

Patient Education Professional Certificate

Essential Communication Skills for Patient Educators in Reproductive Health

Certificate Course Objective

This four course professional certification course presents in-depth education in reproductive health topics and training in the theory and use of essential communication skills geared for those who work with women, men and adolescents in helping them in decision-making and problem solving about reproductive and sexual health issues. Course work will provide the opportunity for patient educators working in reproductive health settings to gain the knowledge and skills to provide the optimal environment for patients to receive the information, care and assistance they need.

PE1: Human Sexuality: Overview

This introductory course explores the multiple aspects of human sexuality and the complex interplay of the physical, psychological and social elements of human sexuality. Students will be encouraged to relate the information in this course to their professional practice in reproductive health care.

Unit 1: Perspectives on Sexuality

- Factors that contribute to one's personal beliefs about sexuality
- Sex research
- Understanding the differences between sex and gender

Unit 2: Biology of Sex

- Male and female anatomy and physiology
- Sexual arousal and response

Unit 3: Sexual Behaviors

- Range of sexual behaviors
- Sexual orientation
- Talking about sex

Unit 4: Contraception

- Update and consolidate information and latest research on contraception

Unit 5: Sexually Transmitted Disease

- Update and consolidate information and latest research on STDs

Unit 6: Social Issues

- Sexual assault, abuse and rape
- Atypical sexual behavior

Text

Our Sexuality, 10th Edition, Crooks & Baur, 2007

Additional readings and references provided online.

Course Methodology

This course is conducted online with weekly reading and discussion assignments, papers and projects. A professional journal assignment for each unit provides an opportunity to reflect on the application of course content to the student's professional practice. Faculty will provide regular feedback on written assignments.

PE2: Key Concepts for Effective Patient Education

Unit 1: Laying the Foundation - Key Concepts for Effective Patient Education

- Values and ethics
- Role definitions
- Cultural awareness
- PLISSIT model

Unit 2: A Client-centered Approach to Patient Education

- Client-centered Model
- Developing relationships
- Developmental Assets

Unit 3: Behavioral Change Theory

- Transtheoretical Model of Change
- Behavior Change Theory

Unit 4: Essential Communication Skills for Effective Patient Education

- OARS Model
- Identification and practice of essential communication skills.

Unit 5: Applications

- Males in reproductive health care
- Students tape and analyze a patient education session that demonstrates communication skills.

Unit 6: Reflection and Self-Assessment

- Cultural awareness
- Self-assessment
- Evaluations

Texts

Miller, William R. and Rollnick, Stephen, *Motivational Interviewing*, 2nd Edition, 2002

Hatcher, Robert A., MD, et al, *Contraceptive Technology*, 18th Edition, 2004

Crooks and Baur, *Our Sexuality*, 10th Ed., 2007

Additional readings and references provided online.

Course Methodology

The course is conducted online with weekly reading assignments, online discussion groups, practice assignments and professional journaling, with frequent feedback from faculty.

PE3: Skill Development for Patient Education

This course builds on the previous course and will continue to develop patient education skills in regards to giving pregnancy test results and discussing the patient's options and decisions about pregnancy. Increasing the patient educator's knowledge about the option to parent, make an adoption plan or terminate the pregnancy will continue to enhance professional development.

Unit 1: Introduction and Review

- Review Client-centered model
- Values in relation to pregnancy and pregnancy options

Unit 2: Integrating 5 Easy Questions into a Patient-Centered Model

- Solution Focused Model
- Apply Five Easy Questions model

Unit 3: Adolescent Development

- Developmental tasks of adolescence
- Case studies on working with teens

Unit 4: Pregnancy Options: Continuing the Pregnancy

- Options with emphasis on continuing the pregnancy
- Communication with clients on decisions to parent or make an adoption plan

Unit 5: Pregnancy Options: Abortion

- Values and attitudes relating to abortion
- Religious influences and attitudes on abortion
- Support following abortion

Unit 6: When there is more than one person in the room...

- Working with interpreters
- When the patient brings a parent, partner or friend

Texts

Baker, Anne, *Abortion and Options Counseling: A Comprehensive Reference*, 1995

DePuy, Candyce and Dovitch, Dana, *The Healing Choice*, 1997

Miller, William R. and Rollnick, Stephen, *Motivational Interviewing*, 2nd Edition, 2002

Hatcher, Robert A., MD, et al, *Contraceptive Technology*, 18th Edition, 2004

Crooks and Baur, *Our Sexuality*, 10th Ed., 2007

Additional readings and references provided online.

Course Methodology

Students will continue their professional journals. Using case studies and community field interviews, they will explore the range of decisions and options patients encounter. They will continue to practice communication skills, use the discussion board, and participate in an online 'teach-back' assignment to share in-depth understanding of complex patient education situations.

PE4: Practicum in Patient Education in Reproductive Settings

The quarter-long practicum will provide opportunities for students to utilize and receive intensive feedback on their client-centered patient education skills. Students will maintain a professional journal reflecting their experiences utilizing the knowledge and skills learned throughout the course and will be required to observe and be observed in their professional practice. Periodic oversight, reviews and a final evaluation with faculty will be conducted.

The practicum completes the practice and application of knowledge and skills covered throughout the course. Students are required to successfully demonstrate the following:

- Knowledge of the theoretical models
- Competence in applying patient education skills
- Abilities to know and understand personal motivations
- Abilities to understand scopes of practice
- Abilities to utilize faculty oversight

Course Methodology

To fulfill the requirements for certification in Patient Education, students must register for the practicum within two quarters of completing the required course work. Faculty will work with students to develop an individualized plan. It is expected that a practicum will involve at least 90 hours for completion of all requirements.

The following is expected as part of the practicum:

- Develop a practicum plan with a faculty advisor
- Contract with a local mentor with whom the student will implement the practicum plan
- Devote a minimum of 30 hours in a clinical situation, observing, being observed and working independently providing patient education
- Check in regularly with faculty advisor and local mentor to discuss the use of theories and application in practice
- Devote a minimum of 15 hours to reading journal articles that address theories and methodologies of patient education to discuss with faculty advisor
- Maintain a professional journal throughout the practicum
- Continuous evaluation of the practicum through discussion and use of performance evaluation forms
- Prepare and present a session on an aspect of course learning to staff in home agency

Students are encouraged to complete all assignments within one quarter. If work extends beyond the quarter in which the student is enrolled for the practicum, a grade of Incomplete will be assigned. Work can be completed within three quarters without requiring re-registration.