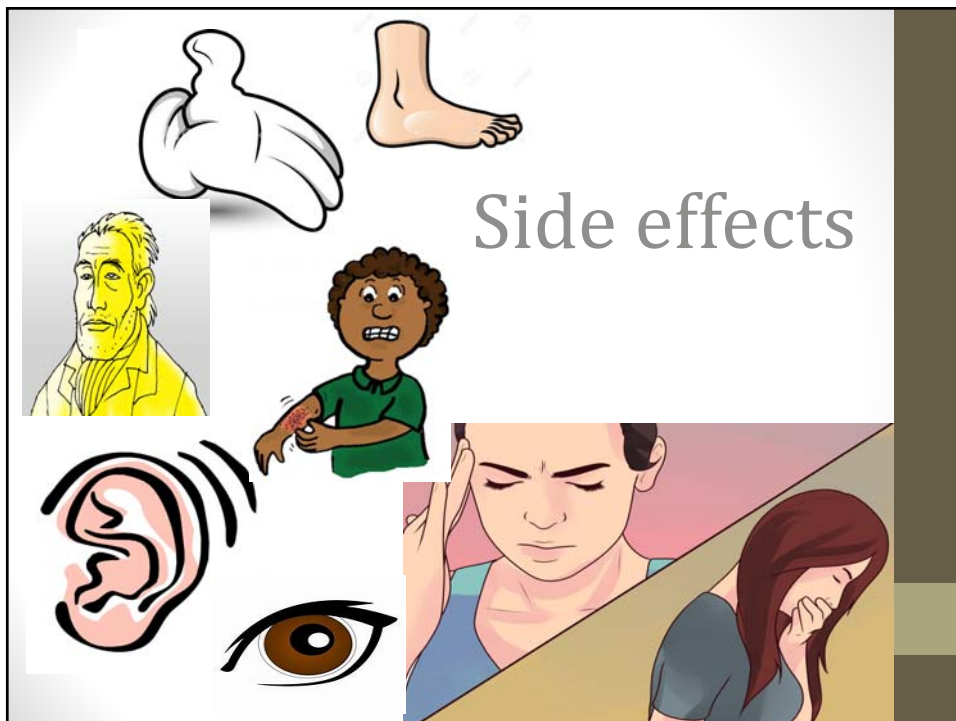
Difference between latent TB infection vs active TB disease

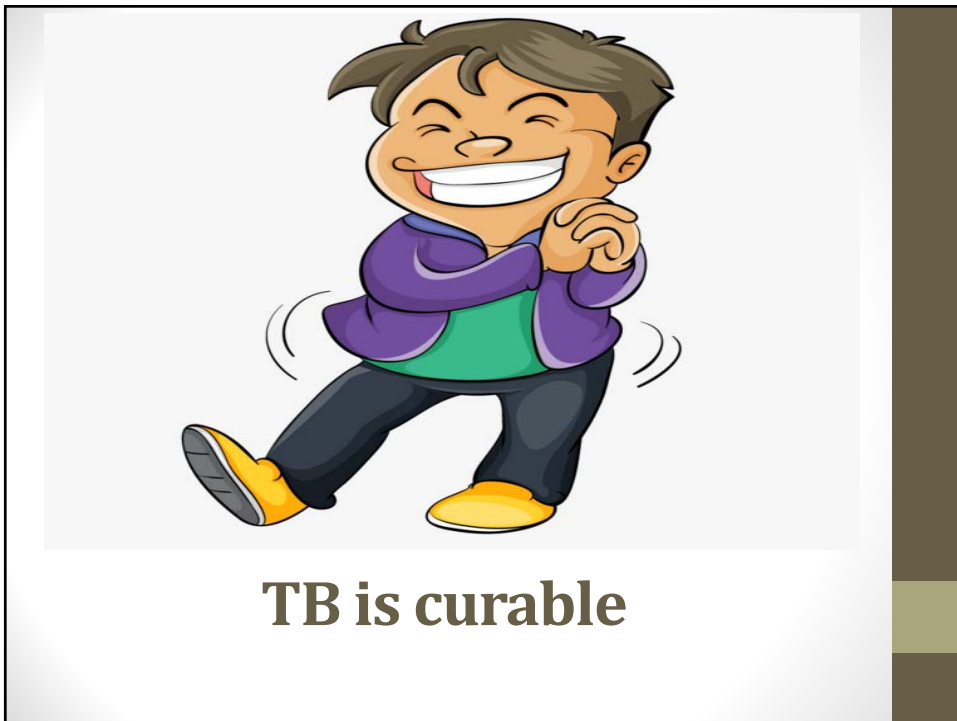
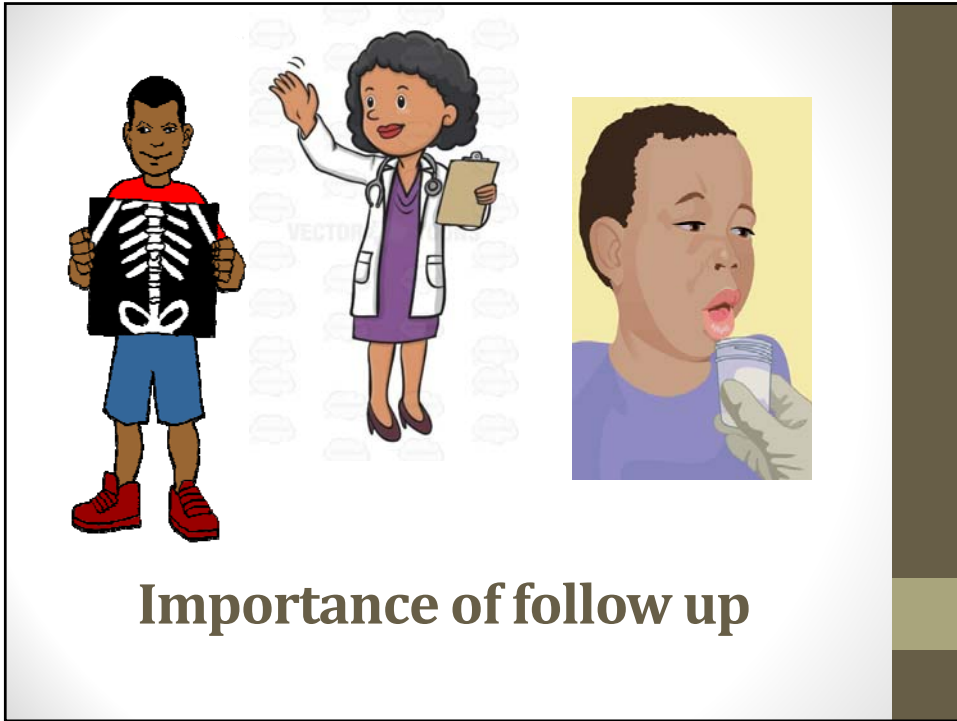


How is TB treated?



Name of TB medications. What they look like and the number of pills to take





Things to remember when we educate



We set the tone



Confidentiality, respect and trust



We are a guest in their life

Be Prepared

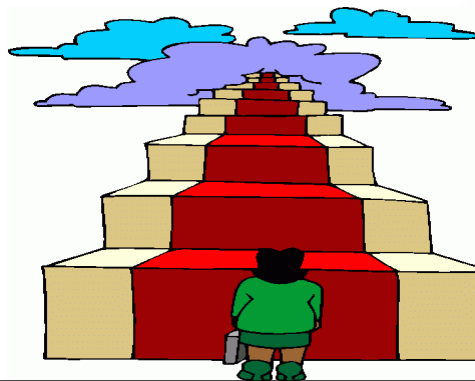
- Age
- Birth place
- Primary language
- History of previous treatment
- Current medical evaluation
- Supplies
 - Educational information
 - Masks
 - Sputum collection tubes

Meet the client where they are

- Find out what they know
- Assess basic needs



Educational information must be appropriate to culture, language, age and reading level of the client





- Make each encounter count
- Pace yourself
- Assess, assess, and reassess
- Use all your resources

Summarize

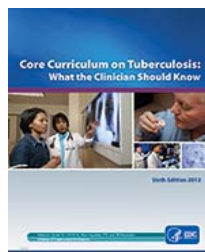
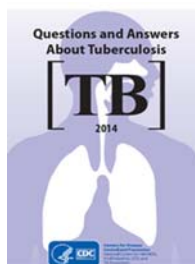
- Have the client summarize what was discussed
- Leave written information
- Contact number client can call if questions or concerns

Remember: Education is ongoing

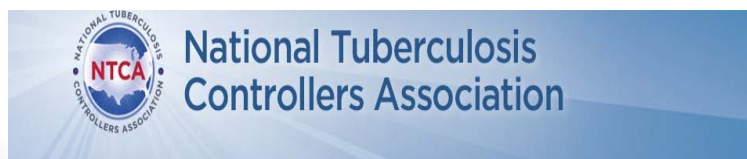
Resources to assist with patient education

- ❑ <http://globaltb.njms.rutgers.edu/>
- ❑ <http://https://www.cdc.gov/tb/education/corecurr/index.htm>
- ❑ www.tbcontrollers.org/
- ❑ https://www.cdc.gov/tb/publications/guidelines/pdf/clin-infect-dis.-2016-nahid-cid_ciw376.pdf

Educational Resources



RUTGERS
Global Tuberculosis
Institute
NEW JERSEY MEDICAL SCHOOL



"I did then what I
knew best, when I
knew better, I did
better." --- Maya
Angelou