The *Siamese Twins of Patient Education: Health Literacy & Communication*

Michelle Burda, MLS, Education and Health Literacy Coordinator
National Network of Libraries of Medicine, Middle Atlantic Region

Nov. 8, 2017

NIH U.S. National Library of Medicine
National Network of Libraries of Medicine
Middle Atlantic Region

NIH U.S. National Library of Medicine

Search

NLM Customer Support

Databases

- PubMed/MEDLINE
- MeSH
- UMLS
- ClinicalTrials.gov
- MedlinePlus
- TOXNET
- Images from the History of Medicine
- Digital Collections
- LocatorPlus
- All NLM Databases & APIs

NLM Musings from the Mezzanine
Innovations in and insights about health information from the Director of the National Library of Medicine.

1 2 3 4

Find, Read, Learn

- Search biomedical literature
- Find medical terminologies
- Search NLM collections
- Read about diseases
- Learn about drugs
- Explore history
- Find a clinical trial
- Use a medical dictionary
- Find free full-text articles

Explore NLM

- About NLM
- Health Information
- Library Catalog & Services
- History of Medicine
- Online Exhibitions & Digital Projects

Research at NLM

- Human Genome Resources
- Biomedical Research & Informatics
- Environmental Health & Toxicology
- Health Services Research & Public Health
- Health Information Technology

NLM for You

- Grants & Funding
- Meaningful Use Tools
- Training & Outreach
- National Network of Medical Libraries
- Regional Activities

News, Events, Videos

- Amanda J. Wilson appointed Head, National Network Coordinating Office, Library Operations, NLM (01/09/17)
- Mark Ziomek appointed Chief, Public Services Division, Library Operations, NLM (01/09/17)
- NLM Director Dr. Patricia Flatley Brennan

"The National Library of Medicine (NLM), on the campus of the National Institutes of Health in Bethesda, Maryland, has been a center of information innovation since its founding in 1836".

URL for the National Library of Medicine

NNLM MAR Funding

Currently Open

- Exhibitor
- Health Information Awareness
- Professional Development
- Regional Symposium Award
- Clinical and Public Health Outreach
- Emergency Preparedness
- Health Literacy
- Health Sciences Library
- Outreach to Consumers

URL to NNLM MAR Funding

Why this analogy?

New York State Nurses Association

- **Scope of Practice**

The practice of the profession of nursing as a registered professional nurse is defined as diagnosing and treating human responses to actual or potential health problems through such services as casefinding, health teaching, health counseling, and provision of care supportive to or restorative of life and well-being, and executing medical regimens prescribed by a licensed physician, dentist or other licensed health care provider legally authorized under this title and in accordance with the commissioner's regulations.”

Can you separate health literacy concepts from communication in the patient education process ?

- What is **health literacy**?
- What are the important points of communication between healthcare provider (HCP)and patient?
- What can **you** do to improve the process?

Health Literacy Definitions

- The degree to which individuals have the capacity to obtain, process, and understand basic health information and services needed to make appropriate health decisions. (2000)

- Title V of the Patient Protection and Affordable Care Act defines health literacy as "the degree to which an individual has the capacity to obtain, **communicate**, process, and understand health information and services in order to make appropriate health decisions." (2010)

- It is an emerging public health issue that effects all ages, race and income levels. *National Patient Safety Foundation*

Health Literacy is….

The ability to:

- Find
- Understand
- Communicate
- Use health information (to make decisions)

Limited Health Literacy

Only 12% or 1 out of 8 adults
have the skills needed to effectively manage their health and prevent disease

Kutner M, Greenberg E, Jin Y, Boyle B, Hsu Y-c, Dunleavy E. Literacy in everyday life: Results from the 2003 National Assessment of Adult Literacy. 2007. Retrieved from http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2007480
http://www.ahrq.gov/research/findings/evidence-based-reports/er199-abstract.html

Literacy skills are a stronger predictor of health status than:

- Age
- Income
- Employment status
- Education level
- Race or ethnic group

Weiss, BD. Health Literacy: A Manual for Clinicians. AMA 2003 p.7.

What it is like to be a patient who doesn't understand*?

***AMA Foundation Health Literacy**
Help Patients Understand 2nd ed. 2007 (short version- 4 min.)

Three Types of Literacy

Prose

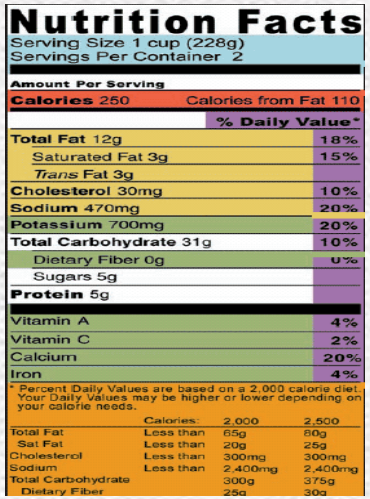

METRO

D.C. School Panel Endorses Janey

Allen Has $100,000 For Ward 8 Campaign

Requires ability to search, comprehend, and use continuous text

Document



Nutrition Facts

Serving Size 1 cup (228g)
Servings Per Container 2

Amount Per Serving	
Calories 250	Calories from Fat 110
	% Daily Value*
Total Fat 12g	18%
Saturated Fat 3g	15%
Trans Fat 3g	
Cholesterol 30mg	10%
Sodium 470mg	20%
Potassium 700mg	20%
Total Carbohydrate 31g	10%
Dietary Fiber 0g	0%
Sugars 5g	
Protein 5g	
Vitamin A	4%
Vitamin C	2%
Calcium	20%
Iron	4%

* Percent Daily Values are based on a 2,000 calorie diet. Your Daily Values may be higher or lower depending on your calorie needs.

		Calories:	2,000	2,500
Total Fat	Less than		65g	80g
Sat Fat	Less than		20g	25g
Cholesterol	Less than		300mg	300mg
Sodium	Less than		2,400mg	2,400mg
Total Carbohydrate			300g	375g
Dietary Fiber			25g	30g

Non-continuous text. Requires ability to search, comprehend, & use information

Quantitative

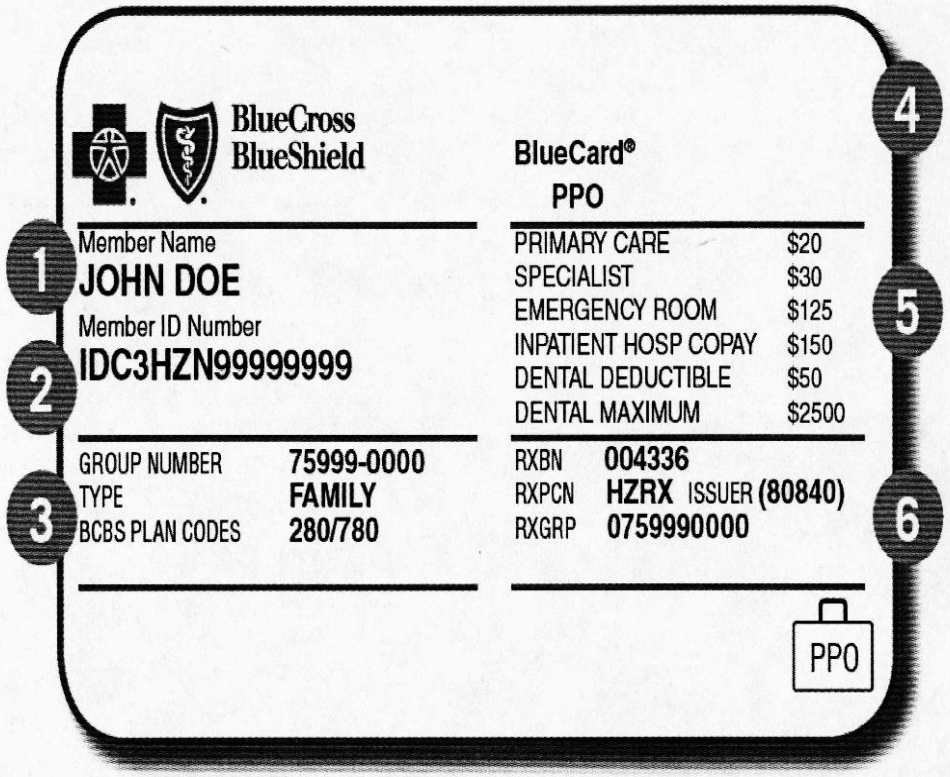
Requires ability to identify & perform computations, using numbers within printed materials

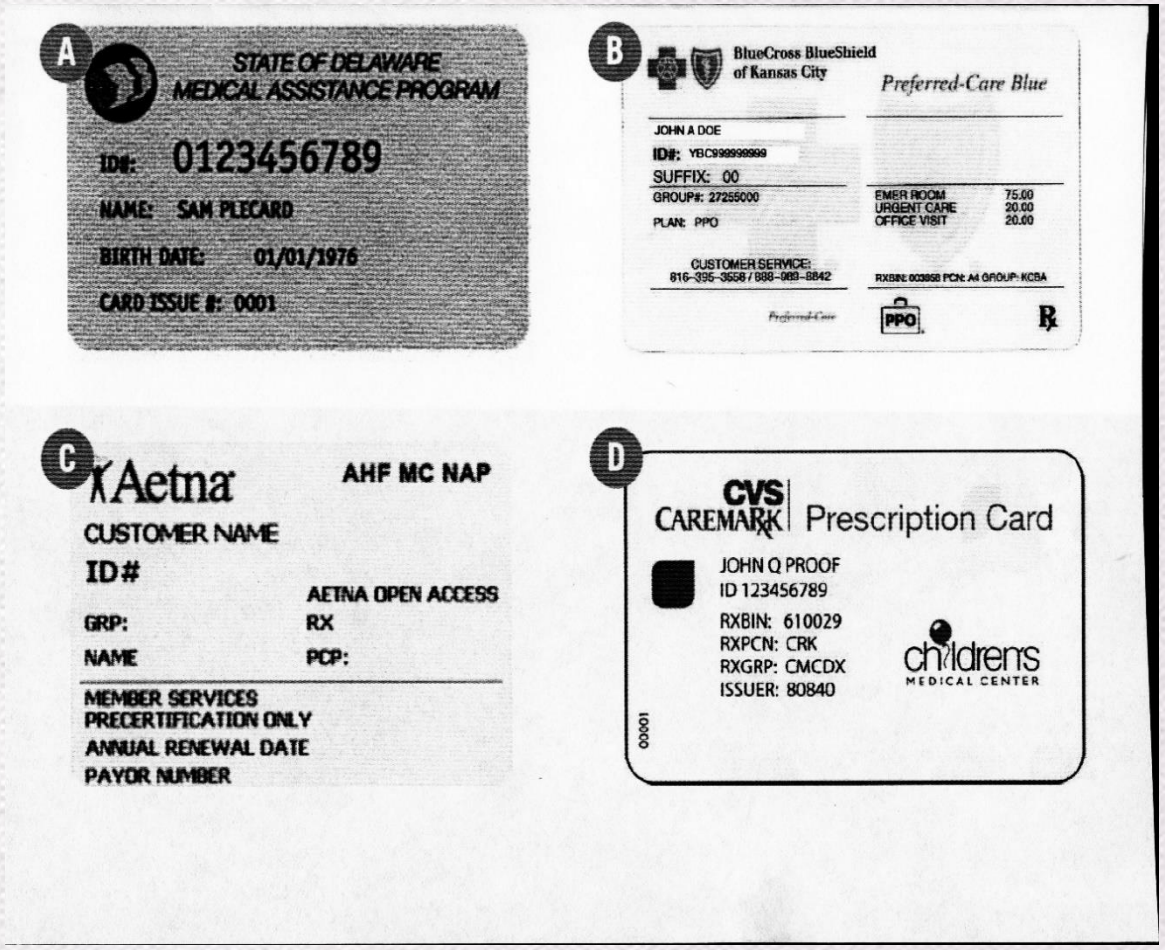
Functional Health Literacy

"The ability to read and comprehend prescription bottles, appointment slips, and the other essential health related materials required to successfully function as a patient."*

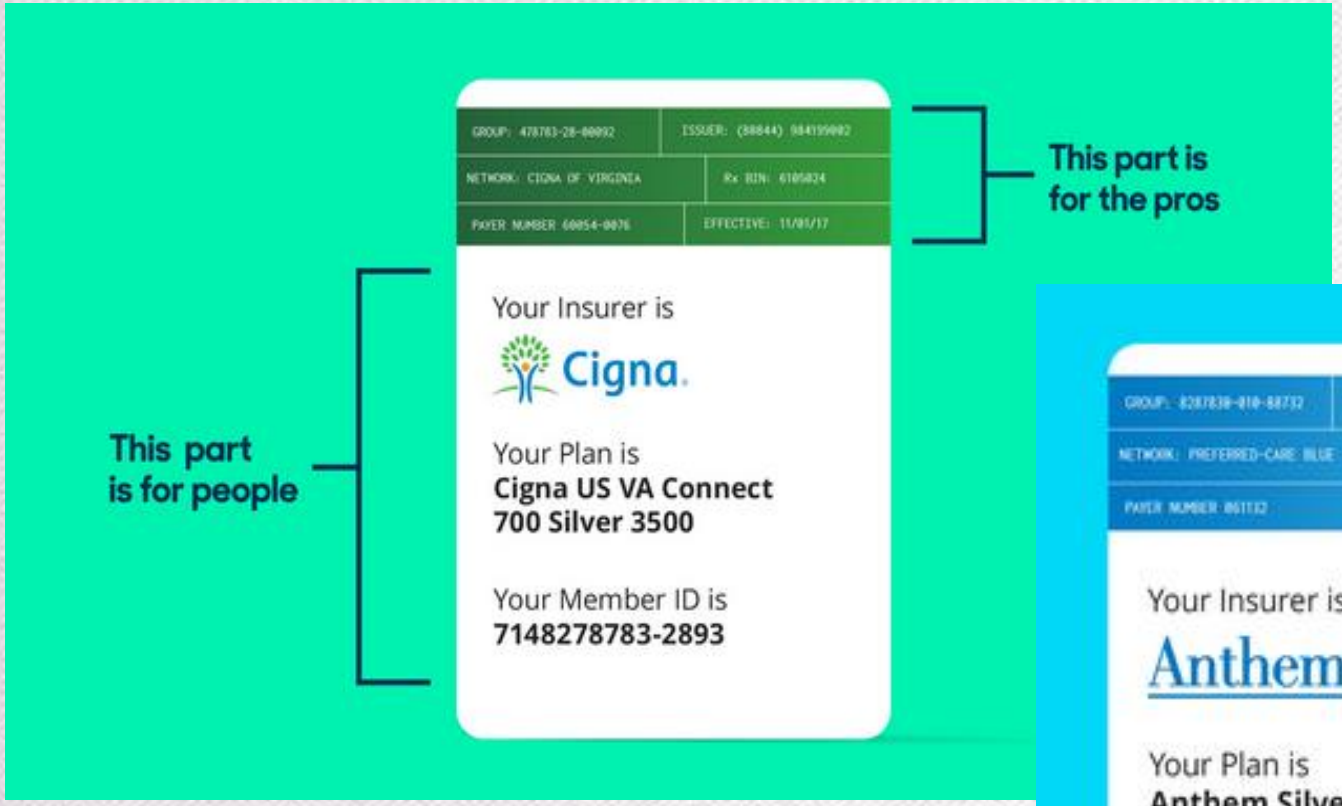
*AMA Council of Scientific Affairs

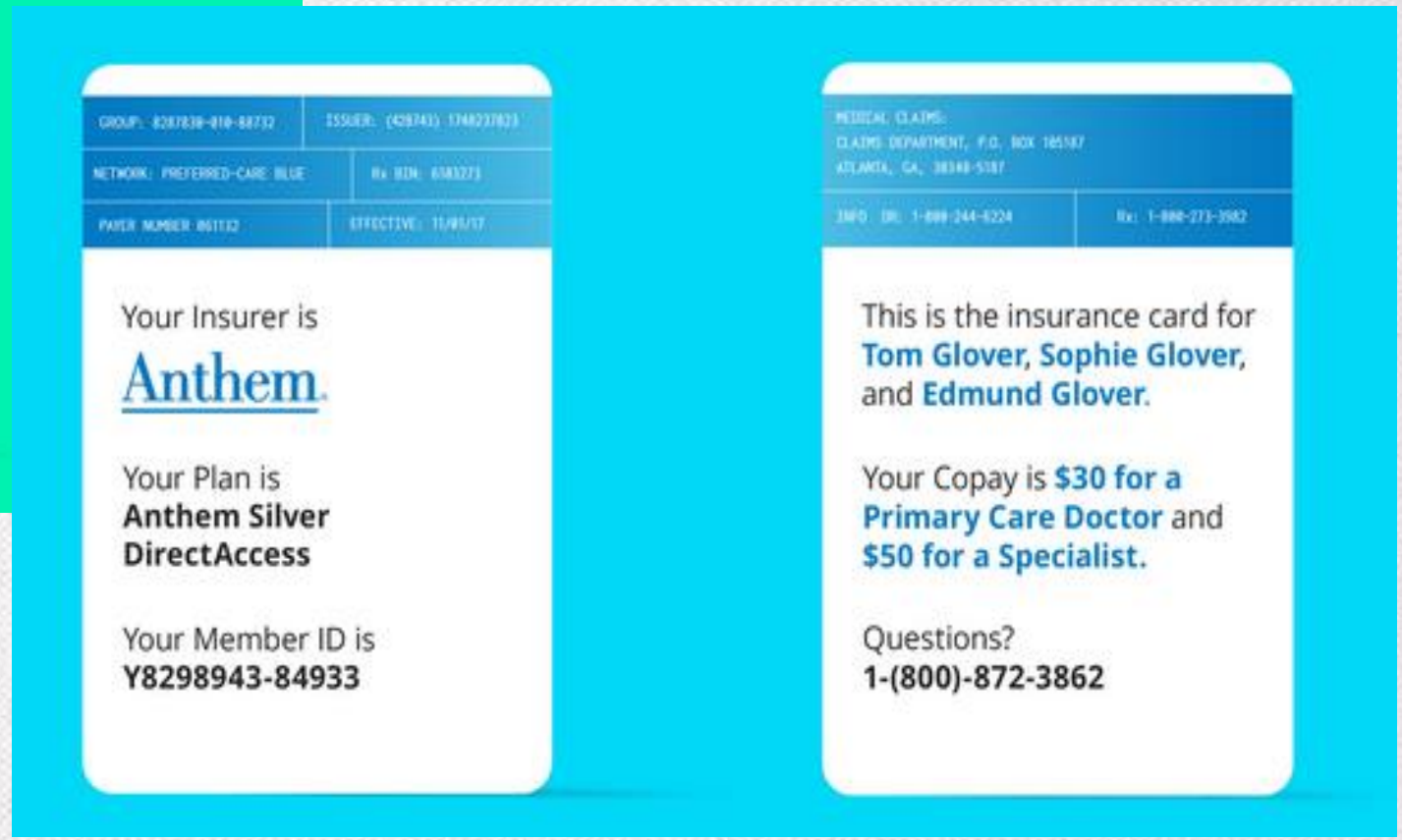
Insurance & Medical Cards





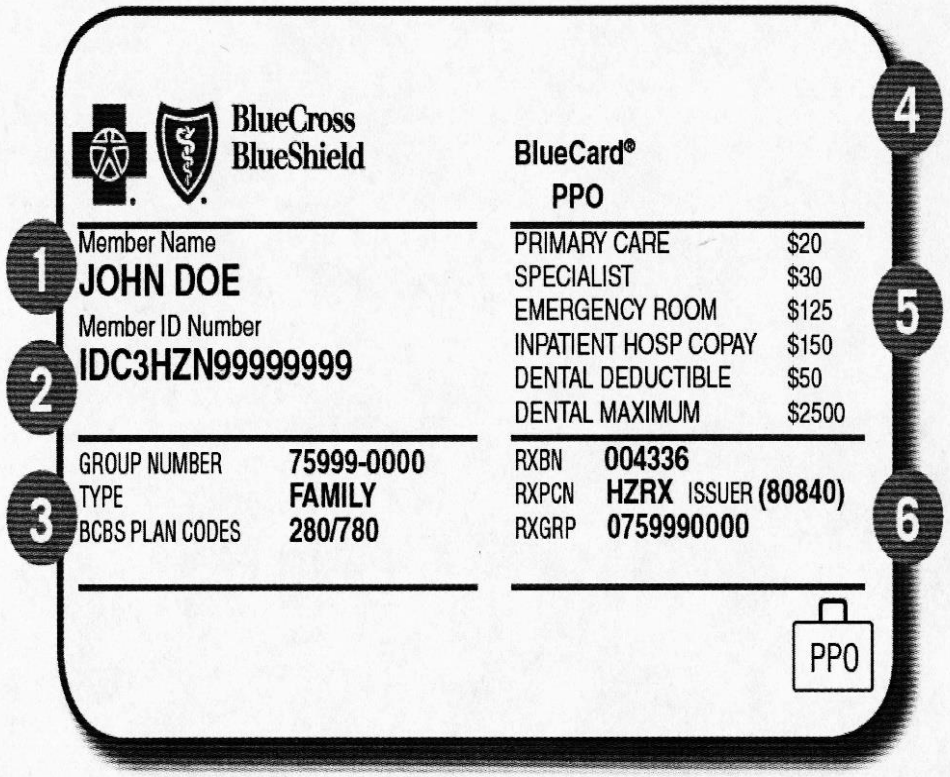
Introducing a Patient-Friendly Health Insurance Card Zocdoc

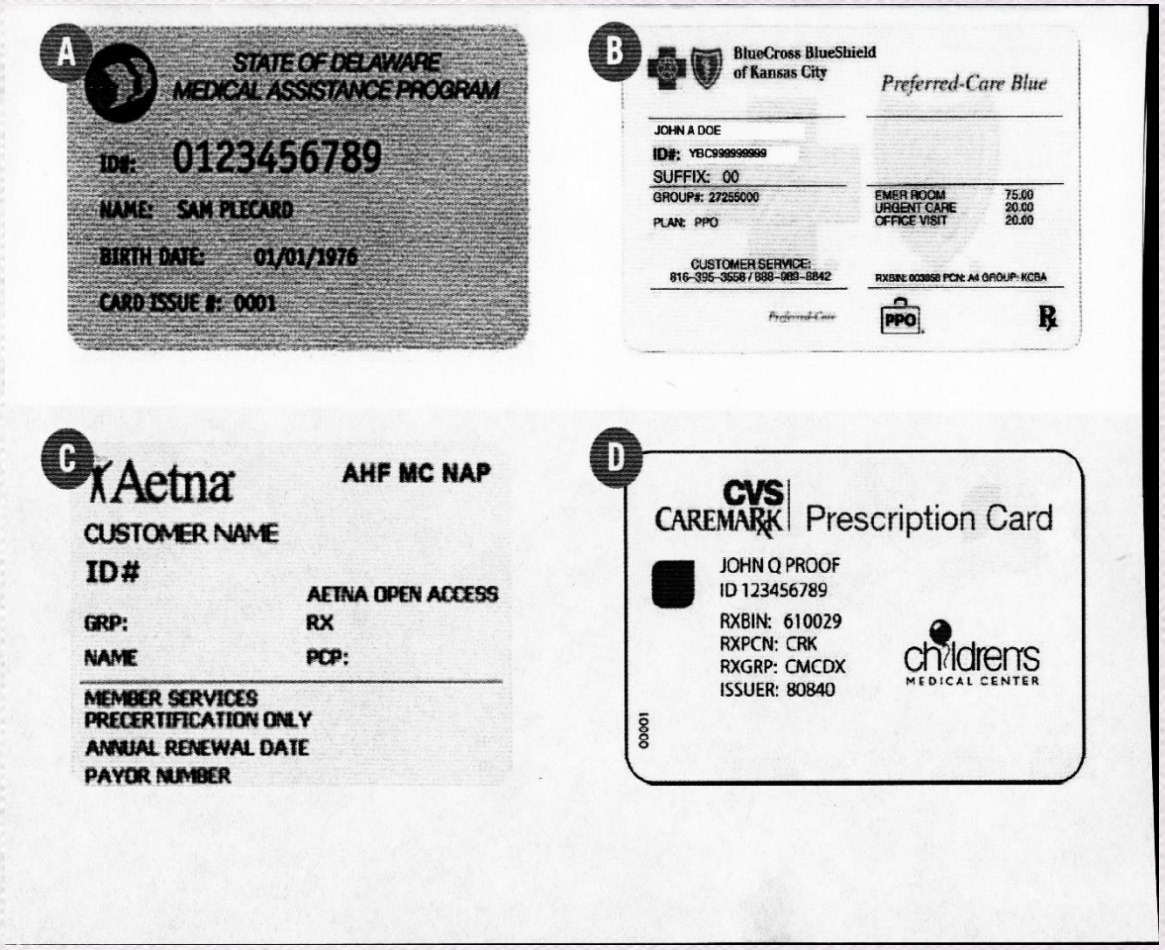




- https://www.zocdoc.com/about/blog/company/introducing-a-patient-friendly-health-insurance-card/

Insurance & Medical Cards



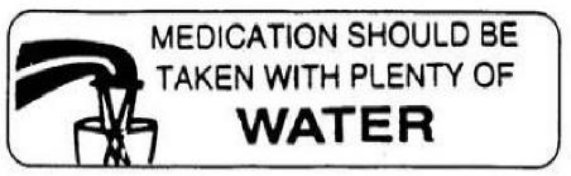


Where do I go for help when I am sick ? What's the difference ?

- Urgent
- Serious
- Critical
- How do I decide where to go?
- What if there is not an urgent care center where I live?

Medication Safety and Health Literacy

Only about 50% of patients take meds as directed



What's **plenty** of water?

"Take **twice a day**."

"Don't take medicine if you've been **in the sun too long**."

Dosage
What are you using?

- Kitchen spoons

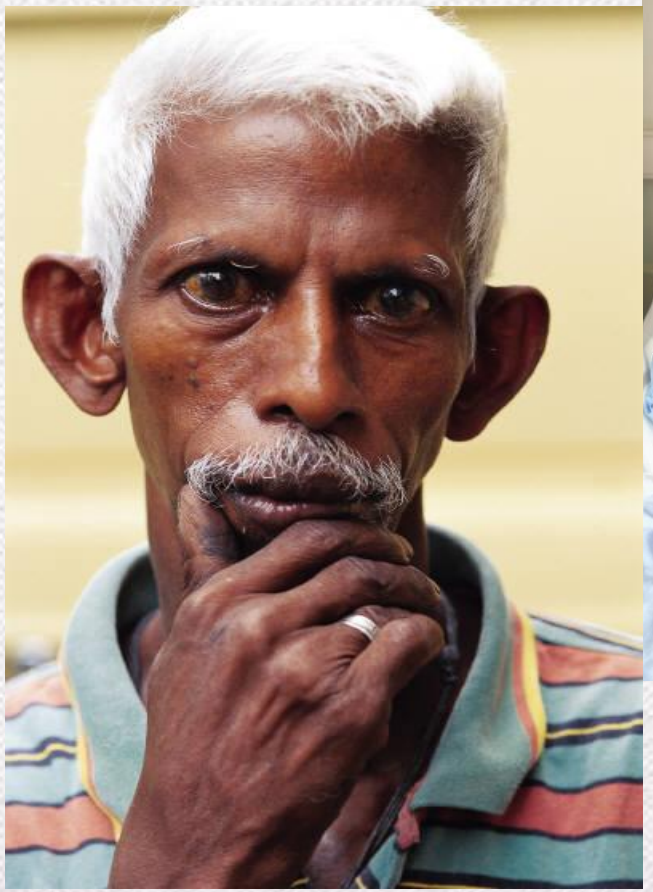
- Medication dispensing spoons syringe & cup

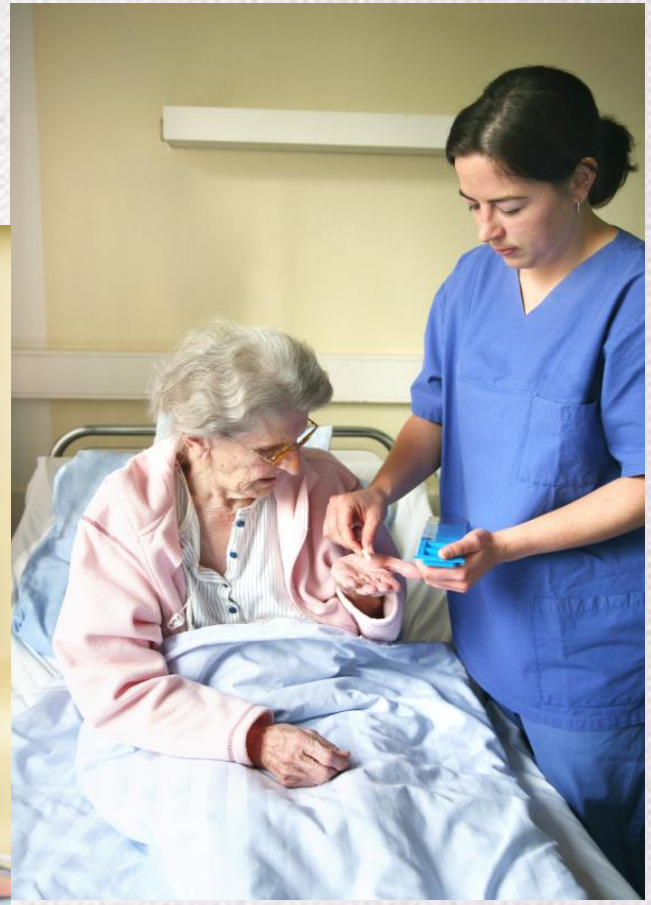
Reading a thermometer

Digital thermometer

Factors affecting learning ability

- Stress
- Illness
- Age
- Cultural Barriers
- Language Barriers





Individuals with limited health literacy

- Are more likely to report their health as **poor**
- In particular, seniors' limited health literacy is associated with **worse health status** and quality of life and early mortality
- Have **difficulty responding to alerts & warnings** such as:
  - **health risks due to water contamination**
  - **severe weather**

*Health Literacy Interventions and Outcomes, Update: Full Title: Health Literacy Interventions and Outcomes: An Updated Systematic Review. March 2011. Agency for Healthcare Research and Quality, Rockville, MD. Executive Summary: http://www.ahrq.gov/research/findings/evidence-based-reports/litupsum.html

Clear Communication

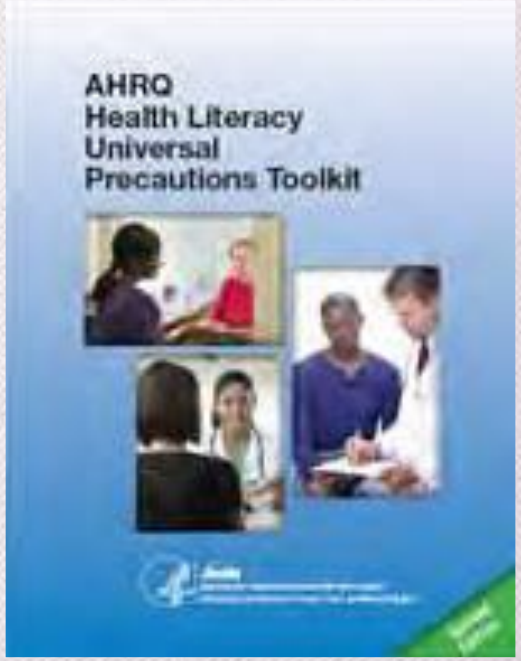
Clear Health Communication What do I/you mean?

Written or spoken communication which helps patients to understand and act on health care information (Pfizer Inc. 2004)

Clear Communication is	Usually Communication is
Plain language	Medical jargon
Simple messages	Complex messages
Need-to-know information or (Want-to-know)	Nice-to-know
Anticipating misunderstanding	Assumes understanding
Confirming understanding	Infers understanding
Clarifying	Repeats the same thing (louder)
Shame-free	Inadvertently shaming
http://www.pfizer.com/files/health/PfizerPrinciples.pdf	

Top Best Practices to Implement Now

- Practice “universal precautions” for health communication
- Use plain non-jargon language to facilitate understanding
- Limit information to 1-3 need-to-know items
- Elicit questions in a patient-centered manner
- Use “teach back” to confirm adequate communication



Universal Precautions for Health Communication

You can’t tell by looking.

Use clear communication strategies with everyone.

Treat everyone as though they have low health literacy.

Health Literacy Universal Precautions Toolkit 2nd ed. (AHRQ)

- Experts recommend assuming that everyone may have difficulty understanding and creating an environment where all patients can thrive
- Systems are needed to be in place to promote better understanding not only to those we think may need help

Why implement?

- Promoting health literacy improves health outcomes

*Tools to address these areas are included in the toolkit
https://www.ahrq.gov/professionals/quality-patient-safety/quality-resources/tools/literacy-toolkit/index.html

Medical studies indicate most people suffer a 68% hearing loss when naked.

And furthermore…

- Up to 80% of patients forget what a doctor told them as soon as they leave the office!

- Nearly 50% of what they do remember is remembered incorrectly!

What did you hear?

One glass a day.

Misunderstanding

- Google this…..**doh ops**
- My results https://www.facebook.com/doh.ops

- So what is it? Dept. of Health operation services **or** other personal services ?

Exercises

Improving Oral Communication

- Communication is two-way
- Use “teach back” instructions
- Avoid medical jargon
- Use commonly understood words
- Limit information
- Include visual aids- models, pictograms,
- Videos

Invite questions

We usually say – Do you have any questions?

Better to say: What questions do you have?

- Implies you are expecting questions.
- Or…. Let me answer any questions you may have.

Assess understanding

If we ask - Do you understand? Easy to say yes.

- We are implying the patient understands or should understand what we just said to them.
- Better to use "teach back" method http://www.teachbacktraining.org/

Always Use Teach-back!

Always Use Teach-back!

http://www.teachbacktraining.org/

Home | Using the Teach-back Toolkit | Interactive Learning Module | Coaching to Always Use Teach-back | To Learn More | Acknowledgements

Welcome to the *Always Use Teach-back!* training toolkit

The purpose of this toolkit is to help all health care providers learn to use teach-back—every time it is indicated—to support patients and families throughout the care continuum, especially during

Tools and Videos

Teach Back research shows:

- A “top safety practice” (National Quality Forum, 2003)
- Use is associated with better glycemic control amongst diabetics (Schillingeret al, 2003)
- Does not appear to take longer than standard care (Schillingeret al, 2003; Kripalani& Weiss, 2006)
- Try it with the last patient of the day

Journal of Health Communication, 18:82–102, 2013
Published with license by Taylor & Francis
ISSN: 1081-0730 print/1087-0415 online
DOI: 10.1080/10810730.2013.829538

Routledge
Taylor & Francis Group

PMCID:
PMC3814998

Health Literacy Practices and Educational Competencies for Health Professionals: A Consensus Study

CLIFFORD A. COLEMAN
Department of Family Medicine, Oregon Health & Science University, Portland, Oregon, USA

STAN HUDSON
Center for Health Policy, University of Missouri, Columbia, Missouri, USA

LUCINDA L. MAINE
American Association of Colleges of Pharmacy, Alexandria, Virginia, USA

Health care professionals often lack adequate knowledge about health literacy and the skills needed to address low health literacy among patients and their caregivers. Many promising practices for mitigating the effects of low health literacy are not used consistently. Improving health literacy training for health care professionals

What is the Newest Vital Sign?

- Also know as NVS
- New tool for rapid assessment of health literacy skills
- First published Dec. 2005 Annals of Family Medicine *Quick Assessment of Literacy in Primary Care: The Newest Vital Sign* by Barry D. Weiss, MD. Professor of family and community medicine at University of Arizona College of Medicine
- 3 minute assessment- Ice cream label
- English & Spanish

Newest Vital Sign

Nutrition Facts

Serving Size	½ cup
Servings per container	4

Amount per serving

Calories	250	Fat Cal	120

	%DV
Total Fat 13g	20%
Sat Fat 9g	40%
Cholesterol 28mg	12%
Sodium 55mg	2%
Total Carbohydrate 30g	12%
Dietary Fiber 2g	
Sugars 23g	
Protein 4g	8%

*Percentage Daily Values (DV) are based on a 2,000 calorie diet. Your daily values may be higher or lower depending on your calorie needs.

Score Sheet for the Newest Vital Sign Questions and Answers

READ TO SUBJECT: This information is on the back of a container of a pint of ice cream.

	ANSWER CORRECT? yes	no
1. If you eat the entire container, how many calories will you eat? *Answer: 1,000 is the only correct answer*		
2. If you are allowed to eat 60 grams of carbohydrates as a snack, how much ice cream could you have?		
3. Your doctor advises you to reduce the amount of saturated fat in your diet. You usually have 42 g of saturated fat each day, which includes one serving of ice cream. If you stop eating ice cream, how many grams of saturated fat would you be consuming each day?		
4. If you usually eat 2500 calories in a day, what percentage of your daily value of calories will you be eating if you eat one serving?		
READ TO SUBJECT: Pretend that you are allergic to the following substances: Penicillin, peanuts, latex gloves, and bee stings.		
5. Is it safe for you to eat this ice cream?		
6. (Ask only if the patient responds "no" to question 5): Why not?		

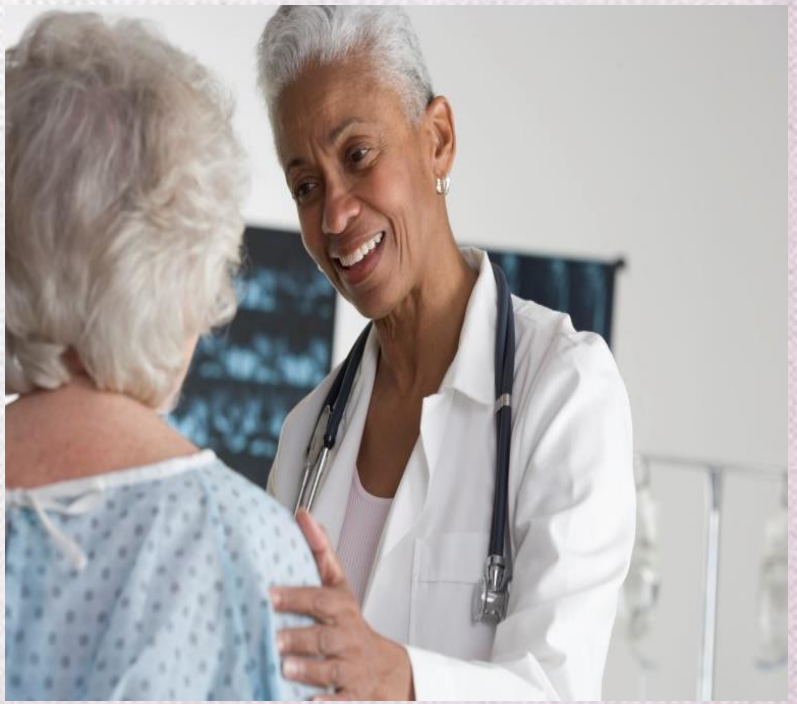
Red Flags

- Forms incomplete or incorrectly filled out
- Non-adherence to medication instructions
- Can’t name medications, purpose, or how to take (color)
- Frequently missed appointments
- “I forgot my glasses”
- Anger
- My wife, friend etc. usually takes care of …….

AMA Foundation 2007

Why is health literacy important in managing healthcare?

- To understand health-related instructions
- To follow discharge instructions
- To identify signs or symptoms
- To keep appointments
- To understand insurance coverage
- To fill out patient information forms, insurance forms or consent forms



Health Information Resources

Tools & Resources

NLM Resources (https://nnlm.gov/priorities/topics/health-literacy)

- MedlinePlus
- National Institute on Aging
- Drug Information Portal (https://druginfo.nlm.nih.gov/drugportal/)

Other Resources

- Health Literacy Universal Precautions Toolkit
- Plain Language.gov
- Teach Back

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Health Topics
Find information on health, wellness, disorders and conditions

Drugs & Supplements
Learn about prescription drugs, over-the-counter medicines, herbs, and supplements

Videos & Tools
Discover tutorials, health and surgery videos, games, and quizzes

Medical Encyclopedia
Articles and images for diseases, symptoms, tests, treatments

Going for a checkup?

Find out what to expect and what to ask.

1 2 3 4 ▶

Today's Health News

More Evidence Weight-Loss Surgery Helps Fight Type 2 Diabetes

One-Third of U.S. Kids with ADHD Diagnosed Before Age 6

West Nile Virus Most Common Mosquito-Borne Illness in U.S.

More health news

Clinical Trials

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NIH MedlinePlus Magazine

Read the

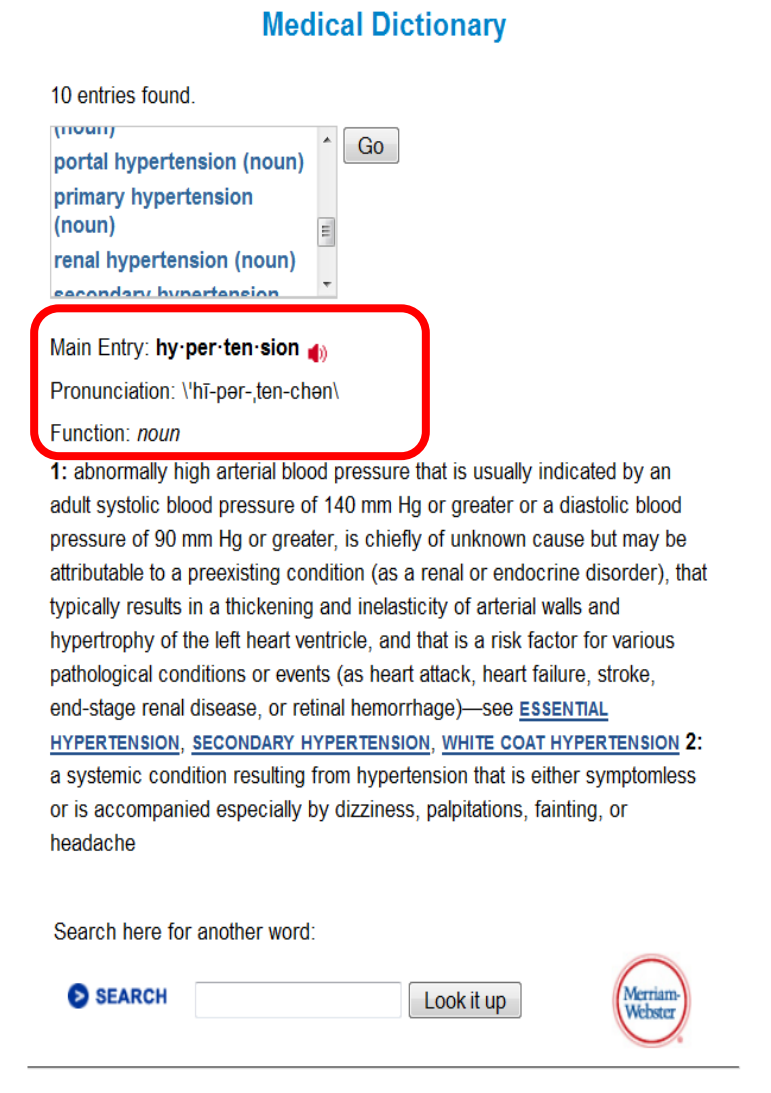
MedlinePlus Mobile

Mobile and tablet users will find these new features helpful:

- Collapsed Menu and Search options at the top of each page
- Section headings that open and close areas of a page for easier reading on a smaller screen
- Text that is readable on each device without zooming, and links that are spaced for easy tapping

Medical Dictionary

- URL for Medical Dictionary



Medical Dictionary

10 entries found.

portal hypertension (noun)
primary hypertension (noun)
renal hypertension (noun)

Go

Main Entry: **hy·per·ten·sion**
Pronunciation: \ˈhī-pər-ˌten-chən\
Function: *noun*

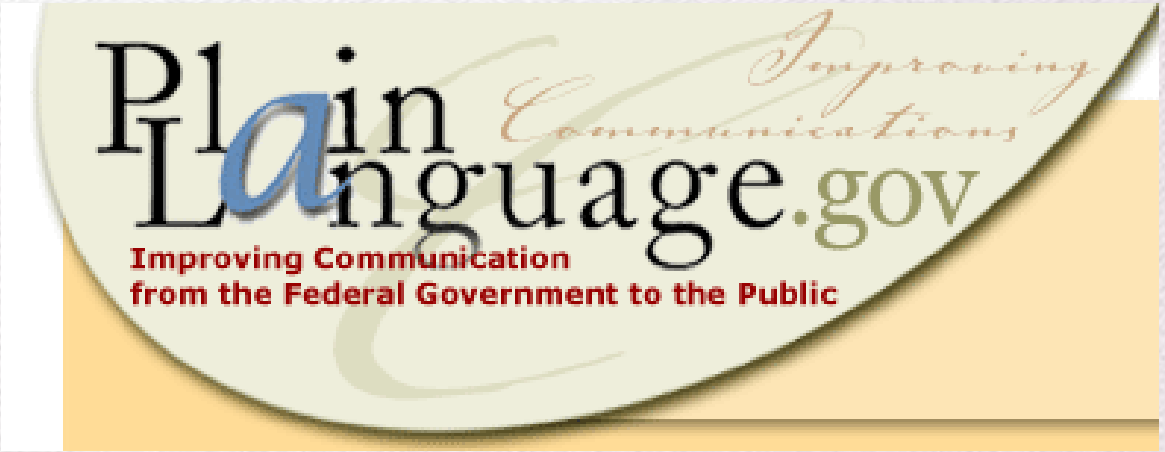
1: abnormally high arterial blood pressure that is usually indicated by an adult systolic blood pressure of 140 mm Hg or greater or a diastolic blood pressure of 90 mm Hg or greater, is chiefly of unknown cause but may be attributable to a preexisting condition (as a renal or endocrine disorder), that typically results in a thickening and inelasticity of arterial walls and hypertrophy of the left heart ventricle, and that is a risk factor for various pathological conditions or events (as heart attack, heart failure, stroke, end-stage renal disease, or retinal hemorrhage)—see ESSENTIAL HYPERTENSION, SECONDARY HYPERTENSION, WHITE COAT HYPERTENSION **2:** a systemic condition resulting from hypertension that is either symptomless or is accompanied especially by dizziness, palpitations, fainting, or headache

Search here for another word:

SEARCH Look it up

Plain Language.gov

- Plain language "is communication your audience can understand the first time they read or hear it."
- Language that is plain to one set of readers may not be plain to others.
- No one technique defines plain language. Rather, plain language is defined by results—it is easy to read, understand, and use.
- Plain language *examples database*
- Plain language guidelines, tips & tools, resources



NLM Drug Information Portal

Drug Information Portal
Quick Access to Quality Drug Information

United States
National Library of Medicine
National Institutes of Health

Home | News and Features | NLM Resources | NLM Research Resources | Resources by Audience / Class | Other Resources

Home ▸ NLM Resources

NLM Resources

- Consumer Health Information (MedlinePlus)
  - Drugs, Supplements, and Herbal Information
  - Drug Therapy Topics
- Medical Data and Literature (PubMed/Entrez)
  - References from Scientific Journals (Medline/PubMed)
  - Full text biomedical articles (PubMed Central)
- Toxicological Data and Literature (Toxnet)
- Drugs in Clinical Trials (ClinicalTrials.gov)
- Approved Package Inserts for Drugs (DailyMed)
- HIV/AIDS Information (AIDSInfo)
- Standard Nomenclature (RxNorm)
- Gateway Search engine

Search DRUG INFORMATION PORTAL

◉ By Name ○ By Category

Go

Site Map, Contact Us, Copyright, Privacy, Accessibility
U.S. National Library of Medicine, 8600 Rockville Pike, Bethesda, MD 20894
National Institutes of Health, Health & Human Services
Freedom of Information Act
Drug Information Portal Mobile Site
Last updated: Nov 2017

https://druginfo.nlm.nih.gov/drugportal/ USA.gov

Pillbox rapid identification, reliable information

Pillbox rapid identification, reliable information

United States National Library of Medicine National Institutes of Health NLM

Home | About | FAQ | Developer | Contact Us

Identify or Search for a Pill

Imprint: letters or numbers on either side of the p

☐ Pill does not have an imprint.

Shape: Select Shape

Color: Select Color

Size: Select Size (search +/- 2mm)

Score: ◉ Unknown ○ 1 ○ 2 ○ 3 ○ 4

Drug Name or Ingredient(s):

Inactive Ingredient(s):

☐ Find pills WITHOUT this ingredient.

Label Author:

DEA Schedule: Select DEA Schedule

Product Code: -

☑ Do not search repackaged and relabeled medications.

Search | Clear

Discover

There's more to a pill than how it looks. What's inside the pill other than the drug? Is it a controlled substance?

Connect

Learn more than the pill's name. Pillbox links you to the drug label, clinical trials, breastfeeding safety, and more.

Explore

Pillbox's advanced search app has been retired. A new Pillbox website is in development that has the same features as the advanced search and runs on phones, tablets, and desktop browsers.

https://pillbox.nlm.nih.gov/pillimage/search.php

MEDLINE/PubMed Search and Health Literacy Information Resources

Health Literacy Search

The MEDLINE/PubMed health literacy search retrieves citations to English language journal literature. See details of the search strategy below.

Search Details

The Reference and Web Services Section of the National Library of Medicine created and maintains this health literacy search strategy.

(health[ti] AND literacy[ti])
OR ("health literacy" OR "health literate" OR "medical literacy")
OR (functional[tw] AND health[tw] AND literacy[tw])
OR numeracy
OR ((low literate[ti] OR low literacy[ti] OR literacy[ti] OR illiteracy[ti] OR literate[ti] OR illiterate[ti] OR reading[mh] OR comprehension[mh]) AND (health promotion[major] OR health education[major] OR patient education[major] OR Communication Barriers[major] OR communication[major:noexp] OR Health Knowledge, Attitudes, Practice[major] OR attitude to health[major])) OR (comprehension[major] AND educational status[major])
OR (family[ti] AND literacy[ti])
OR (("drug labeling" OR Prescriptions [mh]) AND ("comprehension" OR "numeracy"))
OR ((cancer[ti] OR diabetes[ti]) AND (literacy[ti] OR comprehension[ti]))
OR "adult literacy"
OR "limited literacy"
OR "patient understanding"[ti]
OR (self care [major] AND perception[mh])
OR (comprehension AND food labeling[mh])
OR (comprehension AND informed consent)
OR (comprehension AND insurance, health)
AND English[la]

Health Literacy Information Resources

- NLM and NIH resources:
  - Clear Communication: an NIH Health Literacy Initiative (National Institutes of Health)
  - NLM Current Bibliographies in Medicine 2000-1: Health Literacy (or PDF)
  - NLM Current Bibliographies in Medicine 2004-1: Understanding Health Literacy and its Barriers
  - NLM National Network of Libraries of Medicine Health Literacy Page
- ACOG Health Literacy Committee Opinion Number 585 (February 2014)
- Always Use Teach-back! training toolkit (IHS Center for Clinical Transformation, Health Literacy Iowa and Des Moines) (n.d.)
- American Health Insurance Professionals (AHIP) Health Literacy Page
- Commonwealth Fund Health Literacy reports, 2004-2008
- Health Literacy Europe Conference Material (2014)
- Health Literacy Improvement links (ODPHP)
- Health Literacy Kentucky Resources List (modified on June 19, 2014)
- Health Literacy Out Loud Audio (multiple dates)
- Health Literacy Page (AHRQ)
- Health Literacy Page (HRSA)
- Health Literacy Report (Royal College of General Practitioners, UK, June 2014)
- Health Literacy Research Conference (HARC)
- Health Literacy: The solid facts. WHO 2013
- Health Literacy Web Resources. AHEC Clear Health Communication Program. The Ohio State University (Updated 1/10)
- The National Academies of Sciences, Engineering, and Medicine Roundtable on Health Literacy Discussion papers, commissioned papers, and previous meetings links
- Joint Commission Facts about Patient-centered Communications July 17, 2014
- Measuring Health Insurance Literacy: A Call to Action. A Report from the Health Insurance Literacy Expert Roundtable of Consumers Union
- National Assessment of Adult Literacy (NAAL) Health Literacy (2003)
- PlainLanguage.gov Health Literacy (n.d.)
- Proceedings of the Surgeon General's Workshop on Improving Health Literacy Sep 7, 2006, NIH, Bethesda, MD

Health Literacy
&
Communication in Your institution

Data we all need to know

In one of the largest studies conducted on health literacy, researchers using patients from two public hospitals found that:

33% of the patients were unable to *read basic health care materials*

42% of the patients could not *understand directions* for taking medication on an empty stomach

26% of the patients were unable to *understand information* on an appointment slip

86% of the patients did not *understand the rights and responsabilities* section of a Medicaid application

60% of the patients did not *understand a standard informed consent* form.

Source: http://www.ncbi.nlm.nih.gov/pubmed/7474271

Areas that are important to address:

- Improve spoken communication
- Improve written communication
- Improve self-management & empowerment
- Improve supportive systems

10 Attributes of a Health Literate Organization

10 Attributes

Brach C, Keller D, Hernandez LM, et al. *Ten Attributes of Health Literate Health Care Organizations*. Washington, DC: National Academy of Sciences, 2012.

1. Leadership Promotes
2. Plans, Evaluates, and Improves
3. Prepares Workforce
4. Includes Consumers
5. Meets Needs of All
6. Communicates Effectively
7. Ensures Easy Access
8. Designs Easy to Use Materials
9. Targets High Risk
10. Explains Coverage and Cost

A Health Literate Organization:	Examples
1. Has leadership that makes health literacy integral to its mission, structure, and operations	• Develops and/ implements policies and standards • Sets goals for health literacy improvement, establishes accountability and provides incentives • Allocates fiscal and human resources • Redesigns systems and physical space
2. Integrates health literacy into planning, evaluation measures, patient safety, and quality improvement	• Conducts health literacy organizational assessments • Assesses the impact of policies and programs on individuals with limited health literacy • Factors health literacy into all patient safety plans
3. Prepares the workforce to be health literate and monitors progress	• Hires diverse staff with expertise in health literacy • Sets goals for training of staff at all levels
4. Includes populations served in the design, implementation, and evaluation of health information and services	• Includes individuals who are adult learners or have limited health literacy • Obtains feedback on health information and services from individuals who use them
5. Meets needs of populations with a range of health literacy skills while avoiding stigmatization	• Adopts health literacy universal precautions, such as offering everyone help with health literacy tasks • Allocates resources proportionate to the concentration of individuals with limited health literacy
6. Uses health literacy strategies in interpersonal communications and confirms understanding at all points of contact	• Confirms understanding (e.g., using the Teach-Back, Show-Me, or Chunk-and-Check methods) • Secures language assistance for speakers of languages other than English • Limits to two to three messages at a time • Uses easily understood symbols in way-finding signage
7. Provides easy access to health information and services and navigation assistance	• Makes electronic patient portals user-centered and provides training on how to use them • Facilitates scheduling appointments with other services
8. Designs and distributes print, audiovisual, and social media content that is easy to understand and act on	• Involves diverse audiences, including those with limited health literacy, in development and rigorous user testing • Uses a quality translation process to produce materials in languages other than English
9. Addresses health literacy in high-risk situations, including care transitions and communications about medicines	• Prioritizes high-risk situations (e.g., informed consent for surgery and other invasive procedures) • Emphasizes high-risk topics (e.g., conditions that require extensive self-management)
10. Communicates clearly what health plans cover and what individuals will have to pay for services	• Provides easy-to-understand descriptions of health insurance policies • Communicates the out-of-pocket costs for health care services before they are delivered

Organizational Change: Process

Successful models used in Health Literacy

- Plan Do Act Cycles
- Kotter's 8 Step Model
- Informal models
- Chain of command, approval of committees, panels, boards

PDSA

PDSA (plan-do-study-act) Worksheet

TOOL: STEP: CYCLE:

PLAN

I plan to:

I hope this produces:

Steps to execute:

1.

DO

What did you observe?

•

STUDY

What did you learn? Did you meet your measurement goal?

ACT

What did you conclude from this cycle?

AHRQ Health Literacy Universal Precaution Toolkit 2nd edition

IOWA Model of Research-Based Practice to Promote Quality Care

Serves as a guide for nurses and other health professionals to use research in order to improve health outcomes

- Identify the trigger
- Determine the clinical relevance
- Form a team to locate and analyze research
- Design and implement pilot practice change
- Implement and evaluate test pilot
- Integrate and maintain

(Melnyk & Fineout-Overholt, 2015)

Strategies to build support

Linking HL to initiatives: (example: Wilkes Barre Hospital in PA)

- Cost savings and ROI (readmissions)
- HL statistics (can you gather these at your institutions) use HL evaluation tools Newest Vital Sign or Brief
- Patient experiences – In their own words

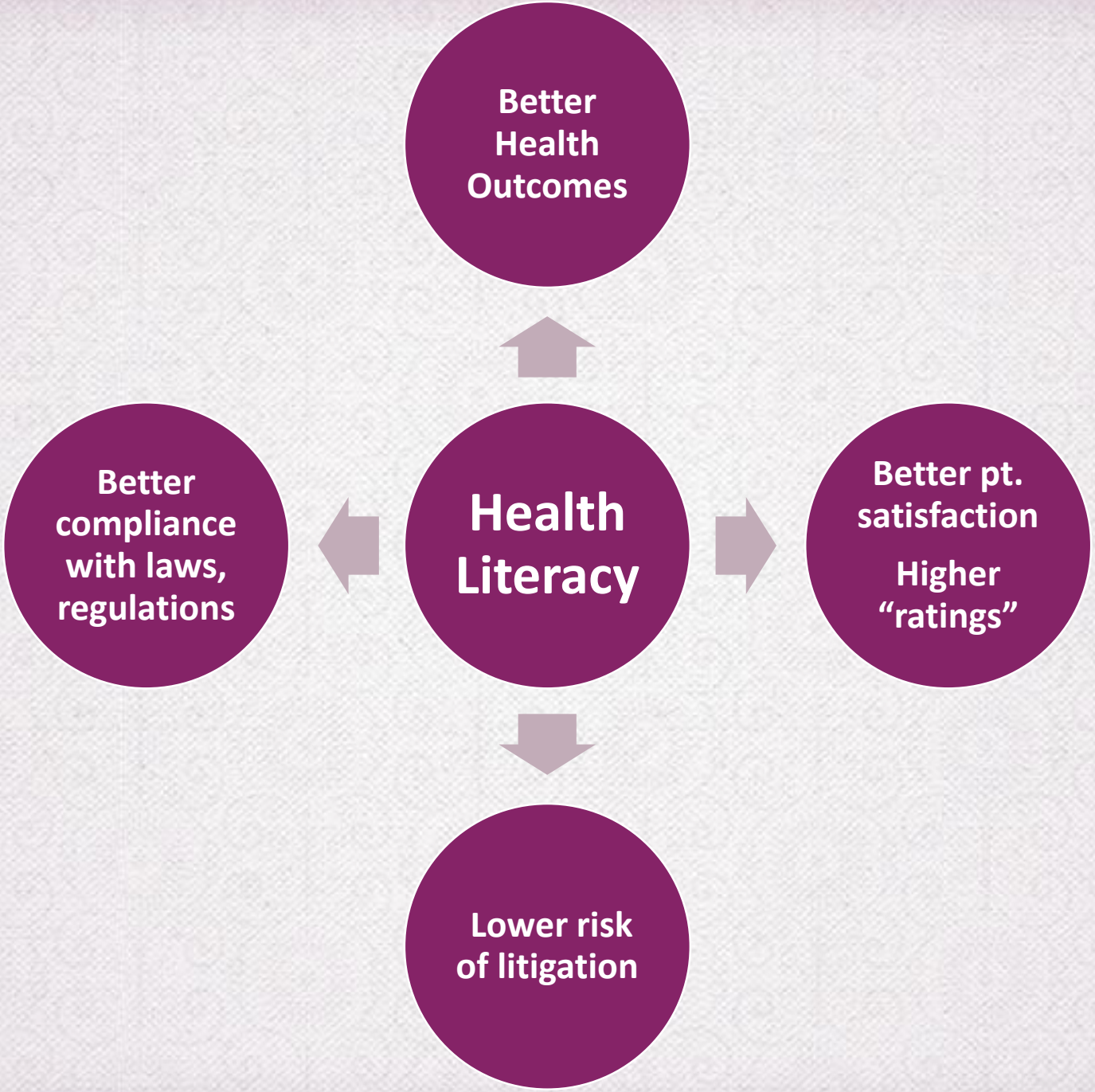
Linking HL to:

- Low adherence rates, insurance issues, medication errors, patient dissatisfaction
- Organizations Mission, Vision, Strategic goals
- Last but not least
  - Legal, regulatory, compliance , patient safety (example: dietary services delivery of the wrong meals, allergies etc.

Strategies for

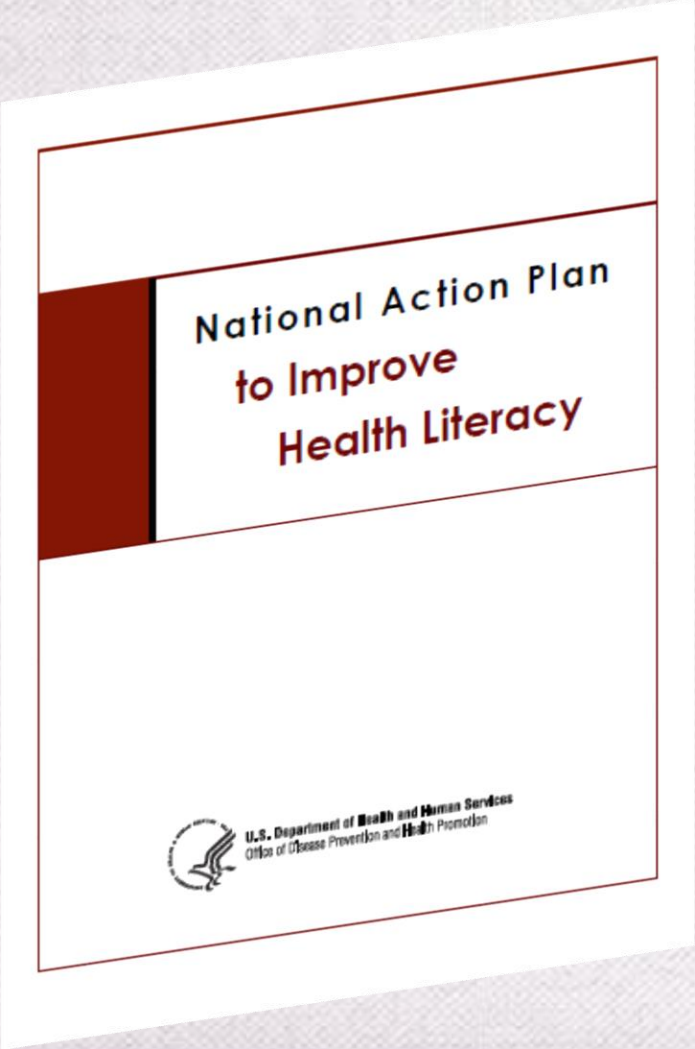
- Build alliances and recruit your supporters – interdisciplinary teams
- Sell “health literacy” – anecdotal experiences from patients, caregivers, staff
- Use legal & regulatory and compliance explanations
- Build the needed skills among staff
  - Use experts in your system or bring someone in to conduct workshops- peers

The Case for Health Literacy



National Action Plan to Improve Health Literacy

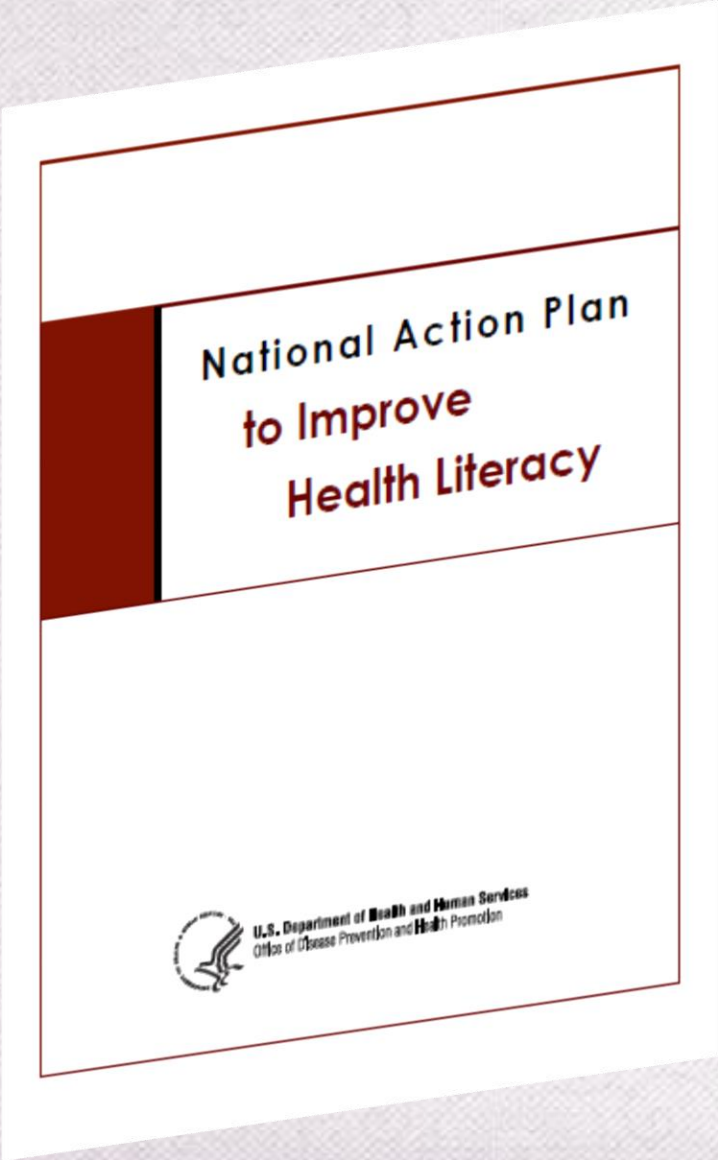
National Action Plan*
Strategies for Health Care Professionals



- Use different types of communication and tools with patients, including vetted pictures and models and scorecards, to support written and oral communication with patients and their caregivers.
- Use existing programs, such as AHRQ's Questions are the Answers, to prepare patients and providers for visits and structure their communication.
- Use direct and developmentally appropriate communication with children to build better understanding of their health and health care.
- 73 page document or 7 page summary is available

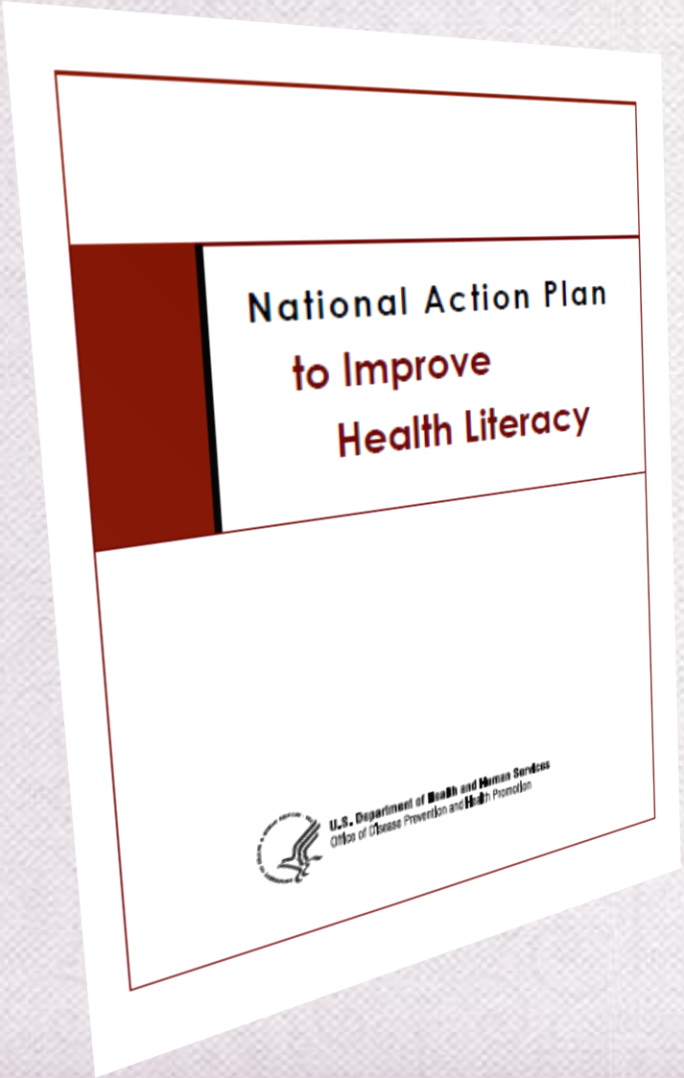
*https://health.gov/communication/initiatives/health-literacy-action-plan.asp

Strategies for Health Care Professionals



- Use proven methods of checking patient understanding, such as the teach-back method, to ensure that patients understand health information and risk and benefit tradeoffs associated with treatments, procedures, tests, and medical devices.
- Ensure that pharmacists provide the necessary counseling to consumers in language they understand for dispensed medications as required by law.
- Use patient-centered technologies at all stages of the health care process to support the information and decision-making needs of patients.
- Use technology, including social media, to expand patients' access to the health care team and information.

continued
Strategies for Health Care Professionals



- Participate in ongoing training in health literacy, plain language, and culturally and linguistically appropriate services (CLAS) and encourage colleagues and staff to be trained.
- Advocate for requirements in continuing education for health care providers who have been working in the field but have not participated in health literacy, cultural competency, and language access training.
- Create patient-friendly environments that facilitate communication by using architecture, images, and language to reflect the community and its values.
- Refer patients to public and medical libraries to get more information and assistance with finding accurate and actionable health information.
- Refer patients to adult education and English language programs.

***U.S. Department of Health and Human Services, Office of Disease Prevention and Health Promotion. (2010). National Action Plan to Improve Health Literacy. Washington, DC: Author*.**

CDC Health Literacy

https://www.cdc.gov/healthliteracy/

Health Literacy

- Health Literacy
- Health Literacy Basics
  - **What is Health Literacy?**
  - Understanding Health Literacy
  - Understanding Literacy & Numeracy
  - Talking Points About Health Literacy
  - Leaders Talk About Health Literacy
  - Organizations & Committees
- Find Training
- Create a Health Literacy Plan
- Collaborate
- Guidelines, Laws, & Standards
- Develop & Test Materials
- Health Literacy Research

CDC > Health Literacy > Health Literacy Basics

What is Health Literacy?

The Patient Protection and Affordable Care Act of 2010, Title V, defines health literacy as the degree to which an individual has the capacity to obtain, communicate, process, and understand basic health information and services to make appropriate health decisions.

Low Resolution Video

Listen to Dr. Rima Rudd, health literacy expert, Harvard T.H. Chan School of Public Health, explain health literacy.

Health Literacy Capacity and Skills

Capacity is the potential a person has to do or accomplish something. Health literacy skills are those people use to realize their potential in health situations. They apply these skills either to make sense of health information and services or provide health information and services to others.

Anyone who **needs** health information and services also needs health literacy skills to

- Find information and services
- Communicate their needs and preferences and respond to information and services
- Process the meaning and usefulness of the information and services
- Understand the choices, consequences and context of the information and services
- Decide which information and services match their needs and preferences so they can act

Anyone who **provides** health information and services to others, such as a doctor, nurse, dentist, pharmacist, or public health worker, also needs health literacy skills to

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Centers for Disease Control and Prevention
CDC 24/7: Saving Lives, Protecting People™

SEARCH

CDC A-Z INDEX

Health Literacy

Everyday Words for Public Health Communication

Health Literacy Basics

Background information on what health literacy is and why it matters in public health.

More ›

Learn more about the Health Literacy Web site.

CREATE A PLAN

Planning tools and examples, including the National Action Plan and CDC's action plan...

DEVELOP & TEST

Audience research, culture, plain language resources, visual communication...

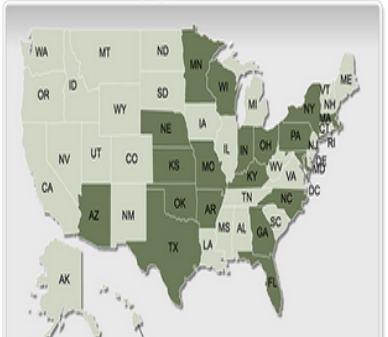
COLLABORATE

Resources for working with health care providers, libraries, schools, community organizations & cooperative extensions...

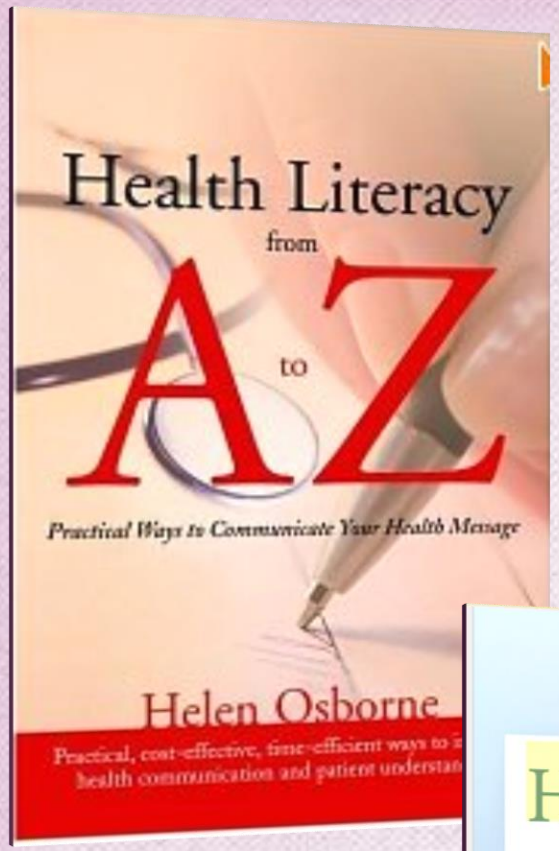
RESEARCH

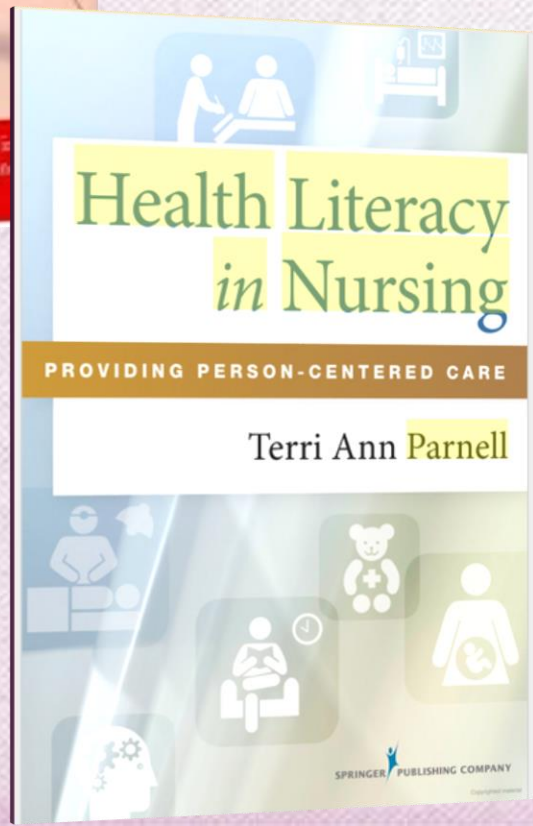
Federally funded research, evidence reviews, and research summaries...

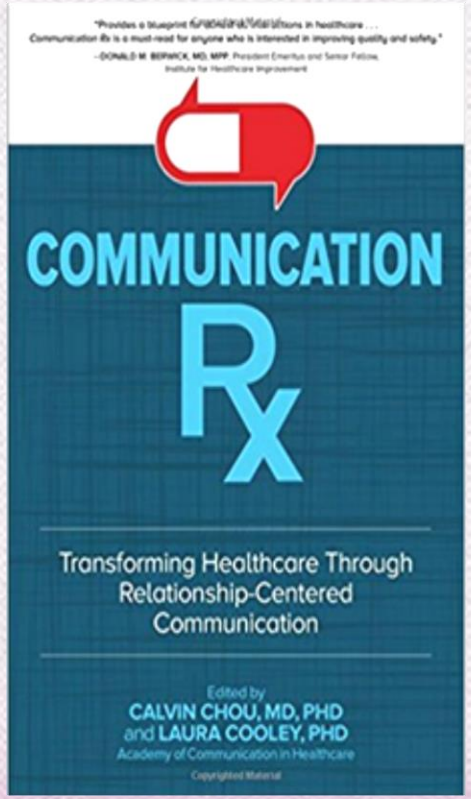
Health Literacy Activities By State

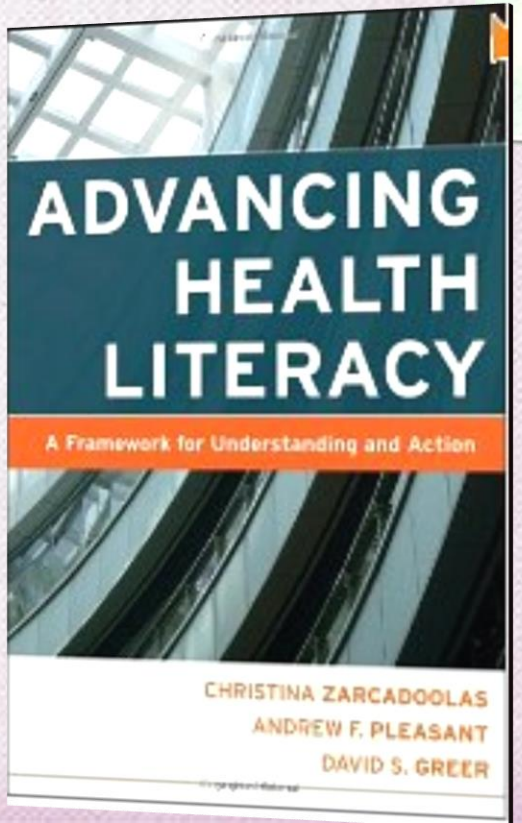


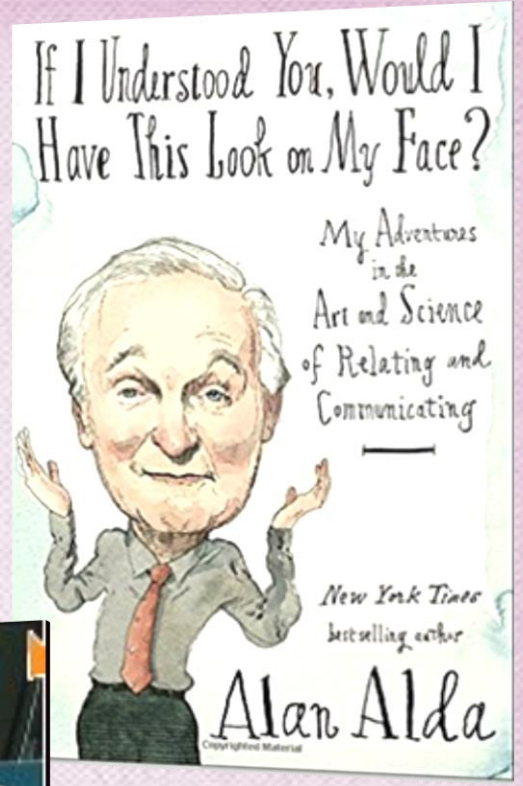
Helpful Health Literacy Books











This is **not** a one & done project. This is a continuous process.

Questions are the Answer (AHRQ)

Thank You!

National Network of Libraries of Medicine,
Middle Atlantic Region
http://nnlm.gov/mar/

Michelle Burda, MLS
Education and Health Literacy Coordinator
mburda@pitt.edu

NIH U.S. National Library of Medicine
National Network of Libraries of Medicine
Middle Atlantic Region

Developed resources reported in this program are supported by the National Library of Medicine (NLM), National Institutes of Health (NIH) under cooperative agreement number UG4LM012342 with the University of Pittsburgh, Health Sciences Library System. The content is solely the responsibility of the authors and does not necessarily represent the official views of the National Institutes of Health.