



Patient Education Workshop on CD-ROM

An Innovative Approach for Staff Education

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This article describes an innovative patient education workshop on CD-ROM for use by staff educators and patient education coordinators. The CD-ROM allows nurses to gain an in-depth understanding of patient education practice. With the interactive, computerized format, nurses can complete the workshop on their computers and at their convenience. The CD-ROM format uses streaming video clips, audio, thought questions, case studies, and interactive practice activities to enhance learning.

Few nurses have the time to leave the bedside and attend a 6-hour patient education workshop, and nursing students do not have the time in busy curricula to gain an in-depth understanding of patient education practice. Although a lengthy workshop is effective and well received by participants, it is not a cost-effective teaching method in these days of nursing shortages and managers being stretched to the limit (Bastable, 2003; Franck & Langenkamp, 2000; Masys, 2002).

To facilitate staff education in a more efficient manner, the developer of the 6-hour patient education workshop worked with the systems librarian of the Spencer S. Eccles Health Sciences Library to convert the 6-hour patient education workshop to the CD-ROM format. The goal was to go beyond the standard of simple “read-the-information” computer-training programs to a fully interactive program that includes a wide variety of activities, streaming video, audio, text, thought questions, printable handouts, references, and review activities to ensure learning (Adams, 2004; Bastable, 2003; Benson, 2004; Rouse, 1999; Thede, Taft, & Coeling, 1994).

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CONTENT

The content for the CD-ROM workshop was developed based on a review of literature and recommendations from hospital staff education specialists. The content of the original 6-hour workshop was put into a four-module format for ease of navigation (see Table 1).

TECHNOLOGY USED

After receiving a grant to develop the interactive CD, the developer and computer experts formatted the material for CD-ROM. Special consideration was given to making the workshop “user-friendly” with easy to find icons, clear instructions, and the ability to print out the handouts either at the beginning of the entire program, at the start of each module, or at the point they are needed. Using easily accessible computer programs such as Flash, QuickTime, and Acrobat Reader, all of the materials including streaming video, text, activities, and audio portions were put together for beta testing. Two experts in the area of patient education reviewed the beta version of the CD-ROM for ease of use and content validity. Revisions were completed prior to release of the first version.

The goal was to produce a CD-ROM that could be easily installed on any computer (or network) to enable a nurse to obtain education on his or her own

TABLE 1

Content Areas of Modules

Module 1—Patient Education

1. Objectives—Module 1
2. Patient Education/Patient Teaching
 - a. Difference between patient education and patient teaching
 - b. Patient education definition
 - c. Patient teaching definition
 - d. Trends in patient education
 - e. Barriers to patient education
3. Financial Benefits
4. Adult Learners
5. Patient Education Process/Nursing Process
6. Models
 - a. Health Belief Model
 - b. Stages of Change
7. Learning Styles
8. Teaching Method Effectiveness
9. Age-Specific Learning Characteristics
10. Reality Check—Surprise Discharge Video
11. PEEK Model—Readiness to Learn
12. Review Activity

Module 2—Creativity in Patient Education

1. Objectives—Module 2
2. Prioritizing Needs
3. Learning Activities
4. Learning Objectives
5. Case Study
6. How Creative Are You?
7. Making Teaching Fun
8. Gaming
9. Humor and Laughter
10. Review Activity

Module 3—Teaching Skills in Practice

1. Objectives—Module 3
2. Learning
3. Culture
4. Learning Needs
5. The Team Approach
6. Assessment and Documentation
7. Dos and Don'ts of Teaching
8. Evaluation
9. Teacher Attributes
10. Review Activity

Module 4—Writing and Selecting Patient Education Materials

1. Objectives—Module 4
2. Written Materials
3. Literacy
4. Assessing Literacy
5. Readability
 - a. SMOG Readability Formula
 - b. How to use SMOG testing
 - c. SMOG practice

(continues)

TABLE 1

Continued

- d. Readability considerations
- e. Consent forms—Examples and rewrites
6. Teaching Tools—Advantages/Disadvantages
 - a. Audio
 - b. Videos
 - c. Telephone communications
 - d. Computer learning programs
 - e. Demonstration/return demonstration
 - f. Internet—Guidelines
7. Selecting Materials
8. Teaching Moments
9. Review Activity

schedule. The program makes it easy to navigate each module with the click of the mouse. A nurse can start the program, leave, and then come back and start where he or she left off.

The program is built in a basic HTML structure, allowing users to open it in any browser on any operating system (e.g., Windows, Macintosh). Each module opens with a digital video clip in QuickTime format. This provides a human element to the program. A set of patient education scenarios is also presented using QuickTime video clips. Each page in the module has an audio track in QuickTime format. This enhances learning and addresses different learning styles (Bastable, 2003). A variety of interactive exercises were created using Macromedia Flash. The exercises require the learner to participate in the activity, which enhances learning and retention. All handouts were converted to Adobe Acrobat Portable Document Format (PDF). Formats used to create the components of the program were selected because they offer free plug-ins or viewers and are used widely on the Internet (see Figure 1).

HOSPITAL INTEREST

Staff and patient educators were told of the project before its release through two Web-based list serves: PatEdNet and StaffEdNet. In all, 50 hospitals and clinics throughout the United States and Canada requested copies of the workshop on CD-ROM before it was produced. A beta version of the workshop was demonstrated at the 2002 Health Care Education Institute, sponsored by the Health Care Education Association. At the 2003 Institute, all 110 participants were given a copy of the CD-ROM with their conference materials. To date, more than 400 CD-ROMs are in

The disadvantages of using the Patient Education Workshop on CD-ROM were related to the length of time required to complete all of the modules and the lack of technology on individual units. Two respondents noted that many unit computers do not have speakers so that individuals may hear the audio portions. Concerns were also expressed about obtaining permission to load “outside” software on hospital computer systems.

The interactive Patient Education Workshop on CD-ROM appears to be an innovation that promotes staff education in a convenient, user-friendly, and cost effective manner. However, further investigations are needed to examine both the process of implementing a staff education program in the CD-ROM format, and to test outcomes such as user satisfaction, short- and long-term knowledge and skill gains, and, ultimately, benefits to patients.

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