

WebQuest on Patient Education
Assignment #4
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Introduction

Patient education and preventive medicine efforts are means by which clinicians can improve an individual's or an entire community's health. These efforts can be incorporated before, during, or after a disorder has been diagnosed. The ultimate goal is to prevent disease. However, once a disease has been diagnosed, the goal is to empower the patient to partner with the healthcare provider in their care and management.

This small group assignment will provide students with an opportunity to identify the myriad of entities within the health education delivery system which influence decisions about accepting health information, changing unhealthy lifestyles, and promoting lifelong wellness. There are many obstacles to maintaining and improving our health, therefore, health involves our entire being and is not just a matter of repairing broken parts.

Task

Group Presentations: Strategies for Prevention

Using the internet as the sole educational resource for this assignment, students will sign-up in groups of 6 for this project and will be required to provide an hour to one-hour and fifteen minute presentation of selected common disease states utilizing *one* of the following 3 educational formats:

A. Role play/Skit

An outline of the script for the presentation must be submitted for preapproval in a timely manner prior to the presentation. At the time of presentation, the group will submit, a typewritten copy of the role play/skit script to the course master.

B. Videoclip

An outline of the script of the video must be submitted for preapproval in a timely manner prior to the presentation. At the time of presentation, the group will submit, (in some type of binder), a copy of the video to the course master.

C. Powerpoint

An outline of the presentation must be submitted for preapproval in a timely manner prior to the presentation. The presentation should include a sufficient amount of visuals in order to enhance patient understanding.

At the time of presentation, the group will submit, (in some type of binder), a typewritten copy of the powerpoint slides to the course master.

*****Those students utilizing the roleplay or videoclip educational strategy may also supplement with a creative classroom activity (ies) to reinforce the pertinent educational concepts.**

COMMON DISEASE TOPICS (NOTE: From the body system/practice area, each group will consist of 6 students.)

Group 1: Endocrine: Diabetes Mellitus, type 2

Group 2: Cardiovascular System: Coronary Artery Disease

Group 3: Gastrointestinal System: Helicobacter pylori

Group 4: Musculoskeletal System: Rheumatoid Arthritis

Group 5: Integumentary System: Skin Cancer

Group 6: Neurological System: Cerebrovascular Disease

Resources

General Preventive Strategies

1. <http://familydoctor.org>

AAFP's new patient education web site with Health Info Handouts, Health Facts, and Self-Care Flowcharts excerpted from the AAFP Family Health and Medical Guide.

2. <http://nhic-nt.health.org> National Health Information Center

Helps the public locate health information by referring questions to appropriate resources. Also prepares and distributes publications and directories on health promotion and disease prevention.

3. <http://www.americanheart.org> American Heart Association

Offers a number of consumer-oriented fact sheets on diseases, conditions, treatments, recovery, and prevention (including the roles of nutrition and exercise). Addresses both heart disease and stroke.

4. <http://www.arthritis.org/> National Arthritis Foundation

Contains valuable information about what the foundation is doing in terms of arthritis research and the latest developments. Provides many valuable health links for various rheumatological entities.

5. <http://www.helico.com> Helicobacter Foundation

Dedicated to providing the latest information about H.pylori and its diagnosis, treatment, and clinical correlations.

6. <http://www.cancer.org/> American Cancer Society

Highlights recent research, statistics, publications, and prevention, making it a good site for patients and families afflicted with cancer. Provides a multitude of search options for various cancers.

7. <http://www.stroke.org/> National Stroke Association
Promotes national awareness of stroke risk, supports and encourages stroke survivors and their families, builds a national network of community based chapters, and sponsors research.

8. <http://www.aadenet.org/> American Association of Diabetes Educators
The AADE is a multidisciplinary organization representing any an all health care professional who provide diabetes education and care. Web site includes links to research.

Process

A sign-up sheet for presentations will be posted as well as a schedule of the presentation dates. Each dramatization/presentation must be content & audience appropriate (i.e., appropriate for “patient” education) and cover the following basic information:

- i. description/basic pathophysiology
- ii. frequent signs & symptoms
- iii. causes
- iv. risk factors
- v. preventive measures
- vi. possible complications
- vii. general treatment measures
- viii. medications
- ix. impact of activity (if pertinent)
- x. impact of diet (if pertinent)
- xi. expected outcome(s)
- xii. notify the doctor’s office if

Evaluation

PATIENT EDUCATION IN CLINICAL PRACTICE GROUP PRESENTATION WEBQUEST ASSIGNMENT

GROUP: _____ DATE: _____

EVALUATOR: _____ GRADE: _____

There are 12 evaluation categories, each worth a maximum of 5 or 10 points. Use the following scale for your final grade:

- | | |
|----------------------------|----------------------------|
| A = excellent (90-100%) | D = below average (60-69%) |
| B = above average (80-89%) | F = unsatisfactory (< 50%) |
| C = average (70-79%) | |

9. _____ Promptness and attendance (5 pts)
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2. _____ Demeanor and dress as a professional **(5 pts)**
10. _____ Sufficient introduction of the general subject area and definition of important medical terms **(10 pts)**
4. _____ Ability to make a clear, complete and concise presentation regarding the clinical disease
who was the target audience?
what was/were the overall objective(s) of the presentation **(10 pts)**
5. _____ Thoroughness and accuracy of information presented utilizing the internet as sole resource **(10 pts)**
6. _____ Discussion of the disease: ability to highlight any relevant diagnostic clues that may be obtained from the patient history, physical examination or evaluation of pertinent laboratory data **(10 pts)**
7. _____ Ability to describe family involvement, general management, treatment tools and monitoring practices **(10 pts)**
8. _____ Ability to formulate a patient education plan (to include intervention in both the primary care and formal setting) **(10 pts)**
9. _____ Skill in relating to audience during the oral presentation **(5 pts)**
speak clearly
maintain eye contact with audience
use of social amenities
10. _____ Correctness of format, syntax, and grammar **(10 pts)**
11. _____ What was the overall design of the educational strategy (role play, videoclip, powerpoint) and was it utilized effectively **(10 pts)**
well-organized and structured

visual aids clear

12. _____ Ability to stay within time limit (5 pts)

Comments and suggestions for improvement:

Conclusion

Today's health care consumers are more curious and knowledgeable than in the past about personal health and the challenge of staying well. At the same time, increased access to the Internet and the subsequent explosion in publishing on the World Wide Web and commercialiation of the web have made it more difficult than ever to keep up with accepted standards, new discoveries, and trends in healthcare.

This exercise will allow students, utilizing a team approach, to evaluate health information from the World Wide Web and review its content critically.