

NEWS FOR TODAY'S HEALTHCARE EDUCATORS



WISCONSIN SOCIETY FOR HEALTHCARE EDUCATION AND TRAINING

www.wishet.org

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In This Issue—

Spring Workshop-*Sign Up Today!*

Meet WISHET board members.

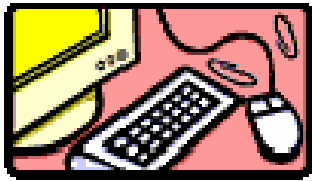
Hot Topic-SBAR

Promote your Education and Training Programs

Develop a Health Literacy Competency.

Editor's Excerpt

By Carol Aslesen



A new year is a time to “clean out the old and bring in the new.” Personally, I am happy to report that I entered the new year with two beautiful, sweet, charming, daughters-in-law. Our youngest son, Ben and his wife, Kiara will be celebrating their first anniversary in March. And we rang in New Year Eve with Andrew and Jenny’s wedding in Sun Prairie.

At work, I started the new year by freeing myself of some “inherited baggage,” pharmaceutical re-sponsored noon lunch and learn events. From 12-20 nurses and other employees liked this venue for learning about new medications and enjoyed the free lunches about twice a month. However, I felt that more provider support was needed, since they write the prescriptions, and usually only one or two providers attended. To confirm the lack of interest, I polled them and as a result, announced that I would no longer be scheduling lunch and learns. (One “busy work” task removed from my list!) Hmmm—why hadn’t I done this sooner?

What’s on your list that needs to be examined for its value and benefit? Do you want to get your

programs noticed more within your organization, implement a new communication technique, or develop a new competency? Read on for some fresh ideas.

WISHET Spring Workshop/Networking Day

March 16, 2007

**An Intelligent Guide to Evidenced Based
Practice and How You Can Succeed**

Hosted by Beaver Dam Community Hospital

Agenda

- 0830-0900 Registration/snacks
- 0900-1100 Speaker: Heather Herdmann
- 1100-1200 Small work groups, ideas of how to implement and meeting of the minds on morning topic
- 1200—1245 Lunch (cafeteria)
- 1245-1345 How to effectively model education at my facility
- 1345 -1400 Closing and optional tour of the new hospital

**Anyone who is willing to share job descriptions or structure standards, please email these to Pat. She will create a CD resource to share with attendees.

Go to www.wishet.org for link to directions and flyer. To register, contact Pat Trapp: Phone: (920) 887-5977 or Email: ptrapp@bdch.com

Meet the Board



President Elect, Pam Smits, RN, BSN, BSE

I graduated with my BSN in 1993, and have been working in my current position, as Nurse Educator at Park View Health Center in Oshkosh, since 1994. Prior to my nursing degree, I obtained a BS in Education. In addition to my full-time position, I am adjunct faculty at Fox Valley Technical College where I teach CNA classes. Teaching has always been my passion. One of the things I believe is that as educators, we not only need to teach the necessary technical information and critical thinking skills, but we must also try to incorporate things such as self-respect, self-confidence, and self-esteem (without these, learning is much more difficult).

Park View is in the process of building a new facility. The completion date is set for the end of this year. "Culture Change" and computerization are the two big challenges we face and need to tackle for education. This is exciting for me, but scary for the staff as some of you have already found out.

On the home front, I stay quite busy with my two dogs, Keeshonds named Chewie and Maxie, and two LARGE cats (weighing in at 21 and 22 pounds!) There is *never* a dull moment. Besides spoiling my pets, I also enjoy home remodeling projects, gardening, cooking, canning, running, walking, skiing (both cross country and downhill), biking, and non-fiction reading. I am just starting my first scrap booking project. I am also traveling more. I took my first cruise in November and recently returned from a weekend getaway to New York City. What a sheltered life I lead – New York City is **so** different and was filled with many "firsts" for me. So many people, so much traffic, so much noise, so many sirens, so many tall buildings with next to no green space, Broadway shows, the subway system... I thoroughly enjoyed my time there and will visit again, but thank goodness for my home in the country and my quiet little life – I am blessed.

Secretary, Shirley Frost RN, MSN

Shirley has been in nursing for 38 years, and is entering her third year as Director of Education at Berlin Memorial Hospital. She has been part of WISHET for two years. Shirley has been at Berlin Memorial Hospital for her entire career, beginning as a staff nurse in Med/Surg, OB, and Emergency. She has filled roles as a shift supervisor, head nurse, manager of a medical unit and the Family Birth center. In 1995, she became Director of Patient Services, which included an education component. In 2004 she moved into the Director of Education position.

Shirley reports, "The best part of being a member of WISHET is the networking with other educators. In a small hospital, many of us wear a number of hats". It's difficult to keep up with the newest trends and information. I enjoy the conferences where expertise and best practices are shared. I have taken information back to my hospital and implemented changes based on the information.

My goal as WISHET secretary is to become more familiar with other members of the board and bring my former "management" perspective to the meetings.

I have been happily married to Richard for 38 years. He is a grand master at cribbage. We like to travel throughout the United States following the cribbage tournaments. We generally make a vacation out of it. I have two daughters who are married to wonderful young men. One lives in Waukesha and the other in Cottage Grove. I have one four year old grandson, "Trevor" who is the light of my life. I enjoy reading, walking, embroidery and traveling. I am looking forward to retirement and am easing into retirement by working part time in my current position. I am currently finding more time now to get those things done at home that I have been putting off for years."

SBAR Communication Technique

By Carol Aslesen

The SBAR (Situation-Background-Assessment-Recommendation) technique provides a framework for communication between members of the healthcare team about a patient's condition. SBAR is an easy-to-remember, concrete mechanism useful for framing any conversation, especially critical ones, requiring a clinician's immediate attention and action. It allows for an easy and focused way to set expectations for what will be communicated and how between members of the team, which is essential for developing teamwork and fostering a culture of patient safety. SBAR was developed by a Patient Safety team at Kaiser Permanente of Colorado, lead by Dr. Michael Leonard. It has been widely adopted by other health systems.

Several tools are available online to help you implement SBAR. Visit the Institute for Healthcare Improvement website: www.ihl.org. When you download this, you will find two documents. The document, "SBAR Report To Physician About A Critical Situation," is a worksheet/script that a provider can use to organize information in preparation for communicating with a physician about a critically ill patient. The document, "Guidelines for Communicating with Physicians Using the SBAR Process," explains how to carry out the SBAR technique in detail. You will notice that both the worksheet/script and the guidelines use the physician team member as the example; however, they can be adapted for use with all other health professionals.

The pathway to find these tools is: www.ihl.org/. Click on topics, patient safety, safety, general, tools. Scroll down to the file titled "SBAR Technique for Communication: a Situational Briefing Model." To access files on this site, you must be a registered user. Registration is free. The Institute for Healthcare Improvement (IHI) is a not-for-profit organization leading the improvement of health care throughout the world. IHI was founded in 1991 and

is based in Cambridge, Massachusetts. Its work is funded primarily through fee-based program offerings and services, and also through organizational and individual support.



Twelve Ways to Promote Your Training Programs

Submitted by Pat Trapp

Even within your own organizations, you can find yourself competing for time and attention for the programs you provide. Here are 12 ways you can promote a training program to employees and get it noticed by upper management for the positive contribution it makes to the organization. How many of these have you tried?

1. Advisory Groups — Invite a small group of learners to assist in promoting utilization and to lend their feedback on the training program. Invite a group of experts from different organizational units to serve as a resource for the training department. They can assist in identifying training needs, designing programs, and suggesting improvements.

2. Announcements — These don't need to be more than a paragraph or two to inform and remind users about available courses. Announcements fill the gaps between newsletters.

3. Awards — Establish your own training department awards for your users. Awards can be based on training successes. Present certificates, trophies, and plaques, and publish the names of award winners. Recognize a user who has improved their work unit as a result of training. Success stories can be the basis of selection. Award programs help demonstrate how training makes a difference.



4. Brown-Bag Lunches — Lunchtime programs are a great informal way to build interest and participation. Have your learners bring their lunches and simply supply soft drinks or other beverages. Feature guest speakers, success stories, certifications, or new features of your program as the focus of each event.



5. Bulletin Boards — Place flyers, brochures, and announcements on bulletin boards. They are highly visible. Don't let them get stale.

6. Contests — Sweepstakes, lotteries, giveaways, ... anything that encourages people to participate (even if their motivation is to win a prize) can help generate visibility and increase the number of people actively using training. Offer incentives or special recognition to the training staff for performance improvement or simply for courses completed. Once people get in the training habit, they are likely to continue using it.



7. Course Material Pack — Combine information about your course offerings into one packet or email that can be easily distributed to new users.

8. Direct Marketing — Email selected information to individual departments, HR, IT, etc. For example, let your IT people know that Oracle 10g training is now available. Make sure your announcement will catch the eye of your intended audience. New opportunities in information technology make direct marketing more effective. Use all the technology your organization has to offer to get the message out: email, Intranet web sites, bulletin boards, etc.

9. Email Address — Ask your email administrator to create a special email group address for your "Training Staff." It simplifies contact with your users.

10. Grand Opening — Create a special event for the unveiling of new programs, services or facilities. Hold an Open House. Invite high ranking organizational leaders. Consider making this an annual event.



11. Increase Your Visibility

Volunteer for special committee work, task forces; help organize facility events. When users know you, they will be more likely to come to you with suggestions and for guidance.

12. Logo — A logo can create an immediate, identifiable association with the training department. A logo identifies you to your target markets and conveys the message you wish to promote. In most instances a variation on the organization logo would be most appropriate. Include a tag line with your logo for more effect. Place this one-line message about your training philosophy on the bottom of letters, memos and brochures. Use available space to continuously present a consistent training message.

Pat Trapp is a Staff Educator at Beaver Dam Community Hospital and WISHET Past President. Source: [MindLeaders](#), an e-Learning Producer Partner. The next newsletter will offer more ideas.



Never iron a four-leaf clover, because you don't want to press your luck.

~Author Unknown

If a man who cannot count finds a four-leaf clover, is he lucky?

~Stanislaw J. Lec



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Health Literacy Education Promotes Clear Communication

By Carol Aslesen

Imagine for a moment that you are a patient who has trouble understanding written or verbal instructions. You may go home from a clinic visit not knowing when your next appointment is scheduled, or that you should take medicine on an empty stomach, or what the consent form you just signed really says. These are not rare situations. Almost half of the U.S. adult population has limited literacy skills, according to a 1992 U.S.

Department of Education survey. And for those people, the ability to read, understand, and act on healthcare information, or *health literacy*, is even more difficult, because medical terminology is specialized language.

Our patient care staff are challenged daily to provide education about medications, treatments, and medical care in a manner that will be understood and retained by the patient. One key to success is identifying each patient's level of health literacy and tailoring teaching methods appropriately.



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Last year, the Franciscan Skemp Nursing Council asked the Patient Education committee, of which I am a member, to develop a *Patient Education Competency* for nursing staff. We began by surveying nursing staff. They were asked to rank nine items in two ways: what was most important for patient education and what they felt least proficient in. The item which nurses ranked as most important *and* that they felt least proficient in was this: "Determines patient's ability to read, understand, and act on healthcare information," which is the definition of health literacy. We found an excellent resource to provide the education upon

which to build the competency; a video and study guide published by the American Medical Foundation. Although originally developed for physicians, the information is useful for all who provide patient care and teaching. The 26 minute video, "Help Your Patients Understand," highlights real patients with limited literacy skills; a patient who misunderstands the term hypertension, a woman who did not know she signed a consent for a hysterectomy until after the procedure was done, and a man who was uncooperative to hide his illiteracy. The study guide includes case discussions and a 10 question quiz, and a list of resources for learning more about health literacy.

Our group created a *Health Literacy Education Module*, consisting of the video, discussion questions, pre- and post tests, and evaluation form. The Module can be checked out of the health science library and used by groups or individuals. We introduced the *education* in early 2007, and plan to introduce the *competency* the second half of the year, after staff have had a chance to apply what they learned. Nurses will choose between a peer-evaluation/demonstration of skills and a self-evaluation competency. The competency consists of 10 questions that are either met or not met, along with space for comments.

For more information about the AMA's Health Literacy Initiative, visit the web site: www.amafoundation.org.

For a copy of the FSH Health Literacy Competency questions, contact Carol at aslesen.carol@mayo.edu

**May your blessings outnumber
The shamrocks that grow,
And may trouble avoid you
Wherever you go.**



~Irish Blessing

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(WISHET), is published quarterly. Our mission is to contribute to and promote excellence in healthcare education and training through communication and accessible, cost effective educational programs resulting in personal and professional growth. Newsletter submissions are welcome. Email articles to the newsletter editor.

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