Table 2. RN Changes Pre- to Post-project Implementation in 11 Elements of Effective Teach-Back Using the Observation Tool18

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Element number | Did the care team member… | Status change counts from pre- to post-education | | p-value |
| 1 | Use a caring tone of voice and attitude? | - | 0 | 0.500 |
| N | 24 |
| + | 1 |
| 2 | Display comfortable body language,  make eye contact, and sit down? | - | 0 | 0.500 |
| N | 24 |
| + | 1 |
| 3 | Use plain language? | - | 0 | 0.0312\* |
| N | 20 |
| + | 5 |
| 4 | Ask the patient to explain in their own words what they were told to do about:   * Signs and symptoms they should call the doctor for? * Key medicines? * Critical self-care activities? * Follow-up appointments? | - | 0 | <0.0001\* |
| N | 7 |
| + | 18 |
| 5 | Use non-shaming, open-ended  questions? | - | 0 | <0.0001\* |
| N | 6 |
| + | 19 |
| 6 | Avoid asking questions that can be  answered with a yes or no? | - | 1 | 0.0059\* |
| N | 14 |
| + | 10 |
| 7 | Take responsibility for making sure  they were clear? | - | 0 | 0.005\* |
| N | 14 |
| + | 11 |
| 8 | Explain and check again if the patient  is unable to use teach-back? | - | 0 | 0.0156\* |
| N | 3 |
| + | 6 |
| 9 | Use reader-friendly print materials to  support learning? | - | 0 | 0.0002\* |
| N | 13 |
| + | 12 |
| 10 | Document use of and patient’s  response to teach-back? | - | 0 | 0.0010\* |
| N | 3 |
| + | 10 |
| 11 | Include family members/caregivers  if they were present? | - | 0 | 0.500 |
| N | 5 |
| + | 1 |

*Note: Status represented as ‘-’ for negative changes (element was present pre-education observations but not post-project implementation); ‘N’ for neutral (element was present pre- and post-project implementation); and ‘+’ for positive changes (element was not present pre-project implementation but present post-project implementation). “NA” status changes were omitted.*