CONSIDERATIONS:
1. Studies show that patients forget or misunderstand the instructions given them by their healthcare providers more than half the time.
2. After teaching a topic, the clinician asks: “Do you understand? Do you have any questions?” If the patient indicates understanding and no questions, learning is assumed and “verbalized understanding” is documented. Studies show that this method does not evaluate learning.
3. Three more effective ways of evaluating learning are:
   a. Teach-Back method
   b. “Return Demonstration” method
   c. Measurement of behavioral change
4. Teach-back is a way to confirm that you have explained to the patient what the patient needs to know in a manner that the patient understands. Understanding is confirmed when the patient can explain back what you taught. Teach-back:
   a. Is not a test of the patient, but of how well you explained the concept
   b. Re-enforces what was taught because the patient has to put the teaching into own words
   c. Turns the patient from passive receiver into involved participant in the teaching-learning process
5. Return demonstration is a variation of the teach-back in which the patient performs the skill that the clinician taught, enabling the clinician to evaluate how well the patient follows the correct steps.
6. Measurement of behavioral change is verifying learning by using the outcome goal of the teaching as the evaluation indicator.
   a. For example, if the goal of diet teaching is to achieve blood glucose control, a documented return to target blood glucose levels over time is a good indicator of dietary behavioral change
   b. Keeping diaries and charts of measurements can become a self-rewarding process

EQUIPMENT:
Diary: Chart or record of measurements, for behavioral change method

PROCEDURE:
1. Teach-Back Method:
   a. Teach a “chunk” of a topic, just 2 or 3 points
   b. Say something like:
      i. I want to see how well I explained .... Pretend I am the patient and you are the clinician. What do I need to know about...
      ii. How would you explain what I just told you to your family member/friend
      iii. Tell me what you know about....
      iv. How would you explain that to....
   v. How would you know if....
   vi. Show me how you would....
   vii. What would you do if....
   viii. Who would you call if....
   ix. How confident are you, on a scale of 1 to 10 that you can....
   x. How confident are you, on a scale of 1 to 10 that you will....
   c. Reinforce accurate responses
   d. If the patient’s response indicates lack of understanding:
      i. Clarify misinterpretations or gaps
      ii. Ask for teach back
      iii. If patient still doesn’t understand, reassess patient to better individualize teaching for this learner

AFTER CARE:
1. Document in patient record:
   a. Topics taught
   b. Use of teach-back
   c. Patient’s response
2. Use insights from teach-back to better individualize teaching to meet the needs of this learner.

REFERENCE: