Teach 3 – Ask 3 Medication Education

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Teach 3 – Ask 3 Medication Education

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Patients’ knowledge deficit on new and long term medications have been an ongoing challenge.
Current Press Ganey Scores on the Inpatient Rehabilitation Center are less than 90%.
Lack of consistent patient education effects patients’ knowledge and patient satisfaction scores.
Purpose is to improve medication knowledge and Press Ganey scores related to medication teaching.

PICO Question

P-Patients in Inpatient Rehabilitation
I- Teach three-ask three medication teaching
C- No medication teaching
O-Increased patient satisfaction scores
In Inpatient Rehabilitation, will a teach three-ask three medication teaching versus no medication teaching, increase patient satisfaction scores relating to medication knowledge?

Evidence

Utilizing a “teach three, ask three” education method, patients showed a significant improvement on remembering side effects of medications (Ahrens et al., 2013).
Providing informational handouts of medications improved HCAP scores (Jones et al., 2016).
Teach back is an effective way to evaluate how well the patient is learning education taught by health care providers (Tamura-Lis, 2013).

Implementation

Educated 32 staff RNs on the “teach three-ask three” method via TLC learning activity
The nurse asks three questions, and then instructs the patient to “teach back” to him/her
What medication are you taking? What does this medication do? What is a side effect of this medication?
Notecards printed and secured to computers in each patient room with questions to prompt the nurse
Pre-data collected from FY 18’s first quarter’s Press Ganey scores

Outcomes

The Press Ganey question – nurses’ instructions related to homecare and medications
Pre data was from Quarter 1 of FY 18
Implementation was Quarter 2-3
Post data was from Quarter 4
6KS increased by 8%
7KS increased by 3.5%

Data

Press Ganey Percentages

Conclusion

Press Ganey scores post-intervention revealed scores above 90%
Patient satisfaction increased in regards to medication teaching, proving to support the PICO question

REFERENCES