Patient Education

Educational Domains

- **Cognitive:**
  - information area (teaching joint protection principles to patient with Rheumatoid Arthritis)

- **Psychomotor:**
  - deal with motor skills; using crutches NWB

- **Affective:**
  - deals with attitude and feelings; does patient value performing their HEP

Stages of Learning

- **Cognitive:**
  - requires attention to focus on understanding the activity of skill and developing strategy to achieve it

- **Associative:**
  - improve the efficiency and technique of the activity or skill, need time to practice

- **Autonomous Stage:**
  - activity becomes automatic, requires little attention or thought
Teaching Techniques to Improve Pt's Performance

- Allow patient to think through process before they perform
- Ask patient to evaluate their performance for errors before PTA gives feedback
- Give as little feedback as needed for the patient to be successful, gradually decrease as patient improves
- Practice

Exploit Biomechanics

- Provide patient with challenging yet achievable activity and let them problem solve to complete it
- Practice Variability: change speeds of walking, change environment, change surface for transfer, bed, chair, car, etc.

Tools for Educating Pt's, Pt's Families & Caregivers

**Verbal Instructions:**
- need to be at patient’s level of comprehension

**Written Instructions:**
- need to be clear, and concise

**Demonstration:**
- go slow, break skill into parts as needed

**Other:** video, patient group, three dimensional models etc.
Assessing Effectiveness of Teaching Strategies

- Have patient repeat instructions back to you to verify they know what you want them to do and how to do it
- Have patient demonstrate

Principles of Learning
Pt’s Learn when:

- They feel actively involved in the process
- There is respect and trust between them and the PTA
- They are working on something that meets their needs
- PTA is supportive and non-judgmental; patients need to be able to express their own ideas, beliefs, concerns

Principles of Learning
Pt’s Learn when:

- Adequate time to practice, must be able to make mistakes and go at their own pace
- Opportunity for self-assessment. Let them reflect on what they might have done wrong or forgotten, give them time to process, provide a supportive environment
Teaching a Skill

- Ensure patient understands why this skill is important to them – how it will effect their ability to function and relate it to their goals
- Explain the skill to them
- Demonstrate skill
- Break skill into parts, demonstrate parts, have patient demonstrate parts
- Practice

Patient Compliance with Exercise Programs

- Patient must choose to perform (Values)
- Know when/how often to perform & what to perform
- Have the psychomotor skills to perform
- Remain motivated to follow through

Areas of teaching PTA’s will be providing to pt.’s, caregivers, HCP’s

- Gait training
- Transfer Training
- HEP
- Safety precautions/issues
- Body mechanics
- Rationale for treatment
- Equipment needs and maintenance
- Postural Awareness
- Teaching caregiver how to assist patient
*not all inclusive list
Types of Communication

- Written
- Verbal
- Non-Verbal

Teaching & Documenting Psychomotor Skills

Teaching
- Most common mistake is making treatment regimen too complex &
- Giving pt too much to do with little specific instruction

Teaching & Documenting Psychomotor Skills

- Practice components of task pt is having difficulty with this allows information processing
- After practicing components of task, may perform whole task each Rx session or not depends on task & pt abilities
Teaching Psychomotor skills

- Perform part task training
- Repetition
- Practice
- Encourage problem solving rather than providing all answers; allows pt to retain information through active learning

Teaching Psychomotor Skills

- Move through task slowly which allows for error detection by pt
- Error detection requires memory of sensory feedback from previous practice
- Strengthen skill by progressively changing from controlled environment to less controlled environment

Teaching Psychomotor Skills

- Goal: skill can be performed in different environments
- Increase difficulty by
  - Increasing speed
  - Moving to more open environment
  - Decreasing assistance & verbal cueing
Documenting Psychomotor Skills

- DON’T document pt.’s one time best performance unless they can repeat it at the next treatment session
- Check their retention by having them perform skill at beginning of next Rx session
  - Shows carryover

Home Exercise Programs

- Tailor exercise to pt.’s lifestyle or valued activities Include specific instructions
- Practice
- Provide written instructions
  - What to do
  - How to do it
  - How often
  - When
  - Progression

Home Exercise Program

- At follow up for adherence to HEP
  - Ask pt questions
  - Have pt show you