

Guidelines for use of the Interdisciplinary Patient/Family Education Record (IPFER) in ECLIPSYS

Description:

The IPFER is used to document patient and family teaching by health care all disciplines. It is a tool used to communicate the status of patient/family education and learning on specific topics. It indicates the person taught, topic taught, teaching method used, learning outcome, and presence of barriers to learning. Teaching protocols on selected complex conditions are provided.

Policy:

1. The initial educational assessment of the patient is conducted by the RN and is documented on the Educational Assessment section of the Admission Assessment Form in ECLIPSYS. This provides baseline educational assessment. It must be completed within 24 hours of admission.
2. The IPFER is located in the Flow Sheet section of ECLIPSYS.
3. The IPFER is completed for each inpatient and ambulatory admission.
4. The IPFER is initiated with the first educational session after the Admission Educational Assessment.
5. Documentation on the IPFER continues throughout the hospital stay after each teaching episode. In behavioral Health, documentation on a given topic is entered at the time teaching first begins, and at the time learning is complete.
6. All clinical disciplines are required to document on the record as teaching is provided. The form is referred to daily, to help assess the status of the patients' learning needs.
7. Teaching sessions may occur at any time. Documentation may reflect learning that takes place in individual (1:1) teaching sessions, group classes, with audiovisual use, teaching to the patient and/or to the family. **'Family' denotes any person the patient regards as family and may be a friend.**
8. Nursing documentation of patient teaching concerning safety is placed in the ECLIPSYS Daily Nursing Assessment. It will consist only of the following:
 - safety issues and routine repeat instruction relative to the use of side rails
 - routine activity
 - safety in ambulating
 - instruction in maintaining ordered activity such as Bed Rest, OOB with assistance and similar daily physician/nursing orders
 - calling for assistance, use of the call bell, orientation to the unit, use of proper footwear, use of bed controls, room lights, etc.
9. All other patient teaching is documented on the IPFER.

10. Each portion of the record, from left to right, is addressed to each topic taught. These include: date of teaching, person taught, topic taught, method of teaching, learning outcome, barriers to learning.
11. The record is organized into sections which consist of:
 - Disease process, condition, health promotion and wellness, Treatments, procedures, pain management
 - Nutrition interventions and/or modified diets
 - Medications, including drug food interaction
 - Daily activities, safe and effective use of equipment, exercises and/or rehabilitation techniques
 - Available community resources and access, follow up information regimen, prescription for continued care.
12. Documentation of patient teaching is placed in each appropriate section. For example, teaching about CHF pathophysiology would be placed in the Disease Process section. Teaching about diet would be placed in the nutrition section.

Using the form:

A. Open Flowsheet, click on "Patient Education" form, the key appears at the top of the form.

B. Document the name of a resource used, the name of a translator, or other explanation/ description about the teaching or the learner not covered by the IPFER sections in the next portion of the form, as needed.

C. Teaching Protocol Section

- This section is used to document the use of Teaching Protocols. Teaching Protocols have text with topics commonly taught on a specific topic such as for Diabetes, HIV, Ostomy, etc.
- Enter the date.
- Enter the person taught, using the pop-up menu selection, or free text.
- Click on a blank line in the center of the Teaching Protocol Section. If no blank line is available, add a line by using Modify Form. A list of teaching protocols will appear. Choose the teaching protocol you wish to use. These are topics with preprinted objectives specifically pertaining to that topic.
- You may multi-select or select only one topic. Always select the name of the teaching protocol first. Then, select only those topics you taught at that teaching section. Be careful not to exceed line length.
- Enter the method taught, evaluation of learning, and presence of barriers to learning using the pop-up menus.

C. The subsequent portions of the form are divided into five sections:

1. Disease process, condition, treatment, pain management, health promotion and wellness
2. Nutrition interventions and/or modified diets

3. Medications, including drug food interaction
4. Daily activities, safe and effective use of equipment, exercises and/or rehabilitation techniques
5. Available community resources and access, follow up information regimen, prescription for continued care.

D. For each Teaching Session:

- Enter the date
- Enter the person taught, using the pop-up menu selection, or free text.
- Click on a section and a menu will appear. You may choose from the list of items or you may free text into the section.
- Enter the method taught, evaluation of learning, and presence of barriers to learning using the pop-up menus.