

# CREATING AN OPTIMAL EDUCATION STRATEGY IN DIALYSIS UNITS TO ACHIEVE A BETTER PATIENT OUTCOMES

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## INTRODUCTION

In recent years, technical and medical advances in medicine have made their way through to the provision of healthcare. The patients place greater demands on the medical personnel and require access to state-of-the-art medical procedures and technologies. This fact is reflected in the necessary change in the approach to the provision of nursing care, including patient education. The education must be planned, thoughtful and targeted to the needs of an individual patient. Of paramount importance is not only the identification of the most appropriate learning style for an individual patient, e.g. visual, kinesthetic or auditory, but also the targeted structure of the education process.

## OBJECTIVE

To create an educational structure within the system of primary care for pre-dialysis and dialysis patients to enable the understanding of the treatment management and to ensure the cooperation of patients in the treatment of chronic kidney disease. The primary education of the healthcare personnel is of course an essential prerequisite.

## METHODS

A system of coordinator nurses was created. Regarding primary care, the role of coordinator nurses is more methodical, supportive for other primary nurses, and includes in particular:

- Education of primary nurses on their roles and competencies
- Addressing complex patient problems
- Self-education in the field, observing news in the specialization field and their application to the clinical practice of the dialysis centre (DC)
- Working in a team of coordinators of a specific field
- Sharing of knowledge and experience (coordinator work days, intranet)
- Provision of statistical information on the functioning of the dialysis centre

Currently, we have the following specializations of nursing care coordinators working at our centres:

- peritoneal dialysis (PD catheter care, etc.)
- social care (social security disability application information and administration, education, education, etc.)
- nutritional care (drinking regime, diet, etc.)
- hygiene (vaccination, proper hand hygiene policy, etc.)
- vascular access (care for AVF, LCA, etc.)
- quality management within ISO certification

## REQUIREMENTS FOR A NURSE IN THE ROLE OF AN EDUCATOR:

- excellent theoretical knowledge and practical skills
- patience
- interest in the patient
- empathy
- good verbal and non-verbal communication skills
- ability to motivate and gain patient confidence
- ability to solve problems

## CONCLUSION

Patient education is a complex process across several levels and therefore it is necessary to know the individual objectives defined for the medical personnel as well as for the patients. It consists of a process of overall upbringing, education and personality development. Involving the patient in the treatment process increases his/her chances to achieve a better quality of life. An important prerequisite is sufficient information provided by the medical personnel.

## APPLICATION IN PRACTICE

The system of nurses – coordinators, with key competencies such as communication skills, HR management and interpersonal skills, problem-solving skills, and the capability of processing information using state-of-the-art technology, are some of the prerequisites for a successful educational process and have been proven in practice.

## THE RESULTS ARE:

- a) competent medical staff,
- b) an informed patient who has adopted the best practices.