

Recognizing Teach-back
Short description
Students recognize the right way of using the teach-back method in a short conversation/ roleplay.
Duration: 15 minutes
Learning goals
The student applies the teach-back method correctly.
Materials
A printed version of the 8 questions Optional: start with slides about feedback
Instructions
Introduction: The teach-back method checks if the physiotherapist provided understandable information. You are aware of the importance of the teach-back method. Do you recognize the right way of checking if your explanation during client education was clear and understandable for your client? Which of the 8 questions are formulated correctly and which are formulated incorrectly? <ol style="list-style-type: none">1. I have explained a lot, and I want to check if I have been clear. Can you repeat in your own words what I have told you?2. Did you understand? Can you repeat what I explained then?3. I have explained to you how to lift a heavy object. That might have been complicated for you. How and when will you lift differently, and why?4. I tried my best to explain everything clearly to you. Was I successful from your perspective?5. I have explained to you how to use the inhaler. I would now like to ask you to tell me in your own words how you will use the inhaler. That way I can see if I was clear enough.6. Just to check that I haven't given you too much information. Can you remember what I told you about the cause of your sleeping problems? (...) And about the online course? (...) And do you also remember what your insurance covers? (...) = the other person answers

7. Many people get dizzy at this point. I want to check that I have told you correctly, what you need to arrange to apply for these aids. When your husband asks you later what you must do, what will you tell him?
8. Before you go home, I would like to know whether I have explained the exercise you will do at home properly. Can you show me?

Reflection

As a physiotherapist, it is very important to use the Teach-back method in the right way. It contains 2 elements:

1. You want to check if **you explained it right**, so use the word 'I' in the first sentence (I want to check if I explained it well enough)
2. Then you ask your patients to repeat what you have said to them in their own words.

Tips for supervisors

Answers:

Correct: 1, 5, 7, 8

Incorrect: 2, 3, 4, 6

References

Lectures:

- General communication skills
- Providing information

Formulating teach-back	
Short description	
	Students use plain language and give each other feedback on using the teach-back method in a short conversation/ roleplay
Duration: 15 minutes	
Learning goals	
	<p>The student</p> <ul style="list-style-type: none"> • provides information in plain language • uses the teach-back method
Materials: None or perhaps start with slides about plain language	
Instructions	
	<p>Introduction: You are aware of the importance of using plain language. Do you recognize when another student is using plain language or more difficult language when providing information to a client with LHL? You are also aware of the importance of the teach-back method – to check if the physiotherapist provided understandable information.</p> <p>Students prepare a short explanation about a diagnosis or treatment (5 minutes maximum). Explain that it doesn't matter if the explanation is not fully correct. It is important to try to provide information in plain language in this exercise, but the focus is on using the teach-back method correctly.</p> <p>Groups of 3-5 students.</p> <p>Student 1: provides information and uses the teach-back method.</p> <p>Student 2: plays a client with LHL.</p> <p>The other students are observers: <i>literally write down the words used by the physiotherapist during the teach-back method.</i> Afterward, we will check what went well and what can be improved.</p> <p>Stop the role-play when the physiotherapist has used the feedback method and when the client has returned what was understood.</p> <p>The observers analyze what they wrote and give the physiotherapist feedback on how the teach-back method was used.</p>

<p>The physiotherapist gets a retake (when necessary) to ensure success. Continue until successful or recite briefly. When success is reached: the next student can practice.</p>	
Reflection	
<p>As a physiotherapist, it is very important to use the Teach-back method in the right way. It contains 2 elements:</p> <ol style="list-style-type: none">1. You want to check if you explained it right, so use the word 'I' in the first sentence I want to check if I explained it well enough2. Ask your patients to explain you have said to them in their own words.	
Tips for supervisors	
<p>Teach back is about checking whether the physiotherapist explained everything in an understandable way. It is not about checking the patient! The focus is on the capability of the physiotherapist! Ask the students: Why would it be important to 'blame' yourself in case of any non-understanding.</p>	
References	<p>Translated and adapted from assignment Com-in Actie project 2021 Lectures:</p> <ul style="list-style-type: none">• General communication skills• Providing information

Roleplay Teach-back COPD / Diabetes/ Arthritis
Short description
<p>Communication skills lesson: role-play and observation.</p> <p>Training in communication skills:</p> <ul style="list-style-type: none"> • create a shame-free environment • verbal and non-verbal • active listening • encouraging patients to tell what they understand and to ask questions • encouraging patients to ask questions
Duration: 30 minutes
Learning goals
<p>The student:</p> <p>shows effective communication techniques</p> <ol style="list-style-type: none"> a) makes contact and creates a shame-free environment b) identifies the level of HL c) shows how to use teach-back
Materials
<ol style="list-style-type: none"> 1. Reflection tool: Providing Information and Teach-Back 2. Role descriptions for the patient: e.g., Mrs. / Mr. Idrisi COPD, Eva/Adam, Mrs./ Mr. Soundos
Instructions
<p>You will learn how to use the Teach-back method after you have given information to a patient with limited health literacy.</p> <p>You will learn:</p> <ul style="list-style-type: none"> • how to create a shame free environment • how to recognize signals of limited (health) literacy • how to use the Teach-back-method • how to use verbal conversation skills such as: active listening, plain language, normalization and asking questions. <p>Group size: 3-4 students. Every round, another student is playing a different role.</p> <ul style="list-style-type: none"> • <u>Student 1</u> demonstrates the Teach-Back-method (after a role-play about giving Information about a diagnosis or about an Exercise or about Shared decision) • <u>Student 2</u> plays the role of the patient with limited Health Literacy • <u>Students 3 and 4</u> fill in the reflection tool.

Preparation

1. Repeat all the information about Teach-back (see lectures)
2. Students select items from reflection tool

Reflection

Give feedback after each student finishes his/her part.

1. The student who plays the physiotherapist describes what went well and then what to do better next time.
2. Then the observers give their feedback.
3. And to conclude the client gives feedback.
4. The physiotherapist summarizes the main (3) feedback where to focus on next time.

In case there is enough time, the physiotherapist can show the part again with a focus on the 1-2 feedback points. An observer can have the role of a 'film director' and gives directions when the physiotherapist does not focus on the feedback points. The aim is that the physiotherapist demonstrates the feedback point(s) in the right way this second time.

Compare your self-assessment and peer assessment, reflect on, and write down which three points you want to continue and which three points you can still improve and want to do better next time. Formulate new learning goals and a plan of action.

Processing after the lesson

Practice the Teach-back method with someone who has limited HL or plays a client with limited HL. When you are the therapist make a video of this conversation, if possible and evaluate your introduction with the video observation tool.

Your peers (client and observer) will also give you feedback by filling in the video observation tool.

Compare your self-assessment and peer assessment, reflect on, and write down which skills you are satisfied with and which skills you can still improve. Formulate new learning goals and a plan of action.

Tips for supervisors

- Teach-back is a way to check for understanding.
- The important thing is to make sure that the **responsibility for communicating clearly is firmly on the physiotherapist** and that it is not a test of understanding of the patient or the client.
- After explaining a plan, concept, or diagnosis, ask the patient to explain in their own words, **to check if you have explained it in the right way.**

Other options for Teach Back:

- "We have been talking about quite a few different things, and I have given you exercise instructions. Would you mind explaining/saying it back to me so that I know if I was clear.
- After you leave this visit, I know that your wife's going to ask you what happened today. What are you going to tell her?"

- “Would you please show me how you’re going to do the exercise, so I know if I was able to make it clear?”
- “I want to make sure that I explained things clearly. Can you explain to me...?”
- “I realize we have just talked about a lot, and I want to make sure I did not forget anything. How would you tell me what you have heard for our next steps?”

Teachers’ manual: How to work with a simulation patient (role-player)

Reflection tool: Students can choose items from the reflection tool to focus on in the role play. Or which theme should be addressed in the reflection.

Items that can be used specifically for this exercise:

Fostering the relationship:

- Patient is greeted in a manner that is personal and warm (e.g., asks how the patient likes to be addressed, uses patient’s name).
- Encouraging patients to ask additional questions.
- Consider working with a (professional) interpreter, if necessary.

Providing information:

- Speaking slowly and in short sentences.
- Using plain, understandable, non-medical language
- Showing or drawing pictures.
- Using nonverbal communication to support the given information.
- Limiting the amount of information provided and asking the patient to repeat it.
- Checking if the patient understands the information (teach back, show me, chunk, and chunk techniques, ASK me 3).
- Pausing after giving information with intent of allowing patient to react to and absorb the given information.
- Judging appropriateness of written health information for patients with limited health literacy.

Responding to emotions:

- Openly encouraging or is receptive to the expression of emotion (e.g., through use of continuers or appropriate pauses (signals verbally or nonverbally that it is okay to express feelings).
- Recognizing emotional expression.
- Identifying, verbalizing, and accepting feelings.
- To elicit and be open-minded for patients’ concerns and needs and explore taboos with them.

Confidence:

- Adjust your communication and patient educational skills to patients with limited health literacy.
- Engage with the patient in a personal though professional way.
- Identify and gather adequate information from patients with limited health literacy.
- Provide clear information to patients with limited health literacy.
- Respond to verbal and nonverbal emotional expressions.
- Create a shame free environment for patients with limited health literacy.

References

Lectures:

- General communication skills
- Providing information