

Using Provider Coaching to Improve Health Literacy

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Background

Health literacy is obtaining, reading, understanding, and utilizing basic health information and services. Also, reading and understanding patient education, medication labels, and navigating the health care system for follow-up visits and referrals.



- ❖Teach-back is a health literacy tool that allows for assessment of understanding and provides an opportunity to correct any misunderstanding. Providers ask patients to reexplain health education in their own words.
- ❖90 million adults and 36% of Americans lack basic health literacy.
- Low health literacy is linked with missed appointments, uncontrolled diseases, more ER visits, more readmissions in heart patients..



Significance

- Research indicates providers overestimate patients' health literacy and the plain language.
- Providers perceive they are not trained concerning health literacy and feel unprepared to communicate with low health literacy patients.
- *Few education programs focus on health literacy.
- Teach back is research supported as an effective for assessing health literacy and meeting low or limited health literacy patient needs.

Aims

- To improve provider coaching of health literacy by through an educational session of teach-back.
- To increase acute care nurses knowledge and use of teach-back and help sustainable practice change

Methodology

- The study setting was in a 300-bed hospital in Alabama.
- ❖Sample was nurses including License Practical Nurses, RNs, nurse case managers and Nurse Practitioners
- The intervention for the project was several 10-15 minute group lunch and learn educational sessions on use of teach-back.
- The information for the sessions was from the <u>AHRQ's</u> Health Literacy Universal Precautions Toolkit.
- The tool was the Conviction and Confidence Scale from the Always Use Teach-Back! Toolkit.
- The Conviction and Confidence Scale, is a 4-question survey that assesses conviction for teach-back, confidence in use of teach-back, and frequency of use.
- It was given to participants before & 30 days after sessions.



Results

- Out of 20 pre-intervention participants, 9 completed the post-intervention survey.
- The majority demonstrated increased conviction and confidence with teach-back
- When asked the about the importance of using teach-back, 78% reported the highest level of conviction compared to 75% of pre-survey respondents.
- Seventy-eight percent of post-survey respondents had the highest level of confidence in the ability to use teach-back, compared to 50% of pre-survey participants. Post-intervention respondents indicated an increased frequency of the elements of teach-back.
- The greatest improvement was in re-teaching to patients who were unable to teach-back.

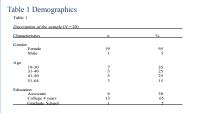


Table 2 Improvement in selected items pre- and post-intervention

	Pre-intervention		Post intervention	
	n	%	n	%
Conviction that teach-back is impo	ortant			
Not at all	0	0.0	0	0.0
Not very	0	0.0	0	0.0
Not	ö	0.0	ő	0.0
Less	0	0.0	0	0.0
Neutral	0	0.0	0	0.0
Somewhat	0	0.0	0	0.0
Important	0	0.0	0	0.0
Somewhat	0	0.0	0	0.0
Somewhat very	5	25.0	2	22.2
Very important	15	75.0	7	77.8
onfidence in ability to teach-back				
Not at all	0	0.0	0	0.0
Not very	0	0.0	0	0.0
Not	0	0.0	0	0.0
Less	0	0.0	0	0.0
Neutral	0	0.0	0	0.0
Somewhat more	5	25.0	0	0.0
Somewhat very	5	25.0	2	22.0
Very confident	10	50.0	7	77.8

Table 3 Results Post-intervention data demonstrated greater frequency in use of teach-back among those who responded.

	Pre-intervention		Post intervention	
	n	%	n	%
How often the patient is asked to ex 6 months or more	plain b	ack information i	n own word	ls 77.8
Less than 6 months	4	20.0	2	22.2
Less than 6 months Not doing, start 1 month	4	20.0 15.0	2 0	22.2
Less than 6 months	4 3 1	20.0	2 0 0	22.2

Table 4 Variables from the Conviction and Confidence Scale.

	Pre-i	Pre-intervention		intervention
	n	%	n	%
Using caring tone of voi	ce and attitude			
Yes	19	95.0	9	100.0
No	î	5.0	ó	0.0
Displaying comfortable	hody language m	ake eve contact a	nd sit down	
Yes	17	85.0	9	100.0
No	3	15.0	0	0.0
Use plain language				
Yes	17	85.0	8	88.9
No	3	15.0	1	11.1
Ask patient to explain be	ack in own words			
Yes	17	85.0	9	100.0
No	3	15.0	0	0.0
Use non-shaming open-	ended questions			
Yes	14	70.0	8	88.9
No	6	30.0	1	11.1
Avoid yes or no question				
Yes	9	45.0	8	88.9
No	11	55.0	1	11.1
Take responsibility for n	naking sure you a	re clear		
Yes	15	75.0	9	100.0
No	5	25.0	0	0.0
Explain and check again				
Yes	8	40.0	9	100.0
No	12	60.0	0	0.0
Use reader-friendly prin		ort learning		
Yes	15	75.0	9	100.0
No	5	25.0	0	0.0

Discussion

- The results showed that, after an educational session, there was an overall increase in use of the elements of teach-back, especially in the area of re-explaining information when patients are unable to explain in their own words what was taught.
- ❖The small sample size of this study makes it useful as a pilot study and there is an indication that a professional development program with a similar design could be beneficial in creating health literate healthcare providers as well as health literate organizations, thereby improving overall patient health literacy.

Recommendations for Nursing Practice:

- *Regular continuing education and coaching sessions
- ❖Consistent use of teach-back among all providers
- ❖Regular intermittent observation/evaluation of teach-back utilization



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