An Audio-Visual Teaching Programme for Training Home Dialysis Patients

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The need for standardised and objective training of home dialysis patients resulted in a planned and developed audio-visual teaching programme, carried out by specially trained nurses in two Cologne dialysis Centres.

The process was as follows:

The usual training of the patients was recorded together with their questions and spontaneous opinions. These notes were analysed and formed the basis of the training programme. After this was done the aims of the programme were realised by giving precise information to the patient, on the correct sequence of events, and the action to be taken in various circumstances.

Important items were followed by test questions for checking and feedback.

The essential principles of programmed instruction were considered (Lysaught et al, 1964; Meyer Markle, 1968; Blizard, 1971; Flörkemeier & Renschler, 1973):

1. Explicit objectives
2. Sequence of small steps
3. Constant interaction between the learner and the teaching programme by active responding
4. Possibility of feedback
5. Possibility of verification of the success of learning
6. The learner can adapt to his own speed of learning.

During the development of the programme the experiences gained by the carrying out of other teaching programmes was of great use (Flörkemeier et al, 1972). The technique of Skinnerian programmed teaching was preferred.

The teaching programme is produced in the form of tapes and slides, which had already been proved satisfactory in self-instruction (Harden, 1969; Amos et al, 1969). The production is comparatively easy, cheap and
quick. One can use commercially available teaching machines provided they contain a projector, synchroniser, tape recorder and daylight viewing screen.

In all, the present teaching programme comprises eight lessons. Each lesson lasts from 10 to 20 minutes and contains 20 to 30 slides.

All manual activities, from preparation and starting dialysis to completion of the treatment are shown.

The test questions for each lesson are in the form of multiple choice questions.

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