Healthcare Literacy Strategies for Improving Cardiac Health and Reducing Cardiac Healthcare Disparities

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MetaStar

WiAHC Annual Conference
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Objectives

The audience will be able to:

• Understand the ramifications of healthcare literacy barriers on patient adherence and outcomes
• Conduct a simple healthcare literacy assessment
• Identify several key tactics for addressing low healthcare literacy in patient populations
Mission: Working together to improve the health of all Minnesotans through clear communication

Goals:
- Train health care providers
- Empower patients
- Share resources
Health Literacy and its Impact on Health
What is literacy?

Using printed and written information to function in society, achieve one’s goals, and develop one’s knowledge and potential

- Kirsch et al, 1993
What is health literacy?

Health Literacy:

“The degree to which individuals have the capacity to obtain, process, and **understand** basic health information and services needed to **make** appropriate health **decisions**.”

- Ratzan and Parker, 2000 / Healthy People 2010
Expanding the definition

A **patient's ability** to obtain, understand and act on health information

A **provider’s capacity** to communicate clearly, educate about health and empower their patients
Health literacy impacts

Access

Safety

Quality

Outcomes
GNINAELC – Ot erussa hghi ecnamrofrep, yllacidoirep naelc eht epat sdaeh dna natspac revenehw uoy eciton na noitalumucca fo tsud dna nworb-der edixo selcitrap. Esu a nottoc baws denetsiom htiw lyporposi lohoclal. Eb erus on lohoclal sehcuot eht rebbur strap, sa ti sdnet ot yrd dna yllautneve kcarc eht rebbur. Esu a pmad tholc ro eggnosp ot naelc eht tenibac. A dlim paos, ekil gnihsawhsid tnegreted, lliw pleh evomer esaergro lio.
What was it like?

How did you feel?

Do you know what to do?
Only 12% of adults are proficient

Health Literacy results from the National Assessment of Adult Literacy, US Dept of Education, 2003

percentage of population at each level
Why are patients at risk?

Reliance on the written word for patient instruction

Increasingly complex healthcare system
- More medications
- More tests and procedures
- Growing self-care requirements
- Esoteric language
Who is most at risk?

- Elderly
- Ethnic and racial minorities
- Limited education Immigrants
- Low socioeconomic status
- People with chronic disease
Health literacy by age

16–18

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<th>Proficient</th>
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25–39

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40–49

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50–64

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65+

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...by race/ethnicity
Patients with low literacy nearly twice as likely to be hospitalized

Baker, Parker, Williams, et al. *JGIM* 1999
Low health literacy increases US health care costs by $50 billion – $73 billion annually.*

*Estimated by National Academy on an Aging Society using 1998 figures
Understanding the problem

Health literacy and patient safety: Help patients understand
What do we know?

Universal problem

Predictor of health status

Limited health literacy leads to:

— Greater health costs

— Poorer health outcomes
Assessing Health Literacy
AHRQ Resources

### Short and Rapid Assessments

#### SAHL-S Test Form

<table>
<thead>
<tr>
<th>Stem</th>
<th>Key or Distractor</th>
<th>&quot;No sé&quot; (Don't know)</th>
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<td>1. empleo</td>
<td><em>trabajo</em> <em>educación</em></td>
<td>No sé</td>
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<tr>
<td>2. convulsiones</td>
<td><em>mareado</em> <em>tranquilo</em></td>
<td>No sé</td>
</tr>
<tr>
<td>3. infección</td>
<td><em>mata</em> <em>virus</em></td>
<td>No sé</td>
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<tr>
<td>4. medicamento</td>
<td><em>instrumento</em> <em>tratamiento</em></td>
<td>No sé</td>
</tr>
<tr>
<td>5. alcoholismo</td>
<td><em>adicción</em> <em>recreo</em></td>
<td>No sé</td>
</tr>
<tr>
<td>6. riñón</td>
<td><em>orina</em> <em>fiebre</em></td>
<td>No sé</td>
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<tr>
<td>7. dosis</td>
<td><em>dormir</em> <em>cantidad</em></td>
<td>No sé</td>
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<tr>
<td>8. aborto espontáneo</td>
<td><em>pérdida</em> <em>matrimonio</em></td>
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<td>10. embarazo</td>
<td><em>parto</em> <em>niñez</em></td>
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<tr>
<td>11. nervios</td>
<td><em>aburrido</em> <em>ansiedad</em></td>
<td>No sé</td>
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<td>12. nutrición</td>
<td><em>saludable</em> <em>gaseosa</em></td>
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<td>13. indicado</td>
<td><em>instrucción</em> <em>decisión</em></td>
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<td>14. hormonas</td>
<td><em>crecimiento</em> <em>harmonía</em></td>
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<td>15. normal</td>
<td><em>diferente</em> <em>similar</em></td>
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</tr>
<tr>
<td>16. diagnóstico</td>
<td><em>evaluación</em> <em>recuperación</em></td>
<td>No sé</td>
</tr>
<tr>
<td>17. hemorroides</td>
<td><em>venas</em> <em>corazón</em></td>
<td>No sé</td>
</tr>
<tr>
<td>18. sífilis</td>
<td><em>anticonceptivo</em> <em>condón</em></td>
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#### REALM-SF Form

Select for PDF Version [ ] - 25.28 KB

- Patient name ____________ Date of birth ____________ Reading level ____________
- Date ____________ Examinor ____________ Grade completed ____________

<table>
<thead>
<tr>
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<td>Rectal</td>
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<td>Anemia</td>
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<tr>
<td>Behavior</td>
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Strategies for Facilitating Health Literacy
Strategy: Recognize red flags

Making excuses
Perceived resistance
Has no questions
Frequently missed appointments, tests
Non-adherent with meds or treatment
Strategy: Create a shame-free experience

Convey an attitude of helpfulness, caring and respect—by all staff

• Ask questions to help patients open up
• Listen
• Encourage patients to ask questions
• SMILE 😊

Provide assistance confidentially
**Strategy: Improve interpersonal communication**

**Slow down**
- take your time

**Use plain, non-medical language**
- “living room” language
Strategy: Improve interpersonal communication

Use analogies and pictures
  • charts
  • Models
  • diagrams

Limit to most important concepts
  • focus on 1-3 key messages

Repeat them
Ask Me 3

What Is My Main Problem?

What Do I Need to Do?

Why Is It Important for Me to Do This?

Diagnosis

Treatment

Context
Strategy: Use teach-back method

Ask patients to demonstrate understanding

• “What will you tell your spouse about your condition?”
• “I want to be sure I explained everything clearly, so can you please explain it back to me so I can be sure I did.”
• “Show me what you would do.”

Chunk and check

Summarize and check for understanding throughout, don’t wait until the end.

Do NOT ask . . .

• “Do you understand?”
**Strategy:** Use patient-friendly materials and forms

**Tips for easy-to-understand materials**

- Keep text short and simple
- Limit medical jargon
- Use clear headings, bullets and lots of white space
- Use active voice
- Focus only on 1-3 key points
- Emphasize what the patient should do (actions)
Next steps . . .

✓ Apply strategies learned today
✓ Do a walk-through in your area and identify barriers
✓ Review documents and forms and simplify as appropriate
✓ Develop a plan to educate all staff about health literacy
Health Literate Cardiac Tools

HHQI Tools

Fundamental-Focus – Blood Pressure Control & Smoking Cessation BPIP
• My Heart Healthy Workbook
• 6 Tips to Cut Sodium
• My Questions About My Heart for My Doctor

CVH Part 2 BPIP
• Take Control of Your Cholesterol

Cardiovascular Risk Factors Video BPIPs
• Risk & Signs of Heart Attack & Stroke (patient video)
• Diabetes & Your Heart (patient video)

Cardiovascular Blood Pressure Control Video BPIPs
• Blood Pressure Medication Management (patient video)
• How to Check My Own Blood Pressure (patient video)
Resources

American Medical Association
http://www.amafoundation.org

Institute of Medicine Health Literacy: A Prescription to End Confusion
http://iom.edu/

Joint Commission Resources

Agency for Healthcare Research & Quality (AHRQ)
Health Literacy and Outcomes Evidence Report
www.ahrq.gov

Multilingual Health Resource Exchange
www.health-exchange.net
Acknowledgements

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Questions?

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