PATIENT EDUCATION GUIDELINES

Goals:
To provide consistency in educational information among apheresis nurses.
- Establish and promote national standards for the nursing care of apheresis patients.
- Promote clinical excellence among apheresis nurses.
- Establish and promote national standards for the nursing care of individual and families require an apheresis treatment.

Patients require education (information) such that they can make an informed consent. This education should include the purpose of the procedure, risks involved with the procedure, and the side effects of the treatment. Education needs to be appropriate to the needs of the patient and family. Health care providers are accountable for appropriate assessment, plan, interventions and that evaluation will take place during the course of treatment of the patient. The health care provider therefore needs to assure that the information provided is at the patient and family’s level of understanding.

Patients need to participate in their care by expressing their learning needs. This will assist in the evaluation of the learning process. Special attention must be taken for patients with learning difficulties. Patients learn best with a combination of both verbal and visual information (Doak et. al, 1998).

Purpose:
- To provide informed consent
- To reduce anxiety in the patient and family
- To improve compliance with the prescribed treatments

Standard 1:
The apheresis nurse initiates patient education when a diagnosis requiring apheresis treatment is suspected or confirmed.

Apheresis Nurse will:
1. Provide health care information to assist patients to coping with the diagnosis and prescribed treatments.
2. Work collaboratively with all health care team members to provide patient education.
3. Assess the patient to determine their personal educational needs with respect to apheresis treatment.
4. Collaborate with the patient in identifying learning needs, developing a learning plan and identifying outcomes for learning.
5. Apply principles of teaching/learning theories in the process of planning teaching and evaluation the learning experience.
6. Assess available teaching resources for accuracy, readability and cultural sensitivity before using or recommending the resources.
7. Adapt the teaching/learning process considering the level of understanding literacy preference for mode of learning, age, cultural and health status of the patient.
8. Evaluates the teaching/learning process and materials in collaboration with patients.
9. Documents the teaching and the patient response to teaching.
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The client will:

1. Play an integral role in determining what they need to know and how they can learn best.
2. Demonstrate self-care measures essential to personal safety and well being.
3. Demonstrate effective strategies for coping with the experience of being a client requiring apheresis.
4. Participate in the evaluation of the education provided.

References: