Curriculum-Based Patient Education Program for Spinal Cord Injury Patients

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DISCLOSURES

- This continuing education activity is managed and accredited by Professional Education Services Group. Neither PESG nor any accrediting organization supports or endorses any product or service mentioned in this activity.

- PESG Staff and the Program Planning Committee have no financial interest to disclose.
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Objectives

• Analyze the steps utilized to design, implement, and evaluate a curriculum-based interdisciplinary educational program for patients newly diagnosed with a SCI enrolled in our rehabilitation program.

• Describe the strategies used to combine the knowledge and skills of an interdisciplinary team to develop the education program.

• Discuss the benefits of utilizing a curriculum-based educational program to improve SCI patient outcomes.
Program Goal

To develop an interdisciplinary education program to improve health outcomes in patients with SCI by creating a culture of continuous learning.

- Design
- Implement
- Evaluate
Why Patient Education?

- Empower Patient
- Increase patient and caregiver participation in the rehabilitation process
- Smooth transition to the home and community setting
Program Implementation Strategies

- Program Needs Assessment
- Literature Review
  - Patient Education in SCI
  - Adult Learning Theory
- Work Group Committee
- Class Planning
- Teaching Strategies
- Evaluation Tools
The purpose of completing the program needs assessment was to uncover the hidden needs of the previous Patient Education program.
Literature Review

- Advantages of patient education in SCI
- Curriculum-based education
- Adult educational strategies
- At least >80% of all articles were related to individuals with spinal cord injury.
Work Group Committee

- Nurses
- Physicians
- Physical Therapist
- Chaplain
- Social Worker
- Pharmacist
- Psychology
SCI Interdisciplinary Team
Duration of Program
Inclusion and Exclusion Criteria

**Inclusion Criteria**
- Newly diagnosed patients with SCI enrolled in the rehabilitation program

**Exclusion Criteria**
- Patients with Multiple Sclerosis
- Medically unstable patients
Class Planning

1. Optimal setting and time for the classes
2. Prioritize needs:
   • Must know
   • Good to know
3. Educational materials
4. Facilitators
The right setting and the right time!

Teaching success improves when the restrictions of the patient’s environment are considered.
Adult Learning Theory

- Practical
- Goal oriented
- Relevancy oriented
- Like to be respected
- Internally motivated and self-directed
- Bring life experiences and knowledge to learning experiences
Prioritizing Needs

- Must Know
- Good to Know
What do we need?

A planned educational experience....
# Patient Education Curriculum

## VA North Texas Health Care System
Spinal Cord Injury Center
Rehab Patient Education Curriculum

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Week 2</th>
<th>Week 3</th>
<th>Week 4</th>
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| **SCI Anatomy and Physiology**  
  - Yes, You Can! Ch. 1; pg 1-6  
  - Level of injury  
  - ASIA Score  
  - Difference between complete and incomplete injuries  
  - Upper Motor Neuron/Lower Motor Neuron Injuries  
  - Recovery | **Bladder Management**  
  - Yes, You Can! Ch. 6; pg 35-40  
  - The Urinary System  
  - Changes in bladder function after SCI  
  - How to empty your bladder after SCI  
  - Managing your bladder  
  - Avoiding infections | **Skin Management**  
  - Yes, You Can! Ch. 2; pg 7-18  
  - Skin Care  
  - What skin does  
  - Positioning and turning  
  - Preventing Injuries  
  - Potential hazards to skin | **Psychosocial Adjustment**  
  - Yes, You Can! Ch. 3; pg 121-177  
  - Psychosocial Adjustment Coping Strategies  
  - Intimacy & Sexuality  
  - Mental Health Conditions  
  - Depression and Anxiety  
  - Pain |
| **What is Rehab?**  
  - Frequency, duration and number of therapies offered  
  - What each therapy discipline does for the patient  
  - Reviewing of patient goals  
  - Rehab communication board – what it's use for and why  
  - Injury level of patient and typical outcomes in therapy  
  - Equipment education (wheelchair, transfer/ADLs) | **Bowel Management**  
  - Yes, You Can! Ch. 7; pg 41-45  
  - How the digestive system works  
  - Elimination after SCI  
  - Managing your bowel  
  - Elements of an effective bowel program  
  - Tips for a successful bowel program | **Respiratory Care**  
  - Yes, You Can! Ch. 4; pg 25-27  
  - Respiratory care  
  - Keeping your lungs healthy  
  - Respiratory problems  
  - Treating respiratory problems | **Medications**  
  - Yes, You Can! Ch. 9; pg 53-56  
  - How do drugs do what they do  
  - Drugs come in different forms  
  - Side effects  
  - Over the counter and Rx drugs  
  - What does your Rx say?  
  - Refills/Renewals |
Curriculum-Based Education Approach

Patient and Caregiver Engagement

Shared Expertise

Systematic Approach
Teaching Methods

Patients have different learning styles, consider using different teaching methods
Visual learner

- Illustrations
- Posters
- PowerPoint presentations
- Brochures
- Practical skills demonstration
Auditory Learner

- Group discussions
- Brainstorming sessions
- Repetition of important points
- Questions and Answers
Kynesthetic Learners

- Hands-on
- Touch
- Return demonstration
Teaching Resources

- Lectures
- One-on-one discussion
- Visual Aids: Posters
- Printed material: Brochures
- Audiovisual material: PowerPoint Presentations, videos
- Posters
- Demonstration
Interactive Lecture

• Effective for any type of learner
• Supplement other types of teaching
• Helps to develop listening abilities
• Opens the opportunity for discussion
One-on-One Discussion

- Individualized
- Effective for focused topics
- Offers the opportunity for questions
- Effective for clarification
- Excellent for immediate feedback
Audiovisual Aids

• Can add interest and stimulation
• Effectively support lectures
• Facilitates learning
• Supports consistency
• Easy to make, reproduce, and update
Demonstration

- Preferred method by kinesthetic learners
- Exposes the need of clarification
- Offers the learner the opportunity to master skills
- May take longer than other teaching strategies
- Gives the learner the opportunity to participate
Evaluation Tools

- Did learning occur?
- Were the objectives met?
- Were the teaching methods effective?
- Does the education provided need to be reinforced?
Results

Patients' Progress

- Patient A
- Patient B
- Patient C

Pre-test
Post-test
Challenges to Program Implementation

- Provider buy-in
- Time allocation and physical space
- Provider shortage
- Lack of confidence in ability to teach
Summary

The success of a patient education program requires:

- A patient-centered educational experience
- Coordinated efforts of an interdisciplinary team
- A systematic approach using multiple teaching strategies
- Evaluation of program effectiveness
Education Sessions
Participants
Questions
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References