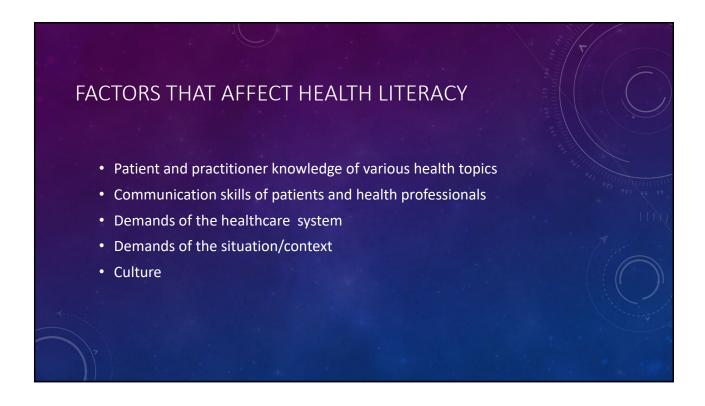




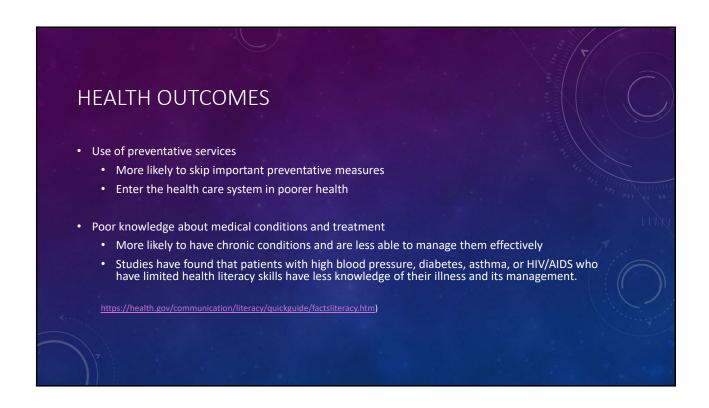


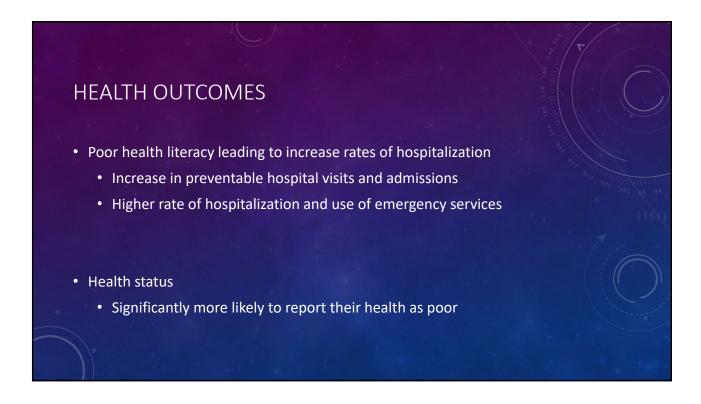
EXAMPLES OF POOR HEALTH LITERACY A patient using rapid acting insulin AFTER dinner Poor inhaler technique Not getting a flu immunization because they are "still covered from last year's shot" Using a maintenance medication "as needed" when "my blood pressure is high only" "My sugar has been fine lately so I am only taking my oral diabetes med when needed

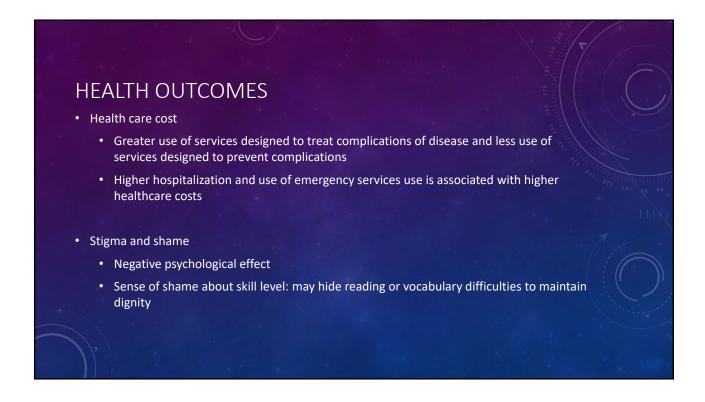


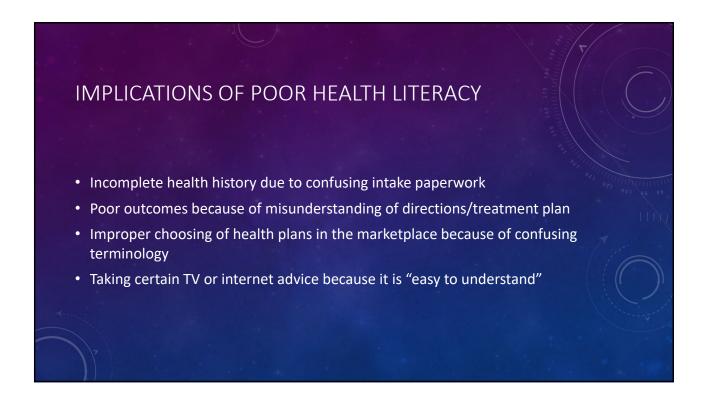


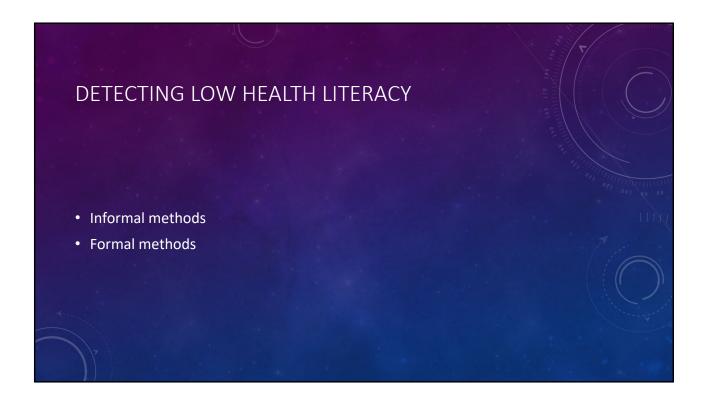


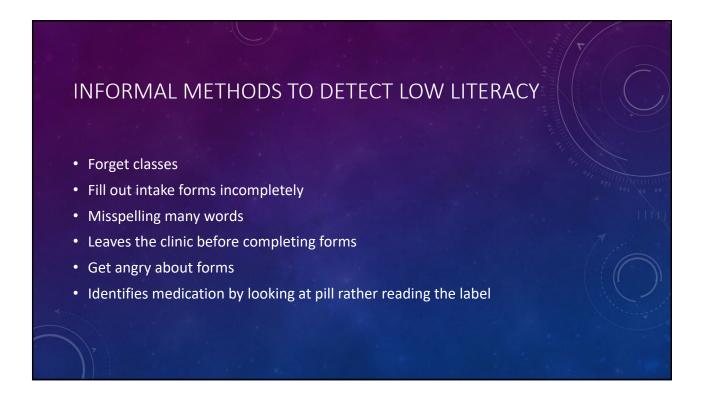










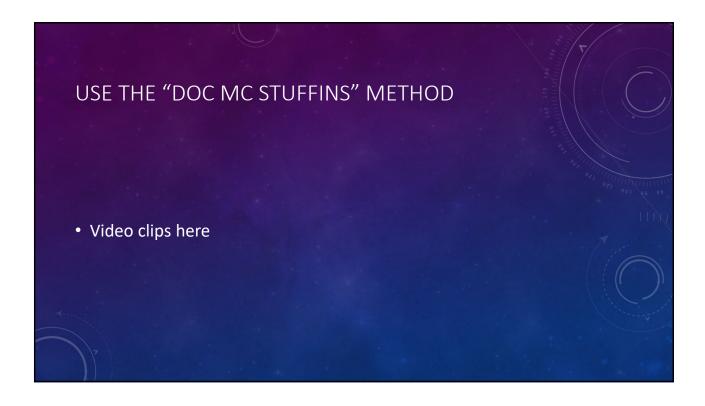


FORMAL METHODS TO IDENTIFY LOW LITERACY National Assessment of Adult Literacy (NAAL) Rapid Estimate of Adult Literacy in Medicine-Revised (REALM-R) Test of Functional Health Literacy in Adults (TOFLA, STOFLA) Short Assessment of Health Literacy for Spanish and English (SAHL-S&E) Newest Vital Sign (NVS)

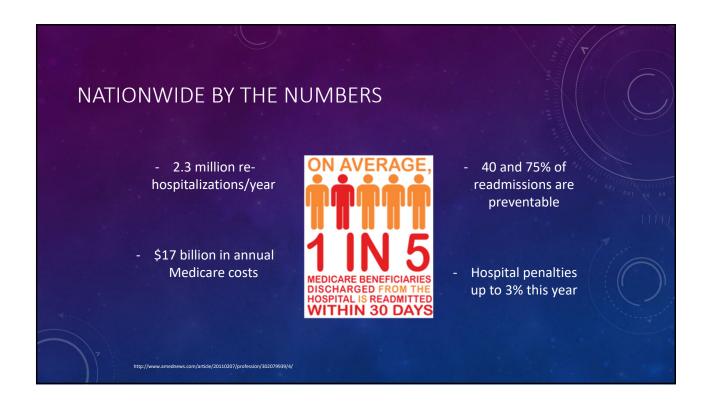
WHAT STRATEGIES CAN PRACTITIONERS IMPLEMENT TO IMPROVE HEALTH LITERACY? Recognize patients who need extra help Focus on & repeat key message/actions to implement improve health care literacy Explain things clearly in everyday words Use a "Teach-Back" method for clarity & understanding Use patient-friend materials

WHAT STRATEGIES CAN PRACTITIONERS IMPLEMENT TO IMPROVE HEALTH LITERACY?

- Improve the usability of health information:
 - limit the number of messages, use plain language, and focus on action
 - Revise forms to ensure clarity and simplicity
 - Train staff on assistance with completing forms and scheduling follow-up care
- Improve accessibility of physical environment
- Improve access to accurate and appropriate health information









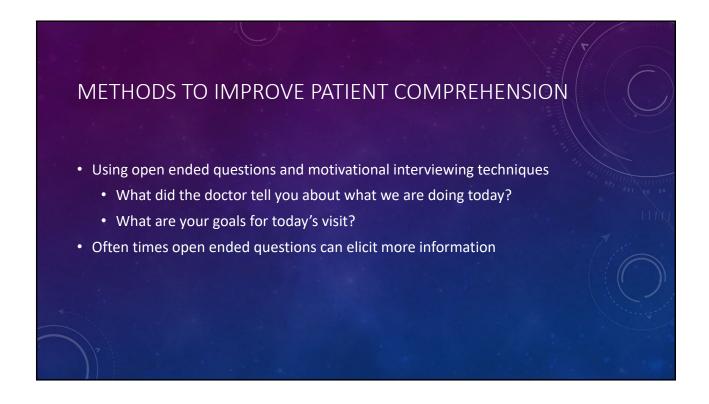
NATIONAL ACTION PLAN RELATED TO HEALTH LITERACY: 7 STEPS

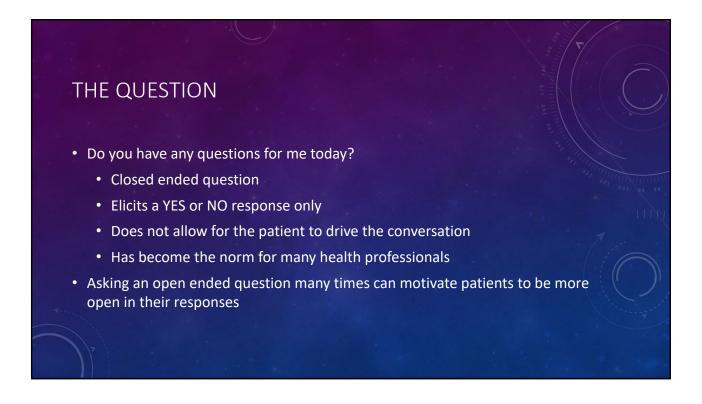
- 1. Develop and disseminate health and safety information that is accurate, accessible, and actionable
- 2. Promote changes in the health care system that improve health information, communication, informed decision making, and access to health services
- 3. Incorporate accurate, standards-based, and developmentally appropriate health and science information and curricula in child care and education through the university level
- 4. Support and expand local efforts to provide adult education, English language instruction, and culturally and linguistically appropriate health information services in the community

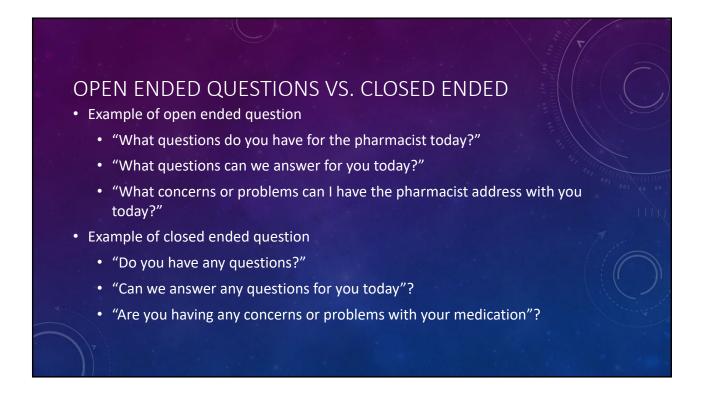
NATIONAL ACTION PLAN RELATED TO HEALTH LITERACY: 7 STEPS

- 5. Build partnerships, develop guidance, and change policies
- 6. Increase basic research and the development, implementation, and evaluation of practices and interventions to improve health literacy
- 7. Increase the dissemination and use of evidence-based health literacy practices and interventions









MOST IMPORTANT ASPECT OF OPEN ENDED QUESTIONS

- Helps you gain insight from patient's perspective
- Patient may be under the impression they are doing everything right.
 - Insulin and orange example
 - "Are you taking your medication correctly"?
 - Who's definition of correctly??

METHODS TO IMPROVE PATIENT COMPREHENSION

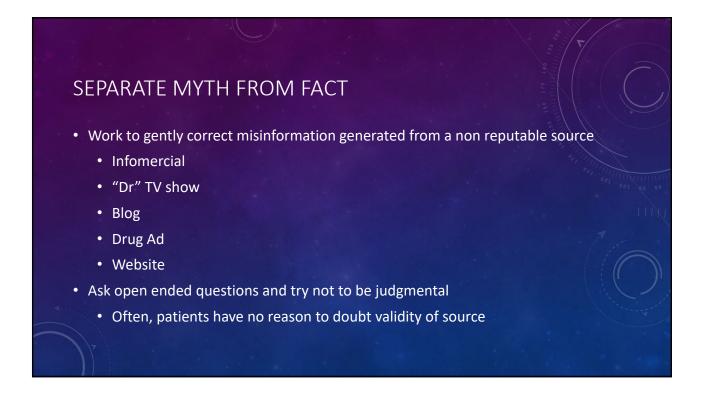
- Look for non-verbal cues or looks of confusion from the patient
 - May or may not be easy to spot someone who is overwhelmed with information
- Watch your verbal and non-verbal cues as well
 - The wrong cue can cause a patient to close up and not be receptive to what you
 have to say
 - Be aware of your body language, vocal inflexion
 - · Don't act rushed
 - Create an open warm environment conducive to conversation

METHODS TO IMPROVE PATIENT COMPREHENSION

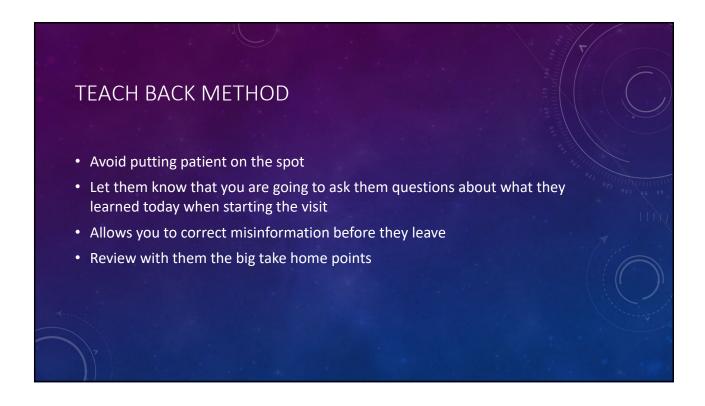
- Encourage patient to ask questions throughout at the beginning of appointment
- Start with and continue open ended questions throughout the visit
- Make sure to tell them to stop you at any time with any questions or concerns
- Encourage follow up questions after the visit
- Encourage them to bring a list of questions and concerns to the visit and subsequent visits

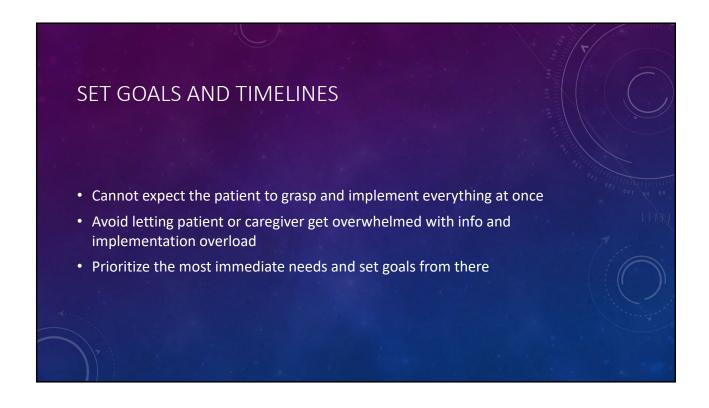
PATIENT MEDICAL HISTORY

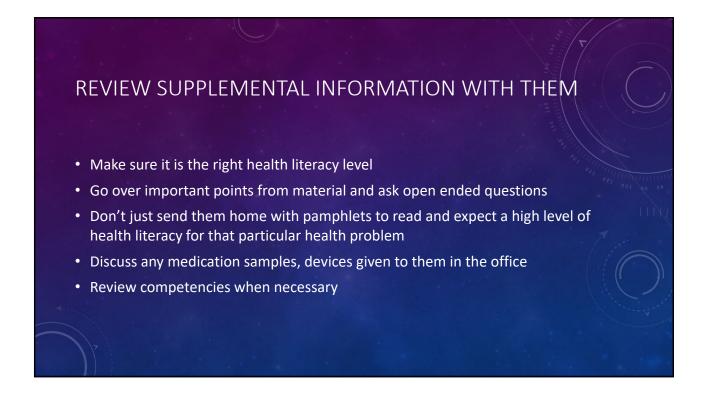
- Check your intake forms to be sure information is understandable
 - Myocardial infarction vs. Heart attack example
- Ask follow up questions when reviewing a medical history on the intake form
 - What type of allergic reaction occurred? Separate true allergy from adverse reactions
- Have them bring medication bottles or a health care professional medication list



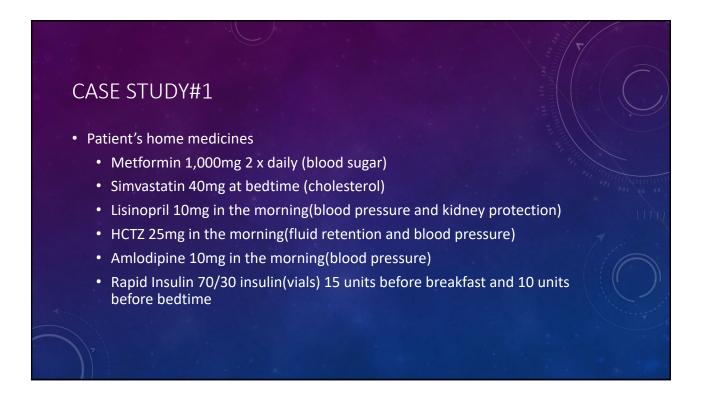


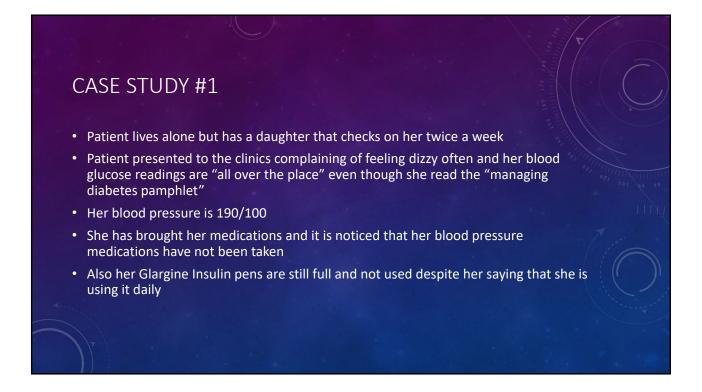


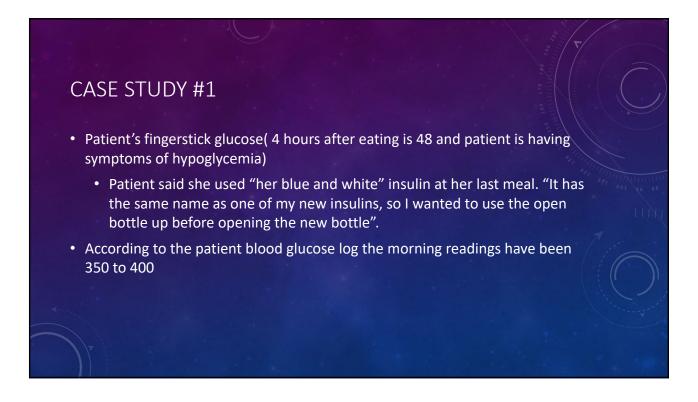


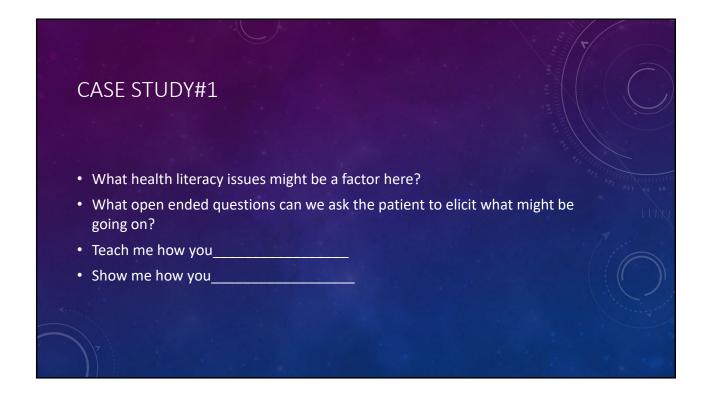


CASE STUDY#1 Mrs. Johnnie has been discharged from the hospital and has presented to your clinic for follow up. She was in the hospital for high blood sugar related to her type 2 diabetes. The patient was discharged on new medicines Insulin Glargine 22 units at bedtime(in insulin pen form) Rapid acting insulin10 units with each meal(in insulin vial form) Blood glucose testing supplies for 4x daily testing









CASE STUDY #1 Upon asking the proper open ended questions we determine the following "I read on a blog that dizziness was a symptom of low blood pressure, so I figured it must have been my medication. So, I stopped taking it". "I have been injecting these insulin pens as instructed but I have not felt anything go in" The patient has been putting the pens up to her belly and pushing the doses in with no needles on the pen "This other new insulin has a similar name to my old one so I used it up first with the new directions"

