

Educator Checklist

Here is a list of specific strategies to help implement a patient-centered learning philosophy. Their effect is to create an environment in which patients feel respected and cared for and in which they are more likely to take an active role in their own care.

- Acknowledge each person by name. Make him/her feel welcome as soon as they enter the Diabetes Center, your office or other site of care.
- Create a fun, positive and nonjudgmental environment in which people feel safe.
- Use teaching methods that engage people and keep them as active as possible. The goal is for the patient to be physically, emotionally and intellectually engaged. This allows them to learn how to do things for themselves.
- Take time to LISTEN – it is healing and validating for people to simply be HEARD.
- Ask questions whenever possible instead of giving answers. OUR answers keep people passive. THEIR answers lead to insight and engagement. For example:
 - What did you see?
 - What surprised you?
 - What did you learn?
 - Why do you think that happened?
 - What will you do differently next time that situation comes up?
- In general, try not to do anything for a client that they can do for themselves – including averaging their own blood sugars, entering values on forms, etc.
- Interact individually with each person before class begins. Speak normally so others can hear. This allows everyone to learn from other people's experience. Schedule individual appointments to handle lengthy or personal issues. Ask "Can you stay after class," or "Can I call you tomorrow to discuss this some more?"
- Communicate confidence in your fellow staff members, and in your program as well as confidence in each patient's own power to make a difference.
- Chart patient status, problems and plan after speaking to the patient at the beginning of each class. Have patients enter BG averages into your form or notes for themselves.
- Stay engaged with patient progress BETWEEN class meetings in order to maximize results as quickly as possible. Specifically, review all your current classes for unfinished/pending business each day:
- Act on responses from physician offices to requests for medication changes
- Review outstanding labs received and make a copy for the patient
- Return patient calls; conducts checks or reminders as needed
- Remember that what you are doing is important. You make a difference! Smile!!

A man who tries to carry an angry cat by the tail learns lessons he can learn in no other way.

Mark Twain

Harness the teaching power of experience with Discovery Learning!

