Stroke Education: Developing Creative Teaching Strategies

Donna Wilson, RN, DNP, APRN-BC, CNRN
Clinical Nurse Specialist
Donna Wilson, RN, DNP, APRN, ACNS-BC
Stroke Education: Creative Teaching Strategies

FINANCIAL DISCLOSURE:
No relevant financial relationship exists
Objectives

• Discuss the significance of stroke education to health care providers and it’s importance in emphasizing quality care for stroke patients.
• Review successful evidence-based teaching strategies on stroke education used nationally.
• Discuss teaching endeavors used in current practice.
Stroke Outcomes for Effective Education

- Improvement of care to stroke patients and families.
- Application of a successful stroke educational model.
- Successful collaboration among disciplines.
Challenges

• How do we effectively provide education that maintains our health care team’s interest level?
• What are barriers to learning?
• How do we overcome?
• What are some successful teaching strategies used by other hospitals?
Successful Initial Steps

Develop a stroke educational framework.

◊ Identify key elements of care.
◊ Define levels of knowledge & skills.
◊ Stroke competency toolkit.

Watkins (2012)
What are the Newest Strategies Used Most Effectively?

- Interprofessional education (IPE).
- Simulation.
- Game-based learning.
IPE Literature

Catangui & Slark (2012)

- Developed a conceptual framework.
- Three day stroke education initiated by all disciplines.
- Addressed hyperacute, acute, and rehabilitation including palliative care.
- Used a variety of educational strategies
Read & Palmer (2013)

- Practice Development Initiative: Patient-centered approach: Emphasized holistic thinking and clinical skill development.
- Developed two day course on both the communication and psychological challenges in stroke care.
- Used patient stroke survivors who had aphasia.
- Required completion of practice skills: e.g. cognitive assessment.
Jones, Waters, Benson, Jones, Hammond, & Bailey (2012)

- IPE training curriculum developed to focus on stroke self-management program.
- Eleven professions received education.
- Results demonstrate that the greatest change in practice was observed in the in-patient rehabilitation unit.
Catangui (2015)

- Interdisciplinary stroke program to develop nurse competencies titled, “Specialized Stroke Nursing Program” (SSNP)
- Learning needs assessment guided the curriculum development.
- 600 attendees at time study published.
- Nurse driven education emphasizing teamwork and specialized care.
Simulation Literature

Freeland, Pathak, Garrett, Anderson, & Daniels (2016)

- Simulation mannequin used to demonstrate competency in nurses for assessment of swallowing screening.
- Used standardized patients for the actual water screen.
- Improvement in performance was noted.
Simulation Literature

Frallicciardi, Nowicki, & Abbott (2015)

- Curriculum used simulation cases to increase knowledge & performance in ED interns.
- Two part curriculum:
  1. American Heart Association NIH Stroke Scale
  2. Stroke simulation cases
- Results: Time to head CT and ordering of tPA improved at end of curriculum.
Game-based Learning

- Used to reinforce new knowledge.
- Involves the learner in a “fun” way.
- Provides opportunity for immediate feedback.

Telner et al (2010)
Case Studies

- Enhance critical thinking.
- Improve decision-making.
- Widely used in clinical practice.
- Present cases to peers in staff meetings.

Thompson (2011)
“Real Life” Strategies

- Needs assessment.
- Development of a *Stroke Academy* for health care professionals.
- Stroke simulation to orientees.
- Emphasis on nursing certification: CNRN, NVRN, SCRN.
- Lunch & learn classes on stroke during stroke month.
“Real life” Strategies

- Interactive simulation using Jeopardy game.
- Annual stroke and neuroscience conferences.
- Speaker dinner conferences with invitations to staff.
- Ancillary staff intermittent teaching.
- Stroke packet on intranet.
- Annual education to all disciplines.
- Tracking of education electronically.
Summary: Stroke Steps to Success

1. Develop a framework of care that includes all disciplines with requirements for stroke education.
2. Identify stroke resources available in your hospital.
4. Develop requirements for all disciplines on a global perspective.
5. Conduct a needs assessment.
6. Develop a stroke score card.
7. Implement interactive teaching methods. Involve key members. Select those that have a “heart” and show compassion for stroke survivors.