

Teach-Back SCI

Patient-Oriented Discharge Strategy (PODS):

*A Process for Optimizing Transitions
from Inpatient SCI Rehab to the Community*

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Background: Spinal Cord Injury (SCI)



- Complex, multi-system, life-altering condition
- People with SCI identify the transition from rehab to the community to be overwhelming
- Hospital LOS are shorter and transitions between the phases of care are faster

What is Teach-back SCI PODS?

1. **Teach-back style PODS meeting** that uses self-management and health literacy best practices led by a neutral clinician facilitator.
2. Occurs **1 week** prior to Discharge
3. Patient / family, facilitator, member of team participate
4. SCI-focused **document** written in the **patient's own words**.

*Care Plan

*Signs, Symptoms and What to do's

*Individualized Contact List



My Note

Tag Share w/ Patient Details

Type: Service: Date of Service: 09/05/2023 10:15 AM

Cosign Required

Insert SmartText



Discharge Summary

I came to Lyndhurst on *** and am leaving on ***. I had my PODS meeting on *** with ***. I came in because I have {Injury2:28686} as a result of ***. I am going to my {DISCHARGE DISPOSITIONS:25697} when I leave.

This summary is my interpretation of my plan for discharge. For profession-specific recommendations Please refer to the appropriate professional documentation.

I have a Spinal Cord Essentials Binder. www.spinalcordessentials.ca

Medications I need to take

My medications will be reviewed the day before my discharge by the Pharmacist or Doctor. The Pharmacist will send my home pharmacy the medication prescription. I will get about *** days supply of medication. My family doctor in the community will be the one to renew my medication prescriptions. I will need an appointment with my doctor in time for refills.

Bladder supply list (GU prescription) has (not) been reviewed with Nurse or Doctor. I need to choose a vendor and made arrangements for delivery of my supplies

Care Plan

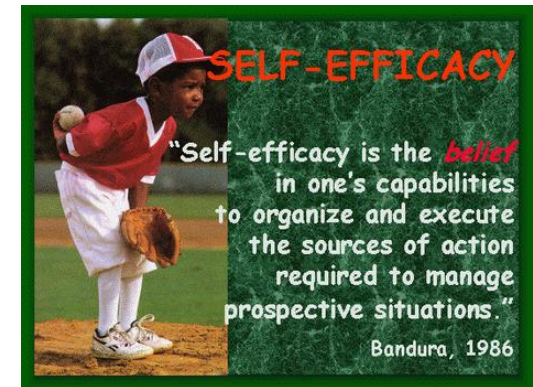
Issue	Plan
Swallowing/Breathing:	
Skin:	
Bladder:	
Bowel:	
Pain:	
Thinking/Memory:	
Dressing/Bathing/Grooming:	
Eating:	
Transfers/Mobility:	
Equipment:	
Cooking/Shopping:	
Housing:	
Coping:	
Sexual Health/Relationships:	
Transportation:	
Leisure:	
***:	

Pend Sign Cancel

Built new template for EPIC

Aim of Teach-back SCI PODS:

- Consolidate rehab learning
- Identify outstanding needs before discharge
- Reduce anxiety prior to discharge
- Enhance self-efficacy



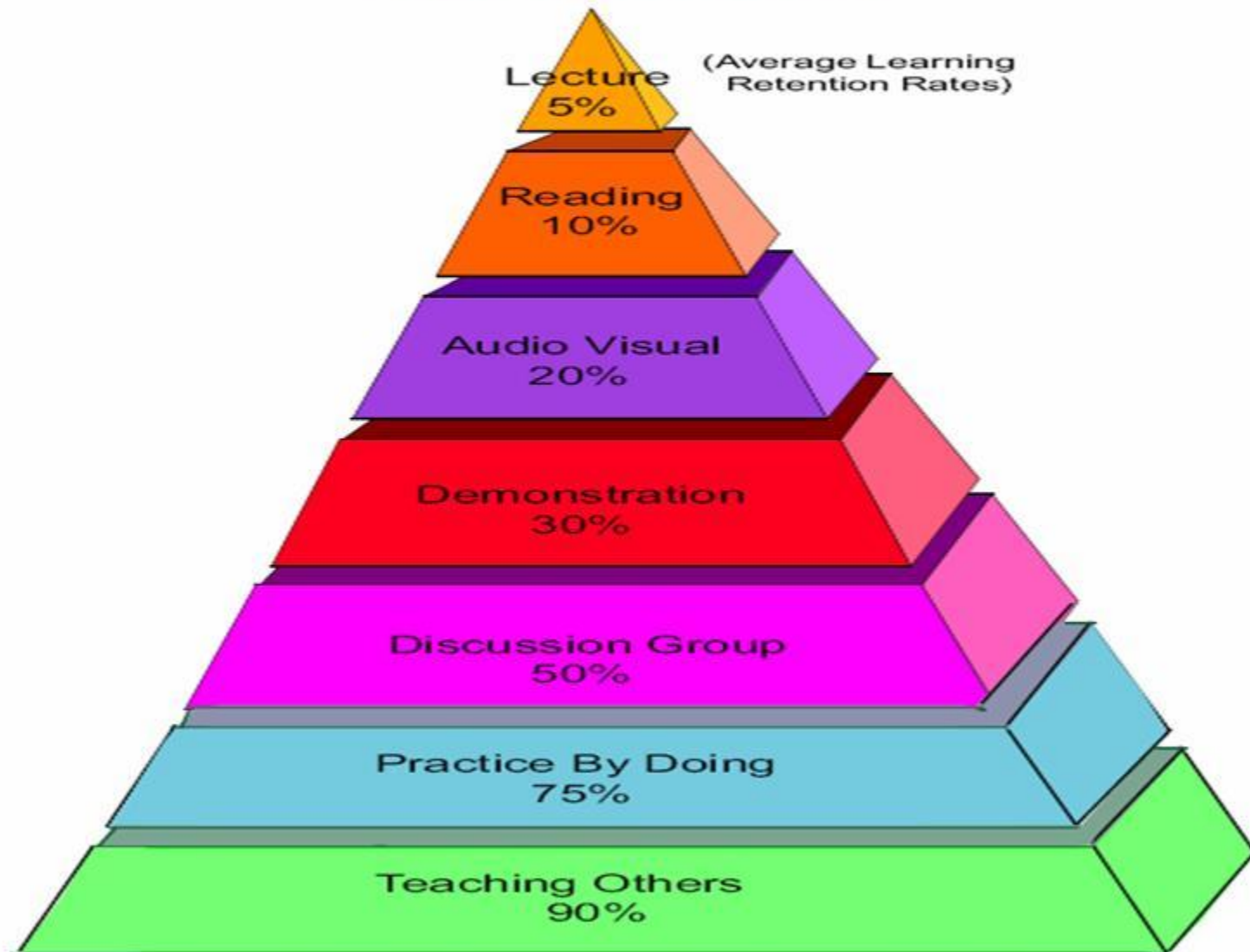
SCI Rehab PODS: Current State

- Full implementation from 2015
- SCI rehab standard of care for all patients
- 7 trained neutral facilitators
- Allied health clinicians participate
- 2 PODS schedulers
- Resource neutral, no additional \$
- Positive feedback from patients and staff

“I feel like I am ready to go home now.”

“I was so surprised he could articulate what he needs to do at home!”

Learning Pyramid



(National Training Laboratories, Bethel, Maine)

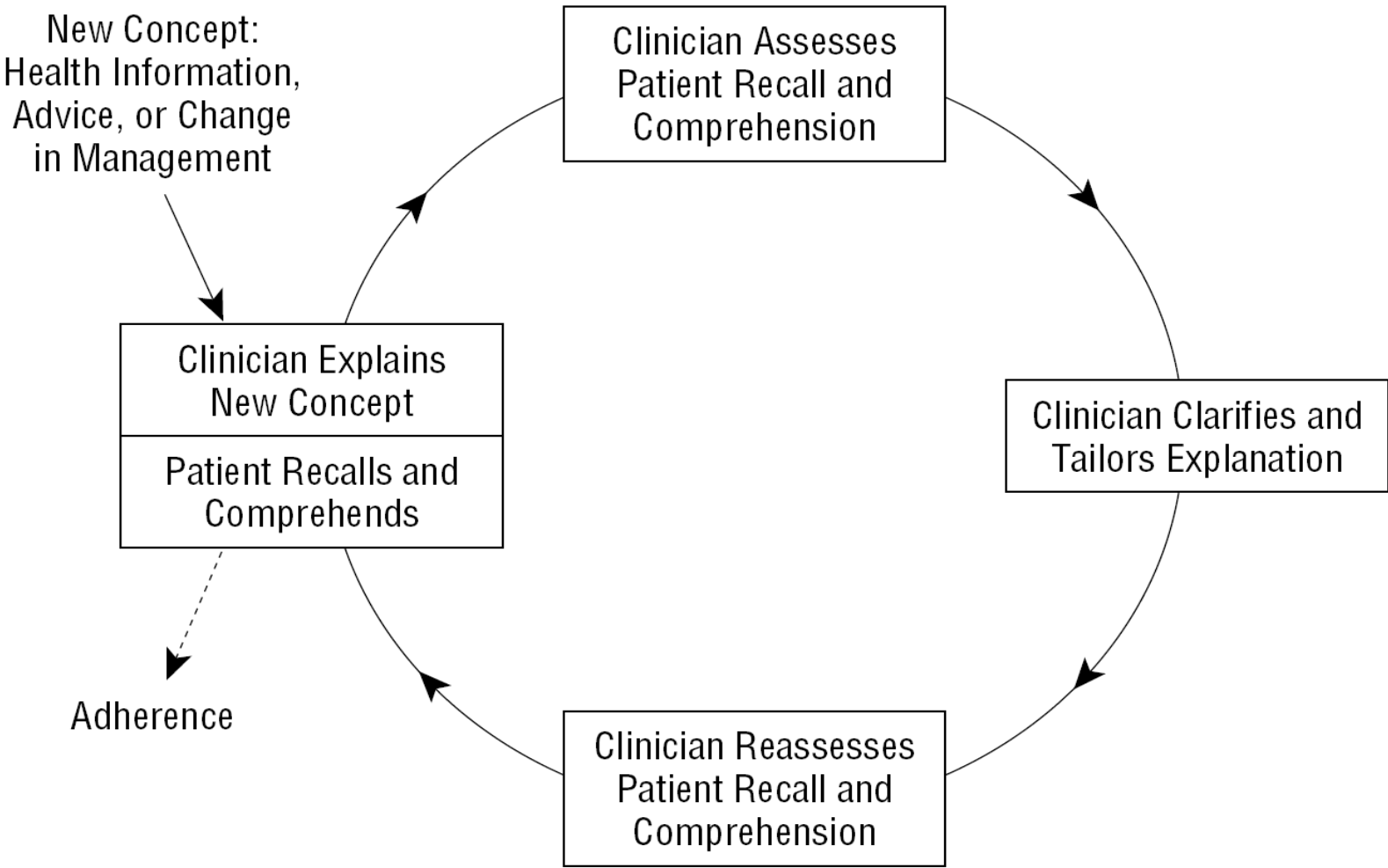
Teach-back is...

- An evidence-based approach to improving patient-provider communication and patient health outcomes (Schillinger, 2003)
- Asking patients to repeat in their own words what they need to know or do, in a non-shaming way.
- NOT a test of the patient, but of how well *you* explained a concept.
- A chance to check for understanding and, if necessary, re-teach the information.

Teach-back is Supported by Research

- “Asking that patients recall and restate what they have been told” is one of 11 top patient safety practices based on the strength of scientific evidence.”
AHRQ, 2001 Report, *Making Health Care Safer*
- “Physicians’ application of interactive communication to assess recall or comprehension was associated with better glycemic control for diabetic patients.”
Schillinger, Arch Intern Med/Vol 163, Jan 13, 2003, “Closing the Loop”
- Ninety-eight percent of medical errors are communication-related. (AMA, 2007)
- Patients say the healthcare environment can make it hard to tell a provider they do not understand. (AMA, 2004)

Teach-back Loop



Teach-back Examples

Asking patients to demonstrate understanding,
using their own words:

- “It is my responsibility to ensure you have the information you need. Can you please tell me what you understand / learned so I can be sure I gave you the information you need?”
- “That was a lot of information! When your partner comes in this evening, what will you tell them about the changes we made to your blood pressure medicines today?”
- “We’ve gone over a lot of information today. In your own words, please tell me what we talked about.”

Thank you!

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