

## Delivery of Asthma Education by Clinicians During Patient Care Visits

Assessment Questions	Information	Skills
<b>Recommendations for Initial Visit</b>		
<p><b>Focus on:</b></p> <ul style="list-style-type: none"> <li>- Expectations of visit</li> <li>- Asthma control</li> <li>- Patients' goals of treatment</li> <li>- Medications</li> <li>- Quality of life</li> </ul> <p><b>Ask relevant questions</b></p> <p>"What worries you most about your asthma?"</p> <p>"What do you want to accomplish at this visit?"</p> <p>"What do you want to be able to do that you can't do now because of your asthma?"</p> <p>"What do you expect from treatment?"</p> <p>"What medicines have you tried?"</p> <p>"What other questions do you have for me today?"</p> <p>"Are there things in your environment that make your asthma worse?"</p>	<p><b>Teach in simple language:</b></p> <ul style="list-style-type: none"> <li>- What is asthma? Asthma is a chronic lung disease. The airways are very sensitive. They become inflamed and narrow; breathing becomes difficult.</li> <li>- The definition of asthma control: few daytime symptoms, no nighttime awakenings due to asthma, able to engage in normal activities, normal lung function.</li> <li>- Asthma treatments: two types of medicines are needed:               <ul style="list-style-type: none"> <li>— Long-term control: medications that prevent symptoms, often by reducing inflammation.</li> <li>— Quick relief: short-acting bronchodilator relaxes muscles around airways.</li> </ul> </li> <li>- Bring all medications to every appointment.</li> <li>- When to seek medical advice.</li> </ul> <p>Provide appropriate telephone number.</p>	<p><b>Teach or review and demonstrate:</b></p> <ul style="list-style-type: none"> <li>- Inhaler and spacer or valved holding chamber (VHC) use. Check performance.</li> <li>- Self-monitoring skills that are tied to a written asthma action plan:               <ul style="list-style-type: none"> <li>— Recognize intensity and frequency of asthma symptoms.</li> <li>— Review the signs of deterioration and the need to reevaluate therapy:</li> </ul> </li> <li>- Waking at night or early morning with asthma</li> <li>- Increased medication use</li> <li>- Decreased activity tolerance</li> <li>- Use of a written asthma action plan (See figures 5 and 6.) that includes instructions for daily management and for recognizing and handling worsening asthma.</li> </ul>
<b>Recommendations for First Followup Visit (2 to 4 Weeks or Sooner as Needed)</b>		
<p><b>Focus on:</b></p> <ul style="list-style-type: none"> <li>- Expectations of visit</li> <li>- Asthma control</li> <li>- Patient's goals of treatment</li> <li>- Medications</li> <li>- Patient's treatment preferences</li> <li>- Quality of life</li> </ul> <p><b>Ask relevant questions from previous visit and also ask:</b></p> <p>"What medications are you taking?"</p> <p>"How and when are you taking them?"</p> <p>"What problems have you had using your medications?"</p> <p>"Please show me how you use your inhaled medications."</p>	<p><b>Teach in simple language:</b></p> <ul style="list-style-type: none"> <li>- Use of two types of medications.</li> <li>- Remind patient to bring all medications and the peak flow meter, if using, to every appointment for review.</li> <li>- Self/assessment of asthma control using symptoms and/or peak flow as a guide.</li> </ul>	<p><b>Teach or review and demonstrate:</b></p> <ul style="list-style-type: none"> <li>- Use of written asthma action plan. Review and adjust as needed.</li> <li>- Peak flow monitoring if indicated</li> <li>- Correct inhaler and spacer or VHC technique.</li> </ul>
<b>Recommendations for Second Followup Visit</b>		
<p><b>Focus on:</b></p> <ul style="list-style-type: none"> <li>- Expectations of visit</li> <li>- Asthma control</li> <li>- Patients' goals of treatment</li> <li>- Medications</li> <li>- Quality of life</li> </ul> <p><b>Ask relevant questions from previous visits and also ask:</b></p> <p>"Have you noticed anything in your home, work, or school that makes your asthma worse?"</p> <p>"Describe for me how you know when to call your doctor or go to the hospital for asthma care."</p> <p>"What questions do you have about the asthma action plan?"</p> <p>"Can we make it easier?"</p>	<p><b>Teach in simple language:</b></p> <ul style="list-style-type: none"> <li>- Self-assessment of asthma control, using symptoms and/or peak flow as a guide.</li> <li>- Relevant environmental control/avoidance strategies:               <ul style="list-style-type: none"> <li>— How to identify home, work, or school exposures that can cause or worsen asthma</li> <li>--How to control house-dustmites, animal exposures if applicable-- ---</li> <li>How to avoid cigarette smoke (active and passive)</li> </ul> </li> <li>- Review all medications.</li> </ul>	<p><b>Teach or review and demonstrate:</b></p> <ul style="list-style-type: none"> <li>- Inhaler/spacer or VHC technique.</li> <li>- Peak flow monitoring technique.</li> <li>- Use of written asthma action plan. Review and adjust as needed.</li> <li>- Confirm that patient knows what to do if asthma gets worse</li> </ul>

<p>“Are your medications causing you any problems?”  “Have you noticed anything in your environment that makes your asthma worse?”  “Have you missed any of your medications?”</p>		
<p><b>Recommendations for All Subsequent Visits</b></p>		
<p><b>Focus on:</b>  - Expectations of visit  - Asthma control  - Patients’ goals of treatment  - Medications  - Quality of life  <b>Ask relevant questions from previous visits and also ask:</b>  “How have you tried to control things that make your asthma worse?”  “Please show me how you use your inhaled medication.”</p>	<p><b>Teach in simple language:</b>  - Review and reinforce all:  — Educational messages  — Environmental control strategies at home, work, or school  — Medications  — Self-assessment of asthma control, using symptoms and/or peak flow as a guide</p>	<p><b>Teach in simple language:</b>  - Review and reinforce all:  — Educational messages  — Environmental control strategies at home, work, or school  — Medications  — Self-assessment of asthma control, using symptoms and/or peak flow as a guide  <b>Teach or review and demonstrate:</b>  - Inhaler/spacer or VHC technique.  - Peak flow monitoring technique, if appropriate.  - Use of written asthma action plan. Review and adjust as needed.  - Confirm that patient knows what to do if asthma gets worse.</p>

Sources: Adapted from Guevara et al. 2003; Janson et al. 2003; Powell and Gibson 2003; Wilson et al. 1993.

From: National Asthma Education and Prevention Program Expert Panel. **Expert Panel Report 3 (EPR-3): Guidelines for the Diagnosis and Management of Asthma - Summary Report 2007**. National Institutes of Health: National Heart, Lung, and Blood Institute; (2007) . Figure 7, pp 22-23.  
<http://www.nhlbi.nih.gov/guidelines/asthma/asthsumm.htm>. Accessed on 3/31/08.

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